

# Georgia Rules and Regulations

## Administrative Bulletin for June 2023

### OFFICE OF SECRETARY OF STATE ADMINISTRATIVE PROCEDURE DIVISION

5800 Jonesboro Road  
Morrow, GA 30260  
(404) 909-8909

Final rules filed with the Georgia Secretary of State during the month of *June 2023*:

#### Table of Contents

Department	Rules List	Action	Filed	Effective	Page
40. RULES OF GEORGIA DEPARTMENT OF AGRICULTURE	<a href="#">40-2-16-.01</a> --- <a href="#">40-2-16-.31</a>	adopted	Jun. 9	July 1, 2023	6
111. RULES OF DEPARTMENT OF COMMUNITY HEALTH	<a href="#">111-2-2-.07</a>	non- substantive change	Jun. 30	June 30, 2023	41
	<a href="#">111-3-8-.05</a>	amended	Jun. 9	June 29, 2023	47
	<a href="#">111-8-13-.05</a>	amended	Jun. 9	June 29, 2023	49
150. RULES OF GEORGIA BOARD OF DENTISTRY	<a href="#">150-11-.01</a>	amended	Jun. 13	July 3, 2023	50
	<a href="#">150-13-.02</a>	amended	Jun. 13	July 3, 2023	53
160. RULES OF GEORGIA DEPARTMENT OF EDUCATION	<a href="#">160-1-4-.316</a>	amended	Jun. 21	June 21, 2023	55
300. RULES OF GEORGIA DEPARTMENT OF LABOR	<a href="#">300-2-1-.01</a>	amended	Jun. 1	June 1, 2023	56
	<a href="#">300-2-4-.01</a> --- <a href="#">300-2-4-.03</a> , <a href="#">300-2-4-.08</a> , <a href="#">300-2-4-.09</a>	amended	Jun. 1	June 1, 2023	60
375. RULES OF DEPARTMENT OF DRIVER SERVICES	<a href="#">375-3-3-.01</a>	amended	Jun. 15	July 5, 2023	68

Department	Rules List	Action	Filed	Effective	Page
391. RULES OF GEORGIA DEPARTMENT OF NATURAL RESOURCES	<a href="#">391-4-2-.11</a> , <a href="#">391-4-2-.12</a> , <a href="#">391-4-2-.21</a> , <a href="#">391-4-2-.22</a> , <a href="#">391-4-2-.25</a> , <a href="#">391-4-2-.27</a> , <a href="#">391-4-2-.28</a> , <a href="#">391-4-2-.31</a>	adopted	Jun. 2	June 22, 2023	73
	<a href="#">391-4-2-.47</a>	adopted	Jun. 28	July 18, 2023	83
	<a href="#">391-4-2-.60</a> , <a href="#">391-4-2-.67</a> , <a href="#">391-4-2-.70</a> , <a href="#">391-4-2-.73</a>	adopted	Jun. 2	June 22, 2023	85
475. RULES OF STATE BOARD OF PARDONS AND PAROLES	<a href="#">475-3-.05</a>	amended	Jun. 11	July 1, 2023	181
505. PROFESSIONAL STANDARDS COMMISSION	<a href="#">505-2-.141</a> , <a href="#">505-2-.142</a> , <a href="#">505-2-.149</a> , <a href="#">505-2-.194</a>	adopted	Jun. 9	July 1, 2023	187
	<a href="#">505-3-.03</a> , <a href="#">505-3-.13</a>	adopted	Jun. 21	July 1, 2023	193
	<a href="#">505-3-.14</a>	amended	Jun. 21	July 1, 2023	213
	<a href="#">505-3-.19</a> , <a href="#">505-3-.48</a>	adopted	Jun. 21	July 1, 2023	218
	<a href="#">505-3-.51</a>	amended	Jun. 21	July 1, 2023	239
	<a href="#">505-3-.59</a>	adopted	Jun. 21	July 1, 2023	242
	<a href="#">505-3-.66</a> , <a href="#">505-3-.76</a> , <a href="#">505-3-.77</a>	amended	Jun. 21	July 1, 2023	245
	<a href="#">505-3-.82</a> , <a href="#">505-3-.96</a> , <a href="#">505-3-.100</a>	adopted	Jun. 21	July 1, 2023	270
560. RULES OF DEPARTMENT OF REVENUE	<a href="#">560-2-15-.06</a>	non- substantive change	Jun. 20	June 20, 2023	282
	<a href="#">560-7-8-.68</a>	adopted	Jun. 1	June 21, 2023	284

Final rules filed with the Georgia Secretary of State that became effective *June 2023*:

Department	Rules List	Action	Filed	Effective
40. RULES OF GEORGIA DEPARTMENT OF AGRICULTURE	<a href="#">40-4-26-.03</a> , <a href="#">40-4-26-.05</a> --- <a href="#">40-4-26-.07</a>	amended	May 24, 2023	Jun. 13
	<a href="#">40-4-26-.09</a>	repealed	May 24, 2023	Jun. 13
111. RULES OF DEPARTMENT OF COMMUNITY HEALTH	<a href="#">111-3-8-.05</a>	amended	June 9, 2023	Jun. 29
	<a href="#">111-8-13-.05</a>	amended	June 9, 2023	Jun. 29
150. RULES OF GEORGIA BOARD OF DENTISTRY	<a href="#">150-5-.05</a>	amended	May 12, 2023	Jun. 1
	<a href="#">150-5-.07</a>	adopted	May 12, 2023	Jun. 1
300. RULES OF GEORGIA DEPARTMENT OF LABOR	<a href="#">300-2-1-.01</a>	amended	June 1, 2023	Jun. 1
	<a href="#">300-2-4-.01</a> --- <a href="#">300-2-4-.03</a> , <a href="#">300-2-4-.08</a> , <a href="#">300-2-4-.09</a>	amended	June 1, 2023	Jun. 1
391. RULES OF GEORGIA DEPARTMENT OF NATURAL RESOURCES	<a href="#">391-3-1-.01</a> --- <a href="#">391-3-1-.03</a>	amended	May 30, 2023	Jun. 19
	<a href="#">391-4-2-.11</a> , <a href="#">391-4-2-.12</a> , <a href="#">391-4-2-.21</a> , <a href="#">391-4-2-.22</a> , <a href="#">391-4-2-.25</a> , <a href="#">391-4-2-.27</a> , <a href="#">391-4-2-.28</a> , <a href="#">391-4-2-.31</a> , <a href="#">391-4-2-.60</a> , <a href="#">391-4-2-.67</a> , <a href="#">391-4-2-.70</a> , <a href="#">391-4-2-.73</a>	adopted	June 2, 2023	Jun. 22
	<a href="#">391-4-13-.03</a>	adopted	May 30, 2023	Jun. 19
480. RULES OF GEORGIA STATE BOARD OF PHARMACY	<a href="#">480-10-.02</a> , <a href="#">480-10-.06</a>	amended	May 20, 2023	Jun. 9
	<a href="#">480-22-.12</a>	amended	May 20, 2023	Jun. 9
	<a href="#">480-27-.01</a> , <a href="#">480-27-.02</a> , <a href="#">480-27-.04</a> , <a href="#">480-27-.05</a>	amended	May 20, 2023	Jun. 9
505. PROFESSIONAL STANDARDS COMMISSION	<a href="#">505-3-.01</a> , <a href="#">505-3-.05</a> , <a href="#">505-3-.06</a>	amended	May 30, 2023	Jun. 15
560. RULES OF DEPARTMENT OF REVENUE	<a href="#">560-2-1-.01</a>	amended	May 31, 2023	Jun. 20
	<a href="#">560-2-1-.02</a>	repealed	May 31, 2023	Jun. 20
	<a href="#">560-2-1-.03</a> --- <a href="#">560-2-1-.05</a>	amended	May 31, 2023	Jun. 20

Department	Rules List	Action	Filed	Effective
	<a href="#"><u>560-2-2-.01</u></a> , <a href="#"><u>560-2-2-.03</u></a> --- <a href="#"><u>560-2-2-.07</u></a> , <a href="#"><u>560-2-2-.09</u></a> --- <a href="#"><u>560-2-2-.11</u></a> , <a href="#"><u>560-2-2-.13</u></a> --- <a href="#"><u>560-2-2-.23</u></a> , <a href="#"><u>560-2-2-.25</u></a> , <a href="#"><u>560-2-2-.27</u></a> --- <a href="#"><u>560-2-2-.35</u></a> , <a href="#"><u>560-2-2-.67</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-3-.01</u></a> --- <a href="#"><u>560-2-3-.17</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-4-.01</u></a> --- <a href="#"><u>560-2-4-.11</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-5-.01</u></a> , <a href="#"><u>560-2-5-.02</u></a> , <a href="#"><u>560-2-5-.04</u></a> --- <a href="#"><u>560-2-5-.06</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-5-.07</u></a>	repealed	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-5-.08</u></a> --- <a href="#"><u>560-2-5-.11</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-6-.01</u></a> , <a href="#"><u>560-2-6-.02</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-7-.02</u></a> , <a href="#"><u>560-2-7-.03</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-8-.01</u></a> --- <a href="#"><u>560-2-8-.03</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-9-.01</u></a> --- <a href="#"><u>560-2-9-.04</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-10-.01</u></a> --- <a href="#"><u>560-2-10-.06</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-12-.01</u></a> --- <a href="#"><u>560-2-12-.06</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-13-.01</u></a> --- <a href="#"><u>560-2-13-.04</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-14-.01</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-15-.01</u></a> --- <a href="#"><u>560-2-15-.06</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-16-.05</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-2-17-.05</u></a>	repealed	May 31, 2023	Jun. 20

Department	Rules List	Action	Filed	Effective
	<a href="#"><u>560-7-8-.47, 560-7-8-.56</u></a>	amended	May 31, 2023	Jun. 20
	<a href="#"><u>560-7-8-.68</u></a>	adopted	June 1, 2023	Jun. 21

# **Department 40. RULES OF GEORGIA DEPARTMENT OF AGRICULTURE**

## **Chapter 40-2. MILK AND MILK PRODUCTS**

### **Subject 40-2-16. RAW MILK FOR HUMAN CONSUMPTION**

#### **40-2-16-.01 Purpose**

(1) **Raw Milk for Human Consumption.** These provisions shall be known as the Raw Milk for Human Consumption regulations, hereinafter referred to as "these regulations."

(2) **Standards for Raw Milk.** The purpose of these regulations is to provide the minimum standards required to produce and sell raw milk to the end consumer, in the state of Georgia.

(3) **Applicability.**

(a) These regulations establish definitions; set standards for equipment, sanitation, and labeling; provide for product sampling; and describes the processes regarding permitting and licensing, inspection, and the enforcement remedies available for non-compliance with these regulations or the Georgia Raw Dairy Act.

(b) Nothing in these regulations should be construed to allow, either by interpretation or by omission, contractual arrangements, such as "farm-shares" or "dairy-shares."

(c) Additionally, nothing in these regulations shall infringe upon an individual's right to produce and store raw milk for their own personal consumption.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.01

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Purpose" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

#### **40-2-16-.02 Definitions**

(1) **Terms Defined.** The following definitions shall apply in the interpretation and application of these regulations.

(a) **"Abnormal(ities)"** means:

1. Adulterated. This would include milk that:

(i) Bears or contains any poisonous or deleterious substance in a quantity that may render it injurious to health;

(ii) Bears or contains any added poisonous or deleterious substance for which no safe tolerance has been established by state or federal regulation, or is in excess of such tolerance if one has been established;

(iii) Consists, in whole or in part, of any substance unfit for human consumption;

(iv) Has been produced, processed, prepared, packaged, or held under unsanitary conditions;

(v) Is packaged in a container which is composed, in whole or in part, of any poisonous or deleterious substance which may render the contents injurious to health;

(vi) Has any substance added thereto or mixed or packaged therewith so as to increase its bulk or weight, or reduce its quality or strength, or make it appear better or of greater value than it is; or

(vii) Contains any animal drug residues;

2. Irregular. Milk that is uncharacteristic in color, odor, and/or texture.

3. Undesirable. Milk that, prior to the milking of the animal, is known to be unsuitable for sale, such as colostrum.

(b) "**CFR**" means the Food and Drug Administration's (FDA's) Code of Federal Regulations. Citations in these regulations to the CFR refer sequentially to the Title, Part, and Section numbers, such as [40 CFR 180.940](#) refers to Title 40, Part 180, Section 940.

(c) "**CIP**" means "**Cleaned in Place**" by the circulation or flowing by mechanical means through a piping system of a detergent solution, water rinse, and sanitizing solution onto or over equipment surfaces that require cleaning.

(d) "**Clean**" means the effective and thorough removal of product and/or contaminants from direct product contact surfaces.

(e) "**Cowyard**" means:

1. The enclosed or unenclosed area adjacent to the milking barn in which the lactating animals may congregate, including animal-housing areas and feed lots.

2. Animal housing areas, stables without stanchions, such as loose-housing stables, pen stables, resting barns, holding barns, loafing sheds, wandering sheds, and free-stall housing are considered part of the cowyard.

(f) "**Dairy Farm**" means any place where one (1) or more lactating animals (cows, goats, sheep, or other hooved mammal) are kept for milking purposes, and from which the milk is provided, sold, or offered for sale.

(g) "**Department**" means the Georgia Department of Agriculture.

(h) "**Domestic Purposes**" means uses related to the supply, service, and activities of households and private residences.

(i) "**Goat Milk**" means the normal lacteal secretion, practically free of colostrum, obtained by the complete milking of one (1) or more healthy goats.

(j) "**Misbranded**" means:

1. The product's labeling is false or misleading;

2. The product's container is made, formed, or filled as to be misleading;

3. Any word, statement, or other information required to appear on the label or labeling is not prominently placed thereon with such conspicuousness, and in such terms as to render it likely to be read and understood by the consumer under customary conditions of purchase and use;

4. It purports to be or is represented for special dietary uses, unless its label bears such information concerning its vitamin, mineral, and other dietary properties as the Commissioner determines necessary in order to fully inform consumers as to its value for such uses; and

5. It bears or contains any artificial flavoring, artificial coloring, or chemical preservative.

(k) **"Owner"** means the legal owner and operator of a dairy farm, including the animal(s) and equipment required in the production of raw milk for human consumption.

(l) **"Person"** means any individual, producer, distributor, plant operator, partnership, corporation, company, firm, trustee, association, or institution.

(m) **"Raw Milk for Human Consumption"** means:

1. Fluid whole milk in its natural state from healthy cows, or other hooved animals, which is intended for human consumption and has been produced under these rules and regulations pursuant to the Georgia Raw Dairy Act; and
2. Has not received any heat treatment such as pasteurization or any other further processing.

(n) **"Sanitize"** means to adequately treat cleaned surfaces by a process that is effective in destroying vegetative cells of pathogens and in substantially reducing numbers of other undesirable microorganisms, but without adversely affecting the product or its safety for the consumer.

(o) **"Sheep Milk"** means the normal lacteal secretion, practically free of colostrum, obtained by the complete milking of one (1) or more healthy sheep.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.02

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Definitions" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.03 Permitting**

### **(1) Prerequisite for Operation.**

(a) It shall be unlawful for any person who does not possess a permit from the Department to manufacture, have in storage, sell or offer for sale therein, or offer to give away any raw milk for human consumption.

(b) No permit shall be issued until all parts of the operation are in compliance with the requirements of the Georgia Raw Dairy Act and these regulations.

(1) **Form of Submission.** A person desiring to operate a dairy farm producing raw milk for human consumption must submit an application for a permit or license on a form provided by the Department.

(2) **Qualifications and Responsibilities of Applicants.** To qualify for a permit or license, an applicant must:

(a) Be an owner of the dairy farm or an officer of the legal ownership;

(b) Comply with the requirements of these regulations;

(c) As specified under [40-2-16-.04\(2\)](#), agree to allow access to the dairy farm and to provide required information;

(d) Comply with the verification of citizenship/immigration status by completing a notarized affidavit and providing one form of acceptable documentation as defined in O.C.G.A. § [50-36-1](#); and

(e) Pay the applicable permit or license fees at the time the application is submitted.

(3) **Permit Renewal.** All permits and licenses:



- (a) Are valid for a period of one (1) year unless revoked or suspended,
  - (b) Are renewable on January 1 of the calendar year, and
  - (c) Application forms are not required for permit or license renewals.
- (4) **Responsibilities of the Permit Holder.** Upon acceptance of a permit or license issued by the Department, the permit or license holder, in order to retain the permit or license, must:
- (a) Comply with the provisions of the Raw Dairy Act and these regulations;
  - (b) Immediately discontinue operations and notify the Department if an imminent health hazard may exist;
  - (c) Allow representatives of the Department access to the dairy farm;
  - (d) Replace existing facilities and equipment with facilities and equipment that comply with these regulations if:
    - 1. The Department directs the replacement because the facilities and equipment constitute a public health hazard or nuisance or no longer comply with the criteria upon which the facilities and equipment were accepted, or
    - 2. The Department directs the replacement of the facilities and equipment because of a change of ownership.
  - (e) Comply with directives of the Department including time frames for corrective actions specified in inspection reports, notices, orders, warnings, and other directives issued by the Department in regard to the permit or license holder's dairy farm or in response to community emergencies;
  - (f) Accept notices issued and served by the Department according to law; and
  - (g) Be subject to the remedies authorized in law for failure to comply with these regulations or a directive of the Department, including time frames for corrective actions specified in inspection reports, notices, orders, warnings, and other directives.
- (5) **Permits or Licenses Not Transferable.** Permits or licenses issued by the Department are not transferable to other persons or locations.
- (6) **Complete and Accurate Records.** Any person operating under the 'Georgia Raw Dairy Act' and these regulations must:
- (a) Upon the request of the Commissioner or their designee, provide such data and statistics as he or she may require; and
  - (b) Keep complete and accurate records of their operations and provide the Commissioner or their designee free access to all such records.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.03

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Permitting" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.04 Inspection and Correction of Violations**

- (1) **Inspection Interval.** Inspections shall be conducted as often as the Department deems necessary to ensure compliance with these regulations and at a minimum inspection frequency as established by Departmental policies and directives.

(2) **Access Allowed After Due Notice.** After the Department presents official credentials and provides notice of the purpose of and an intent to conduct an inspection, the permit or license holder must allow the Department to determine if the dairy farm is in compliance with these regulations by allowing access to the premises, allowing inspection which may include product and environmental sampling, and providing information and records specified in these regulations and to which the Department is entitled according to law, during the dairy farm's normal hours of operation and at other reasonable times.

(3) **Refusal and Inspection Orders.** The permit or license holder is required to allow access to the Department as specified under law and these regulations.

(a) Access is a condition of the acceptance and retention of a permit or license to operate a raw milk for human consumption dairy farm as specified under [40-2-16-.03\(6\)\(c\)](#), and

(b) If access is denied, an inspection warrant may be obtained pursuant to O.C.G.A. § [2-2-11](#).

(4) **Time Frame for Corrections.** The Department shall specify on an inspection report form the time frame for correction of violative conditions noted.

(a) Except as specified in subparagraph (b), the permit or license holder must at the time of inspection correct a violation of these regulations whose purpose contributes directly to the elimination, prevention or reduction to an acceptable level, hazards associated with foodborne illness or injury.

(b) *Considering the nature of the potential hazard involved and the complexity of the corrective action needed, the Department may agree to or specify a longer time frame, not to exceed:*

1. *Seventy-two (72) hours after the inspection, for the permit or license holder to correct violations of a critical nature; or*

2. *Ten (10) calendar days after the inspection, for the permit or license holder to correct violations regarding incorporation of specific actions, equipment or procedures to attain control of risk factors that contribute to foodborne illness or injury, such as personnel training, infrastructure or necessary equipment, documentation or record keeping, and labeling.*

(c) Except as specified in subparagraph (d), the permit or license holder must correct non-critical violations by a date and time agreed to or specified by the Department but no later than ninety (90) calendar days after the inspection. Examples of non-critical violations include general sanitation, operational controls, sanitation standard operating procedures (SSOPs), facilities or structures, equipment design, or general maintenance.

(d) *The Department may approve a compliance schedule that extends beyond the time limits specified under subparagraph (c) if a written schedule of compliance is submitted by the permit or license holder and no health hazard exists or will result from allowing an extended schedule for compliance.*

(5) **Ceasing Operations and Reporting.** A permit or license holder must immediately discontinue operations and notify the Department if an imminent health hazard may exist because of an emergency such as a fire, flood, extended interruption of electrical or water service, sewage backup, misuse of poisonous or toxic materials, onset of an apparent foodborne illness outbreak, gross insanitary occurrence or condition, or other circumstance that may endanger public health.

(6) **Resumption of Operations.** If operations are discontinued as specified under paragraph (5) above or otherwise as according to law, the permit or license holder must obtain written approval from the Department before resuming operations.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.04

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Inspection and Correction of Violations" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.05 Abnormal Milk**

(1) **Bacteriological, Chemical or Physical Examinations.** Lactating animals which show evidence of the secretion of milk with abnormalities in one or more quarters, based upon bacteriological, chemical, or physical examination, must be milked last or with separate equipment and the milk must be discarded.

(2) **Chemical, Medicinal, or Radioactive Agents.** Lactating animals that have been treated with, or have consumed, chemical, medicinal or radioactive agents, which are capable of being secreted in the milk and which, in the judgment of the Department, may be deleterious to human health, must be milked last or with separate equipment and the milk disposed of as the Department may direct.

(3) **Medicinal Agents.** Milk from lactating animals being treated with medicinal agents, which are capable of being secreted in the milk, is prohibited from sale for such a period as is recommended by the attending veterinarian or as indicated on the package label of the medicinal agent.

(4) **Insecticides.** Milk from lactating animals treated with or exposed to insecticides, not approved for use on dairy animals by the EPA, is prohibited from sale.

(5) **Detection of Abnormalities.** The Department may require such additional tests for the detection of milk with abnormalities, as they deem necessary.

### **(6) Milked Last or on Separate Equipment.**

(a) Lactating animals secreting milk with abnormalities must be milked last or in separate equipment, which effectively prevents the contamination of the wholesome supply.

(b) Milking equipment used on animals with abnormalities in their milk must be maintained clean to reduce the possibility of re-infecting or cross infection of the dairy animals.

(7) **Preventing Contamination From.** Bloody, stringy, off-colored milk, or milk that is abnormal to sight or odor, must be handled and disposed of in a manner to prevent the infection of other lactating animals and the contamination of milk utensils.

(8) **Between Use - Cleaning and Sanitizing.** Equipment, utensils and containers used for the handling of milk with abnormalities cannot be used for the handling of milk to be offered for sale, unless they are first cleaned and effectively sanitized.

(9) **Diversion.** Milk without abnormalities may be diverted for other uses and the parts of the milking system that came into contact with this milk are not required to be cleaned and sanitized prior to use for milk to be offered for sale.

(10) **Waste Derivatives as Feed.** Processed animal waste derivatives used as a feed ingredient for any portion of the total ration of the lactating dairy animal:

(a) Must be properly processed in accordance with at least those requirements contained in the Model Regulations for Processed Animal Wastes developed by the Association of American Feed Control Officials; and

(b) Must not contain levels of deleterious substances, harmful pathogenic organisms, or other toxic substances which are secreted in the milk at any level or which may be deleterious to human health.

(11) **Unprocessed Litter Prohibited as Feed.** Unprocessed poultry litter and unprocessed recycled animal body discharges are prohibited from being fed to lactating dairy animals.

Cite as Ga. Comp. R. & Regs. R. 40-2-16-.05

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Abnormal Milk" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.06 Unlawful Activities**

(1) **Actions Considered Unlawful.** It shall be unlawful:

(a) To handle raw milk for human consumption in unclean or unsanitary places or in an unsanitary manner;

(b) To keep, store, or prepare for market any raw milk for human consumption in the same building or enclosure where any hide or fur or any cow, horse, nontraditional livestock, hog, or other livestock is kept;

(c) To handle or ship raw milk for human consumption in unclean or unsanitary vessels;

(d) To expose raw milk for human consumption to flies or to any contaminating influence likely to convey pathogenic or other injurious bacteria;

(e) To use or possess any branded or registered raw milk for human consumption can or container for any purpose other than the handling, storing, or shipping of raw milk for human consumption;

1. Provided, however, that no person other than the rightful owner thereof shall use or possess any can, bottle, or other receptacle if such receptacle shall be marked with the brand or trademark of the owner.

*2. Nothing in this paragraph shall prohibit the temporary possession by a business involved in the normal processing, distribution, or retail sale of dairy products of any can, bottle, or other receptacle which is marked with the brand or trademark of another person or entity prior to its return to the rightful owner in the normal course of business, or if purchased from the rightful owner;*

(f) To sell or offer for sale raw milk for human consumption that is not pure and fresh and handled with clean utensils;

(g) To sell or offer for sale raw milk for human consumption from diseased or unhealthy animals or which was handled by any person suffering from or coming in contact with persons affected with any contagious disease;

(h) To sell or offer for sale any raw milk for human consumption which has been exposed to contamination or contains any unsanitary articles or any foreign substance which would render the raw milk unfit for human consumption; or

(i) To sell or offer for sale raw milk for human consumption which do not comply with the standards and requirements of the Georgia Raw Dairy Act or the rules and regulations promulgated thereunder.

Cite as Ga. Comp. R. & Regs. R. 40-2-16-.06

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Unlawful Activities" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.07 Milking Barn, Stable, or Parlor - Construction**

(1) **Provided.** A milking barn, stable, or parlor must be provided on all dairy farms.

(2) **Gutters, Floors, and Feed Troughs - Characteristics.**

(a) Gutters, floors, and feed troughs must be constructed of good quality concrete or equally impervious material.

(b) Floors must be:

1. Easily cleaned, brushed surfaces permitted;
2. Graded to drain;
3. Maintained in good repair; and
4. Free of excessive breaks or worn areas that may create pools.

(3) **Walls and Ceilings.**

(a) Walls and ceilings must be finished with wood, tile, smooth-surfaced concrete, cement plaster, brick, or other equivalent materials with light colored surfaces.

1. Walls, partitions, doors, shelves, windows and ceilings must be kept in good repair.
2. Surfaces must be refinished whenever wear or discoloration is evident.

(b) Whenever feed is stored overhead:

3. Ceilings must be constructed to prevent the sifting of chaff and dust into the milking barn, stable, or parlor.
4. If a hay opening is provided from a loft, which is open into the milking portion of the barn, such openings must be provided with a dust-tight door, which must be kept closed during milking operations.

(4) **Pens and Stalls.** Bull pens, maternity stalls, calf stalls, and horse stalls must be partitioned from the milking portion of the barn. Such portions of the barn that are not separated by tight partitions must comply with all the requirements of this Rule.

(5) **Overcrowding Prohibited.** Milking barns, stables, and parlors must not be overcrowded. Overcrowding may be evidenced by:

(a) The presence of calves, lactating animals, or other barnyard animals in walks or feed alleys; or

(b) Inadequate ventilation and excessive odors.

(6) **Milking Barn, Lighting Intensity.** The milking barn:

(a) Must be provided with natural and/or artificial light to ensure that all surfaces and particularly the working areas will be plainly visible.

(b) The equivalent of at least ten (10) foot-candles (110 lux) of light in all working areas must be provided.

(7) **Air Circulation.** Air circulation must be of sufficient measure to minimize odors and to prevent condensation upon walls and ceilings.

(8) **Milking Area Partitions.**

(a) A dust-tight partition, provided with doors that are kept closed, *except when in actual use*, must separate the milking portion of the barn from any feed room or silo in which feed is ground or mixed, or in which sweet feed is stored.

(b) *When conditions warrant, the Department may approve a barn without four walls extending from floor to roof, or a shed-type barn, provided the prohibition of animals and fowl from entering the barn is satisfied.*

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.07

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Milking Barn, Stable, or Parlor - Construction" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.08 Milking Barn, Stable, or Parlor - Cleanliness**

(1) **Interiors Clean.** The interior of the milking barn, stable, or parlor must be kept clean.

(2) **Feed Mangers.** Leftover feed in feed mangers must appear fresh, and not wet or soggy.

(3) **Bedding Material.** If bedding material is used, manure must be removed from all bedding material between each milking.

(4) **Outside Surfaces Clean.** Outside surfaces of all milking and clean-in-place (CIP) equipment located in the milking barn, stable, or parlor must be kept clean.

(5) **Gutter Cleaners.** Gutter cleaners must be kept clean.

(6) **Pens and Stalls Kept Clean.** All pens, calf stalls, and bull pens, if not separated from the milking barn, stable, or parlor, must be kept clean.

(7) **Swine and Fowl Exclusion.** Swine and fowl must be kept out of the milking area.

(8) **Milk Stools, Characteristics.**

(a) Milk stools cannot be padded;

(b) Milk stools must be constructed to be easily cleaned;

(c) Milk stools, surcingles, and antikickers must be kept clean and in good repair; and

(d) Milk stools must be stored above the floor in a clean place in the milking barn, stable, parlor, or milkhouse when not in use.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.08

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Milking Barn, Stable, or Parlor - Cleanliness" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.09 Cowyard**

(1) **Cowyard Characteristics.** The cowyard must be:

- (a) Graded and drained;
  - (b) Depressions and soggy areas must be filled;
  - (c) Lactating animal's lanes must be kept dry; and
  - (d) Manure packs must be solid to the footing of the animals.
- (2) **Solid Footing.** Approaches to the barn door and the surroundings of stock watering and feed stations must be solid to the footing of the animals.
- (3) **Pooling of Waste.**
- (a) Wastes from the barn or milkhouse must not be allowed to pool in the cowyard.
  - (b) *Cowyards that are muddy due to recent rains will not be considered in violation of this Rule.*
- (4) **Keeping Udders and Flanks Clean.** Manure, soiled bedding, and waste feed must not be stored or permitted to accumulate in such a manner as to permit the soiling of cow's udders and flanks.
- (5) **Animal Droppings.** Cowyards must be kept reasonably free of animal droppings. Animal droppings must not be allowed to accumulate in piles that are accessible to the animals.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.09

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Cowyard" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.10 Milkhouse - Construction and Facilities**

- (1) **Separate Facilities.** A separate milkhouse of sufficient size must be provided for the cooling, handling, and storing of milk as well as the washing, sanitizing, and storing of milk containers and utensils.
- (2) **Floors, Characteristics.** The floors of all milkhouses must:
- (a) Be constructed of good quality concrete (float finish permissible), or equally impervious tile, or brick laid closely with impervious material, or metal surfacing with impervious joints, or other material the equivalent of concrete; and
  - (b) Be maintained free of breaks, depressions, and surface peelings.
- (3) **Sloped to Drain and Watertight Wall Junctures.**
- (a) The floor must be sloped to drain so that there are no pools of standing water.
  - (b) The joints between the floor and the walls must be watertight.
- (4) **Liquid Waste Disposal.**
- (a) Liquid wastes must be disposed of in a sanitary manner.
  - (b) All floor drains must be:
    - 1. Maintained accessible, and

2. Trapped if connected to a sanitary sewer.

**(5) Walls and Ceilings, Characteristics.**

(a) Walls and ceilings must be:

1. Constructed of smooth dressed lumber or similar material;
2. Well painted with a light-colored washable paint; and
3. Maintained in good repair.

(b) Surfaces and joints.

1. Sheet metal, tile, cement block, brick, concrete, cement plaster, or similar materials of light color may be used.
2. The surfaces and joints must be smooth.

**(6) Milkhouse, Lighting Intensity.** A minimum of twenty (20) foot-candles (220 lux) of light must be provided at all working areas from natural and/or artificial light for milkhouse operations.

**(7) Adequate Ventilation.** The milkhouse must be adequately ventilated to minimize condensation on floors, walls, ceilings, and clean utensils.

**(8) Vents and Light Fixtures.** Vents, if installed, and lighting fixtures must be installed in a manner to preclude the contamination of bulk milk tanks or clean utensil storage areas.

**(9) No Other Purpose.** The milkhouse must be used for no other purpose than milkhouse operations.

**(10) Direct Openings Prohibited.** There must be no direct opening into any barn, stable, parlor, or room used for domestic purposes, *except:*

(a) *An opening between the milkhouse and milking barn, stable or parlor is permitted when a tight-fitting, self-closing, solid door(s) hinged to be single or double acting is provided.*

(b) *Screened vents are permitted in the wall between the milkhouse and a breezeway, which separates the milkhouse from the milking parlor, provided animals are not housed within the milking facility.*

**(11) Vestibule, Characteristics.** A vestibule, if used, must comply with milkhouse construction requirements.

**(12) Water Under Pressure.** Water under pressure must be piped into the milkhouse.

**(13) Capacity.** Each milkhouse must be provided with facilities for heating water in sufficient quantity and to such temperatures for the effective cleaning of all equipment and utensils.

**(14) Wash and Rinse Vats.**

(a) The milkhouse must be equipped with a wash-and-rinse vat having at least two (2) compartments.

(b) Each compartment must be of sufficient size to accommodate the largest utensil or container used.

(c) The upright wash vat for milk pipelines and milk machines may be accepted as one (1) part of the two (2) compartment vat.



(d) The stationary wash rack, in or on the vat, and the milking machine inflations and appurtenances must be completely removed from the vat during the washing, rinsing, and/or sanitizing of other utensils and equipment.

(e) The Department may, on an individual farm basis, authorize the use of a single vat compartment when CIP cleaning/recirculated systems eliminate the need for handwashing of equipment.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.10

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Milkhouse - Construction and Facilities" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

### **40-2-16-.11 Milkhouse - Cleanliness**

(1) **Milkhouse, Kept Clean.** The milkhouse structure, milkhouse equipment, and other milkhouse facilities used in its operation or maintenance must be clean at all times.

(2) **Incidental Articles.** Incidental articles such as desks, refrigerators, and storage cabinets may be in the milkhouse, provided:

(a) They are kept clean.

(b) Ample space is available to conduct the normal operations in the milkhouse; and

(c) The presence of such incidental articles will not cause contamination of the milk.

(3) **Vestibules, Kept Clean.** Vestibules, if provided, must be kept clean.

(4) **Animals Excluded.** Animals and fowl must be kept out of the milkhouse.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.11

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Milkhouse - Cleanliness" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

### **40-2-16-.12 Toilet**

(1) **Minimum Number.**

(a) There must be at least one (1) flush toilet connected to a public sewer system or to an individual sewage-disposal system, a chemical toilet, an earth pit privy, or other type of privy.

(b) Sewage systems must be:

1. Constructed, maintained, and operated consistent with specifications outlined in Appendix C of the current edition of the Pasteurized Milk Ordinance, which is adopted by reference in [40-2-16-.31\(7\)\(a\)](#).

2. Designed specifically to not allow any mixing of animal and human waste.

(2) **Toilets, Conveniently Located.**

(a) A toilet or privy must be conveniently located to the milking barn and the milkhouse.

(b) There must be no evidence of human defecation or urination about the premises.

(3) **Opening into Processing Areas Prohibited.** A privy cannot open directly into the milkhouse.

(4) **Toilet Room and Fixtures.** The toilet room, including all fixtures and facilities, must be:

(a) Kept clean, and

(b) Free of insects and odors.

(5) **Self-Closing and Screened.** Where flush toilets are used:

(a) Doors to toilet rooms must be tight and self-closing, and

(b) All outer openings in toilet rooms must be screened or otherwise protected against the entrance of insects.

(6) **Earth Pits.** Vents of earth pits must be screened.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.12

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Toilet" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.13 Water Supply**

(1) **Approved System.** The water supply for milkhouse and milking operations must be:

(a) Approved as safe by the applicable Government Water Control Authority, or

(b) For individual water systems, constructed, maintained, and operated consistent with specifications outlined in Appendix D and Appendix G of the current edition of the Pasteurized Milk Ordinance, which are adopted by reference in [40-2-16-.31\(7\)\(a\)](#).

(2) **Cross-Connections Prohibited.** No cross-connection may exist between a safe water supply and any unsafe or questionable water supply or any other source of pollution.

(3) **Backflow Prevention.** There must be no submerged inlets through which a safe water supply may be contaminated.

(4) **Well Head Protected.** The well or other source of water must be located and constructed in such a manner that neither underground nor surface contamination from any sewerage systems, privy or other source of pollution can reach such water supply.

(5) **Disinfection Before Use.**

(a) New individual water supplies and water supply systems that have been repaired or otherwise become contaminated must be thoroughly disinfected before being placed in use.

(b) The supply must be made free of the disinfectant by pumping to waste before any sample for bacteriological testing is collected.

(6) **Containers and Tanks.**

- (a) All containers and tanks used in the transportation of water must be sealed and protected from possible contamination.
- (b) These containers and tanks must be subjected to a thorough cleaning and a bacteriological treatment prior to filling with potable water to be used at the dairy farm.
- (c) To minimize the possibility of contamination of the water during its transfer from the potable tanks to the elevated or groundwater storage at the dairy farm, a suitable pump, hose, and fittings must be provided.
- (d) When the pump, hose, and fittings are not being used, the outlets must be capped and stored in a suitable dust-proof enclosure so as to prevent their contamination.
- (e) The storage tank at the dairy farm must be:
  - 1. Constructed of impervious material;
  - 2. Provided with a dust and rainproof cover; and
  - 3. Provided with an approved vent and roof hatch.
- 4. All new reservoirs or reservoirs which have been cleaned must be disinfected prior to placing them into service.

**(7) Water Sampling.**

- (a) Samples for bacteriological examination of individual water supplies and reclaimed water from heat exchanger processes or compressors on dairy farms must be taken:
  - 1. Upon the initial approval of the physical structure or water system;
  - 2. When any repair or alteration of the water supply system has been made; and
  - 3. At least:
    - (i) Once every three (3) year period for individual water supplies, and
    - (ii) At least once every six (6) month period for reclaimed water, thereafter.
  - (iii) Individual water supplies with buried well casing seals, installed prior to the adoption of these Regulations, must be tested at least once every six (6) month period.
- (b) Whenever such samples indicate either the presence of E. coli bacteria or whenever the well casing, pump, or seal need replacing or repair, the well casing and seal:
  - 1. Must be brought above the ground surface; and
  - 2. Must comply with all other applicable construction criteria of this Rule.
- (c) When water is hauled to the dairy farm, such water must be sampled for bacteriological examination at the point of use and submitted to a laboratory at least four (4) times in separate months during any consecutive six (6) month period.
- (d) To determine if water samples have been taken at the frequency established in this Rule, the interval shall include the designated three (3) year or six (6) month period, respectively, plus the remaining days of the month in which the sample is due.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.13

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Water Supply" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

#### **40-2-16-.14 Utensils and Equipment - Construction**

(1) **Utensils and Equipment, Characteristics.** All multi-use containers, utensils and equipment, which are exposed to milk or milk products, or from which liquids may drip, drain or be drawn into milk or milk products, must be made of smooth impervious, nonabsorbent, safe materials of the following types:

(a) Stainless steel of the American Iron and Steel Institute (AISI) 300 series; or

(b) Equally corrosion-resistant, non-toxic metal; or

(c) Heat-resistant glass; or

(d) Plastic or rubber and rubber-like materials which:

1. Are relatively inert and resistant to scratching, scoring, decomposition, crazing, chipping, and distortion under normal use conditions;

2. Are non-toxic, fat resistant, relatively nonabsorbent, and relatively insoluble;

3. Do not release component chemicals or impart flavor or odor to the product; and

4. Maintain their original properties under repeated use conditions.

(2) **Single-Service Articles.** Single-service articles must have been manufactured, packaged, transported and handled in a sanitary manner.

(3) **Reuse Prohibited.** Articles intended for single-service use must not be reused.

(4) **Breaks and Corrosion.** All containers, utensils and equipment must be free of breaks and corrosion.

(5) **Joints.** All joints in such containers, utensils and equipment must be smooth and free from pits, cracks or inclusions.

(6) **CIP, Characteristics.**

(a) CIP cleaned milk pipelines and return-solution lines must be self-draining.

(b) If gaskets are used, they must be:

1. Self-positioning;

2. Made of material meeting the specifications described in subparagraph (1)(d) above; and

3. Of such design, finish and application as to form a smooth, flush, interior surface.

(c) If gaskets are not used, all fittings must have self-positioning faces designed to form a smooth, flush, interior surface.

(d) All interior surfaces of welded joints in pipelines must be smooth and free of pits, cracks and inclusions.

**(7) CIP, Approval Required.**

(a) Detailed plans for CIP cleaned pipeline systems must be submitted to the Department for written approval prior to installation.

(b) No alteration or addition can be made to any milk pipeline system without prior written approval of the Department.

**(8) Strainers, Characteristics.** Strainers, if used, must be:

(a) Of perforated metal design, or

(b) Constructed as to utilize single-service strainer media.

**(9) Disassembly for Inspection.**

(a) All milking machines, including heads, milk claws, milk tubing and other milk-contact surfaces must be easily cleaned and inspected.

(b) Pipelines, milking equipment and appurtenances, which require a screwdriver or special tool, are considered easily accessible for inspection, *provided the necessary tools are available at the milkhouse.*

(c) Milking systems must not have components incorporated in the return solution lines, which by design do not comply with the criteria for product-contact surfaces. Some examples of these are:

1. Ball type plastic valves;
2. Plastic tees with barbed ridges to better grip the plastic or rubber hoses; and
3. The use of polyvinyl chloride (PVC) water type piping for return solution lines.

**(10) Milk Can Lids.** Milk cans must have umbrella-type lids.

**(11) Welded Sanitary Piping.** Farm holding/cooling tanks, welded sanitary piping, and transportation tanks must comply with the applicable requirements of [40-2-16-.15](#) and [40-2-16-.16](#).

**(12) Hoses, Characteristics.**

(a) During filling, flexible plastic/rubber hoses may be used between the fill valves of bottom fill and top fill bulk milk storage tanks, when needed for functional purposes.

(b) Such hoses must:

1. Be drainable,
2. Be as short as practical,
3. Have sanitary fittings, and
4. Be supported to maintain uniform slope and alignment.

(c) The end fittings of such hoses must be permanently attached in such a manner that will assure a crevice-free joint between the hose and the fitting, which can be cleaned by mechanical means.

(d) The hoses shall be included as part of a CIP cleaning system.

**(13) Flexible Plastic Tubing.**

(a) Transparent flexible plastic tubing (up to 150 feet in length) used in connection with milk transfer stations shall be considered acceptable if it remains sufficiently clear that the interior surfaces can be properly inspected.

(b) Short lengths of flexible plastic tubing (8 feet or less) may be inspected for cleanliness by sight or by use of a "rod".

(c) *The transparency or opacity of such tubing under this condition is not a factor in determining cleanliness.*

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.14

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Utensils and Equipment - Construction" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

**40-2-16-.15 Utensils and Equipment - Cleaning**

(1) **Separate Wash Manifold.** There must be a separate wash manifold for all CIP cleaned milk pipelines in all new or extensively remodeled facilities.

(2) **Cleaning Frequency.** The product-contact surface of all multi-use containers, equipment and utensils used in the handling, storage or transportation of milk must be cleaned after each milking or once every twenty-four (24) hours for continuous operations.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.15

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Utensils and Equipment - Cleaning" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

**40-2-16-.16 Utensils and Equipment - Sanitization**

(1) **Contact Surfaces Sanitized.** All product-contact surfaces of multi-use containers, utensils, and equipment used in the handling or storage of milk must be sanitized before each usage by one of the following methods, or by any method which has been demonstrated to be equally effective and authorized for such use, in writing, by the Department:

(a) Complete immersion in hot water at a temperature of at least 77°C (170°F) for at least five (5) minutes; or

(b) Exposure to a flow of hot water at a temperature of at least 77°C (170°F), as determined by the use of a suitable accurate thermometer, at the outlet, for at least five (5) minutes.

(c) Certain chemical compounds are effective for the sanitization of milk utensils, containers, and equipment. These are contained in [40 CFR 180.940](#) and must be used in accordance with label directions.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.16

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Utensils and Equipment - Sanitization" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.17 Utensils and Equipment - Storage**

### **(1) Storage Between Use.**

- (a) All milk containers, utensils, and equipment, including milking machine vacuum hoses, must be stored in the milkhouse in a sanitizing solution or on racks until used.
- (b) Pipeline milking equipment such as milker claws, inflations, weight jars, milk hoses, milk receivers, tubular coolers, plate coolers, milk pumps which are designed for CIP cleaning, and other equipment which meets these criteria, may be CIP cleaned, sanitized, and stored in the milking barn or parlor, provided this equipment is designed, installed, and operated to protect the product and solution contact surfaces from contamination at all times.
- (c) Parameters to be considered in determining protection are:
  - 1. Proper location of equipment;
  - 2. Proper drainage of equipment; and
  - 3. Adequate and properly located lighting and ventilation.

### **(2) Manual Cleaning.**

- (a) The milking barn or parlor must only be used for milking.
- (b) Concentrates may be fed in the barn during milking, but the barn must not be used for the housing of animals.
- (c) When manual cleaning of product-contact surfaces is necessary, the cleaning must be done in the milkhouse.
- (d) *In the case of a milking parlor that opens directly into an enclosed housing area through a covered holding area, the holding area may be seasonally enclosed when:*
  - 1. *There are no manure pit openings in the parlor, holding area, or in the housing area close enough to affect the milking parlor.*
  - 2. *The cattle holding and housing areas are maintained in good repair and clean.*
  - 3. *With respect to dust, odors, rodents, and insects, the entire area meets milking parlor standards, and the parlor is free of evidence of birds.*

(3) **Drainage of Equipment.** Means must be provided to effect complete drainage of equipment when such equipment cannot be stored to drain freely.

(4) **Storage After Delivery.** Clean cans or other containers must be stored in the milkhouse within a reasonable time after delivery to the dairy farm.

(5) **Single-Service Articles, Protection from Contamination.** Strainer pads, parchment papers, gaskets, and similar single-service articles must be stored:

- (a) In a suitable container or cabinet;
- (b) In a location convenient to their use; and
- (c) Protected against contamination.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.17

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Utensils and Equipment - Storage" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

#### **40-2-16-.18 Milking - Flanks, Udders, and Teats**

(1) **Milking Location.** Milking must be done in a milking barn, stable, or parlor.

(2) **Brushing.** Brushing must be completed prior to milking.

(3) **Hair Length.**

(a) Flanks, bellies, tails, and udders must be clipped as often as necessary to facilitate cleaning of these areas and be free from dirt.

(b) The hair on the udders must be of such length that it is not incorporated with the teat in the inflation during milking.

(4) **Udders and Teats.**

(a) Udders and teats of all milking animals must be clean and dry before milking.

(b) Teats:

1. Must be cleaned, treated with a sanitizing solution, and dry just prior to milking.

2. *The sanitizing of teats is not required if the udder is dry and the teats have been thoroughly cleaned (not dry wiped) and dried (manually wiped dry) prior to milking.*

(c) The determination of what constitutes a dry udder and cleaned and dried teats will be made by the Department.

(5) **Wet Hand Milking.** Wet hand milking is prohibited.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.18

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Milking - Flanks, Udders, and Teats" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

#### **40-2-16-.19 Protection from Contamination**

(1) **Suitably Located.** Equipment and operations must be so located within the milking barn and milkhouse as to prevent overcrowding and contamination of cleaned and sanitized containers, utensils, and equipment by splash, condensation, or manual contact.

(2) **Effective Separation.** During milking and milkhouse operations, pipelines and equipment used to contain or conduct milk must be effectively separated from tanks/silos and/or circuits containing cleaning and/or sanitizing solutions.

(3) **Discarding Milk.** All milk that has overflowed, leaked, spilled, or been improperly handled must be discarded.

(4) **Preventing Contamination from the Premises.**



(a) All product-contact surfaces of containers, utensils, and equipment must be covered or otherwise protected to prevent the access of insects, dust, condensation, and other contamination.

(b) All openings, including valves, and piping attached to milk storage tanks, pumps, or vats must be capped or otherwise properly protected.

(c) *Gravity type strainers used in the milkhouse do not have to be covered.*

(d) Milk pipelines used to convey milk from pre-coolers to the bulk milk tank must be fitted with effective drip deflectors.

**(5) Receiving Receptacle.**

(a) The receiving receptacle must be raised above the floor, as on a dolly or cart, or placed at a distance from the lactating animals to protect it against manure and splash when milk is poured and/or strained in the milking barn, stable, or parlor.

(b) Such receptacle must have a tight-fitting cover, which must be closed except when milk is being poured.

(6) **Immediate Transfer.** Each pail or container of milk must be transferred immediately from the milking barn, stable, or parlor to the milkhouse.

(7) **Covered During Transfer.** Pails, cans, and other equipment containing milk must be properly covered during transfer and storage.

(8) **Air Under Pressure.** Whenever air under pressure is used for the agitation or movement of milk or is directed at a milk-contact surface it must be free of oil, dust, rust, excessive moisture, extraneous materials, and odor.

(9) **Sanitized Surfaces Protected.** Sanitized product-contact surfaces, including bulk milk tank openings and outlets, must be protected against contact with unsanitized utensils and equipment, hands, clothing, splash, condensation, and other sources of contamination.

(10) **Recleaning and Sanitizing.** Any sanitized product-contact surface which has been otherwise exposed to contamination must be cleaned and sanitized again before being used.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.19

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Protection from Contamination" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.20 Drug and Chemical Control**

(1) **Properly Identified.** Cleaners and sanitizers used on dairy farms must be:

(a) Purchased from the manufacturer or distributor in containers that properly identify the contents; or

(b) If bulk cleaners and sanitizers are transferred from the manufacturer's or distributor's container:

1. The transfer only occurs into a dedicated end-use container which is specifically designed and maintained according to the manufacturer's specifications for that specific product.

2. The label on the dedicated end-use container must include the product name, chemical description, use directions, precautionary and warning statements, first aid instructions, container storage and maintenance instructions, and the name and address of the manufacturer or distributor.

(2) **Equipment to Administer Drugs.** Equipment used to administer drugs:

- (a) Must not be cleaned in the wash vats; and
- (b) Must be stored so as not to contaminate the milk or milk-contact surfaces of equipment.

(3) **Adequate Separation.**

- (a) Drugs intended for the treatment of non-lactating dairy animals must be separated from those drugs used for lactating dairy animals.
- (b) *Separate shelves in cabinets, refrigerators, or other storage facilities satisfy this Rule.*

(4) **Drug Labels, Declaration of Responsibility.**

- (a) Drugs must be properly labeled to include the name and address of:
  - 1. The manufacturer or distributor for over-the-counter (OTC) drugs, or
  - 2. The veterinary practitioner dispensing the product for prescription (Rx) and extra label use drugs.
- (b) If the drug is dispensed by a pharmacy on the order of a veterinarian, the labeling must include:
  - 1. The name of the prescribing veterinarian, and
  - 2. The name and address of the dispensing pharmacy.

(5) **Drug Labels, Required Elements.** Drug labels must also include:

- (a) Directions for use;
- (b) Prescribed withholding times;
- (c) Cautionary statements, if needed; and
- (d) Active ingredient(s) in the drug.

(6) **Unapproved or Improperly Labeled.** Unapproved and/or improperly labeled drugs:

- (a) Must not be used to treat dairy animals, and
- (b) Cannot be stored in the milkhouse, milking barn, stable, or parlor.

(7) **Separation.** Drugs must be stored in such a manner that they cannot contaminate milk or milk product-contact surfaces of containers, utensils, or equipment.

(8) **Exemption from Labeling.** Topical antiseptics and wound dressings, *unless intended for direct injection into the teat*, vaccines and other biologics, and dosage form vitamins and/or mineral products are exempt from labeling and storage requirements *except when the Department determines that they are stored in such a manner that they may contaminate the milk or milk product-contact surfaces of containers, utensils or equipment.*

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.20

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Drug and Chemical Control" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

#### **40-2-16-.21 Personnel - Handwashing Facilities**

(1) **Handwashing Sinks, Conveniently Located.** Handwashing facilities must be located convenient to the milkhouse, milking barn, stable, parlor, and flush toilet.

(2) **Characteristics and Use Restrictions.**

(a) Handwashing facilities must include:

1. Soap or detergent;
2. Hot and cold, or warm running water;
3. Individual sanitary towels or other approved hand-drying devices; and
4. A lavatory fixture.

(b) Utensil wash and rinse vats will not be considered as handwashing facilities.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.21

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Personnel - Handwashing Facilities" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

#### **40-2-16-.22 Personnel - Cleanliness**

(1) **When to Wash.** Hands must be washed, cleaned, and dried with an individual sanitary towel or other approved hand-drying device:

- (a) Immediately before milking;
- (b) Before performing any milkhouse function; and
- (c) Immediately after the interruption of any of these activities.

(2) **Clean Outer Garments.** Milkers must wear clean outer garments while milking or handling milk containers, utensils, or equipment.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.22

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Personnel - Cleanliness" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

#### **40-2-16-.23 Raw Milk Cooling**

(1) **Cooling.**

- (a) Raw milk must be cooled to 10°C (50°F) or less, within four (4) hours after starting the milking operation.

(b) The milk must then be cooled to 7°C (45°F) or less, within two (2) additional hours.

(c) The start of the milking operation is the moment when milk is first transferred to an empty, clean, and sanitized farm bulk milk tank, silo, or direct load milk tank truck.

(d) The blend temperature after the first milking and subsequent milkings must not exceed 10°C (50°F).

**(2) Recirculation Systems.**

(a) Recirculated cooling water used in plate or tubular coolers and/or heat exchangers, including those systems in which a freezing point depressant is used, must be:

1. From an approved system as outlined in [40-2-16-.13\(1\)](#);
2. Protected from contamination; and
3. Tested for coliforms and *E. coli* at least once every six (6) month period.

(b) Recirculated cooling water systems which become contaminated through repair work or otherwise must be properly treated and tested for coliforms and *E. coli* before being returned to use.

(c) Freezing point depressants and other chemical additives when used in recirculating cooling water systems:

1. Must be non-toxic under conditions of use.
2. Propylene glycol and all additives must be either USP Grade, Food Grade or generally-recognized-as-safe (GRAS).

(d) To determine if recirculated cooling water samples have been taken at the frequency established in this Rule, the interval must include the designated six (6) month period plus the remaining days of the month in which the sample is due.

**(3) Temperature Recording Device.** All farm tanks manufactured after January 1, 2000, must be equipped with an approved temperature recording device.

(a) The device must be:

1. Installed in an area convenient to the bulk tank.
2. The sensor must be located to permit the registering of the temperature of the contents when the tank contains no more than twenty (20)% of its capacity.
3. Operated continuously.
4. Maintained in a proper functioning manner.
5. Circular charts must not overlap.
6. Must be verified every six (6) months and documented in a manner acceptable to the Department.
7. Records must be kept on premise for review for a minimum of six (6) months.

(b) Recording charts must properly identify:

1. The producer,

2. The date installed on the recorder, and
3. The initials of the person installing the chart.

**(4) Appropriate Refrigeration.**

- (a) No process or manipulation other than appropriate refrigeration can be applied to raw milk for human consumption for the purpose of removing or deactivating microorganisms.
- (b) All finished, processed, and packaged raw milk for human consumption must be maintained at 7°C (45°F) or less after processing, during storage, and during transportation.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.23

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Raw Milk Cooling" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.24 Insect and Rodent Control**

**(1) Maintaining the Premises.**

- (a) The surroundings must be kept neat, clean, and free of conditions which might harbor or be conducive to the breeding of insects and rodents.
- (b) During fly season, manure:
  1. Must be spread directly on the fields;
  2. Stored for not more than four (4) days in a pile on the ground surface and then spread on the fields;
  3. Stored for not more than seven (7) days in an impervious-floored bin or on an impervious-curbed platform and then spread;
  4. Stored in a tight-screened and trapped manure shed;
  5. Effectively treated with larvicides; or
  6. Disposed of in any other manner which controls insect breeding.

(2) **Manure Packs.** Manure packs in loafing areas, stables without stanchions, pen stables, resting barns, wandering sheds, and free-stall housing must be properly bedded and managed to prevent insect breeding.

(3) **Controlling Pests.** Milkhouses must be free of insects and rodents.

(4) **Effectively Screened.** Milkhouses must be effectively screened or otherwise protected against the entrance of vermin.

**(5) Outer Doors.**

- (a) Outer milkhouse doors must be tight and self-closing.
- (b) Screen doors must open outward.

**(6) Preventing Contamination.**

(a) Effective measures must be taken to prevent the contamination of milk, containers, utensils, and equipment:

1. By insects and rodents, and
2. By chemicals used to control such vermin.

(b) Insecticides and rodenticides not approved for use in the milkhouse must not be stored in the milkhouse.

(7) **Approved for Use.** Only insecticides and rodenticides approved for use by the Department and/or registered with the EPA may be used for insect and rodent control.

(8) **Conditions of Use.** Insecticides and rodenticides must only be used:

- (a) In accordance with the manufacturer's label directions, and
- (b) In such a manner as to prevent the contamination of milk, milk containers, utensils, equipment, feed, and water.

(9) **Ground, Chopped, or Concentrated Feeds.** Covered boxes, bins, or separate storage facilities for ground, chopped, or concentrated feeds must be provided.

**(10) Feed Storage.**

(a) Feed stored in the milking portion of the barn must be held in such a manner as will not attract birds, insects, or rodents.

(b) Open feed dollies or carts may be used for distributing feed.

(c) Storing feed on dollies and carts is prohibited in the milking barn.

(d) *Feed dollies, carts, fully automated feeding systems, or other feed containers may be exempt from the use of covers, provided they do not attract birds, insects, or rodents.*

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.24

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Insect and Rodent Control" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.25 Animal Health**

(1) **Healthy Animals.** All raw milk for human consumption within the State of Georgia must be from healthy animals.

(2) **Prohibited Use.** Raw milk from unhealthy animals must not be offered for sale, given away, or combined with other milk.

(3) **Brucellosis and Tuberculosis Testing.** All animals (cow, sheep, goat, and other hooved mammals) producing raw milk for human consumption must be tested for brucellosis and tuberculosis every 12 months.

(4) **Positive Results.** Animals with lesions or that test positive for brucellosis or tuberculosis must be reported to the Department within 24 hours of observation of such lesions or receipt of the positive test result and must be separated and kept separate from the remainder of the herd.

- (a) A test certificate identifying each animal and signed by a licensed veterinarian as well as the director of the laboratory making the test must be provided to the Department.
- (b) Animals must be retested by a licensed veterinarian at a frequency specified by the USDA, and the retest results must be provided to the Department.
- (c) Disposition of diseased animals must be conducted in accordance with guidelines published by the USDA and reported to the Department.
- (5) **Other Diseases.** For diseases other than brucellosis and tuberculosis:
  - (a) The Department will require such physical, chemical, or bacteriological tests as it deems necessary.
  - (b) The diagnosis of other diseases in dairy animals must be based upon the findings of a licensed veterinarian.
  - (c) Any diseased animal disclosed by such test must be disposed of as the Department directs.
- (6) **Entry into Georgia.** Animals shipping into Georgia for the purpose of producing raw milk for human consumption must be tested for tuberculosis and brucellosis within thirty (30) days prior to being brought into the state. Brucellosis testing is not required for any cattle that have been vaccinated for brucellosis and are under 30 months of age.
- (7) **Records Available.** Records supporting the tests required within this Rule, validated with the signature of a licensed veterinarian, must be made available to the Department upon request.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.25

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Animal Health" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

### **40-2-16-.26 Bottling, Packaging, and Container Closure**

- (1) **Sanitary Manner and Approved Equipment.** Bottling, packaging, and container filling of raw milk for human consumption must be done at the place of production in a sanitary manner by approved mechanical equipment.
- (2) **Filling Room.** Bottling, packaging, and container filling of raw milk for human consumption must be conducted in a filling room that is separate from the milking room.
- (3) **Pump Out Procedures.** Once the sampling is completed, with the agitator still running:
  - (a) Open the outlet valve and drain a small amount of milk from the valve into the drain.
  - (b) Sanitize the outlet valve and end of hose.
  - (c) Hook up hose and start the pump.
  - (d) Turn off the agitator when the level of milk has reached the agitator blade.
  - (e) When the milk has been removed from the tank, disconnect the hose from the outlet valve and cap the hose.
  - (f) With the outlet valve open, thoroughly rinse the entire inside of the tank with warm water.

(4) **Covers.** Bottling or packaging machine supply tanks and bowls must have covers which are smooth and easily cleanable and must be constructed to prevent any contamination from reaching the inside of the filler tank or bowl. All covers must be in place during operation.

(5) **Drip Deflectors.** A drip deflector must be installed on each filler valve. The drip deflector must be designed and adjusted to divert condensation away from the open container.

(6) **Protection Against Contamination.** All containers, seals, and caps must be handled in a sanitary manner and protected against exposure during the operation.

(7) **Food Grade Lubricants.** When any lubricant is applied to the filler equipment or other milk contact surfaces, the lubricant must be food grade and applied in a sanitary manner.

(8) **Immediate Closure.** Containers must be closed immediately after being filled.

(9) **Protection During Storage.** All container caps, sealers, and closures shall be stored in a clean, dry place protected from insects, rodents, dust, splash, or other contamination.

(10) **Containers.**

(a) *Except as described in subparagraph (b),* only new containers, container caps, sealers, and closures must be used.

(b) Reusable containers require specialized equipment for proper cleaning and sanitizing. The Department will require properly prepared plans and specifications for review prior to authorizing the use of reusable containers. Such plans must include:

1. Facilities in which containers are washed manually must be equipped with a two (2)-compartment wash-and-rinse vat for this purpose.
2. In facilities utilizing automatic bottle washers, such washers must provide for bactericidal treatment by means of steam, hot water, or chemical treatment.
3. All multi-use containers, utensils, and equipment must be sanitized before use.
4. These requirements are not all-inclusive of the plans required for submittal. The Department may adopt additional standards or requirements that must be addressed prior to approval of a reusable container plan.

(11) **Single-Service Bottle Cleaning.** Single-service glass containers that are received at the processing plant in an unclean and/or unprotected state must be properly cleaned and sanitized immediately prior to packaging.

(a) This cleaning/sanitizing operation must be conducted in a room separate from case washing operations and rooms used for the filling of milk.

(b) Facilities in which containers are washed manually must be equipped with a two (2)-compartment wash-and-rinse vat for this purpose.

(c) In facilities utilizing automatic bottle washers, such washers must provide for bactericidal treatment by means of steam, hot water, or chemical treatment.

(d) Equipment and procedures used for the cleaning of single-service glass bottles must meet all the requirements of this Rule, including sanitization efficacy tests required by the Department.

(12) **Mechanical Closure and Sealing.** All container closure/sealing must be done at the place of production in a sanitary manner by approved mechanical equipment.



(13) **Hand Capping Prohibited.** Hand capping or sealing of containers is prohibited.

(14) **Large Containers - Alternative Methods.** If suitable mechanical equipment for the capping or closing of specific container(s) of 12.8 liters (three gallons) or more is not available, other methods which eliminate all possibility of contamination may be approved by the Department. Approval of such methods must be obtained in writing prior to beginning operations.

(15) **Rework.** Bottles and packages which have been imperfectly capped, sealed, or closed must have the contents emptied immediately into approved sanitary containers that are protected from contamination and maintained at 7°C (45°F) or less; when handled and stored properly, the contents may be repackaged in new containers at a later time.

(16) **Tamper-Evident Seal.** All caps, seals, and closures must be designed and applied so that the sealed container is tamper-evident (removal cannot be made without detection), and the pouring lip must be protected to at least its largest diameter.

(17) **End of Operating Period.** Caps, sealers, and closures must not be left in the equipment at the end of an operating period. Caps, sealers, and closures remaining in the chute between the hopper and the capping device must be discarded.

(18) **Returned to Storage.** Loose caps, sealers, and closures may be returned to storage by enclosing them in a clean, protective wrap, plastic bag, or container approved, in writing, by the Department.

(19) **Assembled Equipment, Sanitized Prior to Use.** Assembled equipment must be sanitized prior to each day's run *unless the Department has reviewed and accepted, in writing, information supporting the sanitizing of multi-use containers, utensils, and equipment at frequencies extending beyond one (1) day.*

(20) **Efficacy Testing.** The Department will perform tests to verify the efficacy of sanitization at intervals sufficient to determine if the sanitization process is effective.

(21) **Cleaning of Multi-use Containers, Utensils, and Equipment.** All multi-use containers and utensils must be thoroughly cleaned after each use and all equipment thoroughly cleaned at least once each day used *unless the Department has reviewed and accepted, in writing, information supporting the cleaning of multi-use containers and utensils at frequencies extending beyond one (1) day, or seventy-two (72) hours in the case of storage tanks.*

(22) **Storage Tanks - Cleaning and Emptying.** Storage tanks must be cleaned when emptied and must be emptied at a minimum of once every seventy-two (72) hours.

(a) The seventy-two (72) hour period starts when milk first enters a cleaned and sanitized storage tank.

(b) Records must be available to document that milk storage in these tanks does not exceed seventy-two (72) hours.

(23) **Filling and Capping Equipment, Cleaning.** Filling and capping equipment must be cleaned at intervals and by methods recommended by the manufacturer and approved by the Department. Such methods may include cleaning without water (dry cleaning) by the use of vacuum cleaners, brushes, or scrapers.

(24) **Filling and Capping Equipment, Sanitizing.** Product-contact surfaces must be subjected to an effective sanitizing treatment immediately prior to use, *except where dry cleaning is permitted.*

(25) **Storage Bins, Cleaned and Sanitized.** Storage bins used to transport milk must be cleaned after each usage and washed and sanitized at regular intervals.

(26) **CIP Cleaning Requirements.** Pipelines and/or equipment designed for CIP cleaning must meet the following requirements:

(a) An effective cleaning and sanitizing regimen for each separate cleaning circuit must be followed.

(b) A temperature-recording device or a recording device which provides sufficient information to adequately evaluate the cleaning and sanitizing regimen and which is approved by the Department, must be installed in the return solution line, or other appropriate area, to record the temperature and time which the line or equipment is exposed to cleaning and sanitizing solutions.

(27) **Charts, Logs, and Records.** Cleaning charts, logs, and any stored records required by this Rule must be:

(a) Identified with:

1. The name and location of the facility;
2. The date and time the monitoring/activity is performed; and
3. The signature or initials of the person performing the monitoring/activity.

(b) Reviewed, dated, and signed or initialed by the person conducting the review;

(c) Onsite and available for review by the Department during each regulatory inspection for at least the previous three (3) months, or from the last regulatory inspection, whichever is longer. *Offsite storage of these cleaning records is permitted if such records can be retrieved and provided onsite within twenty-four (24) hours of a request for official review. Electronic records are considered to be onsite if they are accessible from an onsite location;* and

(d) Retained for a minimum of (12) months after the date they were created.

(28) **Holding.**

(a) Post-fill, all raw milk for human consumption must be maintained at a temperature of 7°C (45°F) or less.

(b) Equipment in which raw milk for human consumption is stored or held must be equipped with an accurate indicating thermometer, temperature measuring device, or temperature-recording device.

1. The probe of the thermometer or temperature measuring/recording device must be located in the warmest zone of the equipment.

2. If a temperature recorder is used, the recorder must:

(i) Be operated continuously,

(ii) Be maintained in a proper functioning manner,

(iii) Not be allowed to overlap circular charts,

(iv) Be verified every six (6) months and documented in a manner acceptable to the Department, and

(v) Have records kept on the premise for review for a minimum of six (6) months and provided to the Department upon request.

3. *In lieu of a temperature-recording device, paper logs may be used.*

(i) The temperature monitoring log must be completed by an employee of the facility every four (4) hours while raw milk is being held under refrigeration.

(ii) The log must identify:

(I.) The specific refrigerated equipment where the milk is stored,

- (II.) The date and time the monitoring is performed,
- (III.) The initials of the employee performing the monitoring,
- (IV.) The actual temperature observed at the time of monitoring, and
- (V.) Any action(s) taken when a temperature reading exceeds 7°C (45°F).

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.26

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Bottling, Packaging, and Container Closure" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

### **40-2-16-.27 Labeling**

(1) **Compliance with Federal Requirements.** All bottles, containers, and packages enclosing raw milk for human consumption must be labeled in accordance with the applicable requirements of the Federal Food, Drug and Cosmetic Act as amended, the Nutrition Labeling and Education Act (NLEA) of 1990 and regulations developed thereunder, and the Code of Federal Regulations, and must comply with the applicable requirements of these regulations.

(2) **Required Elements.** All bottles, containers, and packages enclosing raw milk for human consumption must be conspicuously marked with:

(a) The words "Grade A Raw" on the exterior surface. Acceptable locations include the principal display panel, the secondary or informational panel, or the cap/cover.

(b) The identity of the farm where packaged. This identity must include the name, address, and Department permit or license number.

(c) The lot code, bottling date, or an approved comparable system to identify and differentiate products in the event of a recall.

(d) The following information statement, in print no smaller than twelve (12) point font, must be included on the package: "Warning: this is a raw milk product that is not pasteurized and may increase your risk of foodborne illness."

(e) The common name of the hooved mammal producing the milk must precede the name of the milk when the product is other than cattle milk. For example, "Goat Milk," "Sheep Milk," "Water Buffalo Milk," etc., respectively.

(3) **Misleading Information Prohibited.** The use of any misleading marks, words, or endorsements upon the label is prohibited.

(4) **Trade Designs.** The Department may permit the use of registered trade designs or similar terms on the bottle cap or label when, in its opinion, they are not misleading and are not used to obscure the labeling.

(5) **Prohibited Terms.** Descriptive labeling terms such as "wholesome" or "healthy" are prohibited.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.27

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Labeling" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.28 Examination of Raw Milk**

(1) **Prior to Permitting or Licensing.** Samples of raw milk for human consumption must be collected and tested prior to a permit or license being issued.

(2) **Scientific Examination.** Samples of raw milk for human consumption may be taken for scientific examination for public health purposes, at any reasonable time or place, and examined bacteriologically or for any other public health reason by agents of the Department. These samples will be obtained by the Department or by each producer under the direction of the Department and delivered as directed by the Department.

(3) **Sample Collection Points.** The Department will collect official samples of raw milk:

(a) From each bulk milk tank and/or silo, or

(b) From a properly installed and operated in-line-sampler or aseptic sampler.

1. An in-line or aseptic sampler is used to collect representative samples prior to transfer, or during the transfer, of milk from a bulk milk tank and/or silo, truck, or other container.

2. An in-line or aseptic sampler must be approved by the Department, in writing, prior to installation and use.

(4) **Sampling as Often as Necessary.** Raw milk for human consumption will be examined by the Department as often as necessary to determine that it is not adulterated or misbranded.

(5) **Tests Performed.** The Department will examine raw milk for human consumption for:

(a) Bacterial counts,

(b) Somatic cell counts,

(c) Coliform determinations,

(d) Cooling temperature,

(e) Pathogens, and

(f) Drug residues.

(6) **Sampling Frequency.** During any consecutive six-month period,

(a) The Department will collect at least four (4) samples of raw milk for human consumption from each permit or license holder.

(b) The Department will test for bacterial count, somatic cell count, coliform determinations, and cooling temperature.

(c) These samples must be from at least four (4) separate months.

(d) When advantageous or as otherwise necessary, the Department may collect two (2) samples from a permit or license holder during the same calendar month. To satisfy the requirements of subparagraph (a) above, these samples must be separated by no fewer than twenty (20) calendar days.

(e) In addition, drug tests on each producer's milk must be conducted at least four (4) times during any consecutive six (6) months. These samples may be obtained separately from, or in conjunction with, samples obtained pursuant to subparagraph (b) above.

(7) **Multiple Tanks.** When multiple samples of the same raw milk for human consumption are collected from the same producer from multiple tanks on the same day, the laboratory results will be averaged arithmetically by the Department and recorded as the official results for that day. This is applicable for bacterial, including standard plate count and coliform, somatic cell count, and temperature determinations only.

(8) **Testing for Pathogenic Organisms.** Pathogenic testing for such organisms will be conducted with samples taken by the Department:

(a) Quarterly,

(b) Prior to permitting,

(c) In association with any outbreak of a foodborne disease, and

(d) Prior to reinstatement of a permit or license that was suspended because of positive results of testing for pathogenic organisms in association with a suspected outbreak of disease.

(9) **Resampling.** When raw milk for human consumption is found to be adulterated by the presence of drugs, pesticides, herbicides, or other poisonous substances, it will be impounded and additional samples analyzed.

(10) **Freeze Point Testing.** The Department will conduct freezing point testing of raw milk for human consumption on an annual basis.

(11) **Standards and Tolerances for Raw Milk for Human Consumption.** Individual producer raw milk for human consumption must meet the following criteria:

(a) Bacterial Limits: Not to exceed 20,000 per mL.

(b) Coliforms: Not to exceed 10 per mL.

(c) Drug Residues: Negative, or no residues detected.

(d) Pathogens:

1. *Campylobacter* spp.: Negative, or zero (0) organisms detected.

2. *Escherichia coli* serotypes (including O157:H7): Negative, or zero (0) organisms detected.

3. *Listeria monocytogenes*: Negative, or zero (0) organisms detected.

4. *Salmonella* spp.: Negative, or zero (0) organisms detected.

(e) Somatic Cell Counts:

1. Goat Milk: Not to exceed 1,000,000 per mL.

2. All Other Milk: Not to exceed 500,000 per mL.

(12) **For-Cause Inspections.** All violations of bacteria, coliform, drug residue, somatic cell count, and cooling temperature standards will be followed promptly by inspection to determine and correct the cause.

(13) **Multiple Positive Test Results - Warning Letter.** Following the sampling regimen specified in paragraph (6) above, whenever two (2) of the last four (4) consecutive bacterial counts, somatic cell counts, coliform determinations, or cooling temperatures, taken on separate days exceed the standards referenced above in paragraph (11), the Department will:

(a) Send a certified or hand-delivered written notice thereof to the permit or license holder, with advisement that further positive results will result in additional progressive compliance measures.

(b) The notice shall be in effect as long as two (2) of the last four (4) consecutive samples exceed the standard(s).

(c) Another sample will be taken within twenty-one (21) days of the notice, but no sooner than three (3) days post-delivery.

(14) **Third-Party Laboratory Standards.** All sampling procedures and required laboratory examinations must be in substantial compliance with the latest edition of Standard Methods for the Examination of Dairy Products (SMEDP) of the American Public Health Association, and the latest edition of Official Methods of Analysis (OMA) of the Association of Official Agricultural Chemists (AOAC) International. Such procedures, including the certification of sample collectors, and examinations must be evaluated in accordance with the Evaluation of Milk Laboratories.

(15) **Glassware Standards.** All glassware, including, but not limited to, bottles, pipettes, test tubes, burettes, and such other instruments as may be used in the testing of raw animal milk for human consumption must be appropriate for use in laboratory testing examinations in substantial compliance with the latest editions of the SMEDP of the OMA of the AOAC International.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.28

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Examination of Raw Milk" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.29 Adulterated and Misbranded Milk**

### **(1) Embargo or Hold Order.**

(a) The Department may, upon notice to the owner or person in charge, place a hold order (embargo) on any raw milk that it determines, or has probable cause to believe, to be unwholesome or otherwise adulterated or misbranded.

(b) When raw milk for human consumption is sampled per the requirements of [40-2-16-.28](#) and is found to be positive for any of the pathogens listed in [40-2-16-.28\(1\)\(d\)](#):

1. All raw milk currently on-hand at the producer's farm will be placed under immediate embargo, via written or verbal confirmation delivered to the license or permit holder; and

2. Raw milk obtained from future milkings will be considered under the existing embargo order until samples from two (2) consecutive milkings test negative for the presence of pathogens.

(2) **Suitably Stored.** Raw milk under embargo may be suitably stored while awaiting Department resolution.

(3) **Unlawful Acts.** It shall be unlawful:

(a) For any person to remove or alter a hold order, notice, or embargo tag placed on raw milk by the Regulatory Agency; and

(b) To relabel, repack, reprocess, alter, dispose of, or otherwise destroy such raw milk, or containers thereof, without prior authorization from the Department.

(c) *Subparagraphs (a) and (b) do not apply for actions taken under order from a court of competent jurisdiction.*

**(4) Raw Milk Adulterated by Drugs, Pesticides, Herbicides, or Other Toxic Substances.**

(a) Raw milk found to be adulterated by drugs, pesticides, herbicides or other toxic substances shall be placed under embargo, and

(b) Additional samples from subsequent milkings shall be analyzed by the Department.

(c) Raw milk for human consumption found to be adulterated must be disposed of until analysis from a subsequent milking no longer shows the presence of the adulterant(s).

(d) Raw milk found to be adulterated by the presence of drug residue must be disposed of in a manner that completely removes it from the human and animal food chains.

**(5) Added Water.** When Department testing finds the freezing point of raw milk is greater than  $-0.525^{\circ}\text{C}$  ( $32.945^{\circ}\text{F}$ ):

(a) The Department will issue a warning letter to the permit or license holder, indicating the presence of added water in the sample(s) analyzed;

(b) A second violation within two (2) years will result in a for-cause inspection, during which a definite freeze point standard for the permit or license holder's farm will be established; and

(c) Subsequent deviations of more than three (3%) percent from the farm's standard will result in a two-day permit or license suspension.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.29

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Adulterated and Misbranded Milk" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **40-2-16-.30 Recall Procedures**

(1) **Recall Plan.** Every permit or license holder must, as a condition of retaining their license, develop a plan for recalling affected products that:

(a) Identifies the adverse condition(s) that may affect the safety of the raw milk produced;

(b) Requires notifying the Department immediately upon discovery of the situation;

(c) Determines how long these conditions have been in effect at the farm;

(d) Identifies, by the use of product codes and processing documents, the size, quantity, and type of products produced during the time period identified in subparagraph (c);

(e) Documents how affected products still in the permit or license holder's possession will be disposed;

(f) Compiles purchasing information allowing for consumer notifications to be sent to those who purchased the impacted raw milk(s); and

(g) Describes how consumer notifications are going to be circulated to the general public.

(2) **Notifications.** When conditions exist that may affect the safety of their raw milk for human consumption, permit or license holders must immediately notify the Department and issue a consumer notice or product recall.

(3) **Department Actions.** If the Department determines circumstances exist representing an imminent health hazard, the Department may order the permit or license holder to:

- (a) Initiate a product recall, or
- (b) Issue a form of notification to consumers.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.30

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Recall Procedures" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

### **40-2-16-.31 Administration and Enforcement**

(1) **Actions and Remedies Available.** The Commissioner may pursue any and all actions and remedies available at law in order to administer and enforce these regulations, including, but not limited to, civil monetary penalties; suspension, denial, or revocation of a permit or license; and injunctive relief.

(2) **Adoption by Reference.** The Department hereby adopts applicable standards and requirements from the following published documents to help determine policies, inform decision making, and to aid in the effective enforcement of these regulations:

- (a) The most current version of the Food and Drug Administration's Grade A Pasteurized Milk Ordinance, and supplements thereto;
- (b) The Food and Drug Administration's Grade A Pasteurized Milk Ordinance With Administrative Procedures, Part II; and
- (c) Retail Food Sales, Department regulations Chapter 40-7-1.

(3) **Code of Federal Regulations - Adoption by Reference.** The Department hereby adopts the following parts from the Code of Federal Regulations by reference:

- (a) 21 CFR Part 101 ; and
- (b) 21 CFR Part 178.

**Cite as** Ga. Comp. R. & Regs. R. 40-2-16-.31

**AUTHORITY:** O.C.G.A. § [26-2-450](#), *et seq.*

**HISTORY:** Original Rule entitled "Administration and Enforcement" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.



# **Department 111. RULES OF DEPARTMENT OF COMMUNITY HEALTH**

## **Chapter 111-2. HEALTH PLANNING**

### **Subject 111-2-2. CERTIFICATE OF NEED**

#### **111-2-2-.07 Review Procedures**

##### **(1) Beginning of Review Process.**

(a) When an application is deemed by the Department to be complete, the Department shall provide written notice to the applicant of the completeness of the application and the schedule for review. The Department shall provide similar notice to a newspaper of general circulation in the county of the project, to the appropriate Regional Development Center, and to the chief elected official of the county and municipal government, if any, within whose boundaries the proposed project would be located. The date on the letter of notification shall be deemed to be the date of notification and the beginning date of the Certificate of Need review cycle.

(b) The Department will schedule reviews so that, unless joined with another application, no review shall, except as noted in (d) below, take longer than one hundred and twenty (120) days from the date of notification of the beginning of review until the date the decision to issue or not to issue a Certificate of Need is sent electronically to the applicant. Absent good cause, the Department generally will not issue a decision prior to the sixtieth (60th) day of the review cycle.

(c) In the event that, from the time an application is declared complete until thirty (30) days thereafter, one or more additional applications are declared complete which involve similar projects in the same or overlapping service areas, the Department may declare that such applications will be joined with the first application for review purposes. Following such joinder, none of the subsequent applications so joined may be considered as a first application for purposes of future joinder. The Department shall notify all applicants whose applications have been joined and shall set a new time parameter for Department actions. The one hundred and twenty (120) day final decision deadline shall run from the latest date that any one of the joined applications was declared complete for review. Except as otherwise provided in Ga. Comp. R. & Regs. r. [111-2-2-.08\(1\)](#), such joinder shall be the sole method of comparative review for all applications filed after July 1, 2008.

(d) Where the Department determines that conditions exist which make it impractical to complete a review in one hundred and twenty (120) days, the Department may, on notification to the applicant, extend the time limit another thirty (30) days to one hundred and fifty (150) days. Conditions, including but not limited to the following, may constitute cause for extending the time:

1. The Department anticipates issuance of new demographic or utilization, data affecting the application;
2. The Department has received conflicting or contradictory information necessitating further investigation;
3. Results of impending legal action may have an effect on the application.

(e) For good cause shown, as shall be determined by the Department, a public hearing will be held at a time and location specified by the Department.

1. A request for a public hearing shall be signed by at least fifty (50) residents of the area where the project is located and must be received by the Department within twenty (20) days after the beginning date of the review cycle. The request shall include justification for the public hearing based on circumstances described in this paragraph.

2. To the extent possible, notification will be provided in a newspaper of general circulation in the area where the project is located approximately two weeks in advance of the hearing.

3. Any person desiring to offer testimony at the hearing will be given the opportunity to do so, but the providing of such testimony or evidence shall not confer upon the person or persons so testifying the status of "party" as that term is used in the Administrative Procedure Act.

4. Where distance and the nature of the project warrant, and within the budget constraints of the Department, the public hearing may be held by the Department in the area where the project is proposed to be located. Circumstances, which may indicate good cause for a hearing in the area, include but are not limited to:

(i) Projects, which could have significant effect on access to frequently used services by a sizable population group;

(ii) Projects generating strong conflicting viewpoints by the residents of an area;

(iii) Projects with potential for unusually significant impact on existing services.

5. A summary report of the hearing will be prepared, a copy of which will be sent to the party requesting the hearing and to the applicant. Such report will be made a part of the master record regarding the project. The Department may charge a fee for the summary report.

(f) If during the first two (2) months of the review of the application the Department finds there are factors that create a potential for denial of the application, the Department shall, on or before the sixtieth (60th) day of the review period, provide the applicant an opportunity to meet with the Department. The problems with the application will be described and an opportunity offered to amend or to withdraw the application or to submit additional information. The sixty (60) day meeting with the applicant(s) is restricted to the Department and the applicant(s). Parties opposing an application(s) may not attend or participate in an applicant sixty (60) day meeting. Such additional information must be submitted prior to the seventy-fifth (75th) day of the review period.

1. "Additional information" is information and data submitted in response to a direct request from the Department at the meeting afforded an applicant after the first two (2) months of the review of the application or in response to issues and concerns raised by the Department in said meeting, or in the lack of such a meeting or request by the Department, information and data submitted consistent with the scope, physical location, cost, charges, service, and owners in the originally submitted application. Additional information must be submitted to the Department prior to the seventy-fifth (75th) day of the review period;

2. "Amendment" is a revision to the additional information or application as originally submitted that is submitted to the Department no later than the one hundred and tenth (110th) day of the review cycle and that constitutes a change in scope, physical location, cost, charge, service, or owner. The following changes in an application will qualify as an amendment:

(i) A reduction or increase in the proposed physical space capacity; or

(ii) A reduction or increase in the number of proposed beds or service units (e.g., operating rooms); or

(iii) A change in the owners of the legal applicant entity, as long as the legal applicant entity remains the same; or

(iv) A reduction or increase in a proposal's capital or operating costs; or

(v) A change in site within three (3) miles of the site proposed in the original application or within the same service area as long as the population to be served and the service area to be served is not substantially different from that originally proposed as long as the proposed change does not require the application of a new need study or different rules; or

(vi) A reduction or subtraction in the scope of the original application; or

(vii) A change in the amount of commitment to indigent or charity care, projected utilization, financial information or patient charges that do not alter the basic financing or operations of the proposed project.

(g) The Department shall be notified with either a new application or written amendment to the current completed application when there are changes in the scope, physical location, cost, charges, service or owners of the applicant entity. Any revisions that constitute a total change in or addition to the scope of an application, in the location (except for the exemption in Ga. Comp. R. & Regs. r. [111-2-2-.07\(1\)\(f\) 2.\(v\)](#)), or in the legal applicant that would require the submission of a new application. If the Department determines that the amendment constitutes a total change in either the scope, location, or legal applicant, the original application will be considered to be withdrawn and the applicant will be so notified. An application may be amended by the applicant at any time up to the one hundred and tenth (110th) day of the review cycle.

(g.1) No party may oppose an application for a Certificate of Need for a proposed project unless:

1. Such party offers substantially similar services as proposed within a 35 mile radius, in Georgia, of the proposed project or has a service area in Georgia that overlaps the applicant's proposed service area; or

2. Such party has submitted a competing application in the same batching cycle and is proposing to establish in Georgia the same type of facility proposed or offers, in Georgia, substantially similar services as proposed and has a service area located in Georgia that overlaps the applicant's proposed service area.

(h) Any party, pursuant to O.C.G.A. § [31-6-43\(d\)\(2\)](#), who is permitted to oppose an application, or an application(s) joined for review, must submit a notice of opposition, on the form provided by the Department, no later than the sixtieth (60th) day of the review cycle. The notice must contain the information specified by the form. The notice of opposition form submission shall also include one signed original of the written vendor lobbyist certification required by Ga. Comp. R. & Regs. r. [111-1-2-.03\(2\)](#). The notice of opposition must not contain the substantive arguments against a particular application.

1. Those parties who are opposed to an application will be given an opportunity to meet with the Department at a time and place specified by the Department after a review of the opposition notices. The opposition meeting provided for by O.C.G.A. § [31-6-43\(h\)](#), shall be held no earlier than the ninetieth (90th) day of the review cycle. The applicant(s) shall be entitled to attend the opposition meeting. Only one designated person on behalf of each party opposed to a particular application will be allowed to speak on behalf of the opposition to said application at the opposition meeting. The time period provided for the opposition spokesperson shall be determined in the sole discretion of the Department. The applicant(s) will not be allowed to speak in rebuttal of the opposition remarks at the opposition meeting. The Department shall make no formal substantive comments regarding the review of the application(s) at the opposition meeting. The opposition parties shall submit via the Department's web portal, substantive written comments and arguments regarding the nature of their opposition to the particular project. The opposition parties must provide one copy of the substantive opposition comments to the applicant at the opposition meeting. In order for an opposing party to have standing to appeal an adverse decision pursuant to O.C.G.A. § [31-6-44](#), such party must attend and participate in an opposition meeting. Substantive opposition comments must pertain to only one application and one applicant. In no case shall the Department accept substantive opposition comments that concern multiple applicants or applications.

2. Letters of support for a particular application must be submitted pursuant to and in compliance with Ga. Comp. R. & Regs. r. [111-2-2-.06\(6\)](#) via the Department's web portal, and can be submitted no later than the one hundredth (100th) day of the review cycle.

3. Applicants shall be given the opportunity to respond to the substantive opposition comments made orally and submitted in writing at the opposition meeting. The last day for the applicant(s) to submit final amendments to the application and/or to respond to the opposition meeting comments shall be the one hundred and tenth (110th) day of the review cycle. The Department reserves the right, but is not required to, ask the applicant(s) for information in response to the substantive opposition comments. If the Department asks the applicant for information as a result of the comments provided at the opposition meeting, the applicant must submit the information requested no later than the one hundred and tenth (110th) day of the review cycle.

4. The Department shall provide written notification of its decision to issue or deny a Certificate of Need no later than the one hundred and twentieth (120th) day of the review cycle, or, if the project was extended, no later than the one hundred and fiftieth (150th) day of the review cycle.

(i) The Department, in accordance with the provisions of subsections (k)-(m) below, will give special expedited consideration to emergency expenditures required solely to cope with a situation posing an immediate threat to the health and safety of patients, visitors, or staff. The General Counsel, or his designee, upon a showing that a proposed replacement facility is critical to the welfare, health and stability of the immediate community as evidenced by written support from the local, county and state governing bodies may, authorize an expenditure based on a request by telephone, with written documentation to be provided later. In the event that the authorized emergency expenditure requires an application to replace an existing health care facility, the application will not be subject to joinder.

"Emergency expenditures" as set forth in this subparagraph (i) shall include but not be limited to expenditures necessitated by circumstances arising from an authorized hazardous condemnation as well as from acts of God including but not limited to earthquakes, hurricanes, tornados or floods.

(j) The Department will decline to review through Certificate of Need application capital expenditures that do not reach the dollar threshold as required under the Certificate of Need program, provided the person proposing such expenditure receives from the Department a prior written authorization for the expenditure. Where a proposal is considered to meet the language of this subsection, a letter describing the reasons for the expenditure, the cost and the anticipated date the expenditure is proposed to be made should be submitted to the Department, in accordance with the provisions of Ga. Comp. R. & Regs. r. [111-2-2-10](#), prior to the obligation of such funds. If, in the opinion of the Department, the expenditure is consistent with those expenditures not subject to review the Department will issue a confirmation to the requestor, which shall serve as authorization for the expenditure;

(k) Pursuant to the provisions of O.C.G.A. § [31-6-43\(g\)](#), the Department shall conduct an expedited review with a review period of no longer than (30) thirty days for those projects deemed an emergency. When the Governor has declared a state of emergency in a region of the state, existing health care facilities in the affected region may seek emergency approval from the Department to make expenditures in excess of the capital expenditure threshold or to offer services that may otherwise require a Certificate of Need. The Department shall give special expedited consideration to such requests and may authorize such requests for good cause. Once the state of emergency has been lifted, any services offered by an affected health care facility under this subsection shall cease to be offered until such time as the health care facility that received the emergency authorization has requested and received a Certificate of Need. For purposes of this subsection, "good cause" means that authorization of the request shall directly resolve a situation posing an immediate threat to the health and safety of the public.

(l) The Department shall issue a decision on applications for a Certificate of Need for emergency projects as provided in subsection (k) above, no later than thirty (30) days after the application has been deemed complete for review; failure to issue the decision on or before the thirtieth (30th) day after it has been deemed complete for review shall result in an automatic approval of the application, subject to subsection (n) below; the decision issued by the Department shall be a summary statement of the findings during the review of the project;

(m) If, during the course of the review period, the Department finds that there are factors that create the potential for denial of the application, the Department shall immediately discontinue its emergency review, notify the applicant in writing of that decision, and review the application in accordance with the applicable non-emergency review procedures set forth in Ga. Comp. R. & Regs. r. [111-2-2-.07](#).

(n) The review of such projects as outlined in subsections (k) - (m) above shall be governed by the emergency provisions of the referenced subsections and not the provisions of subsections (a) - (h) above.

(o) The filing fee for applications of the type specifically listed in subsections (k) - (n) above shall be \$1,000.00, notwithstanding the filing fee provisions of Ga. Comp. R. & Regs. r. [111-2-2-.06\(4\)\(a\)](#).

## **(2) Department Review.**

(a) In reviewing the application, the Department will take into consideration the review considerations and policies provided in Ga. Comp. R. & Regs. r. [111-2-2-.09](#). The latest applicable data from official data sources will be used in the Department analysis, unless otherwise provided by a service-specific Rule. Such data sources will include, but not be limited to, the State Office of Planning and Budget, Medicare/Medicaid Cost Reports, and questionnaires or surveys initiated by the Department.

(b) Upon completion of review, the Department shall provide written notification of its decision to issue or deny a Certificate of Need. In the event of a favorable decision, the letter shall serve as the Certificate.

1. Such decision will be issued no later than one hundred twenty (120) days from the beginning of the review period unless the total review period is extended in accordance with Ga. Comp. R. & Regs. r. [111-2-2-.07\(1\)\(d\)](#).

2. The date of the decision shall be the date on the notification letter of the Department.

(c) The decision letter shall contain at least the following:

1. A detailed statement of the findings related to each applicable consideration and standard relevant to the decision to issue or deny a Certificate of Need; and

2. Information pertaining to the availability of an appeal hearing.

(d) The decision shall be to approve or deny the application as submitted or as amended by the applicant during the course of review.

(e) A copy of the notification will be sent to the applicant or, in the case of joined applications, to all applicants, to the appropriate Regional Development Center and to the chief elected official of the applicable county and municipal government, if any. A copy may be made available to other interested persons on request.

(f) Should the Department fail to issue a decision letter on a Certificate of Need application within the time limits set forth in these Rules, the application shall be deemed approved as of the one hundred and twenty-first (121st) day, or the one hundred fifty-first (151st) day if the review period was extended pursuant to Ga. Comp. R. & Regs. r. [111-2-2-.07\(1\)\(d\)](#), following the date of notice from the Department that an application, or the last of any applications joined pursuant to Ga. Comp. R. & Regs. r. [111-2-2-.07\(1\)\(c\)](#) was declared complete for review.

(g) Appeals of the decision of the Department shall be processed in accordance with rules promulgated by the Certificate of Need Appeal Panel found in Ga. Comp. R. & Regs. Chapter 274.

(h) When a project undergoes judicial review, the Department may stay the effective date of the CON pending the outcome of the judicial review upon appropriate terms for good cause shown.

**Cite as** Ga. Comp. R. & Regs. R. 111-2-2-.07

**AUTHORITY:** O.C.G.A. §§ 31-2 et seq., 31-6 et seq.

**HISTORY:** Original Rule entitled "Review Procedures" adopted. F. Dec. 16, 2004; eff. Jan. 5, 2005.

**Amended:** F. Nov. 13, 2007; eff. Dec. 3, 2007.

**Amended:** F. Sept. 11, 2008; eff. Oct. 1, 2008.

**Amended:** F. Jan. 21, 2009; eff. Feb. 10, 2009.

**Amended:** F. Mar. 11, 2022; eff. Mar. 31, 2022.

**Amended:** F. Oct. 14, 2022; eff. Nov. 3, 2022.

**Note:** Rule [111-2-2-.07](#), the incorrect version of the Rule was filed on October 14, 2022 (i.e., paragraph (2), "Department Review," was inadvertently omitted). The Rule in its entirety was updated on the Rules and Regulations website June 30, 2023, the original filed and effective dates (i.e., Oct 14, 2022; eff. Nov. 3, 2022.) were retained, as requested by the Agency. Effective June 30, 2023

# **Department 111. RULES OF DEPARTMENT OF COMMUNITY HEALTH**

## **Chapter 111-3. MEDICAL ASSISTANCE**

### **Subject 111-3-8. ESTATE RECOVERY**

#### **111-3-8-.05 Recovery of Assistance; Probate**

(1) After receipt of notice of the death of an affected Member, the Department will file a claim against the estate for the full value of the Medicaid benefits paid on behalf of the Member.

(2) No action to recover a debt due by the deceased Member shall be commenced against the personal representative until the expiration of six (6) months from the date of qualification of the first personal representative to serve.

(3) Notwithstanding any other law, a claim filed for recovery of Medicaid assistance has priority in order of payment from the estate over all other claims, except the following:

(a) Years support for the family;

(b) Funeral expenses in an amount not to exceed ten thousand dollars (\$10,000). However, this amount is zero (0) if the deceased Member has prepaid funeral expenses that were excluded as a resource for Medicaid eligibility;

(c) Necessary expenses of administration;

(d) Reasonable expensed of the deceased Member's last illness; and

(e) Unpaid taxes or other debts due the state or the United States. The category of Medicaid Estate Recovery is a debt due the state.

(4) The affidavit of a person designated by the Commissioner to administer this action is prima facie evidence of the amount of the claim.

(5) Notwithstanding any statute of limitations or other claim presentation deadline provided by law, a state claim against an estate is not barred for lack of timely presentation if it is presented in the probate proceeding within the time specified in the published notice to creditors.

(6) The personal representative must notify the Department in writing of the Member's death at least thirty (30) days before disbursing assets of the Member and shall not disburse assets prior to obtaining a release from the Department. Such notice must be sent to the Department via email at [gaestaterecovery@dch.ga.gov](mailto:gaestaterecovery@dch.ga.gov) or via mail at Georgia Department of Community Health, Office of Inspector General, Medicaid Estate Recovery Program, 19<sup>th</sup> Floor, 2 M.L.K. Jr. Drive, SW, Atlanta, GA 30334, or such other mailing address listed for the Department's headquarters as set forth on its website located at [www.dch.ga.gov](http://www.dch.ga.gov). The personal representative is personally liable for any incorrectly paid assets if the Department is not informed of the Member's death and assets are distributed to Heirs and/or creditors without having first obtained a release from the Department. The Department shall issue a release within ten (10) business days from the satisfaction of the claim with the Department.

**Cite as** Ga. Comp. R. & Regs. R. 111-3-8-.05

**AUTHORITY:** O.C.G.A. §§ [49-4-147.1](#), [53-7-42](#).

**HISTORY:** Original Rule entitled "Recovery of Assistance; Probate" adopted. F. July 16, 2004; eff. August 5, 2004.

**Amended:** F. Oct. 19, 2006; eff. Nov. 8, 2006.

**Amended:** F. Mar. 27, 2020; eff. Apr. 16, 2020.

**Amended:** F. June 9, 2023; eff. June 29, 2023.



# **Department 111. RULES OF DEPARTMENT OF COMMUNITY HEALTH**

## **Chapter 111-8. HEALTHCARE FACILITY REGULATION**

### **Subject 111-8-13. RULES AND REGULATIONS FOR THE GEORGIA CAREGIVER REGISTRY**

#### **111-8-13-.05 Appeals of Ineligibility Determinations**

(1) If an applicant or employee receives an ineligible determination notice by the Department and wishes to appeal the ineligible determination, the applicant or employee must appeal by requesting an appeal in writing within ten (10) days of receipt of the notice. The applicant or employee must submit their request in writing for the Department at via submission of the Request for Administrative Appeal form located at the Department's website at <https://dch.georgia.gov/divisionsoffices/hfrd/facility-licensure/georgia-criminal-history-check-system-gchexs/request> (or such other location as indicated on the Department's webpage) or via mail to the Georgia Department of Community Health, Office of Inspector General, 19<sup>th</sup> Floor, 2 M.L.K. Jr. Drive, SW, Atlanta, GA 30334, or such other mailing address listed for the Department's headquarters as set forth on its website located at [www.dch.ga.gov](http://www.dch.ga.gov).

(2) An applicant or employee who receives an ineligible determination or whose name appears on a registry check conducted pursuant to these rules shall be eligible to appeal such determination pursuant to Chapter 13 of Title 50, the "Georgia Administrative Procedure Act." In a hearing held pursuant to this paragraph, the hearing officer shall consider in mitigation the length of time since the crime was committed, the absence of additional criminal charges, the circumstances surrounding the commission of the crime, and other indicia or rehabilitation.

**Cite as** Ga. Comp. R. & Regs. R. 111-8-13-.05

**AUTHORITY:** O.C.G.A. §§ [31-7-360](#), [31-7-384](#).

**HISTORY:** Original Rule entitled "Appeals of Ineligibility Determinations" adopted. F. Nov. 30, 2021; eff. Dec. 20, 2021.

**Amended:** F. June 9, 2023; eff. June 29, 2023.

# Department 150. RULES OF GEORGIA BOARD OF DENTISTRY

## Chapter 150-11. SPECIALTIES

### 150-11-.01 Specialties

(1) The Georgia Board of Dentistry recognizes twelve (12) specialties of dental practice, which are defined as follows:

(a) **Dental Public Health:** Dental Public Health is the science and art of preventing and controlling dental diseases and promoting dental health through organized community efforts. It is that form of dental practice that serves the community as a patient rather than the individual. It is concerned with dental health education of the public, which applied dental prevention and control of dental diseases on a community basis. A dentist who represents himself or herself as a "public health dentist," "specialist in dental public health" or similar term has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time the representation is made.

(b) **Endodontics:** Endodontics is that branch of dentistry that deals with diagnosis and treatment of oral conditions that arise as a result of pathoses of the dental pulp. Its study encompasses related basic and clinical sciences including the biology of the normal pulp and supporting structures, etiology, diagnosis, prevention and treatment of diseases and injuries of the pulp and periradicular tissues. A dentist who represents himself or herself as an "endodontist," "specialist in endodontics" or similar term, has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time representation is made.

(c) **Oral Pathology:** Oral Pathology is that branch of science that deals with the nature of the diseases affecting the oral and adjacent regions, through study of its causes, its processes and its effect, together with the associated alterations of oral structure and function. The practice of oral pathology shall include the development and application of this knowledge through the use of clinical, microscopic, radiograph, biochemical or other such laboratory examinations or procedures as may be required to establish a diagnosis and/or gain other information necessary to maintain the health of the patient, or to correct the result of structural or functional changes produced by alterations from the normal. A dentist who represents himself or herself as an "oral pathologist," "specialist in oral pathology" or similar term has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time the representation is made.

(d) **Oral and Maxillofacial Surgery:** Oral and maxillofacial surgery is the specialty of dentistry that includes the diagnosis, surgical and adjunctive treatment of diseases, injuries and defects involving both the functional and esthetic aspects of the hard and soft tissues of the oral and maxillofacial region. A dentist who represents himself or herself as an "oral and/or maxillofacial surgeon," "specialist in oral and/or maxillofacial surgery" or similar term has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time the representation is made.

(e) **Orthodontics:** Orthodontics is that area of dentistry concerned with the supervision, guidance and correction of the growing of mature dentofacial structures, including the conditions that require movement of teeth or correction of malrelationships and malformations of their related structures and the adjustment of relationships between and among teeth and facial bones by the application of forces and/or the stimulation and redirection of functional forces within the craniofacial complex. Major responsibilities of orthodontic practice include the diagnosis, prevention, interception and treatment of all forms of malocclusion of the teeth and associated alterations in their surrounding structures; the design, application and control of functional and corrective appliances; and the guidance of the dentition and its supporting structures to attain and maintain optimum occlusal relations in physiologic and esthetic harmony among facial and cranial structures. A dentist who represents himself or herself as an "orthodontist," "Specialist in orthodontics" or similar term has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time the representation is made.

(f) **Pediatric Dentistry:** Pediatric Dentistry is the practice and teaching of comprehensive preventive and therapeutic oral health care of children from birth through adolescence. It shall be construed to include care for special patients beyond the age of adolescence who demonstrate mental, physical and/or emotional problems. A dentist who represents himself or herself as a "pediatric dentist," "specialist in pediatric dentistry" or similar term has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time the representation is made.

(g) **Periodontics:** Periodontics is that branch of dentistry that deals with the diagnosis and treatment of disease of the supporting and surrounding tissues of the teeth. The maintenance of the health of these structures and tissues, achieved through periodontal treatment procedures, is also considered to be the responsibility of the dentist. The scope shall be limited to preclude permanent restorative dentistry. A dentist who represents himself or herself as a "periodontist," "specialist in periodontics" or similar term has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time the representation is made.

(h) **Prosthodontics:** Prosthodontics is the dental specialty pertaining to the diagnosis, treatment planning, rehabilitation and maintenance of the oral function, comfort, appearance and health of patients with clinical conditions associated with missing or deficient teeth and/or Maxillofacial tissues using biocompatible substitutes. A dentist who represents himself or herself as a "prosthodontist," "specialist in prosthodontics" or similar term has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time the representation is made.

(i) **Oral or Maxillofacial Radiology:** Oral and maxillofacial radiology is the specialty of dentistry and discipline of radiology concerned with the production and interpretation of images and data produced by all modalities of radiant energy that are used for the diagnosis and management of diseases, disorders, and conditions of the oral and maxillofacial region. A dentist who represents himself or herself as a "specialist in oral and maxillofacial radiology" has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time the representation is made.

(j) **Dental Anesthesiology:** Dental anesthesiology is the specialty of dentistry and discipline of anesthesiology encompassing the art and science of managing pain, anxiety, and overall patient health during dental, oral, maxillofacial and adjunctive surgical or diagnostic procedures throughout the entire perioperative period. The specialty is dedicated to promoting patient safety as well as access to care for all dental patients, including the very young and patients with special health care needs. A dentist who represents himself or herself as a "dental anesthesiologist," "specialist in dental anesthesiology" or similar term has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time the representation is made.

(k) **Oral Medicine:** Oral Medicine is the specialty of dentistry responsible for the oral health care of medically complex patients and for the diagnosis and management of medically related diseases, disorders and conditions affecting the oral and maxillofacial region. A dentist who represents himself or herself as a "specialist in oral medicine" or similar term has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time the representation is made.

(l) **Orofacial Pain:** Orofacial Pain is the specialty of dentistry that encompasses the diagnosis, management, and treatment of pain disorders of the jaw, mouth, face, head and neck. The specialty of Orofacial Pain is dedicated to the evidenced-based understanding of the underlying pathophysiology, etiology, prevention, and treatment of these disorders and improving access to interdisciplinary patient care. A dentist who represents himself or herself as a "specialist in orofacial pain" or similar term has completed the educational requirements stated in the American Dental Association's specialty practice guidelines in existence at the time the representation is made.

(2) Nothing in this Rule shall be construed to prohibit the performance of specialty functions by a dentist who has not completed the educational requirements stated in the American Dental Association's specialty practice guidelines, provided that the dentist does not represent himself or herself as a specialist in the particular area of dentistry.

**Cite as** Ga. Comp. R. & Regs. R. 150-11-.01

**AUTHORITY:** O.C.G.A. §§ [43-11-7](#), [43-11-8](#), [43-11-10](#), [43-11-47](#).

**HISTORY:** Original Rule entitled "Specialties" adopted. F. May 5, 1982; eff. May 25, 1982.

**Amended:** F. Sept. 5, 1986; eff. Sept. 25, 1986.

**Amended:** F. Sept. 2, 1992; eff. Sept. 22, 1992.

**Repealed:** New Rule of same title adopted. F. Apr. 20, 1999; eff. May 10, 1999.

**Amended:** F. Feb. 20, 2003; eff. Mar. 12, 2003.

**Amended:** F. Jan. 31, 2005; eff. Feb. 20, 2005.

**Amended:** F. June 13, 2023; eff. July 3, 2023.

# Department 150. RULES OF GEORGIA BOARD OF DENTISTRY

## Chapter 150-13. SEDATION PERMITS

### 150-13-.02 Deep Sedation/General Anesthesia Permits

(1) The educational requirements for a permit to use deep sedation/general anesthesia in Georgia shall be equal to those set forth in O.C.G.A. § [43-11-21.1](#).

(2) The following guidelines shall apply to the administration of deep sedation/general anesthesia in the dental office or a site approved by the Board:

(a) When administration of deep sedation/general anesthesia is provided by another qualified dentist holding a current (Georgia) deep sedation/general anesthesia permit or by a physician anesthesiologist, the operating dentist and the staff must be certified in cardiopulmonary resuscitation at the basic life support level given by a board-approved sponsor with an update not to exceed two years per board Rules [150-3-.08](#), [150-3-.09](#), [150-5-.04](#), and [150-5-.05](#).

(b) When a certified Registered Nurse Anesthetist (CRNA) is permitted to function under the direction and responsibility of a dentist, administration of deep sedation/general anesthesia by a CRNA shall require the operating dentist to have completed training in deep sedation/general anesthesia, commensurate with these guidelines.

(c) A dentist administering deep sedation/general anesthesia must document current successful completion of an advanced cardiac life support (ACLS) course (or an appropriate equivalent).

(d) All staff must be certified in cardiopulmonary resuscitation at the basic life support level given by a board-approved sponsor with an update not to exceed two years per board Rules [150-3-.08](#), [150-3-.09](#), [150-5-.04](#), and [150-5-.05](#).

(e) Any dental hygienist or dental assistant, expanded or general, performing phlebotomy or venipuncture procedures must be in compliance with O.C.G.A. § [43-11-23](#).

(f) A licensed dentist shall not delegate to a dental assistant or a dental hygienist the administration of any medication or drugs given to a patient through phlebotomy and venipuncture procedures.

(3) In all areas in which this level of anesthesia is being conducted, the dentist shall maintain a properly equipped facility for the administration of deep sedation/general anesthesia, staffed with appropriately trained and supervised personnel. The facility must have equipment capable of delivering positive pressure oxygen ventilation, a pulse oximeter, suction equipment that allows aspiration of the oral and pharyngeal cavity, an operating table or chair that allows for the patient to be positioned to maintain an airway, a firm platform for cardiopulmonary resuscitation, a fail-safe inhalation system if nitrous oxide/oxygen is used, equipment to continuously monitor blood pressure and heart rate and rhythm, EKG monitor, appropriate emergency drugs per ACLS protocol including reversal agents for narcotics and/or benzodiazepines depending on which is actually utilized, a manual or automatic external defibrillator, and a recovery area with available oxygen and suction. The facility shall have continual monitoring of end tidal CO<sub>2</sub> (expired carbon dioxide) unless invalidated by the nature of the patient, procedure or equipment. "Continual" shall mean "repeated regularly and frequently in steady rapid succession." All of the aforementioned equipment and supplies must be stationary and not subject to transfer from one facility to another. The applicant must submit verification that the facility meets the above requirements and shall be subject to an on-site inspection.

(a) The dentist must be certified in cardiopulmonary resuscitation at the basic and advanced levels and all immediate support personnel who provide direct hands-on patient care must be certified in cardiopulmonary resuscitation at the basic life support level given by a board approved provider with an update not to exceed two years. While any deep

sedation/general anesthesia procedure is underway, a minimum of two immediate support personnel certified in basic cardiopulmonary resuscitation must be present.

(4) The Georgia Board of Dentistry shall be given a written thirty (30) day advance notification of the relocation of a facility, the addition of a facility or significant changes in the facility. Changes in the method of administration of deep sedation/general anesthesia should also be brought to the attention of the Board. The permit holder shall be subject to an on-site inspection.

(5) The dentist must take four (4) hours of continuing education every two (2) years in pharmacology, anesthesia, emergency medicine or sedation as part of the forty (40) hour requirement for license renewal to maintain certification for the deep sedation/general anesthesia permit. Certification of this continuing education must be submitted at renewal.

(6) Permit fees: As shown in the schedule of fees adopted by the Board.

(7) Renewal fees: As shown in the schedule of fees adopted by the Board.

(8) Late renewal fees: As shown in the schedule of fees adopted by the Board.

**Cite as** Ga. Comp. R. & Regs. R. 150-13-.02

**AUTHORITY:** O.C.G.A. §§ [43-11-1](#), [43-11-7](#), [43-11-21](#), [43-11-21.1](#), [43-11-23](#), [43-11-44](#).

**HISTORY:** Original Rule entitled "Deep Sedation/General Anesthesia Permits" adopted. F. Jan. 10, 2002; eff. Jan. 30, 2002.

**Repealed:** New Rule of same title adopted. F. Jan. 31, 2005; eff. Feb. 20, 2005.

**Repealed:** New Rule of same title adopted. F. Sept. 14, 2005; eff. Oct. 4, 2005.

**Amended:** F. Feb. 18, 2010; eff. Mar. 10, 2010.

**Amended:** F. Nov. 16, 2010; eff. Dec. 6, 2010.

**Amended:** F. Jan. 15, 2015; eff. Feb. 4, 2015.

**Amended:** F. June 13, 2023; eff. July 3, 2023.

# Department 160. RULES OF GEORGIA DEPARTMENT OF EDUCATION

## Chapter 160-1.

### Subject 160-1-4. GRANT PROGRAMS

#### 160-1-4-.316 Safer Georgia Schools Grant

1. **Purpose of Grant.** The primary purpose of the Safer Georgia Schools Grant is to provide grant funding for school safety-related (1) programs and activities, (2) professional development and training, (3) personnel, and (4) equipment. Additionally, these grant funds may be used for any other activity to support safe and healthy students as identified in the grant application.

2. **Term and Conditions.** An eligible grant recipient must submit an application that clearly articulates the local educational agency's ("LEA") (1) need for funding as it relates to supporting the health and safety of students, (2) selection of grant category, (3) proposed expenditures, and (4) budget. The LEA must also describe how it plans to engage with community stakeholders and provide letters of support. Grant recipients must abide by the fundamental requirements of Title IV, Part A, such as supplement - not supplant, maintenance of effort, and the provision of equitable services to private school students and personnel. Also, grant recipients must submit a completion report and all other reports required by the Georgia Department of Education ("GaDOE"). The grant awards are one-time funds for use during the fiscal year of the award.

3. **Eligible Recipient(s).** Any Georgia LEA that is eligible to receive a Title IV, Part A formula allocation may apply for this grant.

4. **Criteria for Award.** Submitted applications are initially reviewed for completeness, ensuring that the requirements, as described in the application, are met. If all requirements are met, then the application will be reviewed and scored by a GaDOE-approved and trained reviewer. Funding will be awarded based on rank (the highest score first) and available funding until funds are exhausted. Applications must meet or exceed the minimum score set forth in the application to be considered for funding.

5. **Directions and Deadlines for Applying.** During the application period, applications will be made available through an electronic link on the Office of Whole Child Supports webpage. Included on that webpage will be the deadline for applying. Interested LEAs may also contact the Office of Whole Child Supports - Health, Wellness, and Safety Division at [wholechild@doe.k12.ga.us](mailto:wholechild@doe.k12.ga.us) for additional information.

**Cite as** Ga. Comp. R. & Regs. R. 160-1-4-.316

**AUTHORITY:** O.C.G.A. § [20-2-240](#).

**HISTORY:** Original grant description entitled "Stronger Connections Grant." Submitted April 27, 2023.

**Amended:** New title, "Safer Georgia Schools Grants." Submitted June 21, 2023.

# **Department 300. RULES OF GEORGIA DEPARTMENT OF LABOR**

## **Chapter 300-2. EMPLOYMENT SECURITY LAW**

### **Subject 300-2-1. DEFINITIONS**

#### **300-2-1-.01 Meaning of Terms Used**

(1) "Law" means the Employment Security Law of Georgia, Official Code of Georgia Annotated (O.C.G.A.), Title 34, Chapter 8.

(2) "Commissioner" means the Commissioner of Labor of Georgia. Where appropriate, Commissioner shall also mean any duly authorized representative of the Commissioner.

(3) "Department" means the Georgia Department of Labor.

(4) "Reimbursable Basis" means the method of payment wherein an employing unit has elected to reimburse this department for the amount of benefits chargeable to such unit in lieu of making quarterly contributions to the department.

(5) Total, Part-Total, and Partial Unemployment.

(a) "Total Unemployment" means any week during which an individual performs no services and with respect to which no wages are payable to the individual.

(b) "Part-Total Unemployment" means any week during which an otherwise qualified individual works less than full-time and earns wages not exceeding the individual's weekly benefit amount plus Non-deductible earnings. An individual engaged in Part-time Employment is ineligible for Part-Total Unemployment unless the individual has been separated from Full-time Employment and the Part-time Employment does not unreasonably interfere with the individual's search for new Full-time Employment. An individual must report all gross earnings to the Department.

(c) "Partial Unemployment" means any complete pay-period week during which an individual is attached to the individual's regular employer and works less than full-time, due only to lack of work, and earns wages not exceeding the individual's weekly benefit amount plus Non-deductible earnings. Partial unemployment claims are initiated by the employer. An individual engaged in Part-time Employment is ineligible for Partial Unemployment.

**NOTE:** The Georgia Employment Security Law provides for benefit payments to be made in multiples of \$1.00. Therefore, Deductible Earnings must be adjusted to the nearest dollar, i.e., the odd cents .01 through .49 will be adjusted to the next lower dollar; .50 through .99 will be adjusted to the next higher dollar.

(6) Week of Unemployment. Unless otherwise authorized by the Commissioner, a week of unemployment shall be the calendar week beginning on Sunday and ending at midnight the following Saturday.

(7) The following definitions shall apply in the application of the disqualification provisions of O.C.G.A. Sections [34-8-194](#) and [34-8-195](#):

(a) "Bodily Injury" is physical harm, damage or injury inflicted on an individual by another individual.

(b) "Conscious Neglect" is a failure to use that degree of care which would be exercised by an ordinarily prudent person under the same or similar circumstances. It does not require a willful intent to abuse an employer's business but it does require a showing of disregard for the normal or acceptable consequences of the action or the failure to perform one's job duties. It is to be distinguished from the claimant's inability to satisfactorily perform the duties of the job. A showing by the employer that the claimant failed to perform a task for which the claimant had previously



demonstrated a degree or level of proficiency by satisfactorily performing the task in the past will shift the burden of proof to the claimant to show that the individual had an inability to perform the task in question.

(c) "Fault" is a failure to follow rules, orders or instructions, or failure to discharge the duties for which the claimant was employed. Fault which is of a disqualifying nature cannot be a technical failing, a minor mistake or the mere inability to do the job. Rather, a breach of duty to constitute fault must take into consideration such factors as length of service, nature of duties, prior warnings, equal enforcement of all progressive discipline programs and any other factors which might be used to establish reasonable expectations that the discharge was imminent. The claimant must have been aware that a discharge would likely result from the violation of the rule. In the case of a discharge due to a violation of an employer's rule, order or instruction, an employer has the burden of proving that the claimant knew or should have known that the violation of the rule, order or instruction could have resulted in termination.

(d) "Full-time Employment" is normally considered to be at least thirty (30) hours of work in a week or such other number of hours as is normal in a particular industry. An individual who worked full-time during a majority of the weeks of work in the base period shall be expected to look for full-time employment and shall be expected to accept an offer to such work after filing an otherwise valid claim for benefits. An individual may accept Part-time Employment at any time as long as it does not unreasonably interfere with the individual's search for Full-time Employment, but the claimant must report gross earnings for such work to the Department.

(e) "Intentional Conduct" is that personal behavior or action by an individual which is willful, conscious or deliberate that results in damage to another person's property or results in bodily harm to another individual. A claimant who commits an act which a reasonably prudent person would contemplate to result in damage may be said to intend that result, whether he desired it or not; for every person is presumed to intend the natural consequences of his or her own actions.

(f) "Misconduct" is conduct evincing such willful or wanton disregard of an employer's interest as is found in violation or disregard of standards of behavior which the employer has the right to expect of an employee, or in carelessness or negligence in such degree, or recurrence as to manifest fault, or to show a disregard of the employer's interests or of the employee's duties and obligation to the employer. Misconduct includes but is not limited to a violation of a known work rule which is reasonable and related to the job being performed.

(g) "Part-time Employment" shall be construed to be work which is other than Full-time Employment as defined above, without regard to whether it is of limited duration as to days, weeks or months. A claimant who worked part-time during a majority of the weeks of work in the base period must be available to work for at least 20 hours per week.

(h) "Physical Assault" is touching the person of another against his/her will with physical force, in an intentional, hostile or aggressive manner.

(i) "Suitable Work" means work in the individual's usual occupation or work for which the individual is reasonably fitted. In determining whether an individual is reasonably fitted for a particular job, the department shall consider the totality of circumstances, including, but not limited to:

1. The degree of risk involved to the claimant's health, safety and morals;
2. The claimant's physical fitness;
3. The claimant's prior training;
4. The claimant's experience;
5. The claimant's prior earnings;
6. The length of the claimant's unemployment;

7. If the work is not directly related to claimant's recent work experience, the claimant's prospects for obtaining local work in such claimant's customary occupation; and

8. The distance and time for commuting.

(j) "Theft" is the taking of an employer's property, or the property of any other employee or the property of any other person while on the employer's premises or otherwise within the scope of the employee's job duties, without the consent of the owner of the property, with the intent to deprive the owner of the value of the property, and to appropriate it for the use and benefit of the person taking the property. The value of the property taken shall be the fair market value at the time of replacement.

(8) "Personal services" mean work performed by an individual for personal remuneration. Work performed by an individual or sole proprietorship is presumed to be personal services unless otherwise exempted by the Employment Security Law or the Rules of the Georgia Department of Labor. Work performed by a corporation or a partnership does not meet the definition of personal services.

(9) "Rate buy down" with respect to voluntary contributions pursuant to O.C.G.A. Section [34-8-178](#) means the payment of such additional amounts in response to notice from the Department as to enable an employer to receive a lower rate of contributions.

(10) Most Recent Employer.

(a) "Most Recent Employer" as defined under O.C.G.A. [34-8-43](#) shall not include an employer subject to the provisions of the federal Railroad Unemployment Insurance Act.

(b) "Most Recent Employer" as defined by O.C.G.A. [34-8-43\(a\)](#) shall mean the last employer for whom an individual worked and was separated.

(c) An entity must be an "Employer", as defined by O.C.G.A. [34-8-33](#), to qualify as an individual's "Most Recent Employer".

(11) "Deductible Earnings" means:

(a) For all claim weeks ending before July 8, 2023, all wages in excess of \$150.00 each week earned by a claimant for services performed, whether or not received by such claimant; and

(b) For all claim weeks ending on or after July 8, 2023, all wages in excess of \$50.00 each week earned by a claimant for services performed, whether or not received by such claimant. Deductible earnings shall be subtracted from the weekly benefit amount of the claim.

(12) "Non-deductible Earnings" means all wages earned each week by a claimant less than or equal to the amount established by the Commissioner for Deductible Earnings

**Cite as** Ga. Comp. R. & Regs. R. 300-2-1-.01

**AUTHORITY:** O.C.G.A. §§ [34-2-6\(a\)\(4\)](#), [34-8-30](#), [34-8-70](#), [34-8-190](#), [34-8-191](#), [34-8-193\(e\)](#).

**HISTORY:** Original Rule entitled "Investigation of Accidental Injuries" was filed and effective on May 18, 1965.

**Amended:** Rule renumbered as [300-3-1-.01](#) and Rule [300-1-1-.01](#), entitled "Meaning of Terms Used," renumbered as [300-2-1-.01](#). Filed May 20, 1966; effective June 8, 1966.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed October 16, 1974; effective November 5, 1974.

**Amended:** Filed November 4, 1976; effective November 24, 1976.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed June 29, 1979; effective July 19, 1979.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed October 24, 1983; effective November 13, 1983.

**Amended:** F. Apr. 5, 1991; eff. Apr. 25, 1991.

**Repealed:** New Rule of same title adopted. F. Aug. 28, 1992; eff. Sept. 17, 1992.

**Amended:** F. Jun. 25, 1998; eff. July 15, 1998.

**Amended:** F. Dec. 11, 2015; eff. Dec. 31, 2015.

**Amended:** F. Jan. 31, 2017; eff. Jan. 31, 2017, as specified by the Agency.

**Amended:** F. Mar. 24, 2017; eff. Apr. 1, 2017, as specified by the Agency.

**Amended:** New title "Meaning Of Terms Used." F. Jan. 24, 2020; eff. Jan. 19, 2020, as specified by the Agency.

**Amended:** F. July 17, 2020; eff. July 19, 2020, as specified by the Agency.

**Amended:** F. June 23, 2021; eff. June 27, 2021, as specified by the Agency.

**Amended:** F. June 1, 2023; eff. June 1, 2023, as specified by the Agency.

# **Department 300. RULES OF GEORGIA DEPARTMENT OF LABOR**

## **Chapter 300-2. EMPLOYMENT SECURITY LAW**

### **Subject 300-2-4. UNEMPLOYMENT INSURANCE BENEFIT PAYMENTS**

#### **300-2-4.01 Regular Unemployment Insurance Benefit Payments**

Pursuant to the provisions of O.C.G.A. Sections [34-8-190](#), [34-8-191](#), and [34-8-195](#), filing claims:

(a) Total and part-total claims. Total and part-total claims must be filed by an individual in the manner specified by the department. Registration for work is required as directed by the department and failure to register may cause benefits to be withheld.

(b) Partial Claims (Employer Filed Claims).

(1) Employer filed claims must be filed by an employer in the manner specified by the department.

(2) A properly completed employer filed claim, shall constitute a claim for unemployment insurance benefits on behalf of an employee with respect to the week of partial unemployment covered by the claim.

(3) The employee may be required to complete an applicant profile, identity verification, and a weekly certification of eligibility to receive payment for a week of partial unemployment.

(3) Employer filed claims shall be filed by an employer no more than thirty (30) days from the end of the employer's payroll week during which an employee worked less than full-time.

(4) Upon failure of the employer to file an employer filed claim on behalf of an employee, such employee may file their own individual claim in the manner provided for Total Unemployment claims. Such a claim must be filed within sixty (60) days from the end of the employer's payroll week in which said employee worked less than full-time.

(5) The limitations imposed in subparagraphs (3) and (4) may, in the discretion of the Commissioner or the Commissioner's designee, be waived upon the showing of extenuating circumstances.

**Cite as** Ga. Comp. R. & Regs. R. 300-2-4-.01

**AUTHORITY:** O.C.G.A. §§ [34-2-6\(a\)\(4\)](#), [34-8-70](#), 34-7-190.

**HISTORY:** Original Rule entitled "Goggles" was filed and effective on May 18, 1965.

**Amended:** Rule renumbered as [300-3-4-.01](#) and Rule 300-1-4-.01, entitled "Regulations Pertaining to Job Insurance Payments (Claimants)" renumbered as [300-2-4-.01](#). Filed May 20, 1966; effective June 8, 1966.

**Amended:** Rule repealed and a new Rule entitled "Regular Unemployment Insurance Payments" adopted. Filed October 16, 1974; effective November 5, 1974.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed June 29, 1979; effective July 19, 1979.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed October 24, 1983; effective November 13, 1983.

**Amended:** Filed January 9, 1989; effective January 29, 1989.

**Repealed:** New Rule of same title adopted. F. Aug. 28, 1992; eff. Sept. 17, 1992.

**Amended:** Rule retitled "Regular Unemployment Insurance Benefit Payments". F. Jun. 25, 1998; eff. July 15, 1998.

**Amended:** F. Jan. 24, 2020; eff. Jan. 19, 2020, as specified by the Agency.

**Amended:** F. June 1, 2023; eff. June 1, 2023, as specified by the Agency.

### **300-2-4-.02 Registration of Claimants for Possible Referrals to Job Openings**

(1) Claimants are required to register for screening and referral to employers who are currently offering employment (except as provided below). Unemployment benefits will cease to be payable unless registration has been completed as directed by the department.

(2) The department may notify claimants to give reports on work search activities and to receive job referrals. Unemployment benefits will cease to be payable for failure to give such reports, refusal of a job referral, or to take other such action as directed by the department.

(3) Exceptions to registration requirements are granted to qualified applicants who are:

(a) On short term layoff but who have a definite date of recall to their previous employment within six (6) weeks of the last day worked;

(b) Partial claimants as described in Section [300-2-4-.01](#) of these rules;

(c) Claimants who are attending training approved by the Commissioner;

(d) Members of unions who routinely and regularly receive all of their job referrals from so-called hiring halls or similar placement facilities and present evidence of:

1. Current union membership in good standing; and

2. Current registration with the union for job referrals; or

(e) Claimants involved in a strike or similar labor dispute, provided, however, claimants who have been locked out of their job must register with the department for possible job referrals if so directed by the department.

**Cite as** Ga. Comp. R. & Regs. R. 300-2-4-.02

**AUTHORITY:** O.C.G.A. §§ [34-2-6\(a\)\(4\)](#), [34-8-70](#), [34-8-190](#), [34-8-191](#).

**HISTORY:** Original Rule entitled "Protection from Welding Rays" was filed and effective on May 18, 1965.

**Amended:** Rule renumbered as [300-3-4-.02](#) and Rule 300-1-4-.02, entitled "Regulations Pertaining to Maritime Workers" renumbered as [300-2-4-.02](#).

**Amended:** F. June 1, 2023; eff. June 1, 2023, as specified by the Agency.

### **300-2-4-.03 Reporting Requirements on Claims**

(1) Total and part-total claims. To request a week of unemployment insurance benefits after filing a claim, an individual shall complete a weekly certification of eligibility as directed by the department and otherwise report as

directed by the department. To claim credit for weeks of unemployment subsequent to a claim filed pursuant to this Section, the claimant shall complete a weekly certification of eligibility as directed by the department and otherwise report as directed by the department.

- (a) An individual must wait until a benefit week has ended to request a benefit payment for such week.
- (b) An individual may request a week of benefit payments for up to two weeks.
- (c) Failure to request a week of benefit payment on time will result in an individual being considered ineligible for benefits for that week.
- (d) Failure to request three or more consecutive weeks of benefit payments may result in an individual being required to reopen their claim by filing a new application for benefits.

(2) Partial claims (Employer Filed Claims). To request a week of unemployment insurance benefits for which an employer has filed an employer filed claim on behalf of an individual, an individual shall complete a weekly certification of eligibility as directed by the department and otherwise report as directed by the department.

(3) For reasons found to constitute good cause, a claimant unable to report to the department as directed may be permitted to report within the two (2) day period following the date the claimant was directed to report. Good cause is defined as circumstances beyond the claimant's control, such as:

- (a) An "act of God" or similar event which prevented the claimant from timely reporting;
  - (b) Death of an individual's immediate family member.
  - (i) The reporting requirements shall be waived for the day of the death and for four (4) consecutive calendar days thereafter.
  - (ii) As used in this rule, "immediate family member", means a spouse, child, stepchild, adopted child, grandchild, parent, grandparent, brother or sister of the individual or his or her spouse and the spouse of any of the foregoing; or
  - (c) Personal illness or disability of a temporary nature of claimant or a dependent family member which occurred in such a way to prevent the claimant from timely reporting, and the claimant made diligent efforts to give notice to the department prior to the time for the scheduled reporting date.
- (4) Notwithstanding any provision of this rule, any notice of appeal must be filed within the time limitations specified in Chapter 5 of these rules.

**Cite as** Ga. Comp. R. & Regs. R. 300-2-4-.03

**AUTHORITY:** O.C.G.A. §§ 34-2-6(a)(4), [34-8-70](#), [34-8-190](#), [34-8-191](#).

**HISTORY:** Original Rule entitled "Protection from Hot Metals" was filed and effective on May 18, 1965.

**Amended:** Rule renumbered as [300-3-4-.03](#) and Rule 300-1-4-.03, entitled "Regulations Pertaining to Supplemental Payments" renumbered as [300-2-4-.03](#). Filed May 20, 1966; effective June 8, 1966.

**Amended:** Rule repealed and a new Rule entitled "Employer Supplemental Payments" adopted. Filed October 16, 1974; effective November 5, 1974.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed June 29, 1979; effective July 19, 1979.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed October 24, 1983; effective November 13, 1983.

**Amended:** Rule entitled "Employer Supplemental Payments" renumbered as [300-2-4-.05](#) and a new Rule entitled "Reporting Requirements on Claims" adopted. Filed January 9, 1989; effective January 29, 1989.

**Repealed:** New Rule of same title adopted. F. Aug. 28, 1992; eff. Sept. 17, 1998.

**Amended:** F. Jun. 25, 1998; eff. July 15, 1998.

**Amended:** F. Jan. 24, 2020; eff. Jan. 19, 2020, as specified by the Agency.

**Amended:** F. June 1, 2023; eff. June 1, 2023, as specified by the Agency.

### **300-2-4-.08 Overpayments**

(1) An individual shall be required to repay an overpayment of unemployment compensation unless a written application for waiver is filed with the Department and approved by the Commissioner or the Commissioner's designee.

(2) An application for waiver shall not be accepted for any overpayment the Department determined was the result of fraud attributable to the individual.

(3) An application for waiver shall not be approved if it is filed later than fifteen (15) calendar days following the release date of the Notice of Overpayment, provided, however, that the time limitation may be extended upon a showing of extenuating circumstances which prevented the filing of a timely application for waiver by the individual and such circumstances were beyond the individual's control.

(4) The Commissioner or the Commissioner's designee shall notify each individual in writing whether the application for waiver of overpayment has been approved or denied. The decision of the Commissioner or the Commissioner's designee shall become final unless the individual appeals the decision within 15 days after the notice was mailed or otherwise delivered to the individual.

(5) The Department shall suspend collection of an overpayment while an application for waiver of the same overpayment is pending.

(6) An application for waiver of overpayment of unemployment compensation shall be approved only if:

(a) The individual is determined to be without fault in the cause of the overpayment, regardless of whether such fault rises to the level of fraud; and

(b) Repayment of the overpayment is determined to be contrary to equity and good conscience.

(7) Repayment of the overpayment shall be contrary to equity and good conscience if:

1. It would cause financial hardship to the person for whom waiver is sought;

2. The recipient of the overpayment can show (regardless of their financial circumstances) that due to the notice that such payment would be made or because of the incorrect payment either they have relinquished a valuable right or changed positions for the worse; or

3. Recovery would be unconscionable under the circumstances.

(8) An application for waiver of overpayment shall specify why the individual was without fault in the cause of the overpayment and why repayment would be contrary to equity and good conscience, including supporting documentation.

(9) The Department shall consider each individual's waiver application separately on its own merits, with due consideration of the facts and circumstances of each individual case. When authorized by federal law and

regulations, and when it would not create a federal conformity issue, the Department may approve blanket waivers for groups of similarly situated individuals.

(10) Upon approval of an application for waiver, the Department shall refund any amounts that were collected towards the applicable overpayment prior to such approval, except when prohibited by state or federal law.

(11) A waiver of an unemployment insurance overpayment may be issued by the department in whole or in part upon the finding of a court of law having proper subject matter jurisdiction which rules that error existed in the information utilized to establish such overpayment, whether or not such overpayment was determined to be fraudulent in nature. Additionally, if a court finds repayment of an overpayment should be waived by virtue of discharge in bankruptcy under federal bankruptcy law, waiver will be granted.

(12) This rule shall apply to overpayments of all federal or state unemployment compensation programs administered by the Department, but only to the extent this rule is consistent with federal law and regulations, and would not create a federal conformity issue. An application for waiver of an overpayment of unemployment compensation shall not be approved when waiver would be prohibited by federal law or regulation, regardless of an individual's fault.

(13) Covid-19 Pandemic Overpayment Provisions.

(a) For any Notice of Overpayment that established an overpayment for one or more claim weeks ending February 8, 2020, through June 26, 2021, the fifteen (15) day time limitation to file an application for waiver of overpayment may, in the discretion of the Commissioner or the Commissioner's designee, be waived.

(b) An individual whose application for waiver of overpayment was denied prior to April 15, 2022, for failure to file a timely application for waiver of overpayment may request a redetermination; provided, however, that only overpayment weeks ending February 8, 2020, through June 26, 2021, shall be eligible for redetermination. A redetermination with respect to eligible weeks shall be made in accordance with the provisions of this rule.

**Cite as** Ga. Comp. R. & Regs. R. 300-2-4-.08

**AUTHORITY:** O.C.G.A. §§ [34-2-6\(a\)\(4\)](#), [34-8-70\(b\)](#), [34-8-254\(c\)](#).

**HISTORY:** Original Rule entitled "Waiver of Overpayments" adopted F. Aug. 28, 1992; eff. Sept. 17, 1992.

**Amended:** F. Jun. 25, 1998; eff. July 15, 1998.

**Amended:** F. Jan. 10, 2012; eff. Jan. 30, 2012.

**Repealed:** New Rule entitled "Overpayments. Amended" adopted. F. Oct. 1, 2013; eff. Oct. 21, 2013.

**Amended:** F. Sep. 29, 2014; eff. Oct. 19, 2014.

**Amended:** F. Aug. 13, 2020; eff. Aug. 13, 2020, as specified by the Agency.

**Amended:** F. Feb. 9, 2021; eff. Mar. 1, 2021.

**Amended:** F. Dec. 28, 2021; eff. Jan. 1, 2022, as specified by the Agency.

**Amended:** F. Mar. 31, 2022; eff. Apr. 1, 2022, as specified by the Agency.

**Amended:** F. June 1, 2023; eff. June 1, 2023, as specified by the Agency.

## **300-2-4-.09 Partial Unemployment**



(1) (a) Employer filed partial unemployment claims may be filed by an employer with respect to any complete pay-period week during which an otherwise full-time employee works less than full-time, due to lack of work only, and earns an amount not exceeding the individual's unemployment insurance weekly amount, if known, plus Non-deductible Earnings or earns an amount not exceeding the maximum weekly benefit amount provided in the Employment Security Law, plus Non-deductible Earnings, if the individual's unemployment insurance weekly benefit is not known. Employer filed partial unemployment claims shall not be submitted or allowed for vacation days regardless of whether such vacation days were requested by the employee or established by the employer.

(b) For partial claim weeks beginning on or after December 11, 2016, the limitation on employer filed partial unemployment claims set forth in the last sentence of subparagraph (1)(a) shall not apply during an employer company shutdown or employer established vacation period when such shutdown or vacation period is due to circumstances outside the employer's control which directly affect the employer's business operations.

(c) An employer filing employer filed partial unemployment claims must have a positive reserve account as that term is used in O.C.G.A. Section [34-8-155](#); provided, however, the positive reserve account requirement shall not apply to partial claims filed for partial claim weeks beginning on or after December 11, 2016.

(2) Payments shall be made for partial unemployment only upon the approval by the Commissioner. Approval shall be based upon consideration of the conditions set forth in these regulations.

(a) The employer shall complete an affidavit in such form as approved by the Commissioner with respect to the employer filed partial unemployment.

(b) Normally, employers who have over twenty-five (25) employees affected by the partial unemployment may have such partial unemployment approved.

(c) Such unemployment must have been directly caused by lack of work and no other issues as to entitlement of unemployment benefits may be present. If other issues are involved, the employee will be required to file their own individual claim for benefits.

(d) Employer filed partial unemployment claims may only be filed for employees engaged in Full-time Employment. Employees engaged in Part-time Employment must file their own individual claim for benefits.

(e) The Commissioner may provide for the filing of employer filed partial unemployment claims online and require the filing of all employer filed partial unemployment claims online.

(f) An employee may be required to complete a weekly certification of eligibility to receive payment for a week of partial unemployment.

(3) Six (6) consecutive weeks of total unemployment immediately following a week of full-time or part-time employment may be claimed by an employer.

(4) Following those six (6) consecutive weeks of total unemployment, an employer who requests permission and shows justifiable cause may, upon approval of the Commissioner, file employer filed partial unemployment claims for four (4) additional weeks of total unemployment, provided the employer provides a firm return to work date for such employees within the four (4) week time period.

(a) The employer shall immediately advise the employee to report to the Department for the purpose of registering for work and reporting on his or her claim upon the earliest of:

1. The employer being unable to provide a firm return to work date;
2. The expiration of the approved time period for acceptance of employer filed partial employment claims passes; or
3. The employer ceases filing employer filed partial unemployment claims for any totally unemployed worker.

(b) Employers are not authorized to file partial unemployment claims for regular breaks in seasonal employment. Employer filed partial unemployment claims may be filed when unusual circumstances require a break in employment at a time of normal, non-seasonal work.

(c) Any employer found by the Commissioner to be abusing the purpose and intent of the employer filed partial claims program or found to have filed a fraudulent employer filed partial claim shall, in the discretion of the Commissioner or the Commissioner's designee, be restricted from filing employer filed partial claims and any employer filed partial claims previously filed by the employer may be cancelled. In addition to any applicable criminal penalties, the Department may require repayment by the employer of any amounts paid for fraudulent employer filed partial unemployment claims filed by the employer.

(5) Because employer filed partial unemployment claims are employer-initiated claims based upon lack of work, such employers will not receive Form DOL-1199FF (notice of initial claim) with respect to these claims. The employer will receive its quarterly notification of charges against its account as provided by O.C.G.A. Section [34-8-157\(d\)](#) and O.C.G.A. Section [34-8-159\(4\)](#), provided, however, such employer will be furnished notice of the approval by the Department of the initial employer filed partial claims.

(6) A new employer shall not be permitted to file employer filed partial claims within 180 days of registering an account with the Department.

(7) An employer with delinquent quarterly tax and wage reports or delinquent taxes, assessments, penalties, or interest owed to the Department for unemployment insurance shall not be permitted to file employer filed partial claims.

(8) In the discretion of the Commissioner, the limitations on employer filed partial claim filing set forth in paragraphs (6) and (7) may be waived.

**Cite as** Ga. Comp. R. & Regs. R. 300-2-4-.09

**AUTHORITY:** O.C.G.A. §§ [34-2-6\(a\)\(4\)](#), [34-8-47](#), [34-8-70](#), [34-8-190](#).

**HISTORY: Amended:** Title changed to "Partial Unemployment. Amended." F. Sep. 29, 2014; eff. Oct. 19, 2014.

**Amended:** ER. 300-2-4-0.1-.09(1). F. Dec. 9, 2016; eff. Dec. 9, 2016, the date of adoption, to remain in effect for a period of 120 days or until the adoption of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.

**Amended:** ER. 300-2-4-0.2-.09(1). F. Apr. 7, 2017; eff. Apr. 9, 2017, to remain in effect for a period of 120 days or until the adoption of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.

**Amended:** ER. 300-2-4-0.3-.09(1). F. Aug. 7, 2017; eff. Aug. 7, 2017, to remain in effect for a period of 120 days or until the adoption of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.

**Amended:** ER. 300-2-4-0.3-.09(1) repealed. Permanent Rule adopted. F. Sep. 1, 2017; eff. Sept. 1, 2017, as specified by the Agency.

**Amended:** ER. 300-2-4-0.5-.09(1). F. Mar. 16, 2020; eff. Mar. 16, 2020, to remain in effect for a period of 120 days or until the adoption of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.

**Repealed:** ER. 300-2-4-0.5-.09(1). F. Mar. 19, 2020; eff. Mar. 19, 2020.

**Amended:** ER. 300-2-4-0.8-.09(1). F. Mar. 19, 2020; eff. Mar. 19, 2020, to remain in effect for a period of 120 days or until the adoption of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.

**Amended:** ER. 300-2-4-0.13-.09(1). F. July 17, 2020; eff. July 19, 2020, to remain in effect for a period of 120 days or until the adoption of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.

**Amended:** ER. 300-2-4-0.16-.09(1). F. Nov. 17, 2020; eff. Nov. 17, 2020, to remain in effect for a period of 120 days or until the adoption of a permanent Rule covering the same subject matter superseding this ER, as specified by the Agency.

**Amended:** F. Feb. 9, 2021; eff. Mar. 1, 2021.

**Amended:** F. Mar. 23, 2021; eff. Apr. 12, 2021.

**Amended:** New title, "Partial Unemployment." F. June 1, 2023; eff. June 1, 2023, as specified by the Agency.

# Department 375. RULES OF DEPARTMENT OF DRIVER SERVICES

## Chapter 375-3. DRIVER LICENSE SERVICES

### Subject 375-3-3. REVOCATION AND SUSPENSION

#### 375-3-3-.01 [Effective 7/5/2023] Penalties for Violations of Uniform Rules of the Road

(1) The Department shall impose the following penalties upon receipt of a conviction of a violation of any of the listed offenses found within the Uniform Rules of the Road:

Code Section	Offense	Penalty
40-6-2	Failure to Obey Person Directing Traffic	3 points
40-6-6	Emergency Vehicle Violation	3 points
40-6-10	No Insurance	Suspension - O.C.G.A. <a href="#">§40-5-70</a>
40-6-11	No Proof of Insurance-Motorcycle	3 points
40-6-14	Limits on Sound Volume	3 points
40-6-15	Suspended/Revoked/Cancelled Registration	HV Contributor
40-6-16(b)	"Move Over" Violation	3 points
40-6-16(c)	Improper Passing of a Stationary Utility Service Vehicle	3 points
40-6-16.1	Improper Passing of an Active Sanitation Vehicle	3 points
40-6-17	Use of Traffic-Control Device Preemption Emitter (while operating a motor vehicle)	3 points
40-6-20	Disregard of Traffic Control Device or Signal	3 points
40-6-21	Failure to Obey Traffic Signal or Light	3 points
40-6-23	Failure to Obey Flashing Signal	3 points
40-6-24	Lane Direction Violation	3 points
40-6-26(a)	Tampering with Traffic Signs or Signals (while operating vehicle)	3 points
40-6-26(b)	Operating Vehicle on Closed Roadway	3 points
40-6-40	Improper Lane Usage	3 points
40-6-41	Failure to Yield to Oncoming Traffic	3 points
40-6-42	Improper Passing	3 points
40-6-43	Improper Passing on the Right	3 points
40-6-44	Improper Passing	3 points
40-6-45	Improper Passing on Hill or Curve	4 points
40-6-46	Passing in a No Passing Zone	3 points
40-6-47(b)	Wrong Way on One-Way Road	3 points
40-6-47(c)	Rotary Traffic Island Violation	3 points
40-6-48	Failure to Maintain Lane	3 points
40-6-49	Following Too Closely	3 points
40-6-50	Driving Within Gore or Improper Entry to Controlled Access Highway	3 points

Code Section	Offense	Penalty
40-6-51	Improper Use of Controlled-Access Road	3 points
40-6-51 (a)(1)	Improper Use of Controlled Access Road	3 points
40-6-51 (a)(2)	Improper Use of Controlled Access Road	3 points
40-6-52	Truck Lane Usage Violation	3 points
40-6-53	Bus or Motorcoach Lane Violation	3 points
40-6-55	Failure to Yield to Bicycle	3 points
40-6-56	Failure to Maintain Safe Distance from Bicycle	3 points
40-6-54	HOV Lane Violation	1 point for 4th +
40-6-70	Failure to Yield at Intersection	3 points
40-6-71	Failure to Yield when Turning Left	3 points
40-6-72	Stop/Yield Sign Violation	3 points
40-6-73	Failure to Yield when Crossing or Entering Road	3 points
40-6-74	Failure to Yield to Emergency Vehicle	3 points
40-6-75	Failure to Yield to Construction Vehicle	3 points
40-6-76	Failure to Yield to Funeral Procession	3 points
40-6-77	Failure to Yield Resulting in Serious Injury	Suspension - O.C.G.A. § <a href="#">40-5-57.3</a> for 2nd+ in 5 years
40-6-91	Failure to Yield to Pedestrian	3 points
40-6-93	Failure to Exercise Due Care Near Pedestrian	3 points
40-6-94	Failure to Yield to Blind Pedestrian	3 points
40-6-98	Driving Through Safety Zone	3 points
40-6-120	Improper Turning	3 points
40-6-121	Improper U-Turn	3 points
40-6-122	Improper Starting	3 points
40-6-123	Failure to Signal Turn	3 points
40-6-124	Improper Use of Signal	3 points
40-6-125	Improper Use of Hand Signal	3 points
40-6-126	Improper Use of Turn Lane	3 points
40-6-140	Railroad Grade Crossing Violation	3 points
40-6-141	Disregard of Stop Sign at Railroad Grade Crossing	3 points
40-6-142	Failure to Stop at Railroad Grade Crossing	3 points
40-6-143	Improper Movement of Heavy Equipment at Railroad Grade Crossing	3 points
40-6-144	Improper Emerging from Alley, Driveway or Building	3 points
40-6-160	School Bus Speeding Violation	15-18 mph - 2 points 19-23 mph - 3 points 24-33 mph - 4 points 34+ mph - 6 points
40-6-161	School Bus Headlight or Communication Device Violation	3 points
40-6-162	School Bus Signal Violation	3 points
40-6-163	Unlawful Passing of School Bus	6 points
40-6-164	School Bus Disembarking Violation	3 points

Code Section	Offense	Penalty
40-6-165	School Bus Operation Violation	3 points
40-6-181	Speeding	15-18 mph - 2 points 19-23 mph - 3 points 24-33 mph - 4 points 34+ mph - 6 points
40-6-184	Impeding the Flow of Traffic	3 points
40-6-184(a)	Speed Less than Minimum	3 points
40-6-184(c)	Impeding the Flow of Traffic	3 points
40-6-185	Speeding on Bridge or Structure	15-18 mph - 2 points 19-23 mph - 3 points 24-33 mph - 4 points 34+ mph - 6 points
40-6-186	Racing	HV Contributor
40-6-188	Speeding in Work Zone	15-18 mph - 2 points 19-23 mph - 3 points 24-33 mph - 4 points 34+ mph - 6 points
40-6-205	Obstructing an Intersection	3 points
40-6-240	Improper Backing	3 points
40-6-241(b)	Failure to Exercise Due Care	1 <sup>st</sup> offense - 1 point 2 <sup>nd</sup> offense - 2 points 3 <sup>rd</sup> or subsequent offense - 3 points
40-6-241(c)	Unlawful Use of Wireless Device	1 <sup>st</sup> offense - 1 point 2 <sup>nd</sup> offense - 2 points 3 <sup>rd</sup> or subsequent offense - 3 points
40-6-241(d)	Unlawful Use of Wireless Device	1 <sup>st</sup> offense - 1 point 2 <sup>nd</sup> offense - 2 points 3 <sup>rd</sup> or subsequent offense - 3 points
40-6-242	Driving with Obstructed View	3 points
40-6-244	Allowing Passenger in House Trailer	3 points
40-6-245	Improper Mountain/Canyon Driving	3 points
40-6-246	Coasting	3 points
40-6-247	Improper Following of Emergency Vehicle	3 points
40-6-248	Crossing Fire Hose	3 points
40-6-248.1	Unsecured Load	2 points
40-6-250	Wearing Device Impairing Vision or Hearing	3 points
40-6-251	Laying Drags	3 points
40-6-252	Cruising	3 points
40-6-253	Open Container	2 points
40-6-253.1	Improper Transportation of Infectious Substance	3 points
40-6-254	Unsecured Load	2 points
40-6-270	Hit and Run	HV Contributor
40-6-271	Violation of Duty Upon Striking Unattended Vehicle	3 points
40-6-272	Violation of Duty Upon Striking Fixed Object	3 points
40-6-273	Failure to Report Accident	3 points
40-6-275	Failure to Remove Vehicle From Roadway	3 points
40-6-311	Improper Operation of Motorcycle	3 points

Code Section	Offense	Penalty
40-6-312	Motorcycle Lane Violation	3 points
40-6-312(e)	Operation of Motorcycle Without Head/Tail Light	3 points
40-6-313	Clinging to Vehicle While on Motorcycle	3 points
40-6-314	Motorcycle Equipment Violation	3 points
40-6-315	Motorcycle Protective Gear Violation	3 points
40-6-326	Operating Personal Assistive Mobility Device While Intoxicated	3 points
40-6-352	Moped Headgear Violation	3 points
40-6-361	Low Speed Vehicle Lane Violation	3 points
40-6-362	Low Speed Vehicle Roadway Violation	3 points
40-6-390	Reckless Driving	4 points
40-6-391	Driving Under the Influence	HV Contributor
40-6-391(1)	Endangering a Child by DUI	HV Contributor
40-6-393(a)	Vehicular Homicide-1st Degree	Suspension - O.C.G.A. § <a href="#">40-5-63(d)</a>
40-6-393(b)	Vehicular Homicide-1st Degree	HV Contributor
40-6-393(c)	Vehicular Homicide-2nd Degree	HV Contributor
40-6-393(d)	Vehicular Homicide-1st Degree	HV Contributor
40-6-393.1(b)	Fetocide by Vehicle-1st Degree	HV Contributor
40-6-393.1(c)	Fetocide by Vehicle-2nd Degree	3 points
40-6-394	Serious Injury by Vehicle	Suspension - O.C.G.A. § <a href="#">40-5-63(d)</a>
40-6-395	Fleeing and Attempting to Elude	HV Contributor
40-6-397	Aggressive Driving	6 points
40-8-76	Child or Youth Restraint Not Properly Used (Under the Age of 8)	1st offense - 1 point 2 <sup>nd</sup> or subsequent offense - 2 points

(2) The assessment of points for any of the aforementioned offenses may result in the suspension of the customer's driver's license pursuant to O.C.G.A. §§ [40-5-57](#) and/or [40-5-57.1](#).

(3) Notwithstanding the provisions of paragraph (2), *supra*, points shall not be assessed if the Department receives notification from the trial court that the points for such offense are to be avoided pursuant to O.C.G.A. § [40-5-57\(c\)\(1\)\(C\)](#) or the customer entered a plea of *nolo contendere* to the offense.

(a) The aforementioned points avoidance measures are only available to each customer once every five (5) years.

(b) The Department shall treat a plea of *nolo contendere* as a conviction for purposes of imposing a suspension pursuant to O.C.G.A. § [40-5-57.1](#) for customers under age twenty-one (21) at the time of the conviction.

(4) In addition to the offenses set forth in paragraph 1, points shall also be assessed for upon receipt of convictions for child safety restraint requirements as set forth in O.C.G.A. § [40-8-76](#).

(5) Notwithstanding the provisions of paragraph 1, *supra*, no points shall be assessed for an unsecured load that does not result in litter or a safety hazard. Additionally, if the unsecured load that resulted in the litter or safety hazard contained fresh farm produce, no points shall be assessed.

(6) The Department shall impose the penalty set forth in paragraph 1 upon receipt of notice of a conviction for an equivalent offense in another state as if the conviction had been entered by a court in the State of Georgia.

(7) Notwithstanding the provisions of paragraph 1, *supra*, no points shall be assessed for a conviction imposed by a Georgia court against a non-resident.

(8) The penalty set forth in paragraph 1 shall be assessed for each conviction, including multiple convictions from a single incident.

(9) Any offense identified herein as an HV contributor shall result in a driver's license suspension pursuant to O.C.G.A. §§ [40-5-54](#) and [40-5-63](#) or a habitual violator revocation pursuant to O.C.G.A. § [40-5-58](#) depending upon the customer's prior driving record within five years as calculated between or among the dates of the applicable incidents.

(a) As provided in O.C.G.A. §§ [40-5-54](#), [40-5-63](#) and [40-5-58](#), offenses not included in this regulation may also contribute to a license suspension or revocation under said statutes.

(b) In the event that an offense which occurred after a prior offense results in a conviction or is processed before the earlier offense is resolved or processed, the Department shall impose suspensions and/or revocations based upon the order in which the convictions are processed.

(10) Customers convicted of any of the offenses listed herein may be subject to a commercial driving disqualification in addition to the listed penalty.

**Cite as** Ga. Comp. R. & Regs. R. 375-3-3-.01

**AUTHORITY:** O.C.G.A. §§ [40-5-4](#), [40-16-2](#), [40-16-3](#), [40-16-4](#), [40-16-5](#), [40-5-101](#).

**HISTORY:** Original Rule entitled "Moving Traffic Violations Defined" adopted. F. Jan. 9, 2003; eff. Jan. 29, 2003.

**Amended:** F. Sept. 1, 2004; eff. Sept. 21, 2004.

**Repealed:** New Rule entitled "Penalties for Violations of Uniform Rules of the Road" adopted. F. Aug. 24, 2010; eff. Sept. 13, 2010.

**Amended:** F. Mar. 30, 2012; eff. Apr. 19, 2012.

**Amended:** F. Aug. 20, 2014; eff. Sept. 9, 2014.

**Amended:** F. Sep. 15, 2015; eff. Oct. 5, 2015.

**Amended:** F. Apr. 12, 2018; eff. May 2, 2018.

**Amended:** F. Jan. 13, 2022; eff. Feb. 2, 2022.

**Amended:** F. June 15, 2023; eff. July 5, 2023.



# Department 391. RULES OF GEORGIA DEPARTMENT OF NATURAL RESOURCES

## Chapter 391-4. WILDLIFE RESOURCES DIVISION

### Subject 391-4-2. HUNTING REGULATIONS

#### 391-4-2-.11 Quota Hunts

(1) Applicants for department administered quota hunts shall complete an online application provided by the department, except as otherwise instructed in Rule [391-4-2-.70](#).

(2) Only selected applicants may hunt, except that selected applicants for waterfowl, quail, and rabbit may bring no more than two hunting guests; selected parties for dog-deer may bring no more than eighteen hunting guests; selected applicants for a dog-bear hunt may bring no more than nine guests, and selected applicants for dog-feral hog may bring no more than four hunting guests. The individual selected for the hunt shall be present except that only one member of a selected dog-deer party must be present, and may designate up to eighteen hunting guests at check-in on the day of the hunt.

(3) The total hunting party size shall not exceed 5 for deer, State Park, dove, 10 for dog-bear hunts and feral hog hunts; 20 for dog-deer hunts; and 3 for alligator and turkey quota hunts unless otherwise specified in Rule [391-4-2-.70](#).

(4) Only persons aged sixteen (16) years or less may apply for Youth hunts.

(5) An individual shall not participate in more than 3 quail quota hunts in a single season.

(6) A drawn hunter may be accompanied afield by a non-hunting assistant who shall be licensed but shall not take or attempt to take game. Such assistant shall not carry a firearm or archery tackle (except as provided in O.C.G.A. § [16-11-125](#)) and must remain within 15 feet of the drawn hunter.

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.11

**AUTHORITY:** O.C.G.A. § [27-1-4](#).

**HISTORY:** Original Rule entitled "Reporting Kill" adopted. F. Oct. 19, 1973; eff. Nov. 8, 1973.

**Repealed:** New Rule of same title adopted. F. July 22, 1974; eff. August 11, 1974.

**Repealed:** New Rule of same title adopted. F. Dec. 9, 1975; eff. Dec. 29, 1975.

**Repealed:** New Rule of same title adopted. F. Aug. 5, 1976; eff. Aug. 25, 1976.

**Repealed:** New Rule entitled "Quota Hunts: Computer Drawing" adopted. F. Sept. 14, 1977; eff. Oct. 4, 1977.

**Repealed:** New Rule entitled "Quota Hunts" adopted. F. July 25, 1983; eff. August 14, 1983.

**Repealed:** New Rule of same title adopted. F. July 30, 1984; eff. August 19, 1984.

**Repealed:** New Rule of same title adopted. F. July 17, 1985; eff. August 6, 1985.

**Amended:** F. June 5, 1992; eff. June 25, 1992.

**Amended:** F. June 3, 1993; eff. June 23, 1993.

**Amended:** F. June 2, 1994; eff. June 22, 1994.

**Amended:** F. May 25, 1995; eff. June 14, 1995.

**Amended:** F. June 2, 1997; eff. June 22, 1997.

**Amended:** F. May 21, 1998; eff. June 10, 1998.

**Amended:** F. April 30, 1999; eff. May 20, 1999.

**Amended:** F. May 29, 2001; eff. June 18, 2001.

**Repealed:** New Rule of same title adopted. F. May 30, 2003; eff. June 19, 2003.

**Repealed:** New Rule of same title adopted. F. Aug. 25, 2006; eff. Sept. 14, 2006.

**Repealed:** New Rule of same title adopted. F. Jun. 13, 2013; eff. July 3, 2013.

**Repealed:** New Rule of same title adopted. F. May 26, 2015; eff. June 15, 2015.

**Repealed:** New Rule of same title adopted. F. June 1, 2017; eff. June 21, 2017.

**Repealed:** New Rule of same title adopted. F. June 4, 2019; eff. June 24, 2019.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

### **391-4-2-.12 Trapping**

(1) The trapping season for raccoon, mink, otter, fox, opossum, muskrat, skunk, bobcat and weasel is December 1 through the last day of February except that on private lands not managed by the department there is no closed season on trapping of beaver, coyotes, opossum, and raccoon.

(2) Within thirty (30) days after the close of trapping season, all trappers must report to the department in writing the number of furs, hides or pelts which have been taken during the open season. Completion of the annual trapping survey distributed by the department satisfies the reporting requirements herein.

(3) All bobcats and otters trapped in Georgia and exported out of Georgia shall be tagged with a department-provided Federal Export Tag. The tag must be attached to the hide or carcass no later than thirty (30) days after closure of trapping season.

(4) Snares may be used for trapping beaver provided that snares are set in water or on land within ten (10) feet of water, including swamps, marshes, and tidal areas. All snares must be marked with the trapper's name or identification number.

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.12

**AUTHORITY:** O.C.G.A. §§ [27-1-4](#), [27-3-8](#), [27-3-62](#).

**HISTORY:** Original Rule entitled "Tagging Game" adopted. F. Oct. 19, 1973; eff. Nov. 8, 1973.

**Repealed:** New Rule of same title adopted. F. July 22, 1974; eff. August 11, 1974.

**Repealed:** New Rule of same title adopted. F. Dec. 9, 1975; eff. Dec. 29, 1975.

**Repealed:** New Rule of same title adopted. F. Aug. 5, 1976; eff. Aug. 25, 1976.

**Repealed:** New Rule entitled "Trapping" adopted. F. Sept. 14, 1977; eff. Oct. 4, 1977.

**Repealed:** New Rule of same title adopted. F. July 26, 1979; eff. August 15, 1979.

**Repealed:** New Rule of same title adopted. F. July 29, 1980; eff. August 18, 1980.

**Repealed:** New Rule of same title adopted. F. July 6, 1982; eff. July 26, 1982.

**Amended:** F. July 25, 1983; eff. August 14, 1983.

**Amended:** F. June 5, 1992; eff. June 25, 1992.

**Amended:** F. May 29, 2001; eff. June 18, 2001.

**Amended:** F. June 16, 2005; eff. July 6, 2005.

**Amended:** F. Jun. 1, 2011; eff. Jun. 21, 2011.

**Repealed:** New Rule of same title adopted. F. Jun. 13, 2013; eff. July 3, 2013.

**Amended:** F. June 22, 2022; eff. July 12, 2022.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

### **391-4-2-.21 Alligator Seasons, Zones, Quotas and Limits**

(1) The open season for alligators is from sunset on the day immediately preceding the 3rd Saturday in August through sunrise the day immediately following the 1st Sunday in October for persons in possession of a valid alligator harvest permit only.

(2) The bag limit on alligators is one (1), greater than or equal to forty-eight (48) inches in length as measured from the end of the snout to the tip of the tail, per season, except that in Zone 1A only alligators greater than or equal to ninety-six (96) inches in length as measured from the end of the snout to the tip of the tail may be taken.

(3) For the purpose of hunting alligators, the State is divided into eleven hunting zones with established quotas:

<b>ZONE</b>	<b>COUNTY</b>	<b>QUOTA</b>
1	Calhoun, Chattahoochee, Clay, Early, Harris, Marion, Muscogee, Quitman, Randolph, Stewart, Talbot, Terrell, and Webster Cos.	39
1A	Lake Walter F. George	30
2	Baker, Decatur, Grady, Miller, Mitchell, and Seminole Cos.	243
3	Crawford, Crisp, Dooly, Dougherty, Houston, Lee, Macon, Monroe, Peach, Schley, Sumter, Taylor, Upson, and Worth Cos.	66
4	Berrien, Brooks, Colquitt, Cook,	94

ZONE	COUNTY	QUOTA
	Irwin, Lanier, Lowndes, Thomas, Tift, and Turner Cos.	
5	Baldwin, Ben Hill, Bibb, Bleckley, Coffee, Dodge, Jeff Davis, Jones, Laurens, Montgomery, Pulaski, Telfair, Treutlen, Twiggs, Wheeler, Wilcox, and Wilkinson Cos.	110
6	Atkinson, Bacon, Brantley, Camden, Charlton, Clinch, Echols, Pierce, and Ware Cos.	88
7	Appling, Glynn, Long, McIntosh, Tattnall, Toombs, and Wayne Cos.	165
8	Bryan, Bulloch, Candler, Chatham (excluding the Bradley River, Cane Patch Creek, and Rush Creek areas located within the boundaries of Ossabaw Island), Effingham, Evans, and Liberty Cos.	176
8A	Fort Stewart	30
9	Burke, Columbia, Emanuel, Glascock, Hancock, Jefferson, Jenkins, Johnson, McDuffie, Richmond, Screven, Warren, and Washington Cos.	88

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.21

**AUTHORITY:** O.C.G.A. §§ [27-1-4](#), [27-2-6](#), [27-3-15](#).

**HISTORY:** Original Rule entitled "Unprotected Species" adopted. F. Oct. 19, 1973; eff. Nov. 8, 1973.

**Repealed:** New Rule of same title adopted. F. July 22, 1974; eff. August 11, 1974.

**Repealed:** New Rule entitled "Possession, Sale or Transportation of Alligators and Their Hides" adopted. F. Dec. 9, 1975; eff. Dec. 29, 1975.

**Repealed:** New Rule of same title adopted. F. Aug. 5, 1976; eff. Aug. 25, 1976.

**Repealed:** F. Sept. 14, 1977; eff. Oct. 4, 1977.

**Adopted:** New Rule entitled "Alligator Seasons, Zones, Quotas and Limits." F. Jun. 13, 2013; eff. July 3, 2013.

**Repealed:** New Rule of same title adopted. F. May 26, 2015; eff. June 15, 2015.

**Repealed:** New Rule of same title adopted. F. June 1, 2017; eff. June 21, 2017.

**Repealed:** New Rule of same title adopted. F. May 27, 2020; eff. June 16, 2020.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

### **391-4-2-.22 Bear**

(1) Bears may be taken with archery equipment during the statewide archery deer season, with primitive weapons during the statewide primitive weapons deer season, and with firearms during the statewide firearms deer season in Barrow, Carroll, DeKalb, Fulton, Gwinnett, Hart, Jackson, Madison, and Walton counties and all counties north of these counties except that county specific weapons restrictions enumerated in [391-4-2-.25](#) and [391-4-2-.26](#) shall apply to bear hunting in such counties. Youth under 16 years of age may hunt bears with any firearm legal for hunting deer during the northern zone primitive weapons season for bears.

(2) Bears All harvested bears in the counties specified in subsection (1) must be reported within 24 hours of carcass recovery pursuant to [391-4-2-.03](#).

(3) The entire hide and skull of any harvested bear in the counties specified in subsection (1) shall be taken during normal business hours to any Game Management facility or participating processor or taxidermist listed as open for bear check-in in the annual Hunting Seasons and Regulations guide for tagging by the department within 3 business days of harvest.

(4) Bears may be taken in Brantley, Camden, Charlton, Clinch, Echols, Lanier, Lowndes and Ware counties on the last two (2) Thursdays of September and the Friday and Saturday immediately following each, and the first two (2) Thursdays of October and the Friday and Saturday immediately following each. Hunting with dogs is allowed except that still hunting only is allowed in Lanier and Lowndes counties. Bears must be checked and tagged within 24 hours of harvest at the Georgia Forestry Commission Office at Fargo, the Georgia Forestry Commission Office at Folkston, or the Dixon Memorial check station during the hours and dates listed as open for bear check-in in the annual Hunting Seasons and Regulations guide.

(5) Bears may be taken in Bibb, Bleckley, Houston and Twiggs counties on the third Saturday in December. If fewer than 6 female bears are killed by hunters during the December season, the 1st Saturday after January 1 will be open to hunting. Hunting with dogs is prohibited. Bears must be checked and tagged at the Oaky Woods WMA check station from 12 noon through 9 p.m. on the day of hunt.

(6) It is unlawful to kill a female with cubs or kill a cub having a live weight of less than 75 pounds.

(7) It is unlawful to possess a bear unless it is reported and tagged as stated in subsections (1), (2) and (3) above.

(8) Bag limit 2; provided, however, that an individual may take no more than 1 bear per season from Bibb, Brantley, Bleckley, Camden, Charlton, Clinch, Echols, Houston, Lanier, Lowndes, Twiggs or Ware counties.

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.22

**AUTHORITY:** O.C.G.A. §§ [27-1-4](#), [27-3-15](#), [27-3-26](#).

**HISTORY:** Original Rule entitled "Possession, Sale or Transportation of Alligators and Their Hides" was filed on October 19, 1973; effective November 6, 1973.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed July 22, 1974; effective August 11, 1974.

**Amended:** Rule repealed and a new Rule entitled "Importation of Wildlife" adopted. Filed December 9, 1975; effective December 29, 1975.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed August 5, 1976; effective August 25, 1976.

**Amended:** Rule repealed. Filed September 14, 1977; effective October 4, 1977.

**Adopted:** New Rule entitled "Bear." F. Jun. 13, 2013; eff. July 3, 2013.

**Repealed:** New Rule of same title adopted. F. May 26, 2015; eff. June 15, 2015.

**Repealed:** New Rule of same title adopted. F. June 1, 2017; eff. June 21, 2017.

**Repealed:** New Rule of same title adopted. F. June 4, 2019; eff. June 24, 2019.

**Repealed:** New Rule of same title adopted. F. June 26, 2019; eff. July 16, 2019.

**Amended:** F. June 7, 2021; eff. June 27, 2021.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

### **391-4-2-.25 Archery Deer Hunting**

(1) Deer of either sex may be taken with archery equipment in all counties of the state from the second (2nd) Saturday in September through the last day of firearms deer season, except as otherwise specified in this Rule.

(2) Deer of either sex may be taken with archery equipment in Barrow, Bibb, Chatham, Cherokee, Clarke, Clayton, Cobb, Columbia, DeKalb, Douglas, Fayette, Forsyth, Fulton, Gwinnett, Hall, Henry, Muscogee, Paulding, Richmond, and Rockdale counties from the second (2nd) Saturday in September through the last day of January.

(3) In Baker, Decatur, Early, Grady, Miller, Mitchell, Seminole, and Thomas Counties, only antlered deer may be taken with archery equipment from the second Saturday of September and for 15 days thereafter.

(4) In Baker, Decatur, Early, Grady, Miller, Mitchell, Seminole, and Thomas Counties, deer of either sex may be taken with archery equipment from the last Monday of September through the last day of January.

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.25

**AUTHORITY:** O.C.G.A. §§ [27-1-4](#), [27-3-15](#).

**HISTORY:** Original Rule entitled "Exportation of Furs, Hides, or Pelts" was filed on October 19, 1973; effective November 8, 1973.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed July 22, 1974; effective August 11, 1974.

**Amended:** Rule repealed and a new Rule entitled "Use of Electronic Devices for Calling Fox Prohibited" adopted. Filed December 9, 1975; effective December 29, 1975.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed August 5, 1976; effective August 25, 1976.

**Amended:** Rule repealed. Filed September 14, 1977; effective October 4, 1977.

**Adopted:** New Rule entitled "Archery Deer Hunting." F. Jun. 13, 2013; eff. July 3, 2013.

**Repealed:** New Rule of same title adopted. F. June 1, 2017; eff. June 21, 2017.

**Repealed:** New Rule of same title adopted. F. June 4, 2019; eff. June 24, 2019.

**Amended:** F. June 7, 2021; eff. June 27, 2021.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

### **391-4-2-.27 Firearms Deer Hunting**

(1) Deer may be taken statewide with firearms authorized by law in accordance with the counties, sex, and seasons set forth below, except as otherwise specified. Deer of either sex may be taken with archery equipment any day during open firearms deer season, except as otherwise specified.

<b>COUNTY</b>	<b>SEX</b>	<b>SEASON</b>
(a) All counties, except Clayton, Cobb, DeKalb, that portion of Forsyth lying south of GA Hwy 20, that portion of Fulton lying north of GA Hwy 92 and that portion of Glynn lying within Jekyll Island. In that portion of Forsyth lying south of GA Hwy 20, only shotguns and muzzleloaders may be used.	Antlered Bucks	First Saturday after Oct. 15 through the second Sunday in January.
(b) Appling, Atkinson, Bacon, Baldwin, Banks, Barrow, Ben Hill, Berrien, Bibb, Bleckley, Brantley, Brooks, Bryan, Bulloch, Burke, Butts, Calhoun, Camden, Candler, Carroll, Catoosa, Charlton, Chatham, Chattahoochee, Chattooga, Cherokee, Clarke, Clay, Clinch, Coffee, Colquitt, Columbia, Cook, Coweta, Crawford, Crisp, Dade, Dodge, Dooly, Douglas, Dougherty, Echols, Effingham, Elbert, Emanuel, Evans, Fayette, Floyd, Forsyth, Franklin, Fulton (South of Hwy. 92), Glascock, Glynn (except that portion lying within Jekyll Island), Gordon, Green, Gwinnett, Hall, Hancock, Haralson, Harris, Hart, Heard, Henry, Houston, Irwin, Jackson, Jasper, Jeff Davis, Jefferson, Jenkins, Johnson, Jones, Lamar, Lanier, Laurens, Lee, Liberty, Lincoln, Long, Lowndes, Macon, Madison, Marion, McDuffie, McIntosh, Meriwether, Monroe, Montgomery, Morgan, Muscogee, Newton, Oconee, Oglethorpe, Paulding, Peach, Pierce, Pike, Polk, Pulaski, Putnam, Quitman, Randolph, Tattnall, Richmond, Rockdale, Schley, Screven, Spalding, Stewart, Sumter, Talbot, Taliaferro, Taylor, Telfair, Terrell, Tift, Toombs, Treutlen, Troup, Turner, Twiggs, Upson, Walker, Walton, Ware, Warren, Washington, Wayne, Webster, Wheeler, Wilcox, Wilkes, Wilkinson, and Worth. In that portion of Forsyth lying south of GA Hwy 20, only shotguns and muzzleloaders may be used.	Either-sex	First Saturday after Oct. 15 through the second Sunday in January.

COUNTY	SEX	SEASON
(c) Dawson, Gilmer, Habersham, Lumpkin, Murray, Pickens, Stephens, White, and Whitfield.	Either-sex	First Friday on or after Nov. 3 through the following Thursday, Friday preceding Thanksgiving through Thanksgiving Day, and the last two weeks of the firearms deer season.
(d) Rabun and Towns.	Either-sex	Saturday and Sunday following Thanksgiving and January 1 <sup>st</sup> .
(e) Fannin and Union.	Either-Sex	First Friday after Nov. 3 through the following Thursday and January 1 <sup>st</sup> .
(f) Baker, Decatur, Early, Grady, Miller, Mitchell, Seminole, and Thomas.	Either-sex	First Saturday after Oct. 15 through January 15th.

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.27

**AUTHORITY:** O.C.G.A. §§ [27-1-4](#), [27-3-15](#).

**HISTORY:** Original Rule entitled "Use of Drugs, Poisons, Chemicals, Smoke, Gas Explosives to Take Game" adopted. F. Oct. 19, 1973; eff. Nov. 8, 1973.

**Repealed:** New Rule of same title adopted. F. July 22, 1974; eff. August 11, 1974.

**Repealed:** New Rule entitled "Training Dogs" adopted. F. Dec. 9, 1975; eff. Dec. 29, 1975.

**Repealed:** New Rule of same title adopted. F. Aug. 5, 1976; eff. Aug. 25, 1976.

**Repealed:** New Rule entitled "Deer Firearms Zone 1" adopted. F. Sept. 14, 1977; eff. Oct. 4, 1977.

**Repealed:** New Rule entitled "Deer Northern Zone (Firearms)" adopted. F. Sept. 6, 1978; eff. Sept. 26, 1978.

**Repealed:** New Rule entitled "Bobcat, Fox, Grouse, Opossum, Quail, Rabbit, Raccoon, Squirrel" adopted. F. July 26, 1979; eff. August 16, 1979.

**Repealed:** New Rule of same title adopted. F. July 29, 1980; eff. August 18, 1980.

**Repealed:** New Rule of same title adopted. F. Aug. 10, 1981; eff. Aug. 30, 1981.

**Repealed:** New Rule of same title adopted. F. July 6, 1982; eff. July 26, 1982.

**Repealed:** New Rule of same title adopted. F. July 25, 1983; eff. August 14, 1983.

**Repealed:** New Rule entitled "Fox, Grouse, Opossum, Quail, Rabbit, Raccoon, Squirrel, Bobcat" adopted. F. July 30, 1984; eff. August 19, 1984.

**Repealed:** New Rule of same title adopted. F. July 17, 1985; eff. August 6, 1985.

**Amended:** F. July 31, 1986; eff. August 20, 1986.



**Repealed:** New Rule of same title adopted. F. July 16, 1987; eff. August 5, 1987.

**Repealed:** New Rule of same title adopted. F. July 15, 1988; eff. August 4, 1988.

**Amended:** F. July 17, 1989; eff. August 6, 1989.

**Amended:** F. July 17, 1991; eff. August 6, 1991.

**Amended:** F. June 5, 1992; eff. June 25, 1992.

**Amended:** F. June 3, 1993; eff. June 23, 1993.

**Amended:** F. May 25, 1995; eff. June 14, 1995.

**Amended:** F. May 21, 1998; eff. June 10, 1998.

**Repealed:** New Rule of same title adopted. F. May 30, 2003; eff. June 19, 2003.

**Repealed:** New Rule entitled "Firearms Deer Hunting" adopted. F. Jun. 13, 2013; eff. July 3, 2013.

**Repealed:** New Rule of same title adopted. F. May 30, 2014; eff. June 19, 2014.

**Repealed:** New Rule of same title adopted. F. May 26, 2015; eff. June 15, 2015.

**Repealed:** New Rule of same title adopted. F. June 1, 2017; eff. June 21, 2017

**Repealed:** New Rule of same title adopted. F. June 4, 2019; eff. June 24, 2019.

**Amended:** F. June 7, 2021; eff. June 27, 2021.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

### **391-4-2-.28 Hunting Deer with Dogs**

(1) Dogs may be used to hunt deer pursuant to O.C.G.A. [27-3-17](#) in the following counties during the seasons set forth below:

<b>COUNTY</b>	<b>SEASON</b>
(a) Brantley, Bryan, Bulloch, Burke, Calhoun, Camden, Candler, Charlton, Chatham, Clinch, Dougherty, Echols, Effingham, Emanuel, Evans, Glynn (except that portion lying within Jekyll Island), Jenkins, that portion of Lanier lying east of the Alapaha River and southeast of US Hwy 221, Liberty, Long, McIntosh, that portion of Pierce lying southeast of US Hwy 84, and that portion lying northwest of US Hwy 84 and east of Scenic Drive, Screven, Tattnall, that portion of Ware lying south of US Hwy 82 and that portion lying north of US Hwy 82 and southeast of US Hwy 84, that portion of Washington lying north of GA Hwy 24, and that portion of Wayne lying north of US Hwy 341 and west of Beard's Bluff Road, north of GA Hwy 169 and southeast of US Hwy 84.	First Saturday after Oct. 15 through second Sunday in Jan.
(b) Colquitt, Marion, Stewart, Terrell, and Webster	First Saturday after Dec. 2 through second Sunday in Jan.

**COUNTY**

(c) That portion of Atkinson lying south of US Hwy 82, Jefferson, and that portion of Johnson lying east of GA Hwy 15.

Thanksgiving Day through second Sunday in Jan.

**SEASON**

Thanksgiving Day through second Sunday in Jan.

(d) Baker, Decatur, Early, Grady, Seminole, and Thomas. First Saturday after Oct. 15 through Jan. 15<sup>th</sup>.

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.28

**AUTHORITY:** O.C.G.A. §§ [27-1-4](#), [27-3-15](#), [27-3-17](#).

**HISTORY:** Original Rule entitled "Training Dogs" was filed on October 19, 1973; effective November 8, 1973.

**Amended:** Rule repealed and a new Rule of the same title adopted. Filed July 22, 1974; effective August 11, 1974.

**Amended:** Rule repealed and a new Rule entitled "Field Trial Permits" adopted. Filed December 9, 1975; effective December 29, 1975.

**Amended:** Rule repealed. Filed August 5, 1976; effective August 25, 1976.

**Amended:** Rule entitled "Taxidermist License and Requirements" adopted. Filed September 14, 1976; effective October 4, 1976.

**Amended:** Rule repealed and a new Rule entitled "Deer Firearms Zone II" adopted. Filed September 14, 1977; effective October 4, 1977.

**Amended:** Rule repealed and a new Rule entitled "Deer Southern Zone (Firearms)" adopted. Filed September 6, 1978; effective September 26, 1978.

**Amended:** Rule repealed. Filed July 26, 1979; effective August 15, 1979.

**Adopted:** New Rule entitled "Hunting Deer with Dogs." F. Jun. 13, 2013; eff. July 3, 2013.

**Repealed:** New Rule of same title adopted. F. May 26, 2015; eff. June 15, 2015.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

### **391-4-2-.31 Fox, Grouse, Opossum, Quail, Rabbit, Raccoon, Squirrel, Bobcat**

(1) The following species may be hunted in accordance with the areas, seasons, and daily bag limits set forth below, except as otherwise specifically provided herein:

<b>Species</b>	<b>Area</b>	<b>Season</b>	<b>Bag Limit</b>
(a) Bobcat	Statewide	Dec. 1 through last day in February	No Limit
(b) Fox	Statewide	Dec. 1 through last day in February	No Limit
(c) Grouse	Statewide	Oct. 15 through last day in February	Daily: 3
(d) Opossum	Department managed lands:	August 15 through the last day of February	No Limit
	All other lands:	Jan. 1 - Dec. 31	No Limit

Species	Area	Season	Bag Limit
(e) Quail	Statewide	First Saturday after Nov. 11 through last day in February	Daily: 12
(f) Rabbit	Statewide	First Saturday after Nov. 11 through last day in February	Daily: 12
(g) Raccoon	Department managed lands:	August 15 through the last day of February	No Limit
	All other lands:	Jan. 1 - Dec. 31	No Limit
(h) Squirrel	Statewide	August 15 through last day in February	Daily: 12

(2) Hunting with dogs is allowed.

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.31

**AUTHORITY:** O.C.G.A. §§ [27-1-4](#), [27-3-15](#).

**HISTORY:** Original Rule entitled "Trapping" was filed on October 19, 1973; effective November 8, 1973.

**Amended:** Rule repealed and a new Rule of the same title adopted. Filed July 22, 1974; effective August 11, 1974.

**Amended:** Rule repealed and a new Rule entitled "Deer" adopted. Filed December 9, 1975; effective December 29, 1975.

**Amended:** Rule repealed and a new Rule entitled "Deer Statewide (Archery)" adopted. Filed August 5, 1976; effective August 25, 1976.

**Amended:** Rule repealed and a new Rule entitled "Deer Firearms Zone V" adopted. Filed September 14, 1977; effective October 4, 1977.

**Amended:** Rule repealed and a new Rule entitled "Grouse Statewide" adopted. Filed September 6, 1978; effective September 26, 1978.

**Amended:** Rule repealed. Filed July 26, 1979; effective August 15, 1979.

**Adopted:** New Rule entitled "Fox, Grouse, Opossum, Quail, Rabbit, Raccoon, Squirrel, Bobcat." F. Jun. 13, 2013; eff. July 3, 2013.

**Repealed:** New Rule of same title adopted. F. June 1, 2017; eff. June 21, 2017.

**Amended:** F. June 22, 2022; eff. July 12, 2022.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

### **391-4-2-.47 [Effective 7/18/2023] Ducks**

(1) The open seasons for hunting ducks are the Saturday preceding Thanksgiving Day and 8 days thereafter and the first Saturday after December 5 and 50 days thereafter.

(2) The department is authorized to annually determine and publish daily or seasonal bag and possession limits for ducks compliant with the federal frameworks established by the United States Fish and Wildlife Service.

(3) The season is closed on harlequin ducks.

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.47

**AUTHORITY:** O.C.G.A. § [27-3-15\(d\)](#).

**HISTORY:** Original Rule entitled "Turkey" adopted. F. Oct. 19, 1973; eff. Nov. 8, 1973.

**Repealed:** Rule reserved. F. July 22, 1974; eff. August 11, 1974.

**Amended:** New Rule entitled "Rails" adopted. F. Oct. 15, 1974; eff. Nov. 4, 1974.

**Repealed:** Rule reserved. F. Dec. 9, 1975; eff. Dec. 29, 1975.

**Amended:** New Rule entitled "Rails" adopted. F. Dec. 10, 1975; eff. Dec. 30, 1975.

**Repealed:** F. Aug. 5, 1976; eff. Aug. 25, 1976.

**Amended:** New Rule entitled "Mourning Doves" adopted. F. Aug. 24, 1976; eff. Sept. 13, 1976.

**Amended:** F. Sept. 2, 1977; eff. Aug. 26, 1977; the date of adoption, in accordance with Ga. L. 1977, pp. 396, 455.

**Amended:** F. Aug. 11, 1978; eff. Aug. 31, 1978.

**Repealed:** F. Sept. 6, 1978; eff. Sept. 26, 1978.

**Amended:** New Rule entitled "Mourning Doves" adopted. F. Aug. 9, 1979; eff. Aug. 29, 1979.

**Amended:** F. Aug. 6, 1980; eff. Aug. 26, 1980.

**Amended:** F. Aug. 6, 1981; eff. Aug. 26, 1981.

**Amended:** F. July 29, 1982; eff. August 18, 1982.

**Amended:** F. July 25, 1983; eff. August 14, 1983.

**Amended:** F. July 30, 1984; eff. August 19, 1984.

**Amended:** F. July 17, 1985; eff. August 6, 1985.

**Amended:** F. July 31, 1986; eff. August 20, 1986.

**Amended:** F. July 16, 1987; eff. August 5, 1987.

**Amended:** F. July 15, 1988; eff. August 4, 1988.

**Amended:** F. July 17, 1989; eff. August 6, 1989.

**Amended:** F. July 24, 1990; eff. August 13, 1990.

**Amended:** F. July 17, 1991; eff. August 6, 1991.

**Amended:** F. June 5, 1992; eff. June 25, 1992.

**Amended:** F. June 2, 1994; eff. June 22, 1994.

**Amended:** F. Apr. 30, 1999; eff. May 20, 1999.

**Amended:** F. May 30, 2003; eff. June 19, 2003.

**Repealed:** New Rule of same title adopted. F. July 1, 2004; eff. July 21, 2004.

**Amended:** F. May 29, 2008; eff. June 18, 2008.

**Amended:** F. Sept. 2, 2008; eff. Sept. 22, 2008.

**Amended:** F. Sept. 1, 2010; eff. Sept. 21, 2010.

**Repealed:** New Rule entitled "Ducks" adopted. F. June 13, 2013; eff. July 3, 2013.

**Repealed:** New Rule of same title adopted. F. Aug. 28, 2013; eff. Sept. 17, 2013.

**Repealed:** New Rule of same title adopted. F. Sep. 3, 2014; eff. Sept. 23, 2014.

**Repealed:** New Rule of same title adopted. F. Aug. 31, 2015; eff. Sept. 20, 2015.

**Repealed:** New Rule of same title adopted. F. May 26, 2016; eff. June 15, 2016.

**Repealed:** New Rule of same title adopted. F. May 1, 2017; eff. May 21, 2017.

**Repealed:** New Rule of same title adopted. F. May 29, 2018; eff. June 18, 2018.

**Repealed:** New Rule of same title adopted. F. May 9, 2019; eff. May 29, 2019.

**Repealed:** New Rule of same title adopted. F. May 1, 2020; eff. May 21, 2020.

**Amended:** F. May 6, 2021; eff. May 26, 2021.

**Repealed:** New Rule of same title adopted. F. May 25, 2022; eff. June 14, 2022.

**Repealed:** New Rule of same title adopted. F. June 28, 2023; eff. July 18, 2023.

### **391-4-2-.60 General Regulations on Wildlife Management Areas**

(1) It is unlawful for any person to place bait or any wildlife food on a Wildlife Management Area (WMA).

(2) It is unlawful for any person to consume or use alcoholic beverages on any WMA except in houses or at campsites on these areas; provided, however, that this provision does not apply to national forest lands.

(3) The use of paintballs, paintball guns and related activities is prohibited on WMAs except on WMAs located on national forest lands.

(4) Dogs entering WMAs must be kept on a leash or otherwise confined except when hunting or while training dogs during designated seasons and on designated areas. Dog owners are responsible for their dogs and any damage the dogs may do to wildlife not being legally hunted.

- (5) Except for Public Fishing Areas, fishing on WMAs is allowed in accordance with statewide seasons and limits, unless otherwise indicated or posted at the WMA check station.
- (6) U.S. Forest Service regulations shall apply on all WMAs located on National Forest lands.
- (7) It is unlawful for any person to unreasonably disturb or annoy others through abrasive, insulting or threatening words or actions, or physically harm or threaten any other person, or disobey any lawful order of a law enforcement official or act in a manner resulting in a breach of the peace.
- (8) Camping, pre-season scouting, hiking, picnicking, horse riding, canoeing, and other recreational uses are allowed year-round unless otherwise indicated or posted at the WMA check station or at a specific recreation site. The department may close specific sites as needed for management purposes by posting at the site.
- (9) It is unlawful for any unauthorized person to close or restrict access to roads, trails or other access features using motor vehicles, signage, or other methods. Roads, trails and other access features may be closed at the discretion of the department.
- (10) It is unlawful to shoot from a motor vehicle except that disabled hunters on a designated handicapped access road or hunters who have been issued a department Special Use Permit as specified in said permit may shoot from a vehicle provided such vehicle is stationary and not under power.
- (11) It shall be unlawful for any person to possess a loaded firearm in designated camping areas except as provided in O.C.G.A. § [16-11-126](#).
- (12) O.C.G.A. § [27-3-1.1](#) prohibits loaded long guns being carried in a motor vehicle on WMAs except for provisions stated in (10) above. Handguns may be loaded only as provided in O.C.G.A. § [16-11-126](#). A firearm shall be considered loaded if a shell is in the chamber or magazine except that muzzle-loading firearms are considered loaded only if a cap is on the nipple or powder is present on the frizzen pan. Crossbows must be un-cocked while being transported in a vehicle on a WMA.
- (13) Suppressed firearms may be used for hunting on WMAs.
- (14) Buckshot may be used to hunt deer and bear when hunting seasons for those species are open on a WMA, unless otherwise specified in [391-4-2-.70](#), and during such seasons, feral hogs and coyotes may be taken incidentally.
- (15) The use of centerfire rifles to hunt at night is prohibited on WMAs, state parks, voluntary public access areas, and federal lands unless otherwise specified in [391-4-2-.73](#).

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.60

**AUTHORITY:** O.C.G.A. §§ [12-3-9](#), [27-1-4](#), [27-3-4](#).

**HISTORY:** Original Rule entitled "Turkey" was filed on March 14, 1975; effective April 3, 1975.

**Amended:** Rule repealed. Filed December 9, 1975; effective December 29, 1975.

**Amended:** Rule entitled "Shooting Hours" adopted. Filed October 26, 1976; effective November 15, 1976.

**Amended:** Rule repealed and a new Rule of same title adopted. Filed September 16, 1977; effective August 26, 1977; the date of adoption, in accordance with Ga. L. 1977, pp. 396, 455.

**Amended:** Rule repealed. Filed September 6, 1978; effective September 26, 1978.

**Amended:** Rule entitled "Shooting Hours" adopted. Filed November 2, 1978; effective September 29, 1978, as specified by Certification of said Rule in accordance with Ga. Code Sec. [45-513\(d\)](#).

**Amended:** Filed October 14, 1988; effective November 3, 1988.

**Amended:** F. Sept. 12, 1989; eff. Oct. 2, 1989.

**Repealed:** New Rule, same Title, adopted. F. Jun. 6, 1992; eff. Jun. 25, 1992.

**Repealed:** New Rule entitled "General Regulations on Wildlife Management Areas" adopted. F. Jun. 13, 2013; eff. July 3, 2013.

**Repealed:** New Rule of same title adopted. F. June 1, 2017; eff. June 21, 2017.

**Repealed:** New Rule of same title adopted. F. June 4, 2019; eff. June 24, 2019.

**Amended:** F. June 7, 2021; eff. June 27, 2021.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

### **391-4-2-.67 Small Game Regulations on Wildlife Management Areas**

(1) During small game hunts, hunters may hunt any small game in season subject to state seasons, regulations and bag limits except as may otherwise be provided in Rule [391-4-2-.70](#) and:

(a) The daily bag limit on fox squirrels is 1 per hunter.

(b) The daily bag limit on bobwhite quail is 3 per hunter, unless otherwise specified in Rule [391-4-2-.70](#).

(c) During a quota hunt for any species, only drawn hunters and their party members may hunt.

(2) Sign-in is not required for small game hunting (including migratory birds) unless otherwise provided in Rule [391-4-2-.70](#).

(3) Small game and furbearer hunting are not allowed during quota hunts unless otherwise provided in Rule [391-4-2-.70](#).

(4) Small game hunters hunting on dates concurrent with deer and bear primitive weapons or firearm hunts must wear fluorescent orange as specified in Rule [391-4-2-.04](#), except for dove hunters hunting on managed dove fields, furbearer hunters hunting at night, and waterfowl hunters hunting on managed waterfowl impoundments or other water bodies.

(5) Only waterfowl hunting can take place on managed impoundments during waterfowl hunting dates. Waterfowl on all other WMA locations may be taken any day of the waterfowl seasons whenever the area is open for small game hunting unless otherwise specified.

(6) On quota waterfowl hunts, hunters must hunt from assigned areas. Shooting hours begin in accordance with applicable federal regulations and end at 12:00 noon except that on the last Saturday of the season, hunters may shoot until sunset.

(7) No night hunting is allowed on any WMA except for raccoon, fox, opossum, or bobcat on open dates. Coyotes and feral hogs may be taken at night, with small game weapons, while hunting raccoon, fox, opossum, or bobcat. Centerfire weapons may not be used for hunting at night on WMAs.

(8) Raccoon, opossum, fox and bobcat may be hunted within statewide seasons during small game and furbearer dates, unless otherwise specified.

(9) Permitted alligator hunters may hunt during day or night on open small game and big game dates unless otherwise specified in Rule [391-4-2-.70](#).

(10) Coyotes and feral hogs may be taken during all hunts but weapon types are restricted to only those weapons allowed for the game species in season. Coyotes and feral hogs may be taken during small game season with any weapon legal for small game except that centerfire rifles may not be used, unless otherwise specified in Rule [391-4-2-.70](#).

(11) Special coyote season:

(a) May 16-May 31 on department managed WMAs unless otherwise specified in [391-4-2-.70](#). Not open on State Parks, Voluntary Public Access Areas, or federal lands unless otherwise specified in Rule [391-4-2-.70](#).

(b) Hunters may use any weapon legal for small or big game unless otherwise specified in [391-4-2-.70](#).

(c) Hunters and any person accompanying a hunter afield shall wear a total of at least 500 visible square inches of daylight fluorescent orange material as an outer garment above the waistline.

(d) Night hunting is prohibited.

(e) Feral hogs may not be taken unless otherwise specified in [391-4-2-.70](#).

(f) Dogs may not be used to hunt hogs unless otherwise specified in [391-4-2-.70](#). Where allowed, hunting dogs must be marked with the hunter's name and a valid telephone number.

(g) Hogs must be killed immediately upon capture.

(12) Unless otherwise specified in [391-4-2-.70](#), small game may be taken on WMAs by permitted falconers at any time during the state falconry season pursuant to O.C.G.A. [27-3-15](#) except during any quota big game or small game hunts for which the falconer has not been drawn.

(13) Centerfire rifles may be used for fox and bobcat during daylight hours from December 1 through the last day of February only if a non-quota big game season is open on the area, unless otherwise specified in Rule [391-4-2-.70](#).

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.67

**AUTHORITY:** O.C.G.A. § [27-1-4](#).

**HISTORY:** Original Rule entitled "Small Game Regulations on Wildlife Management Areas" adopted. F. Jun. 13, 2013; eff. July 3, 2013.

**Repealed:** New Rule of same title adopted. F. May 26, 2015; eff. June 15, 2015.

**Repealed:** New Rule of same title adopted. F. June 1, 2017; eff. June 21, 2017.

**Repealed:** New Rule of same title adopted. F. June 4, 2019; eff. June 24, 2019.

**Amended:** F. June 7, 2021; eff. June 27, 2021.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

### **391-4-2-.70 Wildlife Management Areas, Other State Lands, and Federal Areas**

The following species may be hunted on State areas in accordance with restrictions set forth below except as prescribed in [391-4-2-.60](#) through [391-4-2-.68](#), and on Federal areas in accordance with the restrictions set forth below.



<b>Alapaha River WMA</b>
<b>Deer</b>
2023-24
Firearms Buck Only Oct 28-Oct 29
Archery Either Sex Sep 9-Oct 22
Firearms Either Sex Nov 22-Nov 26, Dec 12-Dec 17
Firearms Either Sex Nov 9-Nov 11 Bonus Deer
2024-25
Firearms Buck Only Oct 26-Oct 27
Archery Either Sex Sep 14-Oct 20
Firearms Either Sex Nov 20-Nov 24, Dec 10-Dec 15
Firearms Either Sex Nov 7-Nov 9 Bonus Deer
<b>Dove</b>
2023-24
Sep 9, Sep 16, Sep 23, Sep 30, Oct 7, Nov 18-Nov 26, Dec 19-Jan 31
Sep 2 Sign-in Quota 50
2024-25
Sep 14, Sep 21, Sep 28, Oct 5, Oct 12, Nov 23-Dec 1, Dec 19-Jan 31
Sep 7 Sign-in Quota 50
Saturdays only during 1st season.
<b>Turkey</b>
2023-24
Apr 13-May 15 Sign-in
Apr 6-Apr 12 Sign-in Quota 15
2024-25
Apr 12-May 15 Sign-in
Apr 5-Apr 11 Sign-in Quota 15
<b>Albany Nursery WMA</b>
<b>*Special Regulations</b>
Physically Disabled hunters should apply by letter by Mar. 10 to Albany Nursery Quota Turkey Hunt, Game Management, 2024 Newton Road, Albany, Georgia 31701. Include a phone number. See page 74 for all other quota hunt application instructions. No camping
<b>Deer</b>
2023-24
Mobility Impaired Firearms Either Sex Oct 26-Oct 29, Nov 23-Nov 26
Archery Either Sex Dec 3-Jan 14
2024-25
Mobility Impaired Firearms Either Sex Oct 31-Nov 3, Nov 28-Dec 1
Archery Either Sex Dec 8-Jan 12
<b>Dove</b>
2023-24
Sep 9-Oct 8, Nov 18-Nov 26, Dec 19-Jan 31
Sep 2 Sign-in Quota 35
2024-25
Sep 14-Oct 13, Nov 23-Dec 1, Dec 19-Jan 31
Sep 7 Sign-in Quota 35
Quota on designated fields only. All other areas open to the public.
<b>Quail</b>
2023-24
Jan 20 Sign-in Quota 1
Jan 23 Sign-in
Youth Nov 18, Dec 2 Sign-in Quota 1

2024-25
Jan 21 Sign-in
Jan 18 Sign-in Quota 1
Youth Nov 16, Dec 7 Sign-in Quota 1
Quail hunting by quota only. Maximum 3 persons per party. Bag limit is 3 per person. Hunting party must check-in harvest at kiosk or online. Complete one check-in (survey) per party.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Mobility Impaired Apr 13-Apr 17, Apr 27-May 1 Sign-in Quota 1
Youth Apr 6-Apr 10, Apr 20-Apr 24 Sign-in Quota 1
2024-25
Mobility Impaired Apr 19-Apr 23, May 3-May 7 Sign-in Quota 1
Youth Apr 12-Apr 16, Apr 26-Apr 30 Sign-in Quota 1
<b>Alexander WMA</b>
<b>*Special Regulations</b>
No camping. Bird dog training allowed year round in designated areas.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 20, Dec 1-Jan 14
Firearms Either Sex Oct 21-Nov 30
2024-25
Archery Either Sex Sep 14-Oct 18, Dec 1-Jan 12
Firearms Either Sex Oct 19-Nov 30
<b>Dove</b>
2023-24
Sep 2 Sign-in Quota 50
Sep 9, Sep 16, Sep 23, Sep 30, Oct 7, Nov 18-Nov 26, Dec 19-Jan 31 Sign-in
2024-25
Sep 7 Sign-in Quota 50
Sep 14, Sep 21, Sep 28, Oct 5, Oct 12, Nov 23-Dec 1, Dec 19-Jan 31 Sign-in
Quota; No dove hunting outside of dove field
<b>Small Game</b>
2023-24
Aug 15-Feb 29 Sign-in
2024-25
Aug 15-Feb 28 Sign-in
<b>Quail</b>
2023-24
Nov 18, Nov 21, Nov 25, Nov 28, Dec 2, Dec 5, Dec 9, Dec 12, Dec 16, Dec 19, Dec 23, Dec 26, Dec 30, Jan 2, Jan 6, Jan 9, Jan 13, Jan 16, Jan 20, Jan 23, Jan 27, Jan 30, Feb 3, Feb 6, Feb 10, Feb 13, Feb 17, Feb 20, Feb 24, Feb 27 Sign-in
2024-25
Nov 16, Nov 19, Nov 23, Nov 26, Nov 30, Dec 3, Dec 7, Dec 10, Dec 14, Dec 17, Dec 21, Dec 24, Dec 28, Dec 31, Jan 4, Jan 7, Jan 11, Jan 14, Jan 18, Jan 21, Jan 25, Jan 28, Feb 1, Feb 4, Feb 8, Feb 11, Feb 15, Feb 18, Feb 22, Feb 25 Sign-in
Quail hunting on designated dates only. Hunting party must check-in harvest at kiosk or online. Complete one check-in (survey) per party. Bag limit is 3 per person.
<b>Turkey</b>
2023-24

Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Allatoona WMA</b>
<b>*Special Regulations</b>
Firearms prohibited in U.S. Corps of Engineers developed campsites. Horse and bicycle trails & areas are closed all day during Firearms Specialty Hunt and before 10:00 a.m. EST during all other deer and turkey seasons. No ATVs. No camping.
<b>Deer/Bear</b>
2023-24
Specialty Firearms Either Sex Oct 21-Oct 22
Archery Either Sex Sep 9-Oct 20
Firearms Either Sex Nov 2-Jan 1
Youth Firearms Either Sex Oct 23-Nov 1
2024-25
Specialty Firearms Either Sex Oct 19-Oct 20
Firearms Either Sex Nov 1-Jan 1
Archery Either Sex Sep 14-Oct 18
Youth Firearms Either Sex Oct 21-Oct 31
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Alligator Creek WMA</b>
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Firearms Either Sex Oct 21-Jan 14
Primitive Weapons Either Sex Oct 14-Oct 20
2024-25
Archery Either Sex Sep 14-Oct 11
Firearms Either Sex Oct 19-Jan 12
Primitive Weapons Either Sex Oct 12-Oct 18
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Altama Plantation WMA</b>
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Nov 8, Dec 31-Jan 14
Firearms Either Sex Dec 28-Dec 30
Firearms Either Sex Nov 9-Nov 11, Nov 30-Dec 2 Quota 50
2024-25

Archery Either Sex Sep 14-Nov 6, Dec 29-Jan 12
Firearms Either Sex Dec 26-Dec 28
Firearms Either Sex Nov 7-Nov 9, Dec 5-Dec 8 Quota 50
<b>Small Game</b>
2023-24
Firearms Aug 15-Feb 29
2024-25
Firearms Aug 15-Feb 28
No furbearer season.
<b>Turkey</b>
2023-24
Firearms Apr 6-May 15 Sign-in
2024-25
Firearms Apr 5-May 15 Sign-in
<b>Altamaha WMA - Buffalo Swamp, Lewis Island, and McGowan Lake Tracts</b>
<b>*Special Regulations</b>
This area includes Altamaha WMA lands west of Butler & Champney Islands.
<b>Coyote</b>
May 16-31. Feral hogs may be hunted with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Oct 22
Firearms Either Sex Oct 23-Jan 14
2024-25
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
Firearms Buck Only Oct 19-Oct 20
Firearms Either Sex Oct 21-Jan 12
<b>Small Game</b>
2023-24
Firearms Aug 15-Feb 29
2024-25
Firearms Aug 15-Feb 28
<b>Turkey</b>
2023-24
Firearms Apr 6-May 15 Sign-in
2024-25
Firearms Apr 5-May 15 Sign-in
<b>Altamaha WMA - Waterfowl Management Area</b>
<b>*Special Regulations</b>
This area includes Broughton, Butler, Champney, Rabbit and Rhett's Islands. Butler Refuge (located on Butler Island east of HWY 17 on Champney Island) and Ansley Hodges MARSH Project (located west of HWY 17 on Champney Island) are closed to firearms at all times, but open to archery deer and hog hunting seasons and archery rabbit hunting (except for the youth hunt) after the last Saturday of waterfowl season. Airboats are prohibited inside managed waterfowl impoundments. Access to Rhett's Island at designated crossover sites only. Boats are restricted to one motor of 25hp or less. Rhett's Island is closed to fishing, shrimping, & crabbing during early teal & statewide waterfowl season. Butler Island ponds & impoundments closed to cast netting west of Hwy 17. Drone use prohibited including launching & landing.
<b>Coyote</b>
Mar. 1-May 31. Small game weapons only. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately

upon capture.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Nov 15
2024-25
Archery Either Sex Sep 14-Nov 15
<b>Dove</b>
2023-24
Sep 2-Sep 4, Sep 9-Sep 10, Sep 16-Sep 17, Sep 23-Sep 24
2024-25
Sep 7-Sep 8, Sep 14-Sep 15, Sep 21-Sep 22, Sep 28-Sep 29
<b>Rabbit</b>
2023-24
Youth Archery Jan 20-Jan 21
2024-25
Youth Archery Jan 18-Jan 19
Bag Limit of 6/person/day. Archery Youth Only, Butler Refuge Area
<b>Small Game</b>
Butler Island opens after the last Saturday of waterfowl season. Aug. 15-Nov. 15, Feb. 1-Feb.28. No furbearer season. Snipe: Wed.-Sun. & State Holidays during season.
<b>Turkey</b>
No turkey season
<b>Waterfowl</b>
2023-24
Butler Island Nov 18, Nov 25, Dec 16, Dec 23, Dec 30, Jan 6, Jan 13, Jan 20, Jan 27 Quota 20
Champney Island Nov 18-Nov 19, Nov 25-Nov 26, Dec 16-Dec 17, Dec 23-Dec 24, Dec 30-Dec 31, Jan 6-Jan 7, Jan 13-Jan 14, Jan 20-Jan 21, Jan 27-Jan 28 Quota 20
2024-25
Butler Island Nov 23, Nov 30, Dec 14, Dec 21, Dec 28, Jan 4, Jan 11, Jan 18, Jan 25 Quota 20
Champney Island Nov 23-Nov 24, Nov 30-Dec 1, Dec 14-Dec 15, Dec 21-Dec 22, Dec 28-Dec 29, Jan 4-Jan 5, Jan 11-Jan 12, Jan 18-Jan 19, Jan 25-Jan 26 Quota 20
Shooting hours end at 12 noon, except last day of season when shooting hours end at sunset. Rhett's Island: Wed., Sat., Sun. & State Holidays during statewide season.
Q25 Butler Island: Saturday Only. Stand selection drawing will be held at 5:00am. Stand-by hunters will be issued unfilled blinds on quota hunts based on drawing the morning of the hunt. Max. 3 persons per quota party. Handicap hunters selected for quota contact Area Manager at 912-262-3173.
Q25 Champney Island: Saturday & Sunday Only; see page 75. First hunt open only to youth or veterans to apply (other 2 party members don't have to be youth or veteran). No stand-by hunters allowed. Max. 3 persons per quota party.
<b>Appling County Dove Field VPA</b>
<b>*Special Regulations</b>
On opening day, hunters shall not enter a managed dove field and hunting structures shall not be placed on a managed dove field prior to 1 hour before sunrise. No May 16-31 coyote season.
<b>Dove</b>
2023-24
Sep 9, Sep 16 Sign-in
Youth Sep 2 Sign-in
2024-25
Sep 14, Sep 21 Sign-in
Youth Sep 7 Sign-in
<b>Arrowhead WMA</b>
<b>*Special Regulations</b>
No ATV's except by mobility impaired hunters during mobility impaired hunts. No camping.
<b>Coyote</b>

2023-24
May 16-May 31
2024-25
May 16-May 31
May 16-31. Small game weapons only.
<b>Deer/Bear</b>
2023-24
Youth Archery Either Sex Sep 9-Oct 31
Archery Either Sex Nov 16-Jan 14
Mobility Impaired Archery Either Sex Nov 1-Nov 15
2024-25
Youth Archery Either Sex Sep 14-Oct 31
Archery Either Sex Nov 16-Jan 12
Mobility Impaired Archery Either Sex Nov 1-Nov 15
<b>Small Game</b>
2023-24
Aug 15-Sep 8
Youth Jan 15-Feb 29
2024-25
Aug 15-Sep 13
Youth Jan 13-Feb 28
<b>Turkey</b>
2023-24
Apr 20-May 15 Sign-in
Youth Apr 13-Apr 19 Sign-in
Mobility Impaired Apr 6-Apr 12 Sign-in
2024-25
Mobility Impaired Apr 5-Apr 11 Sign-in
Apr 19-May 15 Sign-in
Youth Apr 12-Apr 18 Sign-in
<b>Waterfowl</b>
Saturdays only during statewide season.
<b>B.F. Grant WMA</b>
<b>*Special Regulations</b>
No hunting on or access through pastures.
<b>Deer</b>
2023-24
Archery Quality Buck and Antlerless Sep 9-Sep 30, Dec 2-Dec 8
Primitive Weapons Quality Buck and Antlerless Dec 15-Dec 17
Firearms Quality Buck and Antlerless Nov 2-Nov 4, Nov 16-Nov 18 Bonus Deer Quota 300
2024-25
Archery Quality Buck and Antlerless Sep 14-Sep 30, Nov 30-Dec 6
Primitive Weapons Quality Buck and Antlerless Dec 20-Dec 22
Firearms Quality Buck and Antlerless Nov 7-Nov 9, Nov 21-Nov 23 Bonus Deer Quota 300
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Dove</b>
2023-24
Sep 2, Sep 9, Sep 16, Sep 23, Sep 30-Oct 8, Nov 19-Nov 26, Dec 19-Jan 31
2024-25
Sep 7, Sep 14, Sep 21, Sep 28, Oct 5-Oct 13, Nov 24-Dec 1, Dec 19-Jan 31
<b>Small Game</b>
2023-24
Aug 15-Nov 1, Nov 5-Nov 15, Nov 19-Feb 29

2024-25
Aug 15-Nov 6, Nov 10-Nov 20, Nov 24-Feb 28
<b>Turkey</b>
2023-24
Apr 20-May 15 Sign-in
Apr 13-Apr 19 Sign-in Quota 80
Youth Apr 6-Apr 12 Sign-in
2024-25
Apr 19-May 15 Sign-in
Apr 12-Apr 18 Sign-in Quota 80
Youth Apr 5-Apr 11 Sign-in
<b>Waterfowl</b>
2023-24
Dec 9, Jan 20 Sign-in Quota 3
2024-25
Dec 7, Jan 18 Sign-in Quota 3
No waterfowl hunting on MARSH ponds. Shooting hours end at 12 noon.
<b>Balls Ferry State Park</b>
<b>*Special Regulations</b>
No camping. On youth hunts, only youth may hunt. No May 16-31 coyote season.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Oct 14-Oct 20
Archery Either Sex Sep 9-Oct 13, Oct 21-Jan 14
2024-25
Youth Firearms Either Sex Oct 12-Oct 18
Archery Either Sex Sep 14-Oct 11, Oct 19-Jan 12
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Archery Apr 15-May 15 Sign-in
Youth Apr 6-Apr 14 Sign-in
2024-25
Archery Apr 14-May 15 Sign-in
Youth Apr 5-Apr 13 Sign-in
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Banks Lake NWR</b>
<b>*Special Regulations</b>
No commercial activities allowed. Open only to Quota selected hunters in Alligator Hunt Zone 4. Visit <a href="http://www.fws.gov/refuge/banks-lake">www.fws.gov/refuge/banks-lake</a> for more info.
<b>Alligator</b>
2023-24
Aug 25-Aug 27
2024-25
Aug 23-Aug 25
<b>Bartram Forest WMA</b>
<b>*Special Regulations</b>
Archery only for all species. No firearms hunting is allowed. Bartram Forest is a multiple-use recreation area; other users may be present during open hunting seasons. Gates may be opened or closed at the discretion of Georgia

Forestry Commission. Please see WMA maps for safety zones. No camping. No May 16-31 coyote season.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 14	
2024-25	
Archery Either Sex Sep 14-Jan 12	
<b>Small Game</b>	
2023-24	
Archery Aug 15-Feb 29	
2024-25	
Archery Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Archery Apr 6-May 15 Sign-in	
2024-25	
Archery Apr 5-May 15 Sign-in	
<b>Waterfowl</b>	
Shooting hours end at 12 noon.	
<b>Beaverdam WMA</b>	
<b>Coyote</b>	
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.	
<b>Deer</b>	
2023-24	
Specialty Firearms Either Sex Sep 16-Sep 22	
Firearms Buck Only Nov 23-Nov 25, Dec 13-Dec 16	
Archery Either Sex Sep 9-Sep 15, Sep 23-Oct 20	
Firearms Either Sex Nov 2-Nov 4 Bonus Deer	
2024-25	
Specialty Firearms Either Sex Sep 21-Sep 27	
Firearms Buck Only Nov 21-Nov 23, Dec 11-Dec 14	
Archery Either Sex Sep 14-Sep 20, Sep 28-Oct 18	
Firearms Either Sex Oct 31-Nov 2 Bonus Deer	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Berry College WMA</b>	
<b>*Special Regulations</b>	
There is no open season for the taking of any wildlife on Berry College campus and refuge. Firearms and archery equipment are prohibited on the campus and refuge. Hunters may not use the campus or refuge for gaining access to the WMA. No ATV's. Foot trails, bicycle and horse areas are closed all day during firearms deer season and before 10:00am during turkey and archery deer season. No night hunting for any species.	
<b>Coyote</b>	
No May 16-31 coyote or hog season	
<b>Deer/Bear</b>	
2023-24	
Archery Either Sex Sep 9-Oct 31, Nov 5-Nov 17	
Firearms Either Sex Nov 29-Dec 2 Bonus Deer Quota 1000	
Specialty Firearms Either Sex Jan 6-Jan 7 Bonus Deer	
Firearms Either Sex Last Day Nov 1-Nov 4 Bonus Deer Quota 1000	
2024-25	
Specialty Firearms Either Sex Jan 4-Jan 5 Bonus Deer	



Archery Either Sex Nov 3-Nov 15
Archery Either Sex Sep 14-Oct 29
Firearms Either Sex Dec 4-Dec 7 Bonus Deer Quota 1000
Firearms Either Sex Last Day Oct 30-Nov 2 Bonus Deer Quota 1000
<b>Dog Training</b>
Aug 15 - Mar 19, except during firearms deer hunts.
<b>Dove</b>
2023-24
Sep 2, Sep 9, Sep 16, Sep 23, Sep 30, Oct 7-Oct 8, Nov 18-Nov 26, Dec 19-Jan 5, Jan 8-Jan 31
2024-25
Sep 7, Sep 14, Sep 21, Sep 28, Oct 5, Oct 12-Oct 13, Nov 23-Dec 1, Dec 19-Jan 3, Jan 6-Jan 31
<b>Small Game</b>
2023-24
Aug 15-Feb 29, Aug 15-Feb 29
2024-25
Aug 15-Feb 28
No night hunting.
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Big Dukes Pond WMA</b>
<b>*Special Regulations</b>
Camping, ATVs & horses prohibited. Note Safety Zone on map - access prohibited between Feb. 1 and July 15.
<b>Deer</b>
2023-24
Firearms Either Sex Oct 21-Nov 30
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
2024-25
Firearms Either Sex Oct 19-Nov 30
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Wednesdays and Saturdays only during statewide season. Shooting hours end at 12 noon.
<b>Big Hammock WMA</b>
<b>*Special Regulations</b>
If the river stage is 9 feet or higher, measured at the Doctortown Gauge, the gates will be closed. Gates will remain closed after river gauge drops below 9' to allow for drying period before traffic is allowed on WMA roads; expect 7-10 days prior to gates opening. Deer hunters may not hunt within 50 feet of the nature trail off Mack Phillips Rd.
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Archery Either Sex Dec 1-Jan 14
Archery Either Sex Sep 9-Oct 4, Oct 8-Oct 20
Firearms Either Sex Oct 28-Nov 12

Primitive Weapons Either Sex Oct 5-Oct 7
2024-25
Archery Either Sex Dec 1-Jan 12
Archery Either Sex Sep 14-Oct 2, Oct 6-Oct 18
Firearms Either Sex Oct 26-Nov 10
Primitive Weapons Either Sex Oct 3-Oct 5
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Big Lazer Creek WMA</b>
<b>Coyote</b>
2023-24
May 16-May 31
2024-25
May 16-May 31
<b>Deer</b>
2023-24
Specialty Firearms Quality Buck and Antlerless Nov 17-Nov 19
Youth Firearms Either Sex Sep 23-Sep 24
Archery Quality Buck and Antlerless Sep 9-Sep 22, Oct 15-Nov 5
Firearms Quality Buck and Antlerless Last Day Oct 12-Oct 14, Nov 9-Nov 11 Bonus Deer
2024-25
Specialty Firearms Quality Buck and Antlerless Nov 22-Nov 24
Youth Firearms Either Sex Sep 28-Sep 29
Archery Quality Buck and Antlerless Sep 14-Sep 27, Oct 20-Nov 3
Firearms Quality Buck and Antlerless Last Day Oct 17-Oct 19, Nov 14-Nov 16 Bonus Deer
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Dove</b>
2023-24
Sep 7, Sep 14, Sep 16-Sep 22, Nov 20-Nov 26, Dec 19-Jan 31
2024-25
Sep 7, Sep 14, Sep 21-Sep 27, Nov 25-Dec 1, Dec 19-Jan 31
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 29-May 15 Sign-in
Apr 6-Apr 14, Apr 20-Apr 28 Sign-in Quota 50
2024-25
Apr 28-May 15 Sign-in
Apr 5-Apr 13, Apr 19-Apr 27 Sign-in Quota 50
<b>Waterfowl</b>
PFA is open for waterfowl hunting Wednesdays and Saturdays only during statewide waterfowl season.
<b>Blackbeard Island NWR</b>
<b>*Special Regulations</b>
All hunters 16 years of age or older must purchase a \$25 Savannah Coastal Refuges Complex Annual Hunt Permit at <a href="https://savannahcoastal.recaccess.com">https://savannahcoastal.recaccess.com</a> . No alligator hunting. Visit <a href="http://www.fws.gov/refuge/blackbeard_island">www.fws.gov/refuge/blackbeard_island</a> for seasons, dates and more information. No May 16-31 coyote season.
<b>Blanton Creek WMA</b>

<b>Coyote</b>	
2023-24	
May 16-May 31	
2024-25	
May 16-May 31	
<b>Deer</b>	
2023-24	
Archery Quality Buck and Antlerless Sep 9-Oct 5, Oct 9-Oct 15, Nov 19-Nov 26	
Firearms Quality Buck and Antlerless Oct 19-Oct 21, Nov 16-Nov 18 Bonus Deer Quota 200	
Specialty Firearms Quality Buck and Antlerless Oct 7-Oct 8	
2024-25	
Archery Quality Buck and Antlerless Sep 14-Oct 3, Oct 7-Oct 13, Nov 24-Dec 1	
Firearms Quality Buck and Antlerless Oct 17-Oct 19, Nov 21-Nov 23 Bonus Deer Quota 200	
Specialty Firearms Quality Buck and Antlerless Oct 5-Oct 6	
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.	
<b>Dove</b>	
2023-24	
Sep 16-Oct 5, Nov 19-Nov 26, Dec 19-Jan 31	
Sep 2, Sep 9 Sign-in Quota 75	
2024-25	
Sep 21-Oct 3, Nov 24-Dec 1, Dec 19-Jan 31	
Sep 7, Sep 14 Sign-in Quota 75	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 20-May 15 Sign-in	
Apr 6-Apr 12, Apr 13-Apr 19 Sign-in Quota 35	
2024-25	
Apr 19-May 15 Sign-in	
Apr 5-Apr 11, Apr 12-Apr 18 Sign-in Quota 35	
<b>Waterfowl</b>	
No waterfowl hunting on MARSH ponds. Shooting hours end at 12 noon.	
<b>Blue Ridge WMA</b>	
<b>Coyote</b>	
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.	
<b>Deer/Bear</b>	
2023-24	
Archery Buck Only Sep 9-Oct 13	
Firearms Buck Only Nov 22-Nov 25	
Firearms Buck Only Nov 1-Nov 5 Bonus Deer	
Primitive Weapons Buck Only Oct 14-Oct 20	
2024-25	
Archery Buck Only Sep 14-Oct 11	
Firearms Buck Only Nov 20-Nov 23	
Firearms Buck Only Oct 30-Nov 3 Bonus Deer	
Primitive Weapons Buck Only Oct 12-Oct 18	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	

2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Bond Swamp NWR</b>
<b>*Special Regulations</b>
Refuge permits are required for all hunts. Quota deer and waterfowl application deadline is September 20, 2023 & September 18, 2024. Quota turkey application deadline is February 21, 2024 & February 19, 2025. Sign-in required for youth deer hunt. Contact the Piedmont Refuge office to obtain applications, permits and refuge specific hunting regulations. Hunters are required to sign out harvested game at refuge check stations. Feral hogs may only be taken during refuge big game and small game hunts with applicable weapons restrictions. No May 16-31 coyote season. Baiting is prohibited. For more information call 478-986-5441 or email piedmont@fws.gov.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Nov 11-Nov 12 Quota 50
Archery Either Sex Sep 9-Nov 5
Firearms Either Sex Nov 17-Nov 18, Dec 1-Dec 2 Quota 200
2024-25
Youth Firearms Either Sex Nov 16-Nov 17 Quota 50
Archery Either Sex Sep 14-Nov 3
Firearms Either Sex Nov 22-Nov 23, Dec 6-Dec 7 Quota 200
<b>Quail</b>
2023-24
Dec 3-Jan 31
2024-25
Dec 8-Jan 31
<b>Rabbit</b>
2023-24
Dec 3-Jan 31
2024-25
Dec 8-Jan 31
<b>Small Game</b>
Bag Limit of 1/day for Fox Squirrel
<b>Squirrel</b>
2023-24
Aug 15-Sep 8, Dec 3-Jan 31
2024-25
Aug 15-Sep 13, Dec 8-Jan 31
<b>Turkey</b>
2023-24
Apr 6-Apr 7, Apr 19-Apr 20 Quota 40
2024-25
Apr 5-Apr 6, Apr 18-Apr 19 Quota 40
Bag Limit 1
<b>Waterfowl</b>
2023-24
Dec 16-Dec 17, Dec 29-Dec 30, Jan 12-Jan 13, Jan 26-Jan 27 Quota 20
2024-25
Dec 14-Dec 15, Dec 27-Dec 28, Jan 10-Jan 11, Jan 24-Jan 25 Quota 20
Shooting hours end at 12 noon.
<b>Broad River WMA</b>

<b>Deer/Bear</b>	
2023-24	
Archery Either Sex Sep 9-Nov 30	
2024-25	
Archery Either Sex Sep 14-Nov 30	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 6-May 15	
2024-25	
Apr 5-May 15	
<b>Buck Shoals WMA</b>	
<b>*Special Regulations</b>	
Day Use access is available on River Rd. Access for scheduled events is available on Cloverleaf Dr. and Buck Shoals Dr. Limit of 1 for all big game (Turkey and Deer) hunts. No May 16-31 coyote season.	
<b>Deer/Bear</b>	
1 deer limit on all hunts	
2023-24	
Hunt-and-Learn Firearms Either Sex Nov 4-Nov 5 Bonus Deer Quota 12	
Youth Firearms Either Sex Nov 18-Nov 19, Dec 2-Dec 3 Bonus Deer Quota 12	
2024-25	
Hunt-and-Learn Firearms Either Sex Nov 2-Nov 3 Bonus Deer Quota 12	
Youth Firearms Either Sex Nov 16-Nov 17, Nov 30-Dec 1 Bonus Deer Quota 12	
<b>Dove</b>	
2023-24	
Youth Sep 2 Quota 25	
Youth Sep 9 Quota 25	
2024-25	
Youth Sep 14 Quota 25	
Youth Sep 7 Quota 25	
<b>Small Game</b>	
2023-24	
Youth Jan 6-Jan 14, Jan 20-Jan 28 Sign-in Quota 10	
2024-25	
Youth Jan 4-Jan 12, Jan 18-Jan 26 Sign-in Quota 10	
No night hunting.	
<b>Turkey</b>	
2023-24	
Hunt-and-Learn Apr 13-Apr 14 Quota 3	
Youth Apr 20-Apr 21, May 4-May 5 Quota 5	
2024-25	
Hunt-and-Learn Apr 12-Apr 13 Quota 3	
Youth Apr 19-Apr 20, May 3-May 4 Quota 5	
<b>Bullard Creek WMA</b>	
<b>*Special Regulations</b>	
No firearms deer hunting within posted Towns Bluff Tract but legal firearms permitted for turkey and small game hunting.	
<b>Deer</b>	
2023-24	
Specialty Firearms Either Sex Oct 27-Oct 29	

Firearms Buck Only Dec 14-Dec 16
Archery Either Sex Sep 9-Sep 20, Sep 24-Oct 16
Firearms Either Sex Nov 23-Nov 26
Firearms Either Sex Oct 19-Oct 21 Bonus Deer
Primitive Weapons Either Sex Sep 21-Sep 23
2024-25
Specialty Firearms Either Sex Oct 25-Oct 27
Firearms Buck Only Dec 12-Dec 14
Archery Either Sex Sep 14-Sep 18, Sep 22-Oct 14
Firearms Either Sex Nov 21-Nov 24
Firearms Either Sex Oct 17-Oct 19 Bonus Deer
Primitive Weapons Either Sex Sep 19-Sep 21
<b>Turkey</b>
2023-24
Apr 13-May 15
Apr 6-Apr 12 Sign-in Quota 80
2024-25
Apr 12-May 15 Sign-in
Apr 5-Apr 11 Sign-in Quota 80
<b>Bullard Creek WMA - Bell Telephone Tract</b>
<b>*Special Regulations</b>
No firearms deer hunting but legal firearms permitted for turkey and small game.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Bullard Creek WMA - Montgomery Tract</b>
<b>*Special Regulations</b>
Access is limited to foot or boat travel only and is quality buck which means bucks must have a minimum of four points (1 inch or longer) on one side or a 15" outside spread. No firearms deer hunting but legal firearms permitted for turkey and small game hunting.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Bullard Creek WMA - Ocmulgee Tract</b>
<b>*Special Regulations</b>
No firearms deer hunting but legal firearms permitted for turkey and small game.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25

Archery Either Sex Sep 14-Jan 12
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Camp Thunder VPA</b>
<b>*Special Regulations</b>
No firearms hunting allowed. No ATVs. No camping.
<b>Coyote</b>
May 16-31, archery only.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Small Game</b>
2023-24
Archery Aug 15-Feb 29
2024-25
Archery Aug 15-Feb 28
<b>Turkey</b>
2023-24
Archery Apr 6-May 15 Sign-in
2024-25
Archery Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Canoochee Sandhills WMA</b>
<b>Coyote</b>
No May 16-31 coyote season.
<b>Deer</b>
2023-24
Firearms Buck Only Dec 14-Dec 16
Archery Either Sex Sep 9-Oct 7
Firearms Either Sex Oct 26-Oct 28, Nov 9-Nov 11
2024-25
Firearms Buck Only Dec 12-Dec 14
Archery Either Sex Sep 14-Oct 5
Firearms Either Sex Oct 24-Oct 26, Nov 7-Nov 9
<b>Dove</b>
2023-24
Sep 2, Sep 9, Sep 16, Sep 23, Sep 30, Oct 7, Nov 18-Nov 26, Dec 19-Jan 31
2024-25
Sep 7, Sep 14, Sep 21, Sep 28, Oct 5, Oct 12, Nov 23-Dec 1, Dec 19-Jan 31
Saturdays only during 1st season.
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Cardinal VPA</b>
<b>*Special Regulations</b>

No May 16-31 coyote season.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Small Game</b>
2023-24
Firearms Aug 15-Feb 29
2024-25
Firearms Aug 15-Feb 28
<b>Turkey</b>
2023-24
Firearms Apr 6-May 15 Sign-in
2024-25
Firearms Apr 5-May 15 Sign-in
<b>Carter's Lake WMA</b>
<b>*Special Regulations</b>
No ATV's except by wheel-chair bound hunters during the wheelchair hunt. No camping except by reservation only in U.S. Army Corps of Engineers designated campgrounds.
<b>Coyote</b>
May 16-31. Small game weapons only.
<b>Deer</b>
Wheelchair hunt participants must attend a pre-hunt meeting at noon at the check station on the Thursday before the hunt. Selected quota youth hunters must attend a pre-hunt meeting at 7pm at the Carter's Lake Nature Center the evening before the hunt. Sign-In for both the wheelchair and quota youth hunts available only at pre-hunt meetings.
<b>Deer/Bear</b>
2023-24
Wheelchair Firearms Either Sex Nov 3-Nov 5 Bonus Deer
Archery Either Sex Nov 12-Jan 1
Archery Either Sex Sep 9-Nov 2, Nov 6-Nov 10
Youth Firearms Either Sex Nov 11 Bonus Deer Quota 20
2024-25
Wheelchair Firearms Either Sex Nov 1-Nov 3 Bonus Deer
Archery Either Sex Nov 10-Jan 1
Archery Either Sex Sep 14-Oct 31, Nov 4-Nov 8
Youth Firearms Either Sex Nov 9 Bonus Deer Quota 20
<b>Dog Training</b>
Rabbit Dog Training: Wed/Fri/Sat from Nov-Feb, except during firearms deer hunts.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Cedar Creek WMA</b>
<b>*Special Regulations</b>
ATVs prohibited.
<b>Deer</b>
2023-24



Specialty Firearms Either Sex Nov 21-Nov 26
Firearms Buck Only Nov 27-Dec 10
Archery Either Sex Oct 23-Oct 29
Archery Either Sex Sep 9-Oct 15
Firearms Either Sex Last Day Oct 19-Oct 21, Nov 9-Nov 11 Bonus Deer
2024-25
Specialty Firearms Either Sex Nov 26-Dec 1
Firearms Buck Only Dec 2-Dec 15
Archery Either Sex Sep 14-Oct 13, Oct 21-Oct 27
Firearms Either Sex Last Day Oct 17-Oct 19, Nov 14-Nov 16 Bonus Deer
<b>Dove</b>
2023-24
Sep 2, Sep 9, Sep 16, Sep 23, Sep 30-Oct 8, Nov 18-Nov 20, Dec 19-Jan 31
2024-25
Sep 7, Sep 14, Sep 21, Sep 28, Oct 5-Oct 13, Nov 23-Nov 25, Dec 19-Jan 31
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Cedar Creek WMA - Little River Area</b>
<b>*Special Regulations</b>
No ATVs. No camping.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Oct 14-Oct 20
Archery Either Sex Sep 9-Oct 13, Oct 21-Jan 14
2024-25
Youth Firearms Either Sex Oct 12-Oct 18
Archery Either Sex Sep 14-Oct 11, Oct 19-Jan 12
<b>Dog Training</b>
Bird-dog, rabbit-dog and furbearer dog training: August 15-March 15 outside of deer hunts.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Cedar Grove VPA</b>
<b>*Special Regulations</b>

No furbearer hunting.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Ceylon WMA</b>
<b>*Special Regulations</b>
This area includes the Black Point Tract and Grover Island. Black Point is accessible from Harriet's Bluff Road. Access to Grover Island is by river only.
<b>Deer</b>
2023-24
Archery Quality Buck and Antlerless Sep 9-Oct 15, Dec 3-Dec 24
Firearms Quality Buck and Antlerless Oct 19-Oct 21, Nov 9-Nov 11, Nov 30-Dec 2 Bonus Deer Quota 100
2024-25
Archery Quality Buck and Antlerless Sep 14-Oct 13, Dec 8-Dec 29
Firearms Quality Buck and Antlerless Oct 17-Oct 19, Nov 7-Nov 9, Dec 5-Dec 7 Bonus Deer Quota 100
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Dog Training</b>
Bird dog training area: The mature pine stands bounded by hardwood drains/marsh adjacent to the intersection of Boat House and Ceylon Rd.
<b>Small Game</b>
2023-24
Firearms Aug 15-Feb 29
2024-25
Firearms Aug 15-Feb 28
<b>Turkey</b>
2023-24
Firearms Apr 6-Apr 12, Apr 20-Apr 26, May 4-May 10 Sign-in Quota 40
2024-25
Firearms Apr 5-Apr 11, Apr 19-Apr 25, May 10-May 15 Sign-in Quota 40
<b>Charles B. Henson VPA</b>
<b>*Special Regulations</b>
No ATV's. VPA is only open to the public for hunting during designated seasons. All other access is prohibited.
<b>Coyote</b>
No May 16-31 coyote or hog season
<b>Deer/Bear</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Turkey</b>
2023-24
Apr 6-Apr 11, Apr 12-Apr 18, Apr 19-Apr 25, Apr 26-May 2, May 3-May 9 Sign-in Quota 10
2024-25
Apr 5-Apr 10, Apr 11-Apr 17, Apr 18-Apr 24, Apr 25-May 1, May 2-May 8 Sign-in Quota 10
<b>Chattahoochee Bend State Park</b>
<b>*Special Regulations</b>
Prior to hunting, hunters must check in with the Park Office or Check In Station to get site specific information on

the Park Managed Hunt or attend the pre-hunt meeting scheduled the day prior to the managed hunt. Hunt participants will be charged a \$30 nonrefundable, nontransferable hunt fee and a \$5 Park Pass will be required. Coyotes and feral hogs may be taken during deer hunts. No ATVs. All park access is closed to the public during hunts.
<b>Deer</b>
2023-24
Firearms Either Sex Nov 28-Nov 29 Bonus Deer Quota 110
2024-25
Firearms Either Sex Nov 19-20 Bonus Deer Quota 110
5 deer limit, no more than 2 may be antlered bucks.
Note: Archery option for up to 10 hunters.
<b>Chattahoochee Fall Line WMA - Almo</b>
<b>*Special Regulations</b>
No ATVs. No horses. Hunters must check kiosk daily for prescribed burning schedule and location.
<b>Coyote</b>
2023-24
May 16-May 31
2024-25
May 16-May 31
<b>Deer</b>
2023-24
Archery Quality Buck and Antlerless Nov 18-Nov 26
Archery Quality Buck and Antlerless Sep 9-Oct 12
Firearms Quality Buck and Antlerless Oct 19-Oct 21, Nov 9-Nov 11 Bonus Deer Quota 150
2024-25
Archery Quality Buck and Antlerless Nov 16-Nov 24
Archery Quality Buck and Antlerless Sep 14-Oct 10
Firearms Quality Buck and Antlerless Oct 17-Oct 19, Nov 7-Nov 9 Bonus Deer Quota 150
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Quail</b>
Quail hunting prohibited due to low population levels.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
Hunting of fox squirrels prohibited.
<b>Turkey</b>
2023-24
Hunt-and-Learn Apr 6-Apr 8
May 13-May 15 Sign-in
Apr 13-Apr 21, May 4-May 12 Sign-in Quota 50
2024-25
Hunt-and-Learn Apr 5-Apr 7
May 12-May 15 Sign-in
Apr 12-Apr 20, May 3-May 11 Sign-in Quota 50
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Chattahoochee Fall Line WMA - Blackjack Crossing</b>
<b>*Special Regulations</b>
Archery only for all hunting. No camping. No ATVs. No horses. Hunters must check kiosk daily for prescribed burning schedule and location.
<b>Coyote</b>
2023-24

May 16-31
2024-25
May 16-31
<b>Deer</b>
2023-24
Archery Quality Buck and Antlerless Sep 9-Jan 14
2024-25
Archery Quality Buck and Antlerless Sep 14-Jan 12
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Small Game</b>
2023-24
Archery Aug 15-Feb 29
2024-25
Archery Aug 15-Feb 28
Hunting of fox squirrels prohibited.
<b>Turkey</b>
2023-24
Archery Apr 6-May 15 Sign-in
2024-25
Archery Apr 5-May 15 Sign-in
Exception to Archery Area Rules. Hunt and Learn can use firearms.
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Chattahoochee Fall Line WMA - Fort Perry</b>
<b>*Special Regulations</b>
No ATVs. No horses. Hunters must check kiosk daily for prescribed burning schedule and locations.
<b>Coyote</b>
2023-24
May 16-May 31
2024-25
May 16-May 31
<b>Deer</b>
2023-24
Hunt-and-Learn Firearms Nov 3-Nov 5
Youth Firearms Either Sex Sep 24-Sep 25 Quota 35
Firearms Antlerless Only Sep 29-Oct 1
Archery Quality Buck and Antlerless Nov 19-Nov 26
Archery Quality Buck and Antlerless Sep 9-Sep 17, Oct 2-Oct 8
Firearms Quality Buck and Antlerless Oct 26-Oct 28, Nov 9-Nov 11 Bonus Deer Quota 35
2024-25
Hunt-and-Learn Firearms Nov 8-Nov 10
Youth Firearms Either Sex Sep 28-Sep 29 Quota 35
Firearms Antlerless Only Sep 27-Sep 29
Archery Quality Buck and Antlerless Nov 24-Dec 1
Archery Quality Buck and Antlerless Sep 14-Sep 22, Oct 7-Oct 13
Firearms Quality Buck and Antlerless Oct 31-Nov 2, Nov 14-Nov 16 Bonus Deer Quota 35
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Dove</b>
2023-24
Sep 2, Sep 9, Sep 16-Sep 22, Sep 25-Sep 28, Nov 18-Nov 26, Dec 19-Jan 31
2024-25
Sep 7, Sep 14, Sep 21-Sep 27, Sep 30-Oct 3, Nov 23-Dec 1, Dec 19-Jan 31
<b>Quail</b>

Quail hunting prohibited due to low population levels.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
Hunting of fox squirrels prohibited.
<b>Turkey</b>
2023-24
May 7-May 15 Sign-in
Apr 6-Apr 8, May 4-May 6 Sign-in Quota 15
Youth Apr 20-Apr 22 Sign-in Quota 15
2024-25
May 6-May 15 Sign-in
Apr 5-Apr 7, May 3-May 5 Sign-in Quota 15
Youth Apr 19-Apr 21 Sign-in Quota 15
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Chattahoochee Fall Line WMA - Hilliard</b>
<b>*Special Regulations</b>
No ATVs. No horses. Hunters must check kiosk daily for prescribed burning schedule and locations.
<b>Coyote</b>
2023-24
May 16-May 31
2024-25
May 16-May 31
<b>Deer</b>
2023-24
Hunt-and-Learn Firearms Nov 3-Nov 6
Youth Firearms Either Sex Nov 11-Nov 12 Quota 50
Firearms Antlerless Only Sep 29-Oct 1
Archery Quality Buck and Antlerless Sep 9-Sep 28, Nov 19-Dec 8
Firearms Quality Buck and Antlerless Oct 26-Oct 28, Nov 16-Nov 18 Bonus Deer Quota 50
2024-25
Hunt-and-Learn Firearms Nov 1-Nov 3
Youth Firearms Either Sex Nov 9-Nov 10 Quota 50
Firearms Antlerless Only Sep 27-Sept 29
Archery Quality Buck and Antlerless Sep 14-Sep 26, Nov 17-Dec 6
Firearms Quality Buck and Antlerless Oct 24-Oct 26, Nov 14-Nov 16 Bonus Deer Quota 50
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Dove</b>
2023-24
Sep 2, Sep 9, Sep 16-Sep 28, Nov 19-Nov 26, Dec 19-Dec 29, Dec 31-Jan 12, Jan 14-Jan 31
Youth Sep 2, Sep 9 Sign-in Quota 35
2024-25
Sep 7, Sep 14, Sep 21-Sep 26, Nov 23-Dec 1, Dec 19-Dec 27, Dec 29-Jan 10, Jan 12-Jan 31
Youth Sep 7, Sep 14 Sign-in Quota 35
<b>Quail</b>
2023-24
Dec 9, Dec 30, Jan 13 Sign-in
2024-25
Dec 7, Dec 28, Jan 11 Sign-in
Bag limit is 3 per person. Hunting party must check-in harvest at kiosk or online. Complete one check-in (survey) per party.

<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
Hunting of fox squirrels prohibited.	
<b>Turkey</b>	
2023-24	
Hunt-and-Learn Apr 6-Apr 8	
May 13-May 15 Sign-in	
Apr 13-Apr 21, May 4-May 12 Sign-in Quota 40	
2024-25	
Hunt-and-Learn Apr 5-Apr 7	
May 12-May 15 Sign-in	
Apr 12-Apr 20, May 3-May 11 Sign-in Quota 40	
<b>Waterfowl</b>	
State season. Shooting hours end at 12 noon.	
<b>Chattahoochee Fall Line WMA - VPA Tracts</b>	
<b>*Special Regulations</b>	
No ATVs. No horses. Hunters must check kiosk daily for prescribed burning schedule and locations. No May 16-31 coyote season.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 14	
2024-25	
Archery Either Sex Sep 14-Jan 12	
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
Hunting of fox squirrels prohibited	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Waterfowl</b>	
Shooting hours end at 12 noon.	
<b>Chattahoochee National Forest - Outside of WMAs</b>	
<b>*Special Regulations</b>	
Transportation of any loaded weapon in a motor vehicle or possession of alcohol when hunting is prohibited. Placing, leaving, or depositing any food, bait, or garbage in a manner likely to attract or concentrate any wildlife, whether for purposes of hunt.	
<b>Bear</b>	
2023-24	
Archery Jan 2-Jan 14	
Archery Sep 9-Oct 13	
Firearms Oct 21-Jan 1	
Primitive Weapons Oct 14-Oct 20	
2024-25	
Archery Jan 2-Jan 12	
Archery Sep 14-Oct 11	

Firearms Oct 19-Jan 1
Primitive Weapons Oct 12-Oct 18
Hunting bears with dogs is prohibited on the Chattahoochee National Forest.
<b>Deer-East of I-75</b>
2023-24
Archery Buck Only Sep 9-Oct 13
Primitive Weapons Buck Only Oct 14-Oct 20
Archery Buck Only Jan 2-Jan 14
Firearms Buck Only Oct 21-Jan 1
2024-25
Archery Buck Only Sep 14-Oct 11
Primitive Weapons Buck Only Oct 12-Oct 18
Archery Buck Only Jan 2-Jan 12
Firearms Buck Only Oct 19-Jan 1
<b>Deer-West of I-75</b>
2023-24
Primitive Weapons Either Sex Oct 14-Oct 20
Archery Buck Only (except during county either-sex days) Jan 2-Jan 14
Firearms Buck Only (except during county either-sex days) Oct 21-Jan 1
Archery Either Sex Sep 9-Oct 13, Jan 2-Jan 14
2024-25
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
Archery Buck Only (except during county either-sex days) Jan 2-Jan 12
Firearms Buck Only (except during county either-sex days) Oct 19-Jan 1
<b>Dog Training</b>
2023-24
Aug 1-Sep 7, Jan 2-Mar 17
2024-25
Aug 1-Sep 12, Jan 2-Mar 16
Other requirements apply, see Dog Training page in the Popular Guide.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
Use of centerfire firearms at night prohibited.
<b>Turkey</b>
2023-24
Apr 6-May 15
2024-25
Apr 5-May 15
Bag Limit 1
<b>Chattahoochee WMA</b>
<b>Bear</b>
2023-24
Firearms Sep 16-Sep 22
Firearms Dogs Sep 30-Oct 8 Quota 9
2024-25
Firearms Sep 21-Sep 29
Firearms Dogs Oct 5-Oct 13 Quota 9
Dog-bear hunters must check in at the Chestatee WMA check station prior to hunting and are required to attend a pre-hunt meeting as directed in their draw notification email. All dogs used in the dog-bear hunt must be marked with the selected hunter's name.

<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer/Bear</b>
2023-24
Archery Buck Only Sep 9-Sep 15, Sep 23-Sep 29, Oct 9-Oct 25
Firearms Buck Only Nov 18-Nov 26
Firearms Buck Only Oct 26-Oct 29, Dec 12-Dec 15 Bonus Deer
2024-25
Archery Buck Only Oct 14-Oct 24
Archery Buck Only Sep 14-Sep 20, Sep 30-Oct 4
Firearms Buck Only Nov 16-Nov 24
Firearms Buck Only Oct 24-Oct 27, Dec 12-Dec 15 Bonus Deer
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Chestatee WMA</b>
<b>Bear</b>
2023-24
Firearms Sep 16-Sep 22
Firearms Dogs Sep 30-Oct 8 Quota 6
2024-25
Firearms Sep 28-Oct 4
Firearms Dogs Oct 5-Oct 13 Quota 6
Dog-bear hunters must check in at the Chestatee WMA check station prior to hunting and are required to attend a pre-hunt meeting as directed in their draw notification email. All dogs used in the dog-bear hunt must be marked with the selected hunter's name and phone number.
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer/Bear</b>
2023-24
Archery Buck Only Sep 23-Sep 29
Archery Buck Only Sep 9-Sep 15, Oct 10-Oct 30
Firearms Buck Only Dec 26-Jan 1
Firearms Buck Only Nov 15-Nov 19, Dec 6-Dec 10 Bonus Deer
2024-25
Archery Buck Only Sep 14-Sep 27, Oct 14-Oct 31
Firearms Buck Only Dec 26-Jan 1
Firearms Buck Only Nov 13-Nov 17, Dec 4-Dec 8 Bonus Deer
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24



Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Chickasawhatchee WMA</b>
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Nov 19-Nov 25, Dec 22-Dec 27
Primitive Weapons Either Sex Oct 14-Oct 20
Archery Either Sex Sep 9-Oct 13, Dec 28-Jan 31
Firearms Either Sex Dec 7-Dec 9 Quota 350
Firearms Either Sex Nov 9-Nov 11 Bonus Deer Quota 350
2024-25
Youth Firearms Either Sex Nov 23-Nov 30, Dec 20-Dec 25
Primitive Weapons Either Sex Oct 12-Oct 18
Archery Either Sex Sep 14-Oct 11, Dec 26-Jan 31
Firearms Either Sex Dec 12-Dec 14 Quota 350
Firearms Either Sex Nov 7-Nov 9 Bonus Deer Quota 350
<b>Dove</b>
2023-24
Sep 9-Oct 8, Nov 18-Nov 26, Dec 19-Jan 31
Sep 2 Sign-in Quota 40
2024-25
Sep 14-Oct 13, Nov 23-Dec 1, Dec 19-Jan 31
Sep 7 Sign-in Quota 40
Quota on designated fields only. All other areas open to the public.
<b>Quail</b>
2023-24
Nov 28, Dec 12 Sign-in
Nov 18, Dec 2, Dec 30, Jan 13, Jan 20, Jan 27 Sign-in Quota 4
Youth Jan 24 Sign-in Quota 2
Youth Nov 18, Dec 2, Dec 30, Jan 13, Jan 20 Sign-in Quota 2
2024-25
Nov 26, Dec 10 Sign-in
Nov 16, Dec 7, Dec 28, Jan 11, Jan 18, Jan 25 Sign-in Quota 4
Youth Jan 25 Sign-in Quota 2
Youth Nov 16, Dec 7, Dec 28, Jan 11, Jan 18 Sign-in Quota 2
Quail hunting on designated dates only. Maximum 3 persons per party on quota hunts. Bag limit is 3 per person. Hunting party must check-in harvest at kiosk or online. Complete one check-in (survey) per party.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
No fox squirrel hunting.
<b>Turkey</b>
2023-24
Apr 27-May 15 Sign-in
Apr 6-Apr 12, Apr 13-Apr 19, Apr 20-Apr 26 Sign-in Quota 40
2024-25
Apr 23-May 15 Sign-in
Apr 5-Apr 11, Apr 12-Apr 18, Apr 19-Apr 25 Sign-in Quota 40

<b>Clarks Hill WMA - East</b>
<b>Deer</b>
2023-24
Primitive Weapons Either Sex Oct 14-Oct 20
Archery Sep 9-Sep 20, Sep 24-Oct 13
Firearms Oct 21-Nov 30
Firearms Sep 21-Sep 23 Bonus Deer
2024-25
Primitive Weapons Either Sex Oct 12-Oct 18
Archery Sep 14-Sep 25, Sep 29-Oct 11
Firearms Oct 19-Nov 30
Firearms Sep 26-Sep 28 Bonus Deer
<b>Dove</b>
2023-24
Sep 9, Sep 16, Sep 30, Oct 7, Nov 18-Nov 26, Dec 19-Jan 31
Sep 2 Sign-in Quota 60
2024-25
Sep 14, Sep 21, Oct 5, Oct 12, Nov 23-Dec 1, Dec 19-Jan 31
Sep 7 Sign-in Quota 60
Quota on designated fields only.
<b>Small Game</b>
2023-24
Aug 15-Feb 29 Sign-in
2024-25
Aug 15-Feb 28 Sign-in
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Clarks Hill WMA - West</b>
<b>*Special Regulations</b>
No camping.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Nov 3
Firearms Either Sex Nov 4-Jan 1
2024-25
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
Firearms Buck Only Oct 19-Nov 1
Firearms Either Sex Nov 2-Jan 1
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25

Apr 5-May 15 Sign-in
<b>Clayhole Swamp WMA</b>
<b>*Special Regulations</b>
Horseback riding prohibited during ALL deer hunts. Area west of Cowpen Swamp is archery only for all species, open during their respective statewide seasons. Archery Only Area is archery equipment for all species.
<b>Coyote</b>
May 16-31. Feral hogs may be hunted with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Sep 15-Sep 17
Archery Either Sex Sep 9-Sep 13, Sep 18-Sep 26, Oct 1-Nov 24, Dec 2-Dec 15
Firearms Either Sex Nov 25-Dec 1, Dec 16-Jan 14
Firearms Either Sex Sep 28-Sep 30 Bonus Deer
2024-25
Youth Firearms Either Sex Sep 20-Sep 22
Archery Either Sex Sep 14-Sep 18, Sep 23-Oct 1, Oct 6-Nov 29, Dec 7-Dec 20
Firearms Either Sex Nov 30-Dec 6, Dec 21-Jan 12
Firearms Either Sex Oct 3-Oct 5 Bonus Deer
<b>Small Game</b>
2023-24
Firearms Aug 15-Feb 29
2024-25
Firearms Aug 15-Feb 28
No furbearer hunting or dog training in Archery Only Areas.
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15
<b>Clybel WMA</b>
<b>*Special Regulations</b>
Multi-use trails and areas are closed all day during firearms deer hunts and before 10:00 a.m. during archery and turkey seasons. Rules are posted at trailhead. Campground available by reservation through <a href="http://www.georgiawildlife.com/charlie-elliott-wildlife-center">www.georgiawildlife.com/charlie-elliott-wildlife-center</a> .
<b>Deer</b>
2023-24
Hunt-and-Learn Firearms Either Sex Oct 6-Oct 8, Nov 13-Nov 14
Specialty Firearms Either Sex Nov 21-Nov 26
Youth Firearms Either Sex Sep 30-Oct 5
Archery Either Sex Sep 9-Sep 29, Nov 10-Nov 12
Firearms Either Sex Nov 2-Nov 4, Nov 16-Nov 18 Bonus Deer Quota 200
2024-25
Hunt-and-Learn Firearms Either Sex Oct 4-Oct 6, Nov 11-Nov 12
Specialty Firearms Either Sex Nov 26-Dec 1
Youth Firearms Either Sex Sep 28-Oct 3
Archery Either Sex Sep 14-Sep 27, Nov 15-Nov 17
Firearms Either Sex Nov 7-Nov 9, Nov 21-Nov 23 Bonus Deer Quota 200
<b>Dove</b>
2023-24
Hunt-and-Learn Georgia R3 Dove Field Sep 16 Sign-in
Sep 9, Sep 16, Sep 23, Nov 19-Nov 20, Dec 19-Jan 4, Jan 8-Jan 31 Sign-in
Sep 2 Sign-in Quota 200
2024-25

Hunt-and-Learn Georgia R3 Dove Field Sep 14 Sign-in
Sep 14, Sep 21, Sep 28, Nov 24-Nov 25, Dec 19-Jan 2, Jan 6-Jan 31 Sign-in
Sep 7 Sign-in Quota 200
<b>Quail</b>
2023-24
Dec 2, Dec 16, Jan 20 Sign-in
2024-25
Dec 7, Dec 21, Jan 18 Sign-in
Bag limit is 6 per person or 9 per party for quail.
<b>Rabbit</b>
2023-24
Hunt-and-Learn Dec 9, Jan 5-Jan 7
2024-25
Hunt-and-Learn Dec 14, Jan 3-Jan 5
Bag limit=3 rabbits/person/day.
<b>Small Game</b>
2023-24
Aug 15-Sep 29, Oct 9-Nov 1, Nov 5-Nov 9, Nov 15, Nov 19-Dec 8, Dec 10-Jan 4, Jan 8-Feb 29 Sign-in
2024-25
Aug 15-Sep 27, Oct 7-Nov 6, Nov 10, Nov 13-20, Nov 24-Dec 13, Dec 15-Jan 2, Jan 6-Feb 28 Sign-in
<b>Turkey</b>
2023-24
Hunt-and-Learn Apr 26-Apr 28
Apr 13-Apr 17, May 4-May 8 Sign-in Quota 25
Youth Apr 6-Apr 10, Apr 20-Apr 24 Sign-in Quota 25
2024-25
Hunt-and-Learn Apr 25-Apr 27
Apr 12-Apr 16, May 3-May 7 Sign-in Quota 25
Youth Apr 5-Apr 9, Apr 19-Apr 23 Sign-in Quota 25
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Cohutta WMA</b>
<b>*Special Regulations</b>
No ATV's except on designated ATV trails.
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number. Hogs must be killed immediately upon capture. No night hunting.
<b>Deer/Bear</b>
2023-24
Archery Buck Only Sep 9-Oct 4, Oct 9-Nov 28, Dec 4-Jan 1
Firearms Buck Only Oct 5-Oct 8, Nov 29-Dec 3 Bonus Deer
2024-25
Archery Buck Only Sep 14-Oct 2, Oct 7-Dec 3, Dec 9-Jan 1
Firearms Buck Only Oct 3-Oct 6, Dec 4-Dec 8 Bonus Deer
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 6-May 15 Sign-in

<b>Collins Rd VPA</b>
<b>*Special Regulations</b>
No ATVs. No camping. Bird dog training: Sun-Tues & Thurs-Fri year round. No May 16-31 coyote season.
<b>Rabbit</b>
2023-24
Nov 18, Nov 22, Nov 25, Nov 29, Dec 2, Dec 6, Dec 9, Dec 13, Dec 16, Dec 20, Dec 23, Dec 27, Dec 30, Jan 3, Jan 6, Jan 10, Jan 13, Jan 17, Jan 20, Jan 24, Jan 27, Jan 31, Feb 3, Feb 7, Feb 10, Feb 14, Feb 17, Feb 21, Feb 24, Feb 28
2024-25
Nov 16, Nov 20, Nov 23, Nov 27, Nov 30, Dec 4, Dec 7, Dec 11, Dec 14, Dec 18, Dec 21, Dec 25, Dec 28, Jan 1, Jan 4, Jan 8, Jan 11, Jan 15, Jan 18, Jan 22, Jan 25, Jan 29, Feb 1, Feb 5, Feb 8, Feb 12, Feb 15, Feb 19, Feb 22, Feb 26
Wed & Sat during statewide season
<b>Small Game</b>
Rabbit only
<b>Conasauga River WMA</b>
<b>*Special Regulations</b>
No ATVs. No camping.
<b>Deer</b>
Except during youth and quota waterfowl hunts.
<b>Deer/Bear</b>
2023-24
Archery Either Sex Sep 9-Jan 1
2024-25
Archery Either Sex Sep 14-Jan 1
<b>Small Game</b>
2023-24
Aug 15-Sep 8, Feb 1-Feb 29
2024-25
Aug 15-Sep 13, Feb 1-Feb 28
<b>Turkey</b>
2023-24
Apr 13-Apr 28 Sign-in
2024-25
Apr 12-Apr 27 Sign-in
<b>Waterfowl</b>
2023-24
Dec 9, Dec 16, Dec 23, Dec 30 Sign-in Quota 3
Sep 9-Sep 24
Youth Nov 11, Nov 18, Nov 25
2024-25
Dec 7, Dec 14, Dec 21, Dec 28 Sign-in Quota 3
Sept 14-Sept 29
Youth Nov 16, Nov 23, Nov 30
January - Saturdays only during statewide season.
<b>Coopers Creek WMA</b>
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer/Bear</b>
2023-24
Youth Firearms Buck Only Oct 6-Oct 8 Bonus Deer
Firearms Buck Only Dec 26-Jan 1
Archery Buck Only Sep 9-Oct 4, Oct 30-Nov 12

Firearms Buck Only Nov 29-Dec 3 Bonus Deer
Primitive Weapons Buck Only Oct 25-Oct 29
2024-25
Youth Firearms Buck Only Oct 4-Oct 6 Bonus Deer
Firearms Buck Only Dec 26-Jan 1
Archery Buck Only Sep 14-Oct 3, Nov 1-Nov 13
Firearms Buck Only Nov 27-Dec 1 Bonus Deer
Primitive Weapons Buck Only Oct 23-Oct 27 Bonus Deer
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Coosawattee WMA</b>
<b>*Special Regulations</b>
No ATV's. Hunters must sign-in for big game hunts and check-out bonus deer and bear at the Carter's Lake WMA check station.
<b>Deer/Bear</b>
2023-24
Archery Either Sex Sep 9-Oct 19, Oct 23-Nov 9, Nov 13-Jan 1
Firearms Either Sex Nov 10-Nov 12 Bonus Deer Quota 100
Specialty Firearms Either Sex Oct 20-Oct 22 Bonus Deer
2024-25
Archery Either Sex Sep 14-Oct 20, Oct 24-Nov 9, Nov 13-Jan 1
Firearms Either Sex Nov 8-Nov 10 Bonus Deer Quota 100
Specialty Firearms Either Sex Oct 18-Oct 20 Bonus Deer
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Cordele Fish Hatchery</b>
<b>*Special Regulations</b>
No May 16-31 coyote season.
<b>Waterfowl</b>
2023-24
Dec 16, Dec 30 Sign-in Quota 3
Youth Dec 2, Jan 13 Sign-in Quota 3
2024-25
Dec 21, Jan 4 Sign-in Quota 3
Youth Dec 7, Jan 18 Sign-in Quota 3
Maximum 3 persons per party. Shooting hours end at 12 noon. Designated Pond Only.
<b>Crockford-Pigeon Mountain WMA</b>
<b>*Special Regulations</b>

No ATV's. All non-hunting activities except camping are closed during firearms deer hunts. Additionally, horse and bicycle trails and areas are closed before 10:00am during archery deer and turkey season. Firearms restrictions apply to certain portions of the WMA (consult map for specific limitations).

#### **Deer/Bear**

2023-24

Specialty Firearms Either Sex Oct 21-Oct 22 Bonus Deer

Firearms Buck Only Dec 6-Dec 9 Bonus Deer

Archery Either Sex Dec 10-Jan 1

Archery Either Sex Sep 9-Oct 21, Oct 23-Nov 15, Nov 19-Dec 5

Firearms Either Sex Last Day Nov 16-Nov 18 Bonus Deer

2024-25

Specialty Firearms Either Sex Oct 19-Oct 20 Bonus Deer

Archery Sep 14-Oct 18, Oct 21-Nov 13, Nov 17-Dec 10, Dec 15-Jan 1

Firearms Buck Only Dec 11-Dec 14 Bonus Deer

Firearms Either Sex Last Day Nov 14-Nov 16 Bonus Deer

#### **Dog Training**

Aug 15-Mar 19, except during firearms deer hunts. Training limited to designated areas (see map).

#### **Dove**

2023-24

Sep 2, Sep 9, Sep 16, Sep 23, Oct 7-Oct 8, Nov 18-Nov 26, Dec 19-Jan 31

2024-25

Sep 7, Sep 14, Sep 21, Sep 28, Oct 5, Oct 12-Oct 13, Nov 23-Dec 1, Dec 19-Jan 31

#### **Small Game**

2023-24

Aug 15-Feb 29

2024-25

Aug 15-Feb 28

#### **Turkey**

2023-24

Apr 13-May 15 Sign-in

Apr 6-Apr 12 Sign-in Quota 40

2024-25

Apr 12-May 15 Sign-in

Apr 5-Apr 11 Sign-in Quota 40

#### **Cumberland Island National Seashore**

##### **\*Special Regulations**

Registration via GoOutdoorsGeorgia.com. Hunting fee is \$35. No standby hunters. No non-hunters. Cumberland Island ferry available for access to & from the island for a fee. Mandatory check-in one day prior to hunt at Plum Orchard & Brickhill Campgrounds. For youth hunts, children must be age 10-17, under 16 must be under direct supervision of an adult at all times during the hunt. On primitive weapons hunts, modern centerfire handguns that meet state regulations may be used. Buckshot prohibited. Minimum age for participation on all park hunts 10 years old. No baiting. All stands must be removed after the hunt. Visit [www.nps.gov/cuis](http://www.nps.gov/cuis) for detailed information. No May 16-31 coyote & hog season.

#### **Deer**

2023-24

Youth Firearms Either Sex Dec 23-Dec 24 Bonus Deer Quota 50

Archery Either Sex Oct 3-Oct 5 Bonus Deer Quota 75

Primitive Weapons Either Sex Nov 7-Nov 9, Dec 5-Dec 7 Bonus Deer Quota 75

2024-25

Youth Firearms Either Sex Dec 21-Dec 22 Bonus Deer Quota 50

Archery Either Sex Oct 1-Oct 3 Bonus Deer Quota 75

Primitive Weapons Either Sex Nov 5-Nov 7, Dec 3-Dec 5 Bonus Deer Quota 75

#### **Feral hog**

2023-24

Firearms Hog Only Jan 9-Jan 11, Jan 23-Jan 25 Sign-in Quota 75
2024-25
Firearms Hog Only Jan 7-Jan 9, Jan 28-Jan 30 Sign-in Quota 75
<b>Dawson Forest WMA</b>
<b>*Special Regulations</b>
All trails are closed all day during firearms deer hunts and before 10:00 AM during archery and turkey seasons. Special rules apply to horse, bicycle, and camping use; rules are posted at trailhead, camping areas, & WMA check station. Permits are required for horse, bicycle, and camping use. Permits must be completed and on person to be valid. Roads on the city of Atlanta Tract are closed to vehicles daily from 10:00 p.m. to 6:00 a.m. except for individuals legally camping, hunting, or fishing on the area.
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Deer/Bear</b>
2023-24
Specialty Firearms Quality Buck and Antlerless Oct 13-Oct 15 Bonus Deer
Archery Quality Buck and Antlerless Sep 9-Oct 11, Dec 11-Dec 24
Firearms Quality Buck and Antlerless Last Day Oct 26-Oct 29 Bonus Deer
Firearms Quality Buck Only Nov 8-Nov 12, Nov 30-Dec 3 Bonus Deer
2024-25
Specialty Firearms Quality Buck and Antlerless Oct 11-Oct 13 Bonus Deer
Archery Quality Buck and Antlerless Sep 14-Oct 10, Dec 9-Dec 21
Firearms Quality Buck and Antlerless Last Day Oct 24-Oct 27 Bonus Deer
Firearms Quality Buck Only Nov 6-Nov 10, Nov 28-Dec 1 Bonus Deer
<b>Dove</b>
2023-24
Sep 2 Quota 40
Sep 4, Sep 9, Sep 16, Sep 23, Sept 30, Nov 18-Nov 26, Dec 19-Jan 31
2024-25
Sep 14, Sep 21, Sep 28, Oct 5, Oct 12, Nov 23-Dec 1, Dec 19-Jan 31
Sep 7 Quota 40
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Di-Lane Plantation WMA</b>
<b>*Special Regulations</b>
Only Quality Bucks with at least four points (1 inch long or longer) on either side OR a 15 inch outside spread are legal. For information about bird dog field trials call 706-595-4222. No May 16-31 coyote season.
<b>Deer</b>
2023-24
Archery Quality Buck and Antlerless Sep 9-Oct 11
Firearms Quality Buck and Antlerless Nov 9-Nov 11 Bonus Deer
Firearms Quality Buck and Antlerless Oct 12-Oct 14, Oct 26-Oct 28 Bonus Deer Quota 400
2024-25
Archery Quality Buck and Antlerless Sep 14-Oct 9



Firearms Quality Buck and Antlerless Nov 14-Nov 16 Bonus Deer
Firearms Quality Buck and Antlerless Oct 10-Oct 12, Oct 24-Oct 26 Bonus Deer Quota 400
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Dove</b>
2023-24
Field 1 Sep 2 Sign-in Quota 100
Field 1 & 2 Sep 9, Sep 16, Sep 23, Sep 30, Oct 7, Nov 18-Nov 26 Sign-in
Field 2 Jan 1-Jan 31 Sign-in
Youth Field 2 Sep 2 Sign-in Quota 75
2024-25
Field 1 Sep 7 Sign-in Quota 100
Field 1 & 2 Sep 14, Sep 21, Sep 28, Oct 5, Nov 23-Dec 1 Sign-in
Field 2 Jan 1-Jan 31 Sign-in
Youth Field 2 Sep 7 Sign-in Quota 75
Quota; No dove hunting outside of dove fields. Field 2 only (South of Rocky Creek) Jan. 1-31
<b>Quail</b>
2023-24
Dec 2, Dec 6, Dec 9, Dec 13, Dec 16, Dec 20, Dec 27, Dec 30, Feb 7 Sign-in Quota 8
Youth Feb 3 Sign-in Quota 8
2024-25
Dec 4, Dec 7, Dec 11, Dec 14, Dec 18, Dec 21, Dec 28, Dec 31, Feb 5 Sign-in Quota 8
Youth Feb 1 Sign-in Quota 8
Quota: limit 6 quail/person, 12 quail/party. Quail hunters may take woodcock, snipe, and other gamebirds with an open season.
<b>Rabbit &amp; Rabbit/Fox</b>
2023-24
Rabbit
Nov 19-20, Nov 23, Nov 26-27, Nov 30 Sign-in
Rabbit/Fox
Dec 3-4, Dec 7, Dec 10-11, Dec 14, Dec 17-18, Dec 21, Dec 24-25, Dec 28, Dec 31-Jan 1, Jan 4, Jan 7-8, Jan 11, Jan 14-15, Jan 18, Jan 21-22, Jan 25, Jan 28-29, Feb 1, Feb 4-5, Feb 8, Feb 11-12, Feb 15, Feb 17-18, Feb 22, Feb 25-26, Feb 29 Sign-in
2024-25
Rabbit
Nov 17-18, Nov 21, Nov 24-25, Nov 28 Sign-in
Rabbit/Fox
Dec 1-2, Dec 5, Dec 8-9, Dec 12, Dec 15-16, Dec 19, Dec 22-23, Dec 26, Dec 29-30, Jan 2, Jan 5-6, Jan 9, Jan 12-13, Jan 16, Jan 19-20, Jan 23, Jan 26-27, Jan 30, Feb 2-3, Feb 6, Feb 9-10, Feb 13, Feb 16-17, Feb 20, Feb 23-24, Feb 27 Sign-in
Rabbit & Fox hunting on designated dates; Jan. 1-31: South of Rocky Creek only.
<b>Small Game</b>
2023-24
Aug 15-Feb 29 Sign-in
2024-25
Aug 15-Feb 28 Sign-in
Jan. 1-31: Rabbit, fox, raccoon, and woodcock hunting permitted South of Rocky Creek only.
<b>Turkey</b>
2023-24
Apr 27-May 15 Sign-in
Apr 13-Apr 19, Apr 20-Apr 26 Sign-in Quota 30
Youth Apr 6-Apr 12 Sign-in Quota 20
2024-25

Apr 26-May 15 Sign-in
Apr 12-Apr 18, Apr 19-Apr 25 Sign-in Quota 30
Youth Apr 5-Apr 11 Sign-in Quota 20
<b>Dixon Bay WMA</b>
<b>*Special Regulations</b>
No camping. Furbearer and alligator hunting prohibited.
<b>Alligator</b>
Alligator hunting prohibited.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Nov 10
Primitive Weapons Either Sex Nov 11-Jan 14
2024-25
Archery Either Sex Sep 14-Nov 8
Primitive Weapons Either Sex Nov 9-Jan 12
<b>Small Game</b>
Furbearer hunting prohibited.
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Dixon Memorial WMA</b>
<b>*Special Regulations</b>
Alligators may not be taken on the Federal portion of Cowhouse Island or Laura S. Walker State Park. No airboats. Archery Only Areas apply only to deer hunting, firearms may be used for other species.
<b>Bear</b>
2023-24
Archery Sep 21-Sep 23
Firearms Sep 28-Sep 30, Nov 2-Nov 4 Bonus Deer
Firearms Oct 5-Oct 7
2024-25
Archery Sep 19-Sep 21
Firearms Sep 26-Sep 28, Nov 7-Nov 9 Bonus Deer
Firearms Oct 3-Oct 5
Bears may not be taken on the Federal portion of Cowhouse Island.
<b>Coyote</b>
May 16-31. Feral hogs may be hunted with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Firearms Buck Only Oct 14-Oct 29
Firearms Dog Deer Nov 17-Nov 18, Dec 1-Dec 2 Buckshot only Quota 3
Archery Either Sex Sep 9-Sep 26, Oct 1-Oct 4, Oct 8-Oct 13
Firearms Either Sex Oct 5 - Oct 7, Nov 22-Nov 26
Firearms Either Sex Sep 28-Sep 30, Nov 2-Nov 4 Bonus Deer
2024-25
Firearms Either Sex Sep 26-Sep 28, Nov 7 - Nov 9 Bonus Deer
Firearms Buck Only Oct 12-Oct 27
Firearms Dog Deer Nov 22-Nov 23, Dec 6-Dec 7 Buckshot only Quota 3
Archery Either Sex Sep 14-Sep 24, Sep 29-Oct 2, Oct 6-Oct 11
Firearms Either Sex Oct 3 - Oct 5, Nov 27-Dec 1
Dog-deer hunting allowed in designated area only. All dogs used in the dog-deer hunt must be marked with the selected hunter's name and phone number. The dog-deer hunting area will be closed to all users during dog-deer

hunts except to hunters with a valid quota permit.
<b>Dove</b>
2023-24
Nov 18-Nov 21
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Dodge County PFA</b>
<b>*Special Regulations</b>
Hunting in designated area only. Area map posted at office and kiosk. No May 16-31 coyote season.
<b>Alligator</b>
2023-24
Sep 8-Sep 10 Sign-in
2024-25
Sep 13-Sep 15 Sign-in
Night hunting only.
<b>Deer</b>
2023-24
Archery Either Sex Nov 2-Nov 12
2024-25
Archery Either Sex Oct 31-Nov 10
<b>Turkey</b>
2023-24
Youth Apr 20-Apr 21, Apr 27-Apr 28 Sign-in Quota 2
2024-25
Youth Apr 19-Apr 20, Apr 26-Apr 27 Sign-in Quota 2
<b>Doerun Pitcherplant Bog WMA</b>
<b>*Special Regulations</b>
Doerun Pitcherplant Bog WMA contains rare species and sensitive habitats. To protect these resources, vehicular access is limited. No ATVs or horses allowed. No Camping. No May 16-31 coyote season.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Small Game</b>
2023-24
Jan 10-Feb 29
2024-25
Jan 9-Feb 28
No fox or bobcat hunting. No fox squirrel hunting.
<b>Turkey</b>
2023-24
Youth Apr 6-Apr 7, Apr 13-Apr 14 Sign-in Quota 1
2024-25
Youth Apr 5-Apr 6, Apr 12-Apr 13 Sign-in Quota 1
<b>Don Carter State Park</b>

<b>*Special Regulations</b>
Prior to hunting, hunters must check in with the Park Office or Check In Station to get site specific information on the Park Managed Hunt or attend the pre-hunt meeting scheduled the day prior to the managed hunt. Hunt participants will be charged a \$30 nonrefundable, nontransferable hunt fee and a \$5 Park Pass will be required. Coyotes and feral hogs may be taken during deer hunts. No ATVs. All park access is closed to the public during hunts.
<b>Deer</b>
2023-24
Firearms Nov 14-16 Bonus Deer Quota 55
2024-25
Firearms Nov 12-14 Bonus Deer Quota 55
5 deer limit, no more than 2 may be antlered bucks.
Note: Archery option for up to 5 hunters.
<b>Dukes Creek - Smithgall Woods State Park</b>
<b>*Special Regulations</b>
No May 16-31 coyote season.
<b>Deer/Bear</b>
2023-24
Archery Buck Only Sep 15-Sep 17
Firearms Buck Only Nov 29-Dec 2
Primitive Weapons Buck Only Nov 8-Nov 11
Specialty Firearms Buck Only Oct 13-Oct 15
2024-25
Archery Buck Only Sep 14-Sep 15
Firearms Buck Only Nov 27-Nov 30
Primitive Weapons Buck Only Nov 13-Nov 16
Specialty Firearms Buck Only Oct 11-Oct 13
<b>Small Game</b>
2023-24
Dec 7-Dec 9, Jan 4-Jan 6, Feb 1-Feb 3
2024-25
Dec 5-Dec 7, Jan 2-Jan 4, Jan 30-Feb 1
Small Game hunting by reservation only. Maximum 10 furbearer hunters/25 small game hunters per hunt period. Reservations must be made beginning Nov. 1 by calling (706) 878-3087.
<b>Turkey</b>
2023-24
Apr 13-Apr 14, Apr 27-Apr 28, May 11-May 12 Sign-in Quota 20
2024-25
Apr 12-Apr 13, Apr 26-Apr 27, May 10-May 11 Sign-in Quota 20
<b>Dupont Tract VPA</b>
<b>*Special Regulations</b>
No May 16-31 coyote season.
<b>Bear</b>
2023-24
Archery Sep 21-Sep 23
Archery Sep 28-Sep 30, Oct 5-Oct 7, Oct 12-Oct 14
2024-25
Archery Sep 19-Sep 21
Archery Sep 26-Sep 28, Oct 3-Oct 5, Oct 10-Oct 12
<b>Deer</b>
2023-24
Archery Nov 13-Jan 14
Archery Sep 9-Oct 27
Firearms Oct 28-Nov 12

2024-25
Firearms Oct 26-Nov 10
Archery Nov 11-Jan 12
Archery Sep 14-Oct 25
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Echeconnee Creek WMA</b>
<b>*Special Regulations</b>
Archery only area. Public access to Ocmulgee River tract is only by boat. No camping. No firearms hunting allowed.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Small Game</b>
2023-24
Archery Aug 15-Feb 29
2024-25
Archery Aug 15-Feb 28
<b>Turkey</b>
2023-24
Archery Apr 6-May 15 Sign-in
2024-25
Archery Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Elbert County WMA</b>
<b>*Special Regulations</b>
Beverly Tract is Archery Only for deer. No camping. Sign-in required only on Vaughter Tract.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Oct 27
Firearms Either Sex Oct 28-Jan 1
2024-25
Firearms Either Sex Nov 2-Jan 1
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
Firearms Buck Only Oct 19-Nov 1
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28

<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Elmodel WMA</b>	
<b>*Special Regulations</b>	
No Camping. Dog training in designated area only.	
<b>Coyote</b>	
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 31	
2024-25	
Archery Either Sex Sep 14-Jan 31	
<b>Dove</b>	
2023-24	
Sep 2-Oct 8, Nov 18-Nov 26, Dec 19-Jan 31	
2024-25	
Sep 7-Oct 13, Nov 23-Dec 1, Dec 19-Jan 31	
<b>Quail</b>	
2023-24	
Nov 14, Nov 18, Nov 21, Nov 25, Nov 28, Dec 2, Dec 5, Dec 9, Dec 12, Dec 16, Dec 19, Dec 23, Dec 26, Dec 30, Jan 2, Jan 6, Jan 9, Jan 13, Jan 16, Jan 20, Jan 23, Jan 27, Feb 3, Feb 10, Feb 17 Sign-in	
2024-25	
Nov 16, Nov 19, Nov 23, Nov 26, Nov 30, Dec 3, Dec 7, Dec 10, Dec 14, Dec 17, Dec 21, Dec 24, Dec 28, Jan 4, Jan 7, Jan 11, Jan 14, Jan 18, Jan 21, Jan 25, Jan 28, Feb 1, Feb 8, Feb 15, Feb 22 Sign-in	
Quail hunting on designated dates only. Hunting party must check-in harvest at kiosk or online. Complete one check-in (survey) per party. Bag limit is 3 per person.	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
No fox or bobcat hunting.	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Eufaula NWR</b>	
<b>*Special Regulations</b>	
Apply Aug. 1-Sept. 15 for youth deer hunts; Aug. 1-Sept. 15 for waterfowl hunts. Eligible ages for all youth hunts (deer and waterfowl) are 10-15 years. A waterfowl permit holder is allowed to bring up to two guests (no more than three individuals/blind). No May 16-31 coyote & hog season. For additional information, please visit <a href="https://www.fws.gov/refuge/eufaula/">https://www.fws.gov/refuge/eufaula/</a> .	
<b>Alligator</b>	
Closed to alligator hunting.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 14	
Youth Firearms Either Sex Oct 7, Oct 21 Bonus Deer	
2024-25	

Archery Either Sex Sep 14-Jan 12
Youth Firearms Either Sex Oct 5, Oct 19 Bonus Deer
Bradley Unit opens for archery Nov. 1.
<b>Waterfowl</b>
Q16 Ducks and Geese Only: Wednesdays during statewide season. Shell limit is 25. Youth Hunt: Check with refuge office for specific dates. Shell limit is 25. Portions of Chattahoochee River and Walter F. George Reservoir within the Eufaula NWR boundaries are closed to waterfowl hunting.
<b>Evans County PFA</b>
<b>*Special Regulations</b>
All hunters must sign-in at PFA office prior to hunting. No small game hunting.
<b>Alligator</b>
2023-24
Sep 1-Sep 3 Sign-in
2024-25
Aug 30-Sep 1 Sign-in
Night hunting only.
<b>F.D. Roosevelt State Park</b>
<b>*Special Regulations</b>
Prior to hunting, hunters must check in with the Park Office or Check In Station to get site specific information on the Park Managed Hunt or attend the pre-hunt meeting scheduled the day prior to the managed hunt. Hunt participants will be charged a \$30 nonrefundable, nontransferable hunt fee and a \$5 Park Pass will be required. Coyotes and feral hogs may be taken during deer hunts. No ATVs. All park access is closed to the public during hunts.
<b>Deer</b>
2024-25
Firearms Either Sex Jan 7-Jan 8 Bonus Deer Quota 150
5 deer limit, no more than 2 may be antlered bucks.
Note: Archery option for up to 10 hunters.
<b>Fishing Creek WMA</b>
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Nov 3
Firearms Either Sex Nov 4-Jan 1
2024-25
Firearms Either Sex Nov 2-Jan 1
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
Firearms Buck Only Oct 19-Nov 1
<b>Dove</b>
2023-24
Sep 2-Oct 8, Nov 18-Nov 26, Dec 19-Jan 31
2024-25
Sep 7-Oct 13, Nov 23-Dec 1, Dec 19-Jan 31
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>

2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Wednesdays and Saturdays only during statewide season on waterfowl impoundments. Shooting hours end at 12 noon.
<b>Flat Creek PFA</b>
<b>*Special Regulations</b>
No camping. No May 16-31 coyote season.
<b>Alligator</b>
2023-24
Sep 8-Sep 10
2024-25
Sep 13-Sep 15
Night only. No daytime hunting.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Dog Training</b>
Bird dog and Rabbit dog training allowed August 15-March 15 only, outside of deer hunts.
<b>Dove</b>
2023-24
Sep 30, Oct 7, Nov 18-Nov 26, Dec 19-Jan 31
Youth Sep 2, Sep 9, Sep 16, Sep 23
2024-25
Oct 5, Oct 12, Nov 23-Dec 1, Dec 19-Jan 31
Youth Sep 7, Sep 14, Sep 21, Sep 28
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Youth Apr 6-Apr 14 Sign-in
Apr 15-May 15 Sign-in
2024-25
Youth Apr 5-Apr 13 Sign-in
Apr 14-May 15 Sign-in
<b>Waterfowl</b>
2023-24
Nov 18, Nov 25 Sign-in Quota 3
2024-25
Nov 23, Nov 30 Sign-in Quota 3
During second season Wednesdays and Saturdays only. Shooting hours end at 12 noon.
<b>Flat Tub WMA</b>
<b>*Special Regulations</b>
No ATVs.
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.



<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Nov 18, Dec 26-Jan 14
Firearms Either Sex Nov 19-Nov 30
2024-25
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
Firearms Buck Only Oct 19-Nov 16, Dec 26-Jan 12
Firearms Either Sex Nov 17-Nov 30
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Flint River WMA</b>
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Archery Quality Buck and Antlerless Sep 9-Sep 18, Nov 19-Nov 28
Firearms Quality Buck and Antlerless Nov 2-Nov 4 Quota 25
Firearms Quality Buck and Antlerless Nov 16-Nov 18 Bonus Deer Quota 25
Specialty Firearms Quality Buck and Antlerless Oct 7-Oct 15
2024-25
Archery Quality Buck and Antlerless Sep 14-Sep 23, Nov 17-Nov 26
Firearms Quality Buck and Antlerless Oct 31-Nov 2 Quota 25
Firearms Quality Buck and Antlerless Nov 14-Nov 16 Bonus Deer Quota 25
Specialty Firearms Quality Buck and Antlerless Oct 12-Oct 20
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Dove</b>
2023-24
Sep 9, Sep 16-Oct 6, Nov 19-Nov 26, Dec 19-Jan 31
Youth Sep 2
2024-25
Sep 14, Sep 21-Oct 11, Nov 23-Dec 1, Dec 19-Jan 31
Youth Sep 7
<b>Quail</b>
Sun & Wed during statewide season
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Fort Gordon</b>
<b>*Special Regulations</b>
Hunting and fishing permits are offered to the general public through "ftgordon.isportsman.net". Lottery winners

can purchase any outdoor recreation permit, valid for one year from date of purchase or no later than Aug. 1 of the year following the drawing.

### **Fort Stewart and Hunter Army Airfield**

#### **\*Special Regulations**

All hunters must set up an account and acquire a permit at <https://ftstewart.isportsman.net>. All hunting is subject to post regulations and access for hunting is not guaranteed. Mandatory daily check-in/out via iSportsman system. Feral hogs and coyote hunting is authorized year-round during legal shooting hours.

#### **Alligator**

2023-24

Aug 18-Oct 2

2024-25

Aug 16-Oct 7

Alligator hunting is by lottery only. Zone 8A lottery is conducted through <https://ftstewart.isportsman.net>. Zone 8A alligator tags count towards the statewide bag limit of 1 alligator.

#### **Deer**

2023-24

Archery Either Sex Sep 9-Oct 13

Primitive Weapons Either Sex Oct 14-Oct 20

Archery Either Sex Jan 8-Jan 31

Firearms Either Sex Oct 21-Jan 7

2024-25

Primitive Weapons Either Sex Oct 12-Oct 18

Archery Either Sex Sep 14-Oct 11, Jan 6-Jan 31

Firearms Either Sex Oct 19-Jan 5

Additional permits and restrictions apply. For all information pertaining to seasons, bag limits, mandatory check stations, and post regulations go to <https://ftstewart.isportsman.net>. Hunting permits are offered to the general public. All hunters regardless of age, must possess valid Fort Stewart-Hunter Army Airfield Annual or Daily Hunting permit in addition to a valid Hunter Education Certification, Georgia Hunting License, and harvest record. Daily access is not guaranteed. Deer either-sex dates during general firearms season differ from GA DNR operated areas.

#### **Quail**

2023-24

Nov 11-Feb 29

2024-25

Dec 9-Feb 28

#### **Rabbit**

2023-24

Nov 11-Feb 29

2024-25

Dec 9-Feb 28

#### **Squirrel**

2023-24

Aug 15-Feb 29

2024-25

Aug 15-Feb 28

#### **Turkey**

2023-24

Apr 6-May 15

2024-25

Apr 5-May 15

All turkeys harvested on Fort Stewart count toward your Georgia statewide bag limit.

### **Fort Yargo State Park**

#### **\*Special Regulations**

Prior to hunting, hunters must check in with the Park Office or Check In Station to get site specific information on

the Park Managed Hunt or attend the pre-hunt meeting scheduled the day prior to the managed hunt. Hunt participants will be charged a \$30 nonrefundable, nontransferable hunt fee and a \$5 Park Pass will be required. Coyotes and feral hogs may be taken during deer hunts. No ATVs. All park access is closed to the public during hunts.
<b>Deer</b>
2023-24
Firearms Either Sex Nov 28-Nov 29 Bonus Deer Quota 85
2024-25
Firearms Either Sex Nov 19-Nov 20 Bonus Deer Quota 85
5 deer limit, no more than 2 may be antlered bucks.
<b>Gaither WMA</b>
<b>*Special Regulations</b>
No horseback riding. Bicycles are only permitted for hunter access. Archery only area is South of Old Post Rd and East of Davis Ford Rd and is only for deer on the deer hunting dates. All other species can be hunted with firearms except deer in this area. No May 16-31 coyote season.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Dec 25-Dec 31 Quota 25
Archery Either Sex Oct 21-Oct 29, Nov 13-Nov 19, Dec 4-Dec 10
Firearms Either Sex Nov 3-Nov 5, Jan 12-Jan 14 Quota 25
2024-25
Youth Firearms Either Sex Dec 23-Dec 29 Quota 25
Archery Either Sex Oct 19-Oct 27, Nov 11-Nov 17, Dec 2-Dec 8
Firearms Either Sex Nov 8-Nov 10, Jan 10-Jan 12 Quota 25
<b>Small Game</b>
2023-24
Aug 15-Feb 29 Sign-in
2024-25
Aug 15-Feb 28 Sign-in
<b>Turkey</b>
2023-24
Apr 6-Apr 10, Apr 13-Apr 17, Apr 20-Apr 24 Sign-in Quota 10
2024-25
Apr 5-Apr 9, Apr 12-Apr 16, Apr 19-Apr 23 Sign-in Quota 10
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Germany Creek WMA</b>
<b>*Special Regulations</b>
No camping.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Nov 3
Firearms Either Sex Nov 4-Jan 1
2024-25
Firearms Either Sex Nov 2-Jan 1
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
Firearms Buck Only Oct 19-Nov 1
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25

Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Grand Bay WMA</b>
<b>*Special Regulations</b>
Deer may be hunted only Saturdays and Sundays during the state season Harvested deer must be removed from the area whole (no field dressing). No May 16-31 Feral Hog and Coyote season. No ATVs or motorcycles. A valid Moody Air Force Base Hunting and Fishing Permit may be substituted for WMA license. Hiking trail from check station closed to hikers during firearms deer hunts. Federal lands within WMA may be closed for military training.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Sep 30-Oct 1
Firearms Either Sex Oct 7-Oct 8 Bonus Deer
2024-25
Youth Firearms Either Sex Sept 28 - Sept 29
Firearms Either Sex Oct 5 - Oct 6 Bonus Deer
Saturdays and Sundays during state seasons only.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
No fox squirrel or furbearer hunting. Saturdays and Sundays only.
<b>Turkey</b>
2023-24
Apr 27-Apr 28 Sign-in
Youth Apr 6-Apr 7, Apr 20-Apr 21 Sign-in
2024-25
May 3-May 4 Sign-in
Youth Apr 5-Apr 6, Apr 26-Apr 27 Sign-in
<b>Waterfowl</b>
Saturdays and Sundays only during statewide season. Shooting hours end at 12 noon.
<b>Griffin Ridge WMA</b>
<b>*Special Regulations</b>
No ATVs or horses. No vehicles allowed beyond designed parking areas. River access allowed. Camping only at Fountain Hole camping area.
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Oct 27-Oct 29
Archery Either Sex Sep 9-Oct 13, Dec 2-Dec 24
Firearms Either Sex Nov 5-Nov 12
Primitive Weapons Either Sex Oct 14-Oct 22
2024-25
Youth Firearms Either Sex Nov 1-Nov 3
Archery Either Sex Sep 14-Oct 11, Dec 7-Dec 29
Firearms Either Sex Nov 8-Nov 17
Primitive Weapons Either Sex Oct 12-Oct 20
<b>Small Game</b>

2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
No furbearer season.
<b>Turkey</b>
2023-24
Apr 20-Apr 26, May 4-May 10, May 11-May 15 Sign-in Quota 25
Youth Apr 6-Apr 12 Sign-in Quota 25
2024-25
Apr 19-Apr 25, May 3-May 9, May 10-May 15 Sign-in Quota 25
Youth Apr 5-Apr 11 Sign-in Quota 25
<b>Hannahatchee WMA</b>
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Firearms Either Sex Oct 21-Jan 14
Primitive Weapons Either Sex Oct 14-Oct 20
2024-25
Archery Either Sex Sep 14-Oct 11
Firearms Either Sex Oct 19-Jan 12
Primitive Weapons Either Sex Oct 12-Oct 18
<b>Dove</b>
2023-24
Sep 2-Oct 8, Nov 18-Nov 26, Dec 19-Jan 31
2024-25
Sep 7-Oct 13, Nov 23-Dec 1, Dec 19-Jan 31
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Hard Labor Creek State Park</b>
<b>*Special Regulations</b>
Prior to hunting, hunters must check in with the Park Office or Check In Station to get site specific information on the Park Managed Hunt or attend the pre-hunt meeting scheduled the day prior to the managed hunt. Hunt participants will be charged a \$30 nonrefundable, nontransferable hunt fee and a \$5 Park Pass will be required. Coyotes and feral hogs may be taken during deer hunts. No ATVs. All park access is closed to the public during hunts.
<b>Deer</b>
2023-24
Firearms Either Sex Nov 7-Nov 8 Bonus Deer Quota 250
2024-25
Firearms Either Sex Nov 5-Nov 6 Bonus Deer Quota 250
5 deer limit, no more than 2 may be antlered bucks.
<b>Harris Neck NWR</b>

<b>*Special Regulations</b>	
All hunters 16 years of age or older must purchase a \$25 Savannah Coastal Refuges Complex Annual Hunt Permit at <a href="https://savannahcoastal.recaccess.com">https://savannahcoastal.recaccess.com</a> . Visit <a href="http://www.fws.gov/refuge/harris_neck">www.fws.gov/refuge/harris_neck</a> for seasons, dates and more information. No May 16-31 coyote season.	
<b>Hart County WMA</b>	
<b>Deer/Bear</b>	
2023-24	
Archery Either Sex Sep 9-Oct 13	
Primitive Weapons Either Sex Oct 14-Oct 20	
Firearms Buck Only Oct 21-Nov 16	
Firearms Either Sex Nov 17-Nov 19	
2024-25	
Archery Either Sex Sep 14-Oct 11	
Primitive Weapons Either Sex Oct 12-Oct 18	
Firearms Buck Only Oct 19-Nov 14	
Firearms Either Sex Nov 15-Nov 17	
<b>Dove</b>	
2023-24	
Sep 2, Sep 4, Sep 9, Sep 16, Sep 23, Nov 18-Nov 26, Dec 19-Jan 31	
2024-25	
Sep 7, Sep 14, Sep 21, Sep 28, Oct 5, Nov 23-Dec 1, Dec 19-Jan 31	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 6-Apr 13, Apr 27-May 4 Quota 5	
2024-25	
Apr 5-Apr 12, Apr 26-May 3 Quota 5	
<b>Hiltonia WMA</b>	
<b>*Special Regulations</b>	
No camping. No furbearer season.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Nov 10	
Primitive Weapons Either Sex Nov 11-Jan 14	
2024-25	
Archery Either Sex Sep 14-Nov 9	
Primitive Weapons Either Sex Nov 10-Jan 12	
<b>Dove</b>	
2023-24	
Sep 2, Sep 9, Sep 16, Sep 23, Sep 30, Nov 18-Nov 26, Dec 19-Jan 31	
2024-25	
Sep 7, Sep 14, Sep 21, Sep 28, Nov 23-Dec 1, Dec 19-Jan 31	
Saturdays only during 1st season.	
<b>Small Game</b>	
No furbearer season.	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	

<b>Hitchiti Experimental Forest</b>
<b>*Special Regulations</b>
Dates and regulations are the same as Piedmont NWR. The Hitchiti Experimental Forest is open for hunting only during Piedmont National Wildlife Refuge hunting seasons with a valid Piedmont Refuge hunting permit and in accordance with refuge specific regulations.
<b>Small Game</b>
Bag Limit of 1/day for Fox Squirrel
<b>Turkey</b>
Bag Limit 1
<b>Horse Creek WMA</b>
<b>Deer</b>
2023-24
Specialty Firearms Either Sex Sep 30-Oct 1
Firearms Buck Only Oct 25-Oct 28
Archery Either Sex Sep 9-Sep 13, Sep 17-Sep 29, Oct 2-Oct 24, Jan 1-Jan 14
Firearms Either Sex Dec 7-Dec 9
Firearms Either Sex Nov 16-Nov 18 Bonus Deer
Primitive Weapons Either Sex Sep 14-Sep 16
2024-25
Specialty Firearms Either Sex Oct 5-Oct 6
Primitive Weapons Either Sex Sep 19-Sep 21
Firearms Buck Only Oct 23-Oct 26
Archery Either Sex Sep 14-Sep 18, Sep 22-Sep 27, Oct 7-Oct 22, Jan 1-Jan 12
Firearms Either Sex Dec 12-Dec 14
Firearms Either Sex Nov 14-Nov 16 Bonus Deer
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Hugh M. Gillis PFA</b>
<b>Deer</b>
2023-24
Archery Either Sex Nov 3-Nov 13
2024-25
Archery Either Sex Oct 30-Nov 10
<b>Turkey</b>
2023-24
Youth Apr 19-Apr 20, May 3-May 4 Sign-in Quota 2
2024-25
Youth Apr 18-Apr 19, May 2-May 3 Sign-in Quota 2
<b>Indian Ford Farm Dove Fields</b>
<b>*Special Regulations</b>
Hunters must sign-in at check station at 12:00 P.M. Maps and instructions will be provided at sign-in. Hunt is 12:00 PM until 7:00 PM. No ATVs. Hunters must use open gates to access fields; DO NOT climb fences. It is of utmost importance to have no litter left behind, including expended shotgun shells. Extra caution should be taken to ensure absolutely no live shells are left behind. No small game or May 16-31 coyote season.
<b>Dove</b>
2023-24
Youth Sep 9 Sign-in Quota 50
2024-25
Youth Sep 14 Sign-in Quota 50
<b>J.L. Lester WMA</b>
<b>*Special Regulations</b>

No ATV's. No night hunting. Fishing prohibited during deer hunts, quota hunts and field trials. No May 16-31 coyote season.
<b>Coyote</b>
No May 16-31 coyote or hog season
<b>Deer/Bear</b>
2023-24
Youth Firearms Either Sex Oct 7-Oct 8, Jan 13-Jan 14 Bonus Deer Quota 20
Archery Either Sex Nov 20-Nov 26, Dec 25-Jan 1
2024-25
Youth Firearms Either Sex Oct 5-Oct 6, Jan 11-Jan 12 Bonus Deer Quota 20
Archery Either Sex Nov 25-Dec 1, Dec 23-Jan 1
<b>Dog Training</b>
Bird & Rabbit Dog Training Area: Aug 15 - Mar 19, except during deer hunts, quota hunts and field trials.
<b>Dove</b>
2023-24
Sep 16, Sep 23, Sep 30
Youth Sep 2, Sep 9
2024-25
Sep 21, Sep 28
Youth Sep 7, Sep 14
<b>Quail</b>
2023-24
Jan 6, Feb 25 Quota 5
2024-25
Jan 5, Feb 22 Quota 5
<b>Rabbit</b>
2023-24
Jan 7, Feb 24 Quota 5
2024-25
Jan 4, Feb 23 Quota 5
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Joe Kurz WMA</b>
<b>*Special Regulations</b>
<b>Deer</b>
2023-24
Archery Quality Buck and Antlerless Nov 5-Nov 12
Archery Quality Buck and Antlerless Sep 9-Sep 17
Firearms Quality Buck and Antlerless Last Day Oct 19-Oct 21, Nov 2-Nov 4 Bonus Deer Quota 100
2024-25
Archery Quality Buck and Antlerless Sep 14-Sep 22, Nov 3-Nov 10
Firearms Quality Buck and Antlerless Last Day Oct 17-Oct 19, Oct 31-Nov 2 Bonus Deer Quota 100
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Dog Training</b>
Bird Dog Training Area: Aug 15 - Mar 19 except during deer hunts and quota hunts.
<b>Dove</b>
2023-24
Sep 2, Sep 9, Sep 16, Sep 23, Sep 30, Oct 7-Oct 8, Nov 18-Nov 26, Dec 19-Jan 31
2024-25
Sep 7, Sep 14, Sep 21, Sep 28, Oct 5, Nov 23-Dec 1, Dec 19-Jan 31
<b>Quail</b>



2023-24
Dec 2, Jan 13, Feb 3 Sign-in Quota 3
2024-25
Dec 7, Jan 11, Feb 1 Sign-in Quota 3
Quail hunting prohibited except for quail quota hunts. Small game hunting prohibited during deer hunts.
<b>Rabbit</b>
Bag limit=3 rabbits/person/day.
<b>Small Game</b>
Small game hunting prohibited during deer hunts.
<b>Turkey</b>
2023-24
Apr 6-Apr 14, Apr 27-May 5 Sign-in Quota 25
2024-25
Apr 5-Apr 13, Apr 26-May 4 Sign-in Quota 25
<b>Waterfowl</b>
State season on Wednesdays and Saturdays only during small game dates and Federal Youth Waterfowl Day. Shooting hours end at 12 noon.
<b>John's Mountain WMA</b>
<b>*Special Regulations</b>
No ATV's.
<b>Deer/Bear</b>
2023-24
Firearms Buck Only Dec 26-Jan 1
Firearms Either Sex Oct 28-Oct 29 Bonus Deer
Archery Either Sex Sep 9-Oct 28, Oct 30-Nov 8, Nov 12-Dec 25
Firearms Either Sex Last Day Nov 9-Nov 11 Bonus Deer
2024-25
Firearms Buck Only Dec 26-Jan 1
Firearms Either Sex Oct 26-Oct 27 Bonus Deer
Archery Either Sex Sep 14-Oct 25, Oct 28-Nov 20, Nov 24-Dec 25
Firearms Either Sex Last Day Nov 21-Nov 23 Bonus Deer
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Keg Creek WMA</b>
<b>*Special Regulations</b>
No camping.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28

<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Lake Russell WMA</b>	
<b>Coyote</b>	
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.	
<b>Deer/Bear</b>	
2023-24	
Youth Firearms Either Sex Nov 3-Nov 5 Bonus Deer	
Firearms Buck Only Nov 22-Nov 25 Bonus Deer	
Archery Either Sex Sep 9-Oct 5, Oct 9-Oct 13	
Primitive Weapons Either Sex Dec 6-Dec 10 Bonus Deer	
2024-25	
Specialty Firearms Either Sex Oct 4-Oct 6 Bonus Deer	
Youth Firearms Either Sex Nov 1-Nov 3 Bonus Deer	
Firearms Buck Only Nov 27-Nov 30 Bonus Deer	
Archery Either Sex Sep 14-Oct 3, Oct 7-Oct 11	
Primitive Weapons Either Sex Dec 11-Dec 15 Bonus Deer	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Lake Seminole WMA</b>	
<b>*Special Regulations</b>	
No camping. No May 16-31 coyote season.	
<b>Deer</b>	
2023-24	
Firearms Either Sex Oct 21-Jan 14	
Archery Either Sex Sep 9-Jan 31	
Primitive Weapons Either Sex Oct 14-Jan 14	
2024-25	
Firearms Either Sex Oct 19-Jan 12	
Archery Either Sex Sep 14-Jan 31	
Primitive Weapons Either Sex Oct 12-Jan 12	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Waterfowl</b>	

State Season. No hunting waterfowl within 300 yards of a house, dock, building, or other structure, or a developed recreation area (i.e., beach, camp-ground, boat ramp, etc.)
<b>Lake Sidney Lanier - Buford Dam</b>
<b>*Special Regulations</b>
All facilities will be closed to the general public during the hunts. Limit: 2, only one of which may be antlered. Hunters must apply by letter no later than October 10, 4:30 PM. Hunters must attend a pre-hunt meeting at 7:00 P.M. the evening before the hunt.
<b>Lake Sidney Lanier - Islands</b>
<b>*Special Regulations</b>
Hunters must apply by letter no later than October 10, 4:30 PM. Visit <a href="http://go.usa.gov/SE85">http://go.usa.gov/SE85</a> for more information. No May 16-31 coyote season.
<b>Deer</b>
Limit of one deer per day which counts against state bag limit. Hunters must record harvest through Georgia Game Check.
<b>Lake Walter F. George WMA</b>
<b>*Special Regulations</b>
No camping. No May 16-31 coyote season.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Waterfowl</b>
State season. No hunting waterfowl within 300 yards of a house, dock, building, or other structure, or a developed recreation area (i.e., beach, camp-ground, boat ramp, etc.) Eufaula Wildlife Refuge has separate regulations.
<b>Lanahassee WMA</b>
<b>Quail</b>
Quail hunting on designated dates only. Hunting party must check-in harvest at kiosk or online. Complete one check-in (survey) per party. Bag limit is 3 per person.
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Archery Quality Buck and Antlerless Sep 9-Oct 13, Oct 21-Nov 5
Primitive Weapons Quality Buck and Antlerless Oct 14-Oct 20
Firearms Quality Buck and Antlerless Nov 16-Nov 18, Nov 30-Dec 2 Bonus Deer Quota 50
Specialty Firearms Quality Buck and Antlerless Dec 24-Dec 30
2024-25
Archery Quality Buck and Antlerless Sep 14-Oct 11, Oct 19-Nov 3
Primitive Weapons Quality Buck and Antlerless Oct 12-Oct 18
Firearms Quality Buck and Antlerless Nov 14-Nov 16, Nov 28-Nov 30 Bonus Deer Quota 50
Specialty Firearms Quality Buck and Antlerless Dec 22-Dec 28
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.

<b>Quail</b>	
2023-24	
Nov 25, Dec 5, Dec 9 Sign-in	
2024-25	
Nov 23, Dec 3, Dec 7 Sign-in	
Bag limit is 3 per person. Hunting party must check-in harvest at kiosk or online. Complete one check-in (survey) per party.	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
Turkey hunting prohibited due to low population levels.	
<b>Little Ocmulgee State Park</b>	
<b>Alligator</b>	
*Alligator hunting by special permit only; open only to drawn quota hunters for alligator zone #5 who apply and are selected for the park hunt. Interested hunters must call 229-868-7474 no later than close of business on July 31 to apply. Selected hunters will be charged a \$30 nonrefundable, nontransferable hunt fee and a \$5 Park Pass is required. Only night hunting is permitted (30 minutes after sunset to 30 minutes before sunrise). Hunting is allowed Sunday nights through Thursday nights only, during state season. Special permit restrictions apply. Only one vessel is permitted per special permit. Fishing/boating and other non-permitted lake activities are prohibited by regulation after sunset and before sunrise.	
<b>Little Satilla WMA</b>	
<b>*Special Regulations</b>	
No camping.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Oct 13	
Primitive Weapons Either Sex Oct 14-Oct 20	
Firearms Buck Only Oct 21-Oct 22	
Firearms Either Sex Oct 23-Jan 14	
2024-25	
Archery Either Sex Sep 14-Oct 11	
Primitive Weapons Either Sex Oct 12-Oct 18	
Firearms Buck Only Oct 19-Oct 20	
Firearms Either Sex Oct 21-Jan 12	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Lola Tract VPA</b>	
<b>*Special Regulations</b>	
No May 16-31 coyote season.	
<b>Bear</b>	
2023-24	
Archery Sep 21-Sep 23, Sep 28-Sep 30, Oct 5-Oct 7, Oct 12-Oct 14	
2024-25	

Archery Sep 19-Sep 21, Sep 26-Sep 28, Oct 3-Oct 5, Oct 10-Oct 12
<b>Deer</b>
2023-24
Firearms Either Sex Oct 28-Nov 12
Archery Either Sex Sep 9-Oct 27, Nov 13-Jan 14
2024-25
Firearms Either Sex Oct 26-Nov 10
Archery Either Sex Sep 14-Oct 25, Nov 11-Jan 12
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>London Farms VPA</b>
<b>*Special Regulations</b>
No May 16-31 coyote season. Selected hunters may check in at 6:00 a.m. and hunt from 30 minutes before sunrise until sunset. No blinds, buckets, seats, or any other devices may be placed on the field until 6:30 a.m. and the hunter has checked in. Selected hunter may bring up to two guests. No stand-bys. All hunters must check out prior to leaving for the day.
<b>Dove</b>
2023-24
Sep 2, Sep 9 Quota 30
2024-25
Sep 7, Sep 14 Quota 30
<b>Lower Broad River WMA</b>
<b>*Special Regulations</b>
No camping.
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Nov 3
Firearms Either Sex Nov 4-Jan 1
2024-25
Firearms Either Sex Nov 2-Jan 1
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
Firearms Buck Only Oct 19-Nov 1
<b>Dove</b>
2023-24
Sep 9, Sep 16, Sep 23, Sep 30, Oct 7, Nov 18-Nov 26, Dec 19-Jan 31
Sep 2 Sign-in Quota 30
2024-25
Sep 14, Sep 21, Sep 28, Oct 5, Oct 12, Nov 23-Dec 1, Dec 19-Jan 31
Sep 7 Sign-in Quota 30
<b>Small Game</b>

2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Lula Bridge WMA</b>
<b>*Special Regulations</b>
No May 16-31 coyote season.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Waterfowl</b>
2023-24
Sep 2-Sep 24, Oct 7-Oct 22, Nov 18-Nov 26, Dec 9-Jan 31
Youth Nov 11-Nov 12
2024-25
Sep 7-Sep 28, Oct 5-Oct 20, Nov 23-Dec 1, Dec 7-Jan 31
Youth Nov 9-Nov 10
<b>Mayhaw WMA</b>
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Nov 30
Firearms Either Sex Dec 15-Jan 14
2024-25
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
Firearms Buck Only Oct 19-Nov 30
Firearms Either Sex Dec 15-Jan 12
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>McDuffie PFA</b>
<b>*Special Regulations</b>
No May 16-31 coyote season.
<b>Dove</b>
2023-24
Sep 9, Sep 16, Sep 23, Sep 30
Sep 2 Sign-in Quota 25

2024-25
Sep 14, Sep 21, Sep 28
Sep 7 Sign-in Quota 25
<b>Waterfowl</b>
2023-24
Dec 9, Dec 16, Dec 23, Dec 30
2024-25
Dec 7, Dec 14, Dec 21, Dec 28
Waterfowl hunters must check kiosk at entrance gate for information on which ponds are open. Designated ponds only. Shooting hours end at 12 noon.
<b>McEntire Road VPA</b>
<b>*Special Regulations</b>
No ATV's. VPA is only open to the public for hunting during designated seasons. All other access is prohibited. No May 16-31 coyote season.
<b>Coyote</b>
No May 16-31 coyote or hog season
<b>Dove</b>
2023-24
Sep 2, Sep 9, Sep 16, Sep 23, Sep 30-Oct 8
2024-25
Sep 7, Sep 14, Sep 21, Sep 28-Oct 13
<b>McGraw Ford WMA</b>
<b>*Special Regulations</b>
No ATV's.
<b>Deer/Bear</b>
2023-24
Archery Either Sex Sep 9-Jan 1
2024-25
Archery Either Sex Sep 14-Jan 1
<b>Dove</b>
2023-24
Sep 2, Sep 9, Sep 16, Sep 23, Sep 30, Oct 7-Oct 8, Nov 18-Nov 26, Dec 19-Jan 31
2024-25
Sep 7, Sep 14, Sep 21, Sep 28, Oct 5, Oct 12-Oct 13, Nov 23-Dec 1, Dec 19-Jan 31
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 13-May 15 Sign-in
Apr 6-Apr 12 Sign-in Quota 10
2024-25
Apr 12-May 15 Sign-in
Apr 5-Apr 11 Sign-in Quota 10
<b>Waterfowl</b>
Wednesdays and Saturdays only during statewide season. Shooting hours end at 12 noon.
<b>Mead Farm WMA</b>
<b>*Special Regulations</b>
Foot traffic only. No camping. Bird dog training is allowed year-round.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 1

2024-25
Archery Either Sex Sep 14-Jan 1
Archery only.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Waterfowl</b>
2023-24
Youth Nov 11, Nov 18, Nov 25
Sep 9, Sep 13, Sep 16, Sep 20, Sep 23, Dec 9, Dec 13, Dec 16, Dec 20, Dec 23, Dec 27, Dec 30, Jan 3, Jan 6, Jan 10, Jan 13, Jan 17, Jan 20, Jan 24, Jan 27
2024-25
Youth Nov 16, Nov 23, Nov 30
Sep 14, Sep 18, Sep 21, Sep 25, Sep 28, Dec 7, Dec 11, Dec 14, Dec 18, Dec 21, Dec 25, Dec 28, Jan 1, Jan 4, Jan 8, Jan 11, Jan 15, Jan 18, Jan 22, Jan 25
Wednesdays and Saturdays only during statewide season except Youth hunt dates. Shooting hours end at 12 noon.
<b>Mistletoe State Park</b>
<b>*Special Regulations</b>
Prior to hunting, hunters must check in with the Park Office or Check In Station to get site specific information on the Park Managed Hunt or attend the pre-hunt meeting scheduled the day prior to the managed hunt. Hunt participants will be charged a \$30 nonrefundable, nontransferable hunt fee and a \$5 Park Pass will be required. Coyotes and feral hogs may be taken during deer hunts. No ATVs. All park access is closed to the public during hunts.
<b>Deer</b>
2024-25
Firearms Either Sex Nov 12-Nov 13 Bonus Deer Quota 75
5 deer limit, no more than 2 may be antlered bucks.
<b>Montezuma Bluffs WMA</b>
<b>*Special Regulations</b>
Montezuma Bluffs WMA contains rare species and sensitive habitats. To protect these resources, vehicular access is limited to boat landing road. No ATVs or horses allowed. No camping. No May 16-31 coyote season.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
No fox or bobcat hunting.
<b>Turkey</b>
2023-24
Archery Apr 6-May 15 Sign-in
2024-25



Archery Apr 5-May 15 Sign-in
<b>Moody Forest WMA</b>
<b>*Special Regulations</b>
No May 16-31 coyote season. No ATVs. Check for prescribed burn info and Sign-In at kiosk on East River Rd.
<b>Deer</b>
2023-24
Firearms Either Sex Nov 1-Dec 15
2024-25
Firearms Either Sex Nov 1-Dec 15
<b>Small Game</b>
Squirrel hunting only. No fox squirrels may be taken.
<b>Squirrel Only</b>
2023-24
Nov 1-Jan 20
2024-25
Nov 1-Jan 20
<b>Turkey</b>
2023-24
Apr 12-May 3 Sign-in
Youth Apr 6-Apr 7 Sign-in
2024-25
Apr 11-May 2 Sign-in
Youth Apr 5-Apr 6 Sign-in
<b>Morgan Lake WMA</b>
<b>*Special Regulations</b>
Archery Only Area for all species. The operation of a Personal Watercraft (defined in GA Code <a href="#">52-7-8.2</a> and commonly known as a "jet ski") on Morgan Lake and other water bodies within Morgan Lake WMA is prohibited.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Small Game</b>
2023-24
Archery Aug 15-Feb 29
2024-25
Archery Aug 15-Feb 28
<b>Turkey</b>
2023-24
Archery Apr 6-May 15 Sign-in
2024-25
Archery Apr 5-May 15 Sign-in
<b>Oaky Woods WMA</b>
<b>*Special Regulations</b>
No bear hunting.
<b>Bear</b>
No bear hunting.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Oct 14-Oct 20
Firearms Buck Only Dec 25-Dec 31
Archery Either Sex Sep 9-Oct 8, Nov 11-Nov 17
Firearms Either Sex Last Day Nov 2-Nov 4, Nov 30-Dec 2 Bonus Deer
2024-25

Youth Firearms Either Sex Oct 12-Oct 18
Firearms Buck Only Dec 23-Dec 29
Archery Either Sex Sep 14-Oct 6, Nov 9-Nov 15
Firearms Either Sex Last Day Oct 31-Nov 2, Dec 5-Dec 7 Bonus Deer
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 13-May 15 Sign-in
Apr 6-Apr 12 Sign-in Quota 80
2024-25
Apr 12-May 15 Sign-in
Apr 5-Apr 11 Sign-in Quota 80
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Ocmulgee WMA</b>
<b>*Special Regulations</b>
No bear hunting. Legal hours for waterfowl hunting end at noon. Waterfowl hunting on the PFA lake allowed only on Wednesdays during the second season.
<b>Alligator</b>
Alligator hunting on Ocmulgee PFA allowed 9/1-3/2023 & 9/6-8/2024. No hunting during daylight hours.
<b>Bear</b>
No bear hunting.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Sep 30-Oct 6
Firearms Buck Only Dec 7-Dec 10
Archery Either Sex Sep 9-Sep 29
Firearms Either Sex Last Day Oct 26-Oct 28, Nov 16-Nov 18 Bonus Deer
2024-25
Youth Firearms Either Sex Sep 28-Oct 4
Firearms Buck Only Dec 12-Dec 15
Archery Either Sex Sep 14-Sep 27
Firearms Either Sex Last Day Oct 24-Oct 26, Nov 14-Nov 16 Bonus Deer
<b>Turkey</b>
2023-24
Apr 13-May 15 Sign-in
Apr 6-Apr 12 Sign-in Quota 100
2024-25
Apr 12-May 15 Sign-in
Apr 5-Apr 11 Sign-in Quota 100
<b>Waterfowl</b>
Waterfowl hunting on the PFA lake allowed only on Wednesdays during the second season. Shooting hours end at 12 noon.
<b>Ocmulgee WMA - Gum Swamp Creek</b>
<b>*Special Regulations</b>
No camping. Legal hours for waterfowl hunting end at noon.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25

Archery Either Sex Sep 14-Jan 12
<b>Turkey</b>
2023-24
Archery Apr 6-May 15 Sign-in
2024-25
Archery Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Oconee National Forest</b>
<b>*Special Regulations</b>
No dog training Mar. 20-July 31, 2023, 2024 & 2025, Sept. 9, 2023-Jan. 1, 2024 and Sept. 14, 2024-Jan. 1, 2025. Pursuit of bears with dogs is prohibited. Hogs may be taken only during daylight hours consistent with regulations above. Coyotes may be taken during deer, turkey and small game hunts; weapons are restricted to legal firearms and archery equipment for the game species specified for a particular hunt as indicated heretofore; electronic calls may be used; night hunting is prohibited. Placing, leaving, or depositing any food, bait or refuse in a manner likely to attract or concentrate any wildlife, whether for purposes of hunting or viewing animals, is prohibited. It is also prohibited to fail to properly store food or refuse to prevent access by wildlife. For public health and safety, the transportation of a loaded long gun or cocked crossbow in a motor vehicle is prohibited. NOTE: A firearm is considered "loaded" if a round of ammunition is in the chamber or magazine, a percussion cap is on the nipple, or powder is present in the frizzen pan. A "Long gun" is a firearm with an extended barrel, usually designed to be fired braced against the shoulder. It shall include all rifles, shotguns, carbines, muzzleloaders, and/or other such weapons. For public health and safety, the possession of an alcoholic beverage as defined by state law, while hunting, is prohibited.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Nov 3, Nov 6-Nov 24, Nov 27-Dec 3, Dec 26-Dec 29, Jan 1-Jan 14
Firearms Either Sex Nov 4-Nov 5, Nov 25-Nov 26, Dec 30-Dec 31
2024-25
Archery Either Sex Sep 14-Oct 11
Firearms Buck Only Oct 19-Nov 1, Nov 4-Nov 29, Dec 2-Dec 8, Dec 26-Dec 27, Dec 30-Jan 12
Firearms Either Sex Nov 2-Nov 3, Nov 30-Dec 1, Dec 28-Dec 29
Primitive Weapons Either Sex Oct 12-Oct 18
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15
2024-25
Apr 5-May 15
Bag Limit 1
<b>Oconee WMA</b>
<b>Deer</b>
2023-24
Primitive Weapons Either Sex Oct 14-Oct 20
Archery Either Sex Sep 9-Oct 13, Dec 1-Jan 14
Firearms Either Sex Oct 21-Nov 30
2024-25
Primitive Weapons Either Sex Oct 12-Oct 18
Archery Either Sex Sep 14-Oct 11, Dec 1-Jan 12

Firearms Either Sex Oct 19-Nov 30
<b>Dove</b>
2023-24
Sep 2 Sign-in Quota 60
Sep 9, Sep 16, Sep 23, Sep 30, Oct 7, Nov 18-Nov 26, Dec 19-Jan 31
2024-25
Sep 14, Sep 21, Sep 28, Oct 5, Oct 12, Nov 23-Dec 1, Dec 19-Jan 31
Sep 7 Sign-in Quota 60
<b>Small Game</b>
2023-24
Aug 15-Feb 29 Sign-in
2024-25
Aug 15-Feb 28 Sign-in
<b>Turkey</b>
2023-24
Apr 20-May 15 Sign-in
Apr 6-Apr 12, Apr 13-Apr 19 Sign-in Quota 30
2024-25
Apr 19-May 15 Sign-in
Apr 5-Apr 11, Apr 12-Apr 18 Sign-in Quota 30
<b>Oconee WMA - Dan Denton Waterfowl Area</b>
<b>*Special Regulations</b>
No fishing or hunting (other than ducks & geese and archery deer hunting during designated dates) on waterfowl impoundments. Waterfowl hunting on impoundment 1 & 3 open only to hunters selected in quota drawing. Waterfowl hunters are prohibited from entering impoundments before 5:00 a.m. on the day of the hunt and shooting hours end at noon except on the last hunt of the season when shooting hours end at legal sunset. Herndon Pond and Impoundment 2 are closed to hunting. Waterfowl hunting is prohibited on the Oconee River between Wallace Dam and GA Hwy 16. Handicapped quota hunters may request assistance by calling (706) 595-4222.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 20
2024-25
Archery Either Sex Sep 14-Oct 18
<b>Waterfowl</b>
2023-24
Youth Pond 3 Nov 11, Nov 25 Sign-in Quota 2
Pond 1 Dec 9, Dec 16, Dec 23, Dec 30, Jan 6, Jan 13, Jan 20, Jan 27 Sign-in Quota 3
Youth Pond 1 Nov 11, Nov 25 Sign-in Quota 3
Pond 3 Dec 9, Dec 16, Dec 23, Dec 30, Jan 6, Jan 13, Jan 20, Jan 27 Sign-in Quota 2
2024-25
Pond 1 Dec 7, Dec 14, Dec 21, Dec 28, Jan 4, Jan 11, Jan 18, Jan 25 Sign-in Quota 3
Youth Pond 1 Nov 16, Nov 30 Sign-in Quota 3
Pond 3 Dec 7, Dec 14, Dec 21, Dec 28, Jan 4, Jan 11, Jan 18, Jan 25 Sign-in Quota 2
Youth Pond 3 Nov 16, Nov 30 Sign-in Quota 2
<b>Oconee WMA - Rock Hawk Trails &amp; Effigy</b>
<b>*Special Regulations</b>
No May 16-31 coyote season.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Small Game</b>
2023-24

Nov 15-Feb 29
2024-25
Nov 18-Feb 28
<b>Turkey</b>
2023-24
Archery Apr 20-May 15 Sign-in
2024-25
Archery Apr 19-May 15 Sign-in
Selected quota turkey hunters only may hunt with firearms during quota hunt dates in this area.
<b>Oohopee Dunes WMA - North Tract</b>
<b>*Special Regulations</b>
Oohopee Dunes WMA contains rare species and sensitive habitats. To protect these resources vehicular access is limited. No ATV's or horses. No dogs from Mar. 1 - Nov. 1.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Archery Either Sex Dec 1-Jan 14
Firearms Either Sex Nov 30-Dec 2
Firearms Either Sex Oct 26-Oct 28 Bonus Deer
2024-25
Archery Either Sex Dec 8-Jan 12
Archery Either Sex Sep 14-Oct 11
Firearms Either Sex Dec 5-Dec 7
Firearms Either Sex Oct 24-Oct 26 Bonus Deer
<b>Turkey</b>
2023-24
Apr 13-May 15 Sign-in
Apr 6-Apr 12 Sign-in Quota 20
2024-25
Apr 12-May 15 Sign-in
Apr 5-Apr 11 Sign-in Quota 20
<b>Oohopee Dunes WMA - South Tract</b>
<b>*Special Regulations</b>
Oohopee Dunes WMA contains rare species and sensitive habitats. To protect these resources vehicular access is limited. No ATV's or horses. No dogs from Mar. 1 - Nov. 1.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Okefenokee National Wildlife Refuge-Cowhouse Unit</b>
<b>*Special Regulations</b>
Hunt dates and more information listed at <a href="http://www.fws.gov/refuge/okefenokee">www.fws.gov/refuge/okefenokee</a> . Bears and alligators may not be taken. Foot travel only on ONWR portion of Cowhouse Island. No dogs allowed except pointing dogs for hunting quail. Sign-in at Dixon Memorial WMA. Feral hogs may be taken May 16-31, no dogs allowed. No coyote hunting.
<b>Small Game</b>
2023-24
Hunt dates will be listed at <a href="http://www.fws.gov/refuge/okefenokee">www.fws.gov/refuge/okefenokee</a> . Quail, rabbit, squirrel only.
<b>Okefenokee National Wildlife Refuge-Pocket Unit</b>

<b>*Special Regulations</b>
Hunt dates will be listed at <a href="http://www.fws.gov/refuge/okefenokee">www.fws.gov/refuge/okefenokee</a> . Sign-in/sign-out required. Bears and alligators may not be taken. Foot travel only off paved road. No dogs allowed. Visit <a href="http://www.fws.gov/refuge/okefenokee">www.fws.gov/refuge/okefenokee</a> for more information. No May 16-31 coyote season, no coyote hunting.
<b>Okefenokee National Wildlife Refuge-Suwannee Canal Unit</b>
<b>*Special Regulations</b>
Hunt dates will be listed at <a href="http://www.fws.gov/refuge/okefenokee">www.fws.gov/refuge/okefenokee</a> . Quota applications accepted Aug. 15-Sept. 15 at <a href="http://www.fws.gov/refuge/okefenokee">http://www.fws.gov/refuge/okefenokee</a> . Youth are those 16 and under and supervised by an adult 21 or older. Hunter Education is required for youth hunters. Shooting hours close at noon; Shotguns and muzzleloaders only; hunters are charged a \$15.00 permit fee; check-out required; hunters are not required to tag deer prior to check out - special NWR tags provided for two harvested deer; hunt area zoned; Chesser Island zone is for wheelchair or youth hunters only. No dogs allowed. Feral hogs may be taken: no limit. Visit <a href="http://www.fws.gov/refuge/okefenokee">www.fws.gov/refuge/okefenokee</a> for more information.
No May 16-31 coyote season, no coyote hunting.
<b>Oliver Bridge WMA</b>
<b>*Special Regulations</b>
No ATVs. No camping.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Firearms Either Sex Oct 21-Jan 14
Primitive Weapons Either Sex Oct 14-Oct 20
2024-25
Archery Either Sex Sep 14-Oct 11
Firearms Either Sex Oct 19-Jan 12
Primitive Weapons Either Sex Oct 12-Oct 18
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Ossabaw Island WMA</b>
<b>*Special Regulations</b>
No access permitted to Ossabaw above high tide mark unless drawn for quota. Quota hunters on Ossabaw Island WMA will be required to furnish their own boat transportation to & from the island. Limited docking space is available; some boats may have to stream anchor. All hunter access to the Island will be over the dock facilities at Newell Creek on the south end of the Island. Hunters may not enter upon Ossabaw Island until 12:00 p.m. EST one day prior to check-in. Hunters may check in after 9:00 a.m. EST one day prior to hunt and camps must be removed by 12:00 p.m. EST on the day following the hunt. All hunters drawn for quota must check-in at the check station. No motorized vehicles or e-bikes allowed. No small game hunting. No pets. Campfires restricted to provided fire rings.
<b>Coyote</b>
No May 16-31 coyote season.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Nov 23-Nov 25 Bonus Deer Quota 75
Archery Either Sex Oct 12-Oct 14 Bonus Deer Quota 100
Firearms Either Sex Nov 9-Nov 11, Dec 7-Dec 9 Bonus Deer Quota 100
Primitive Weapons Either Sex Oct 26-Oct 28 Bonus Deer Quota 100
2024-25
Youth Firearms Either Sex Nov 28-Nov 30 Bonus Deer Quota 75
Archery Either Sex Oct 10-Oct 12 Bonus Deer Quota 100
Firearms Either Sex Nov 7-Nov 9, Dec 12-Dec 14 Bonus Deer Quota 100
Primitive Weapons Either Sex Oct 24-Oct 26 Bonus Deer Quota 100

<b>Feral hog</b>	
2023-24	
Firearms Hog Only Jan 18-Jan 20, Feb 8-Feb 10 Bonus Deer Quota 100	
2024-25	
Firearms Either Sex Jan 16-Jan 18, Feb 6-Feb 8 Bonus Deer Quota 100	
<b>Otting WMA</b>	
<b>*Special Regulations</b>	
No ATVs.	
<b>Deer/Bear</b>	
2023-24	
Archery Either Sex Sep 9-Jan 1	
2024-25	
Archery Either Sex Sep 14-Jan 1	
<b>Dog Training</b>	
Furbearer Dog Training: Aug 15-Mar 19	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Panola Mountain State Park</b>	
<b>*Special Regulations</b>	
Prior to hunting, hunters must check in with the Park Office or Check In Station to get site specific information on the Park Managed Hunt or attend the pre-hunt meeting scheduled the day prior to the managed hunt. Hunt participants will be charged a \$30 nonrefundable, nontransferable hunt fee and a \$5 Park Pass will be required. Coyotes and feral hogs may be taken during deer hunts. No ATVs. All park access is closed to the public during hunts. Hunting within 50 yards of the PATH Trail is prohibited.	
<b>Deer</b>	
2023-24	
Firearms Either Sex Nov 14-Nov 15 Bonus Deer Quota 60	
2024-25	
Firearms Either Sex Nov 12-Nov 13 Bonus Deer Quota 60	
5 deer limit, no more than 2 may be antlered bucks.	
Note: Archery option for up to 4 hunters.	
<b>Paradise PFA</b>	
<b>*Special Regulations</b>	
No May 16-31 coyote season.	
<b>Dove</b>	
2023-24	
Youth Sep 2	
Sep 9, Sep 16, Sep 23, Sep 30, Oct 7, Nov 18-Nov 26, Dec 7-Jan 31	
2024-25	
Sep 14, Sep 21, Sep 28, Oct 5, Oct 12, Nov 23-Dec 1, Dec 19-Jan 31	
Youth Sep 7	
Dove hunting in designated fields only; shooting hours follow state regulations.	
<b>Waterfowl</b>	
2023-24	
Dec 14, Dec 28	
2024-25	

Dec 19, Dec 26
Hunting for ducks and geese in designated areas only. Shooting hours end at 12 noon.
<b>Paulding Forest WMA</b>
<b>*Special Regulations</b>
No ATV's. Horse and bicycle trails and areas, except Silver Comet Trail, are closed all day during firearms deer hunts and before 10:00am during archery deer and turkey hunts.
<b>Deer/Bear</b>
2023-24
Specialty Firearms Either Sex Oct 14-Oct 15 Bonus Deer
Archery Either Sex Sep 9-Oct 13, Oct 16-Nov 8, Nov 13-Nov 17
Firearms Either Sex Last Day Dec 7-Dec 10
Firearms Either Sex Last Day Nov 9-Nov 12 Bonus Deer
2024-25
Specialty Firearms Either Sex Oct 12-Oct 13 Bonus Deer
Archery Either Sex Sep 14-Oct 11, Oct 14-Nov 6, Nov 11-Nov 15
Firearms Either Sex Last Day Dec 12-Dec 15
Firearms Either Sex Last Day Nov 7-Nov 10 Bonus Deer
<b>Dog Training</b>
Bird and Rabbit Dog Training Area: Aug 15-Mar 19 except during firearms deer hunts.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 29-May 15 Sign-in
Apr 6-Apr 14, Apr 20-Apr 28 Sign-in Quota 50
2024-25
Apr 21-May 15 Sign-in
Apr 5-Apr 13, Apr 19-Apr 27 Sign-in Quota 50
<b>Paulks Pasture WMA</b>
<b>*Special Regulations</b>
No camping. No horseback riding during deer hunts. Archery Only Area is archery equipment for all species.
<b>Coyote</b>
May 16-31. Feral hogs may be hunted with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Sep 15-Sep 17
Firearms Either Sex Sep 28-Sep 30 Bonus Deer
Firearms Buck Only Oct 14-Nov 5
Buckshot Only Dog Deer Either Sex Dec 1-Dec 2, Dec 8-Dec 9, Dec 15-Dec 16 Bonus Deer Quota 3
Archery Either Sex Sep 18-Sep 26, Oct 1-Oct 13
Archery Either Sex Sep 9-Sep 13 Sign-in
Firearms Either Sex Nov 18-Nov 22, Dec 17-Dec 27
2024-25
Youth Firearms Either Sex Sep 20-Sep 22
Firearms Either Sex Oct 3-Oct 5 Bonus Deer
Firearms Buck Only Oct 12-Nov 3
Buckshot Only Dog Deer Either Sex Dec 6-Dec 7, Dec 13-Dec 14, Dec 20-Dec 21 Bonus Deer Quota 3
Archery Either Sex Sep 14-Sep 18, Sep 23-Oct 1, Oct 6-Oct 11
Firearms Either Sex Nov 23-Nov 27, Dec 22-Jan 1
Dog-deer hunting allowed in designated areas only. Dog-deer hunters must check in at check station prior to hunt.



All dogs used in the dog-deer hunt must be marked with the selected hunter's name and phone number. The WMA will be closed to all users during dog-deer hunts except to hunters with a valid quota permit.	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
No furbearer hunting or dog training in Archery Only Areas.	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Penholoway Swamp WMA</b>	
<b>*Special Regulations</b>	
Idle speed only on Cogden Lake. Access to Boyle's Island is by river only, except during the early season managed firearms hunts, pending river level and road conditions. Archery Only Area is archery equipment for all species.	
<b>Coyote</b>	
May 16-31. Feral hogs may be hunted with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.	
<b>Deer</b>	
2023-24	
Youth Firearms Either Sex Sep 22-Sep 24	
Archery Either Sex Sep 9-Sep 20, Sep 25-Oct 3, Oct 8-Nov 17, Nov 25-Jan 14	
Firearms Either Sex Nov 18-Nov 24	
Firearms Either Sex Oct 5-Oct 7 Bonus Deer	
2024-25	
Youth Firearms Either Sex Sep 27-Sep 29	
Archery Either Sex Sep 14-Sep 25, Sep 30-Oct 8, Oct 13-Nov 22, Nov 30-Jan 12	
Firearms Either Sex Nov 23-Nov 29	
Firearms Either Sex Oct 10-Oct 12 Bonus Deer	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
Bird dog training area located in the areas of Redman and Deadend Rds. No furbearer hunting or dog training in Archery Only Areas.	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Perry Dove Field</b>	
<b>*Special Regulations</b>	
No camping. No small game hunting.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 14	
2024-25	
Archery Either Sex Sep 14-Jan 12	
<b>Dove</b>	
2023-24	
Sep 2, Sep 9, Sep 16, Sep 23, Sep 30, Nov 18, Nov 25, Dec 23, Dec 30, Jan 6, Jan 13, Jan 20, Jan 27	

2024-25
Sep 7, Sep 14, Sep 21, Sep 28, Nov 23, Nov 30, Dec 21, Dec 28, Jan 4, Jan 11, Jan 18, Jan 25
<b>Phinizy Swamp WMA</b>
<b>*Special Regulations</b>
No camping.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
Archery only.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Waterfowl</b>
2023-24
Sep 9, Sep 13, Sep 16, Sep 20, Sep 23, Nov 18, Nov 22, Nov 25, Dec 9, Dec 13, Dec 16, Dec 20, Dec 23, Dec 27, Dec 30, Jan 3, Jan 6, Jan 10, Jan 13, Jan 17, Jan 20, Jan 24, Jan 27
Youth Nov 11
2024-25
Sep 14, Sep 18, Sep 21, Sep 25, Sep 28, Nov 23, Nov 27, Nov 30, Dec 7, Dec 11, Dec 14, Dec 18, Dec 21, Dec 25, Dec 28, Jan 1, Jan 4, Jan 8, Jan 11, Jan 15, Jan 18, Jan 22, Jan 25
Youth Nov 16
Wednesdays and Saturdays only during statewide season. Shooting hours end at 12 noon.
<b>Piedmont NWR</b>
<b>*Special Regulations</b>
Refuge permits are required for all hunts. Applications for quota deer hunts must be received by August 30, 2023 and August 28, 2024. Quota turkey hunts applications must be received by February 22, 2024 and February 28, 2025. Permit fee required for all quota hunts. The Hitchiti Experimental Forest is open for hunting only during refuge hunting seasons with a valid Piedmont Refuge hunting permit and in accordance with refuge regulations. Baiting is prohibited. No May 16-31 coyote season. Contact the refuge office to obtain applications, permits and refuge specific hunting regulations (478-986-5441) or email piedmont@fws.gov.
<b>Deer</b>
2023-24
Wheelchair Firearms Either Sex Oct 14-Oct 15 Quota 25
Youth Firearms Either Sex Oct 14-Oct 15 Quota 50
Archery Either Sex Sep 9-Oct 1
Firearms Either Sex Nov 2-Nov 4, Nov 9-Nov 11 Quota 1250
Primitive Weapons Either Sex Oct 26-Oct 28 Quota 1250
2024-25
Wheelchair Firearms Either Sex Oct 19-Oct 20 Quota 25
Youth Firearms Either Sex Oct 19-Oct 20 Quota 50
Archery Either Sex Sep 14-Oct 6
Firearms Either Sex Nov 7-Nov 9, Nov 14-Nov 16 Quota 1250
Primitive Weapons Either Sex Oct 31-Nov 2 Quota 1250
<b>Quail</b>
2023-24

Nov 24-Nov 25, Dec 8-Dec 9, Dec 22-Dec 23, Jan 5-Jan 6, Jan 19-Jan 20
2024-25
Nov 29-Nov 30, Dec 13-Dec 14, Dec 27-Dec 28, Jan 10-Jan 11, Jan 24-Jan 25
<b>Rabbit</b>
2023-24
Nov 15-Jan 31
2024-25
Nov 17-Jan 31
<b>Raccoon/Opossum</b>
2023-24
Dec 1-Dec 2, Dec 8-Dec 9, Dec 15-Dec 16, Dec 22-Dec 23, Dec 29-Dec 30, Jan 5-Jan 6, Jan 12-Jan 13, Jan 19-Jan 20, Jan 26-Jan 27
2024-25
Dec 6-Dec 7, Dec 13-Dec 14, Dec 20-Dec 21, Dec 27-Dec 28, Jan 3-Jan 4, Jan 10-Jan 11, Jan 17-Jan 18, Jan 24-Jan 25, Jan 31-Feb 1
<b>Small Game</b>
Bag Limit of 1/day for Fox Squirrel
<b>Squirrel</b>
2023-24
Aug 15-Sep 8, Oct 2-Oct 13, Oct 16-Oct 25, Oct 29-Nov 1, Nov 5-Nov 8, Nov 15-Jan 31
2024-25
Aug 15-Sep 13, Oct 7-Oct 18, Oct 21-Oct 30, Nov 3-Nov 6, Nov 10-Nov 13, Nov 17-Jan 31
<b>Turkey</b>
2023-24
Apr 9-Apr 13, Apr 23-Apr 27, May 7-May 11 Quota 300
2024-25
Apr 8-Apr 12, Apr 22-Apr 26, May 6-May 10 Quota 300
Bag Limit 1
<b>Pine Log WMA</b>
<b>*Special Regulations</b>
No ATV's. Horse and bicycle trails and areas are closed all day during firearms deer hunts and before 10:00am during archery deer and turkey hunts. No night hunting.
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number. Hogs must be killed immediately upon capture. No night hunting.
<b>Deer/Bear</b>
2023-24
Archery Either Sex Sep 9-Oct 20
Firearms Buck Only Dec 13-Dec 16
Firearms Either Sex Last Day Nov 15-Nov 18 Bonus Deer
2024-25
Archery Either Sex Sep 14-Oct 18
Firearms Buck Only Dec 18-Dec 21
Firearms Either Sex Last Day Nov 20-Nov 23 Bonus Deer
<b>Dog Training</b>
Bird & Rabbit Dog Training Area: Aug 15 - Mar 19, except during firearms deer hunts.
<b>Dove</b>
2023-24
Sep 3-Sep 4, Sep 8-Sep 11, Sep 15-Sep 18, Sep 22-Sep 25, Sep 29-Oct 2, Oct 6-Oct 8, Nov 19-Nov 26, Dec 19-Jan 1
Sep 2 Sign-in Quota 100
2024-25
Sep 8-Sep 9, Sep 13-Sep 16, Sep 20-Sep 23, Sep 27-Sep 30, Oct 4-Oct 7, Oct 11-Oct 13, Nov 24-Dec 1, Dec 22-Jan 31

Sep 7 Sign-in Quota 100
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
No night hunting.
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Pleasant Valley VPA</b>
<b>*Special Regulations</b>
No ATVs.
<b>Deer/Bear</b>
2023-24
Youth Archery Either Sex Sep 9-Oct 19
Youth Firearms Either Sex Oct 20-Nov 10
2024-25
Youth Archery Either Sex Sep 14-Oct 17
Youth Firearms Either Sex Oct 18-Nov 15
<b>Small Game</b>
2023-24
Aug 15-Sep 8 Feb 1-Feb 29
2024-25
Aug 15-Sep 9, Feb 1-Feb 28
<b>Turkey</b>
2023-24
Youth Apr 6-May 15 Sign-in
2024-25
Youth Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Youth: Saturdays only during statewide season.
<b>Rayonier Corridor Lands WMA</b>
<b>*Special Regulations</b>
WMA consists of 300ft wide section of non-contiguous property on the Wayne County side of the Altamaha River, extending from mile 61 (Doe Eddy) to 1.2 miles down river. No May 16-31 coyote season.
<b>Deer</b>
Area closed to deer hunting.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
Area closed to turkey hunting
<b>Red Top Mountain State Park</b>
<b>*Special Regulations</b>
Prior to hunting, hunters must check in with the Park Office or Check In Station to get site specific information on the Park Managed Hunt or attend the pre-hunt meeting scheduled the day prior to the managed hunt. Hunt participants will be charged a \$30 nonrefundable, nontransferable hunt fee and a \$5 Park Pass will be required. Coyotes and feral hogs may be taken during deer hunts. No ATVs.
<b>Deer</b>

2023-24
Firearms Either Sex Nov 15-Nov 16 Bonus Deer Quota 50
2024-25
Firearms Either Sex Nov 12-Nov 13 Bonus Deer Quota 50
5 deer limit, no more than 2 may be antlered bucks.
<b>Redlands WMA</b>
<b>*Special Regulations</b>
No hunting on Dyar's Pasture MARSH Pond.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Nov 3
Firearms Either Sex Nov 4-Nov 30, Dec 26-Jan 1
2024-25
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
Firearms Buck Only Oct 19-Nov 1
Firearms Either Sex Nov 2-Nov 30, Dec 26-Jan 1
<b>Dove</b>
2023-24
Sep 9, Sep 16, Sep 23, Sep 23, Sep 30, Oct 7, Oct 7, Nov 18-Nov 26, Dec 19-Jan 31
Youth Sep 2 Sign-in Quota 80
2024-25
Sep 14, Sep 21, Sep 28, Oct 5, Oct 12, Nov 23-Dec 1, Dec 19-Jan 31
Youth Sep 7 Sign-in Quota 80
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Redlands WMA - Watson's Spring Area</b>
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Nov 30, Dec 26-Jan 1
2024-25
Archery Either Sex Sep 14-Nov 30, Dec 26-Jan 1
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Rich Mountain WMA</b>

<b>*Special Regulations</b>
No ATV's.
<b>Deer/Bear</b>
2023-24
Archery Buck Only Sep 9-Nov 22, Nov 29-Jan 1
Firearms Buck Only Nov 21-Nov 26 Bonus Deer
2024-25
Archery Buck Only Sep 14-Nov 25, Dec 2-Jan 1
Firearms Buck Only Nov 26-Dec 1 Bonus Deer
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Rich Mountain WMA - Cartecay</b>
<b>*Special Regulations</b>
No ATV's. Horse and bicycle trails and areas are closed before 10:00am during deer, bear and turkey seasons.
<b>Deer/Bear</b>
2023-24
Archery Either Sex Sep 9-Jan 1
2024-25
Archery Either Sex Sep 14-Jan 1
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Richard B. Russell State Park</b>
<b>*Special Regulations</b>
Prior to hunting, hunters must check in with the Park Office or Check In Station to get site specific information on the Park Managed Hunt or attend the pre-hunt meeting scheduled the day prior to the managed hunt. Hunt participants will be charged a \$30 nonrefundable, nontransferable hunt fee and a \$5 Park Pass will be required. Coyotes and feral hogs may be taken during deer hunts. No ATVs. All park access is closed to the public during hunts. Wheelchair hunters must apply by letter by Oct. 15 to: Wheelchair Hunt RBR State Park, 2650 Russell State Park Drive, Elberton, GA 30635.
<b>Deer</b>
2023-24
Mobility Impaired Firearms Either Sex Dec 5-Dec 6 Bonus Deer Quota 20
Firearms Either Sex Dec 5-Dec 6 Bonus Deer Quota 60
2024-25
Mobility Impaired Firearms Either Sex Dec 3-Dec 4 Bonus Deer Quota 20
Firearms Either Sex Dec 3-Dec 4 Bonus Deer Quota 60
5 deer limit, no more than 2 may be antlered bucks.
<b>Richmond Hill WMA</b>

<b>Deer</b>	
2023-24	
Primitive Weapons Either Sex Oct 14-Oct 20	
Firearms Buck Only Oct 21-Oct 22	
Archery Either Sex Sep 9-Jan 14	
Firearms Either Sex Oct 23-Jan 7	
2024-25	
Primitive Weapons Either Sex Oct 12-Oct 18	
Firearms Buck Only Oct 19-Oct 20	
Firearms Either Sex Oct 21-Jan 12	
Archery Either Sex Sep 14-Jan 12	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
No furbearer hunting or dog training in Archery Only Areas. Archery Only Areas apply only to deer hunting, firearms may be used for other species.	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>River Bend WMA</b>	
<b>Coyote</b>	
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.	
<b>Deer</b>	
2023-24	
Mobility Impaired Firearms Either Sex Sep 30-Oct 1	
Specialty Firearms Either Sex Oct 20-Oct 22	
Firearms Either Sex Nov 9-Nov 11 Bonus Deer	
Firearms Either Sex Nov 30-Dec 2	
Archery Either Sex Sep 9-Sep 28, Oct 2-Oct 20	
2024-25	
Mobility Impaired Firearms Either Sex Oct 5-Oct 6	
Specialty Firearms Either Sex Oct 18-Oct 20	
Firearms Either Sex Nov 7-Nov 9 Bonus Deer	
Firearms Either Sex Dec 5-Dec 7	
Archery Either Sex Sep 14-Oct 3, Oct 7-Oct 24	
<b>Dove</b>	
2023-24	
Sep 9, Sep 16, Sep 23, Sep 30, Oct 7, Nov 18-Nov 26, Dec 19-Jan 312	
Sep 2 Sign-in Quota 30	
2024-25	
Sep 7 Sign-in Quota 30	
Sep 14, Sep 21, Sep 28, Nov 19-Nov 27, Dec 14-Jan 31	
Saturdays only during 1st season.	
<b>Turkey</b>	
2023-24	
Apr 20-May 15 Sign-in	
Apr 6-Apr 12, Apr 13-19 Sign-in Quota 15	
2024-25	
Apr 19-May 15 Sign-in	

Apr 5-Apr 11, Apr 12-Apr 18 Sign-in Quota 15
<b>Waterfowl</b>
Waterfowl may be hunted on impoundment and its surrounding roads/dikes until noon only on Wed., Sat. and Sun. during statewide season.
<b>River Creek, The Rolf and Alexandra Kauka WMA</b>
<b>*Special Regulations</b>
No May 16-31 coyote season.
<b>Deer</b>
2023-24
Youth Firearms Quality Buck and Antlerless Dec 18-Dec 20 Quota 35
Firearms Antlerless Only Dec 31-Jan 3
Archery Quality Buck and Antlerless Sep 16-Sep 24, Oct 7-Oct 15
Firearms Quality Buck and Antlerless Nov 1-Nov 4 Quota 35
Firearms Quality Buck and Antlerless Dec 6-Dec 9 Bonus Deer Quota 35
2024-25
Youth Firearms Quality Buck and Antlerless Dec 22-Dec 24 Quota 35
Firearms Antlerless Only Dec 29-Jan 1
Archery Quality Buck and Antlerless Sep 21-Sep 29, Oct 12-Oct 20
Firearms Quality Buck and Antlerless Nov 6-Nov 9 Quota 35
Firearms Quality Buck and Antlerless Dec 4-Dec 7 Bonus Deer Quota 35
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal. Youth hunt exempt from antler restriction.
<b>Dove</b>
2023-24
Youth Sep 2, Sep 9 Sign-in Quota 15
2024-25
Youth Sep 7, Sep 14 Sign-in Quota 15
Dove hunting by quota only.
<b>Quail</b>
2023-24
Nov 28, Dec 12, Jan 16 Sign-in
Nov 18, Nov 25, Dec 16, Dec 30, Jan 20 Sign-in Quota 2
Youth Jan 27 Sign-in Quota 2
2024-25
Youth Jan 25 Sign-in Quota 2
Nov 26, Dec 10, Jan 14 Sign-in
Nov 16, Nov 23, Dec 14, Dec 28, Jan 18 Sign-in Quota 2
Quail hunting on designated dates only. Maximum 3 persons per party. Bag limit is 3 per person on quota hunts. Hunting party must check-in harvest at kiosk or online. Complete one check-in (survey) per party.
<b>Small Game</b>
2023-24
Jan 22-Feb 7
2024-25
Jan 20-Feb 5
No fox or bobcat hunting. No fox squirrel hunting.
<b>Turkey</b>
2023-24
Apr 19-Apr 22 Sign-in Quota 5
Youth Apr 6-Apr 9, Apr 12-Apr 15 Sign-in Quota 5
2024-25
Apr 18-Apr 21 Sign-in Quota 5
Youth Apr 5-Apr 8, Apr 11-Apr 14 Sign-in Quota 5
<b>Waterfowl</b>
2023-24



Youth Dec 23, Jan 6, Jan 13 Sign-in Quota 3
2024-25
Youth Dec 21, Jan 4, Jan 11 Sign-in Quota 3
Waterfowl may be hunted in small game season when seasons overlap.
<b>Rocky Mountain Recreation PFA</b>
<b>*Special Regulations</b>
Daily use fee (per vehicle) required for all users. No ATV's. All activities prohibited on upper and lower reservoirs.
<b>Coyote</b>
No May 16-31 coyote or hog season.
<b>Deer/Bear</b>
2023-24
Archery Either Sex Sep 9-Jan 14
2024-25
Archery Either Sex Sep 14-Jan 12
<b>Small Game</b>
2023-24
Archery Aug 15-Jan 11
2024-25
Archery Aug 15-Feb 28
<b>Turkey</b>
2023-24
Archery Apr 6-May 15 Sign-in
2024-25
Archery Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Antioch Lake: Jan 1-31, except No Sunday Hunting.
Heath Lake: State Season
<b>Rogers State Prison Farm Dove Fields</b>
<b>*Special Regulations</b>
Dove hunters check in at the Rogers State Prison office prior to entering dove fields. In addition, hunters must sign-in at the kiosks located at the entrance to each field prior to hunting. A map of the fields is located in the kiosks (and on our website) with designated parking areas marked on the maps. No ATVs or UTVs allowed on the fields. No hunting within 100 yards of residences or 50 yards of county roads. Hunters must use open gates to access fields; DO NOT climb fences. Please do not litter, including spent shotgun shells. Extra caution should be taken to ensure no live shells are left on the field. No small game or May 16-31 coyote season.
<b>Dove</b>
2023-24
Sep 2, Sep 9, Sep 16 Sign-in
2024-25
Sep 7, Sep 14, Sep 21 Sign-in
<b>Rogers WMA</b>
<b>*Special Regulations</b>
No camping.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Oct 22
Firearms Either Sex Oct 23-Jan 14
2024-25
Archery Either Sex Sep 14-Oct 11
Primitive Weapons Either Sex Oct 12-Oct 18
Firearms Buck Only Oct 19-Oct 20
Firearms Either Sex Oct 21-Jan 12

<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Rum Creek WMA</b>	
<b>Deer</b>	
2023-24	
Specialty Firearms Quality Buck and Antlerless Oct 2-Oct 8	
Archery Quality Buck and Antlerless Sep 9-Oct 1, Nov 18-Dec 1	
Firearms Quality Buck and Antlerless Oct 26-Oct 28 Bonus Deer Quota 200	
Firearms Quality Buck and Antlerless Last Day Nov 9-Nov 11 Bonus Deer Quota 200	
2024-25	
Specialty Firearms Quality Buck and Antlerless Oct 7-Oct 13	
Archery Quality Buck and Antlerless Sep 14-Oct 6, Nov 23-Dec 6	
Firearms Quality Buck and Antlerless Oct 24-Oct 26 Bonus Deer Quota 200	
Firearms Quality Buck and Antlerless Last Day Nov 14-Nov 16 Bonus Deer Quota 200	
<b>Dove</b>	
2023-24	
Sep 2, Sep 9 Sign-in Quota 75	
Sep 16, Sep 23, Sep 30, Nov 18-Nov 26, Dec 19-Jan 31	
2024-25	
Sep 7, Sep 14 Sign-in Quota 75	
Sep 21, Sep 28, Nov 23-Dec 1, Dec 19-Jan 31	
<b>Small Game</b>	
2023-24	
Aug 15-Oct 25, Oct 29-Nov 8, Nov 12-Feb 29	
2024-25	
Aug 15-Oct 23, Oct 27-Nov 13, Nov 17-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 13-Apr 17, Apr 27-May 1 Sign-in Quota 25	
Youth May 4-May 8 Sign-in	
Youth Apr 6-Apr 10, Apr 20-Apr 24 Sign-in Quota 25	
2024-25	
Apr 12-Apr 16, Apr 26-Apr 30 Sign-in Quota 25	
Youth May 3-May 7 Sign-in	
Youth Apr 5-Apr 9, Apr 19-Apr 23 Sign-in Quota 25	
<b>Waterfowl</b>	
2023-24	
Youth Dec 16, Jan 13 Sign-in Quota 3	
2024-25	
Youth Dec 21, Jan 11 Sign-in Quota 3	
Rum Creek is broken up into 3 areas for waterfowl hunting (shooting hours 30 minutes before sunrise until noon): East of Ebenezer Rd. (includes Lake Juliette) open for all hunters. Youth Waterfowl Days (youth only) and Sat.-Wed. during statewide season. Boat motors in excess of 25hp prohibited on Lake Juliette. Youth Area: Between Juliette Rd and Ebenezer Rd; only youth may hunt. Youth Waterfowl Days and Sat.-Wed. only during statewide season. The MARSH Project: Area (everything west of Juliette Rd.) is only open for 2 youth quota hunts each season (only youths may hunt).	

<b>Rum Creek WMA - Berry Creek</b>	
<b>*Special Regulations</b>	
Archery only area. Camping prohibited. Firearms prohibited except as provided in O.C.G.A. <a href="#">16-11-126</a> .	
<b>Coyote</b>	
Archery only	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 14	
2024-25	
Archery Either Sex Sep 14-Jan 12	
<b>Small Game</b>	
2023-24	
Archery Aug 15-Feb 29	
2024-25	
Archery Aug 15-Feb 28	
Falconry permitted during small game season.	
<b>Turkey</b>	
2023-24	
Archery Apr 6-May 15 Sign-in	
2024-25	
Archery Apr 5-May 15 Sign-in	
<b>Waterfowl</b>	
Shooting hours end at 12 noon.	
<b>Sandhills WMA - East</b>	
<b>*Special Regulations</b>	
No camping. Bird dog training allowed Aug. 15-March 15 only.	
<b>Coyote</b>	
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 14	
2024-25	
Archery Either Sex Sep 14-Jan 12	
<b>Quail</b>	
Sat & Wed during statewide season	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
Hunting of fox squirrels is prohibited.	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Waterfowl</b>	
Shooting hours end at 12 noon.	
<b>Sandhills WMA - West</b>	
<b>*Special Regulations</b>	
Camping in designated areas only. Bird dog training allowed Aug. 15-March 15 only.	
<b>Coyote</b>	
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a	

valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Either Sex Sep 21-Jan 14
2024-25
Archery Either Sex Sep 14-Oct 11
Firearms Either Sex Oct 19-Jan 12
Primitive Weapons Either Sex Oct 12-Oct 18
<b>Quail</b>
Sat & Wed during statewide season
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
Hunting of fox squirrels is prohibited.
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Shooting hours end at 12 noon.
<b>Sansavilla WMA</b>
<b>*Special Regulations</b>
This area includes the Wire Road Tract. Archery Only Areas apply only to deer hunting, firearms may be used for other species.
<b>Coyote</b>
May 16-31. Feral hogs may be hunted with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Sep 22-Sep 24
Firearms Either Sex Oct 5-Oct 7 Bonus Deer
Firearms Buck Only Oct 21-Nov 5
Buckshot Only Dog Deer Either Sex Dec 29-Dec 30 Quota 1
Archery Either Sex Sep 9-Sep 20, Sep 25-Oct 3, Oct 8-Oct 20, Nov 6-Nov 24
Firearms Either Sex Nov 25-Dec 28, Dec 31-Jan 14
2024-25
Youth Firearms Either Sex Sep 27-Sep 29
Firearms Buck Only Oct 19-Nov 1
Firearms Either Sex Oct 10-Oct 12 Bonus Deer
Buckshot Only Dog Deer Either Sex Dec 27-Dec 28 Quota 1
Firearms Either Sex Nov 30-Dec 26, Dec 29-Jan 12
Archery Either Sex Sep 14-Sep 25, Sep 30-Oct 8, Oct 13-Oct 18, Nov 2-Nov 29
Dog-deer hunting allowed in designated areas only. All dogs must be marked with the selected hunter's name and phone number. All vehicles used in the dog-deer hunt must display DNR issues permit on vehicle dash. The dog-deer hunting area will be closed to all users during dog-deer hunts except to hunters with a valid quota permit.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25

Aug 15-Feb 28
No furbearer hunting or dog training in Archery Only Areas.
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Sapelo Island WMA</b>
<b>*Special Regulations</b>
Reservations for transportation on state boat for Check-In hunts must be made through the Sapelo Island Visitors Center (912) 437-3224. No reservations will be accepted until you receive your selection notice. Visitor Center Hours: Tues.-Fri. 7:30 AM-5:30PM, Sat. 8:00AM-5:30PM; Closed Sunday & Monday. Stream anchorage may be required for hunters using their own boats. Hunter access is allowed only at Moses Hammock Dock at head of Duplin River. No motorized vehicles allowed on island. Hunters may check-in starting at 9:00AM EST one day prior to hunt. Camps must be removed by noon on the day following each hunt. Departures and returns from deer hunting must be made from Moses Hammock campsite. Hunters are required to stay outside the boundaries of the safety zones. Ferry Restrictions: There is limited space on the ferry, so please limit the amount and size of your gear; propane fuel only; guns must be unloaded and cased for transport on ferry; no folding chairs or tables, ladder stands, bicycles, or excessively large boxes; climbing stands are OK; coolers are limited to one 48 qt. per guest or one 96 qt. per two guests. Rolling garbage cans and carts are not allowed on the ferry. For information on local charter options or transportation to the Moses Hammock hunt camp, please contact the Sapelo Island Visitors Center (912) 437-3224. If you do not take the ferry to the island you may not return to the mainland via the ferry.
<b>Coyote</b>
Mar. 1-May 31. Feral hogs may also be taken. Feral hogs may be taken with dogs May 16-31 only. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Youth Firearms Either Sex Oct 6-Oct 8 Bonus Deer
Archery -South End Only Either Sex Sep 9-Jan 14
Archery Either Sex Sep 9-Oct 4, Nov 20-Jan 14
Firearms Either Sex Nov 2-Nov 4, Nov 16-Nov 18 Bonus Deer Quota 125
Primitive Weapons Either Sex Oct 19-Oct 21 Bonus Deer Quota 125
2024-25
Youth Firearms Either Sex Oct 11-Oct 13 Bonus Deer
Archery- South End Only Either Sex Sep 14-Jan 12
Archery Either Sex Sep 14-Oct 9, Nov 25-Jan 12
Firearms Either Sex Nov 7-Nov 9, Nov 21-Nov 23 Bonus Deer Quota 125
Primitive Weapons Either Sex Oct 24-Oct 26 Bonus Deer Quota 125
Maps of open hunting areas available at the Sapelo WMA sign-in kiosks, Brunswick DNR office, and <a href="http://georgiawildlife.com">georgiawildlife.com</a> . Archery Only Areas apply only to deer hunting, firearms may be used for other species.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Savannah NWR</b>
<b>*Special Regulations</b>
No alligator hunting. All hunters 16 years of age or older must purchase a \$25 Savannah Coastal Refuges Complex Annual Hunt Permit at <a href="https://savannahcoastal.recaccess.com">https://savannahcoastal.recaccess.com</a> . Visit <a href="http://www.fws.gov/refuge/savannah">www.fws.gov/refuge/savannah</a> for seasons, dates and more information.
<b>Scotland Road VPA</b>
<b>*Special Regulations</b>
Archery only for deer. No furbearer hunting.

<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 14	
2024-25	
Archery Either Sex Sep 14-Jan 12	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Sheffield WMA</b>	
<b>*Special Regulations</b>	
No ATV's.	
<b>Deer/Bear</b>	
2023-24	
Archery Either Sex Sep 9-Jan 1	
2024-25	
Archery Either Sex Sep 14-Jan 1	
<b>Dog Training</b>	
Furbearer Dog Training: Aug 15-Mar 19	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 29-May 15 Sign-in	
Apr 6-Apr 14, Apr 20-Apr 28 Sign-in Quota 10	
2024-25	
Apr 28-May 15 Sign-in	
Apr 5-Apr 13, Apr 19-Apr 27 Sign-in Quota 10	
<b>Silver Lake WMA</b>	
<b>*Special Regulations</b>	
No May 16-31 coyote season.	
<b>Deer</b>	
2023-24	
Primitive Weapons Either Sex Oct 14-Oct 22	
Firearms Buck Only Nov 11-Nov 24, Dec 30-Jan 14	
Archery Either Sex Sep 9-Oct 13, Jan 15-Jan 31	
Firearms Either Sex Oct 26-Oct 28	
Firearms Either Sex Dec 14-Dec 16 Bonus Deer	
2024-25	
Primitive Weapons Either Sex Oct 12-Oct 20	
Firearms Buck Only Nov 16-Nov 29, Dec 28-Jan 12	
Archery Either Sex Sep 14-Oct 11, Jan 13-Jan 31	
Firearms Either Sex Oct 31-Nov 2	
Firearms Either Sex Dec 12-Dec 14 Bonus Deer	
<b>Dove</b>	
2023-24	
Sep 2, Sep 9, Sep 16-Oct 8, Nov 18-Nov 26, Dec 19-Jan 31	
2024-25	
Sep 7, Sep 14, Sep 21-Oct 13, Nov 23-Dec 1, Dec 19-Jan 31	

<b>Quail</b>	
2023-24	
Nov 28, Dec 19 Sign-in	
Nov 25, Dec 2, Dec 9, Jan 13, Jan 20, Jan 27 Sign-in Quota 4	
Youth Nov 25, Dec 2, Dec 9, Jan 13, Jan 20, Jan 27 Sign-in Quota 2	
2024-25	
Dec 3, Dec 17 Sign-in	
Nov 23, Nov 30, Dec 7, Jan 18, Jan 25, Feb 1 Sign-in Quota 4	
Youth Dec 7, Jan 18, Jan 25, Feb 1 Sign-in Quota 2	
Youth Nov 23, Nov 30 Sign-in Quota 2	
Quail hunting on designated dates only. Maximum 3 persons per party. Bag limit is 3 per person on quota hunts. Hunting party must check-in harvest at kiosk or online. Complete one check-in (survey) per party.	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
No fox or bobcat hunting. No fox squirrel hunting.	
<b>Turkey</b>	
2023-24	
Apr 30-May 15 Sign-in	
Apr 6-Apr 10, Apr 25-Apr 29 Sign-in Quota 35	
Youth Apr 18-Apr 22 Sign-in	
2024-25	
April 29-May 15 Sign-in	
Apr 5-Apr 9, Apr 24-Apr 28 Sign-in Quota 35	
Youth Apr 10-Apr 13 Sign-in	
<b>Soap Creek WMA</b>	
<b>*Special Regulations</b>	
No camping.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Oct 13	
Primitive Weapons Either Sex Oct 14-Oct 20	
Firearms Buck Only Oct 21-Nov 3	
Firearms Either Sex Nov 4-Jan 1	
2024-25	
Firearms Either Sex Nov 2-Jan 1	
Archery Either Sex Sep 14-Oct 11	
Primitive Weapons Either Sex Oct 12-Oct 18	
Firearms Buck Only Oct 19-Nov 1	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Sparks Cut Off VPA</b>	
<b>*Special Regulations</b>	
No May 16-31 coyote season.	

<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 14	
2024-25	
Archery Either Sex Sep 14-Jan 12	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Spirit Creek Forest WMA</b>	
<b>*Special Regulations</b>	
Spirit Creek Forest is a multi-use forest; other users may be present during open hunting seasons. Gates may be opened/closed at the discretion of Georgia Forestry Commission. Please see WMA maps for safety zones. No camping. No ATVs. No May 16-31 coyote & hog season.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 14	
2024-25	
Archery Either Sex Sep 14-Jan 12	
Archery only.	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
Shotgun and archery only. No furbearer dog hunting.	
<b>Turkey</b>	
2023-24	
Archery Apr 6-May 15 Sign-in	
2024-25	
Archery Apr 5-May 15 Sign-in	
Archery only	
<b>Spirewell Bluff WMA - East</b>	
<b>*Special Regulations</b>	
Spirewell Bluff East includes property east of the Flint River. No hunting in park day-use area. No camping.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 14	
2024-25	
Archery Either Sex Sep 14-Jan 12	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	
2024-25	
Aug 15-Feb 28	
Shotguns and archery only. No furbearer hunting with dogs. No night hunting.	
<b>Turkey</b>	
2023-24	



Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Waterfowl hours end 12 noon.
<b>Spirewell Bluff WMA - West</b>
<b>*Special Regulations</b>
Spirewell Bluff West includes property west of the Flint River. Camping allowed in designated areas only.
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number. Hogs must be killed immediately upon capture. No night hunting.
<b>Deer</b>
2023-24
Archery Quality Buck and Antlerless Sep 9-Oct 20
Firearms Quality Buck and Antlerless Oct 21-Jan 1
2024-25
Firearms Quality Buck and Antlerless Oct 19-Jan 1
Archery Quality Buck and Antlerless Sep 14-Oct 18
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Waterfowl</b>
Waterfowl hours end at 12 noon.
<b>Standing Boy State Park</b>
<b>*Special Regulations</b>
No camping. No ATVs. No May 16-31 coyote season. No small game season. No alligator season.
<b>Deer</b>
2023-24
Archery Either Sex Oct 6-Oct 8, Nov 3-Nov 5, Nov 10-Nov 12, Dec 1-Dec 3 Quota 20
2024-25
Archery Either Sex Oct 4-Oct 6, Nov 1-Nov 3, Nov 8-Nov 10, Dec 6-Dec 8 Quota 20
<b>Turkey</b>
2023-24
Apr 26-Apr 28, May 3-May 5
Youth Apr 12-Apr 14, Apr 19-Apr 21
2024-25
Apr 25-Apr 27, May 2-May 4 Quota 10
Youth Apr 11-Apr 13, Apr 18-Apr 20 Quota 10
<b>Swallow Creek WMA</b>
<b>Bear</b>
2023-24
Firearms Sep 23-Oct 1
2024-25
Firearms Sep 28-Oct 6
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a

valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer/Bear</b>
2023-24
Firearms Buck Only Dec 26-Jan 1
Archery Buck Only Sep 9-Sep 22, Oct 2-Oct 13
Firearms Buck Only Nov 16-Nov 19, Dec 7-Dec 10 Bonus Deer
2024-25
Firearms Buck Only Dec 26-Jan 1
Archery Buck Only Sep 14-Sep 27, Oct 7-Oct 11
Firearms Buck Only Nov 14-Nov 17, Dec 5-Dec 8 Bonus Deer
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Tallapoosa River VPA</b>
<b>*Special Regulations</b>
No ATV's. Firearms restrictions apply to certain portions of the WMA (consult VPA map for specific limitations).
<b>Deer</b>
Hunter sign-in available at J.L. Lester WMA. Deer & Bear harvested during bonus hunts must be checked out at J.L. Lester WMA.
<b>Deer/Bear</b>
2023-24
Archery Either Sex Nov 27-Jan 1
Youth Firearms Either Sex Oct 6-Oct 8, Nov 24-Nov 26, Jan 12-Jan 14
2024-25
Archery Either Sex Dec 2-Jan 1
Youth Firearms Either Sex Oct 4-Oct 6, Nov 29-Dec 1, Jan 10-Jan 12
<b>Small Game</b>
Small game hunting prohibited during youth deer hunts.
<b>Turkey</b>
2023-24
Specialty Apr 6-May 15 Sign-in
2024-25
Specialty Apr 5-May 15 Sign-in
<b>Tallulah Gorge WMA</b>
<b>*Special Regulations</b>
No ATVs. No May 16-31 coyote season. Daily sign-in.
<b>Deer/Bear</b>
2023-24
Archery Buck Only Sep 9-Oct 13
Primitive Weapons Buck Only Oct 14-Oct 20
Firearms Buck Only Oct 21-Jan 1
2024-25
Archery Buck Only Sep 14-Oct 11
Primitive Weapons Buck Only Oct 12-Oct 18
Firearms Buck Only Oct 19-Jan 1
<b>Small Game</b>
2023-24

Aug 15-Feb 29
2024-25
Aug 15-Feb 28
No furbearer hunting at night on the north side of the gorge.
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Townsend WMA - Buck Island Tract</b>
<b>Coyote</b>
May 16-31. Feral hogs may be hunted with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Primitive Weapons Either Sex Oct 14-Oct 20
Firearms Buck Only Oct 21-Oct 22
Archery Either Sex Sep 9-Jan 14
Firearms Either Sex Oct 23-Jan 7
2024-25
Primitive Weapons Either Sex Oct 12-Oct 18
Firearms Buck Only Oct 19-Oct 20
Firearms Either Sex Oct 21-Jan 12
Archery Either Sex Sep 14-Jan 12
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Townsend WMA - North, South, and Pine Island Tracts</b>
<b>*Special Regulations</b>
Archery Only Area is archery equipment for all species. Dog deer hunters must check-in at Check station. Dog-deer hunting allowed in designated areas only. All dogs must be marked with the selected hunter's name and phone number. All vehicles used in the dog-deer hunt must display DNR issued permit on vehicle dash. The dog-deer hunting area on North tract (from Miller Lake Road to Middleton Lake Road) will be closed to all users during dog-deer hunts except to hunters with a valid quota permit.
<b>Coyote</b>
May 16-31. Feral hogs may be hunted with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Firearms Buck Only Oct 21-Oct 27
Buckshot Only Dog Deer Either Sex Nov 29-Nov 30, Dec 13-Dec 14, Dec 27-Dec 28 Bonus Deer Quota 3
Archery Either Sex Sep 9-Oct 3
Firearms Either Sex Nov 18-Nov 24, Dec 23-Dec 24
Firearms Either Sex Oct 5-Oct 7, Nov 2-Nov 4 Bonus Deer
2024-25
Firearms Buck Only Oct 19-Oct 25
Buckshot Only Dog Deer Either Sex Nov 27-Nov 28, Dec 11-Dec 12, Dec 25-Dec 26 Bonus Deer Quota 3

Archery Either Sex Sep 14-Oct 1
Firearms Either Sex Nov 16-Nov 24, Dec 21-Dec 22
Firearms Either Sex Oct 3-Oct 5, Oct 31-Nov 2 Bonus Deer
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15
2024-25
Apr 5-May 15
<b>Treat Mountain VPA</b>
<b>*Special Regulations</b>
No ATV's.
<b>Deer</b>
Hunter sign-in available at J.L. Lester WMA. Deer & Bear harvested during bonus hunts must be checked out at J.L. Lester WMA.
<b>Deer/Bear</b>
2023-24
Archery Either Sex Sep 9-Oct 5, Oct 7-Nov 23, Nov 27-Jan 11
Firearms Either Sex Oct 6-Oct 8, Nov 24-Nov 26, Jan 12-Jan 14 Bonus Deer Quota 200
2024-25
Archery Either Sex Sep 14-Oct 3, Oct 7-Nov 28, Dec 2-Jan 9
Firearms Either Sex Oct 4-Oct 6, Nov 29-Dec 1, Jan 10-Jan 12 Bonus Deer Quota 200
<b>Small Game</b>
Small game hunting prohibited during quota deer hunts.
<b>Turkey</b>
2023-24
Apr 29-May 15 Sign-in
Apr 6-Apr 14, Apr 20-Apr 28 Sign-in Quota 10
2024-25
Apr 28-May 15 Sign-in
Apr 5-Apr 13, Apr 19-Apr 27 Sign-in Quota 10
<b>Tuckahoe WMA</b>
<b>*Special Regulations</b>
Camping in designated sites only.
<b>Coyote</b>
May 16-31. Feral hogs may also be hunted and taken with dogs. Dogs must be marked with the hunter's name and a valid telephone number; no night hunting; hogs must be killed immediately upon capture.
<b>Deer</b>
2023-24
Firearms Either Sex Nov 2-Nov 4 Bonus Deer
Archery Either Sex Sep 9-Sep 14, Sep 18-Sep 27, Oct 1-Nov 1
Firearms Either Sex Nov 21-Nov 25
Primitive Weapons Either Sex Sep 28-Sep 30 Bonus Deer
Specialty Firearms Either Sex Sep 15-Sep 17
2024-25
Firearms Either Sex Nov 7-Nov 9 Bonus Deer
Archery Either Sex Sep 14-Sep 18, Sep 22-Oct 2, Oct 6-Nov 6
Firearms Either Sex Nov 20-Nov 23
Primitive Weapons Either Sex Oct 3-Oct 5 Bonus Deer
Specialty Firearms Either Sex Sep 19-Sep 21

<b>Turkey</b>	
2023-24	
Apr 6-May 15 Sign-in	
2024-25	
Apr 5-May 15 Sign-in	
<b>Tugaloo State Park</b>	
<b>*Special Regulations</b>	
Prior to hunting, hunters must check in with the Park Office or Check In Station to get site specific information on the Park Managed Hunt or attend the pre-hunt meeting scheduled the day prior to the managed hunt. Hunt participants will be charged a \$30 nonrefundable, nontransferable hunt fee and a \$5 Park Pass will be required. Coyotes and feral hogs may be taken during deer hunts. No ATVs. All park access is closed to the public during hunts.	
<b>Deer</b>	
2023-24	
Archery Either Sex Nov 28-Nov 29 Bonus Deer Quota 40	
2024-25	
Archery Either Sex Nov 19-Nov 20 Bonus Deer Quota 40	
5 deer limit, no more than 2 antlered bucks.	
<b>Walton WMA</b>	
<b>*Special Regulations</b>	
No unleashed dogs except for bird dog training and dove hunting purposes. Only shotguns are allowed for small game hunting.	
<b>Coyote</b>	
May 16-31. Archery and shotgun only.	
<b>Deer</b>	
2023-24	
Archery Either Sex Sep 9-Jan 14	
2024-25	
Archery Either Sex Sep 14-Jan 12	
<b>Dove</b>	
2023-24	
Sep 9, Sep 16, Sep 23, Sep 30, Oct 7, Nov 18-Nov 26, Dec 19-Jan 31	
Youth Sep 2 Sign-in Quota 80	
2024-25	
Sep 14, Sep 21, Sep 28, Oct 5, Oct 12, Nov 23-Dec 1, Dec 19-Jan 31	
Youth Sep 7 Sign-in Quota 80	
<b>Small Game</b>	
2023-24	
Oct 1-Feb 29	
2024-25	
Oct 8-Feb 28	
<b>Warwoman WMA</b>	
<b>Coyote</b>	
May 16-31.	
<b>Deer/Bear</b>	
2023-24	
Archery Buck Only Sep 9-Sep 22	
Firearms Buck Only Nov 9-Nov 12, Nov 30-Dec 3 Bonus Deer	
2024-25	
Firearms Buck Only Nov 14-Nov 17, Dec 5-Dec 8 Bonus Deer	
Archery Buck Only Sep 14-Sep 27	
<b>Small Game</b>	
2023-24	
Aug 15-Feb 29	

2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Wassaw NWR</b>
<b>*Special Regulations</b>
No alligator hunting. All hunters 16 years of age or older must purchase a \$25 Savannah Coastal Refuges Complex Annual Hunt Permit at <a href="https://savannahcoastal.recaccess.com">https://savannahcoastal.recaccess.com</a> . Visit <a href="http://www.fws.gov/refuge/wassaw">www.fws.gov/refuge/wassaw</a> for seasons, dates and more information. No May 16-31 coyote season.
<b>Wayne State Farm VPA</b>
<b>Dove</b>
2023-24
Youth Sep 2, Sep 16, Sep 30 Quota 10
2024-25
Youth Sep 7, Sep 21, Oct 5 Quota 10
Legal hours are 12:00 PM until sunset. No ATVs. No camping. Hunters must use open gates to access fields. Do not climb fences. Please do not leave litter including expended shotshells and take precautions to ensure absolutely no live shells are left behind.
<b>West Point WMA</b>
<b>*Special Regulations</b>
No gasoline engines allowed on waterfowl ponds. No fishing in managed waterfowl impoundments. No fishing from bridges. No hog dogs.
<b>Deer</b>
2023-24
Specialty Firearms Quality Buck and Antlerless Oct 13-Oct 15
Archery Quality Buck and Antlerless Sep 9-Oct 12, Oct 16-Oct 25, Oct 29-Nov 17
Primitive Weapons Quality Buck and Antlerless Dec 9-Dec 10
Firearms Quality Buck and Antlerless Last Day Oct 26-Oct 28, Nov 30-Dec 2 Bonus Deer
2024-25
Archery Quality Buck and Antlerless Sep 14-Oct 10
Archery Quality Buck and Antlerless Oct 14-Oct 23, Oct 27-Nov 15
Primitive Weapons Quality Buck and Antlerless Dec 14-Dec 15
Specialty Firearms Quality Buck and Antlerless Oct 11-Oct 13
Firearms Quality Buck and Antlerless Last Day Oct 24-Oct 26, Dec 5-Dec 7 Bonus Deer
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Dog Training</b>
Furbearer Dog Training: Aug 15-Mar 19
<b>Dove</b>
2023-24
Sep 2, Sep 9, Sep 16, Sep 23, Sep 30, Oct 7-Oct 8, Nov 18-Nov 26, Dec 19-Jan 31
2024-25
Sep 7, Sep 14, Sep 21, Sep 28, Oct 5, Oct 12-Oct 13, Nov 23-Dec 1, Dec 19-Jan 31
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 13-May 15 Sign-in
Apr 6-Apr 12 Sign-in Quota 80

2024-25
Apr 12-May 15 Sign-in
Apr 5-Apr 11 Sign-in Quota 80
<b>Waterfowl</b>
Waterfowl hours end at 12 noon. Daniels Pond & Pond 1 open for Youth Waterfowl Days and Saturdays only during statewide waterfowl season. The rest of the WMA is open for waterfowl hunting during small game dates concurrent with state season.
<b>West Point WMA - Dixie Creek</b>
<b>*Special Regulations</b>
No camping.
<b>Deer</b>
2023-24
Archery Quality Buck and Antlerless Sep 9-Jan 14
2024-25
Archery Quality Buck and Antlerless Sep 14-Jan 12
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Dog Training</b>
Bird Dog Training: Aug 15-Mar 15
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Youth Apr 6-Apr 12 Sign-in
Apr 13-May 15 Sign-in
2024-25
Youth Apr 5-Apr 11 Sign-in
Apr 12-May 15 Sign-in
<b>West Point WMA - Glovers Creek</b>
<b>*Special Regulations</b>
No gasoline motors on waterfowl impoundment. No fishing on Glovers Creek Area.
<b>Coyote</b>
No May 16-31 coyote or hog season
<b>Deer</b>
2023-24
Archery Quality Buck and Antlerless Sep 9-Jan 14
2024-25
Archery Quality Buck and Antlerless Sep 14-Jan 12
Antlered bucks must have at least 4 points (1 inch or longer) on either side OR a 15 inch outside spread to be legal.
<b>Turkey</b>
2023-24
Youth Apr 6-Apr 12 Sign-in
Apr 13-May 15 Sign-in
2024-25
Youth Apr 5-Apr 11 Sign-in
Apr 12-May 15 Sign-in
<b>Waterfowl</b>
2023-24
Dec 30, Jan 6, Jan 13, Jan 20, Jan 27
Nov 18, Nov 25, Dec 2, Dec 9, Dec 16, Dec 23 Quota 7
Youth Nov 11
2024-25

Youth Nov 16
Jan 4, Jan 11, Jan 18, Jan 25
Nov 23, Nov 30, Dec 7, Dec 14, Dec 21, Dec 28 Quota 7
<b>Wilson Shoals WMA</b>
<b>Deer/Bear</b>
2023-24
Archery Either Sex Sep 9-Oct 27
Primitive Weapons Either Sex Dec 23-Dec 31
Firearms Either Sex Last Day Oct 28-Nov 12
2024-25
Archery Either Sex Sep 14-Oct 25
Primitive Weapons Either Sex Dec 21-Dec 29
Firearms Either Sex Last Day Nov 2-Nov 17
<b>Dove</b>
2023-24
Sep 9, Sep 16, Sep 23, Sep 30, Oct 7, Nov 18-Nov 26, Dec 19-Jan 312
Youth Sep 2 Sign-in Quota 15
2024-25
Sep 14, Sep 21, Sep 28, Oct 5, Nov 23-Dec 1, Dec 19-Jan 31
Youth Sep 7 Sign-in Quota 15
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-Apr 13, Apr 20-Apr 27, May 4-May 11 Quota 15
2024-25
Apr 5-Apr 12, Apr 19-Apr 26, May 3-May 10 Quota 15
<b>Yuchi WMA</b>
<b>*Special Regulations</b>
Camping in designated sites only.
<b>Deer</b>
2023-24
Archery Either Sex Sep 9-Oct 13
Firearms Either Sex Oct 19-Oct 21 Bonus Deer
Firearms Buck Only Oct 29-Nov 23, Nov 27-Dec 3, Dec 26-Jan 1
Firearms Either Sex Oct 22-Oct 28, Nov 24-Nov 26
Primitive Weapons Either Sex Oct 14-Oct 18
2024-25
Archery Either Sex Sep 14-Oct 11
Firearms Either Sex Oct 17-Oct 19 Bonus Deer
Firearms Buck Only Oct 28-Nov 28, Dec 2-Dec 8, Dec 26-Jan 1
Firearms Either Sex Oct 20-Oct 27, Nov 29-Dec 1
Primitive Weapons Either Sex Oct 12-Oct 16
<b>Dove</b>
2023-24
Nov 18-Nov 26, Dec 19-Jan 31
Sep 2-Oct 8 Sign-in
2024-25
Sep 7-Oct 13, Nov 23-Dec 1, Dec 19-Jan 31 Sign-in
<b>Small Game</b>



2023-24
Aug 15-Feb 29 Sign-in
2024-25
Aug 15-Feb 28 Sign-in
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in
<b>Zahnd WMA</b>
<b>*Special Regulations</b>
No ATV's.
<b>Deer/Bear</b>
2023-24
Archery Either Sex Sep 9-Jan 1
2024-25
Archery Either Sex Sep 14-Jan 1
<b>Small Game</b>
2023-24
Aug 15-Feb 29
2024-25
Aug 15-Feb 28
<b>Turkey</b>
2023-24
Apr 6-May 15 Sign-in
2024-25
Apr 5-May 15 Sign-in

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.70

**AUTHORITY:** O.C.G.A. §§ [27-1-4](#), [27-1-12](#).

**HISTORY:** Rules 391-4-2-.101 to 391-4-2-.178 relating to hunting on Wildlife Management Areas have been repealed and Original Rule [391-4-2-.70](#) entitled "State Wildlife Management Areas" adopted. F. July 15, 1988; eff. August 4, 1988.

**Amended:** ER. 391-4-2-0.15-.70 adopted. F. Aug. 29, 1988; eff. Aug. 24, 1988, the date of adoption.

**Amended:** F. July 17, 1989; eff. August 6, 1989.

**Amended:** F. July 24, 1990; eff. August 13, 1990.

**Amended:** F. July 17, 1991; eff. August 6, 1991.

**Amended:** F. June 5, 1992; eff. June 25, 1992.

**Repealed:** New Rule entitled "Wildlife Management Areas and Other State Managed Lands" adopted. F. June 3, 1993; eff. June 23, 1993.

**Amended:** F. June 2, 1994; eff. June 22, 1994.

**Repealed:** New Rule entitled "Wildlife Management Areas and Other State Lands" adopted. F. May 25, 1995; eff. June 14, 1995.

**Amended:** F. May 30, 1996; eff. June 19, 1996.

**Repealed:** New Rule of same title adopted. F. June 2, 1997; eff. June 22, 1997.

**Repealed:** New Rule of same title adopted. F. May 21, 1998; eff. June 10, 1998.

**Repealed:** New Rule of same title adopted. F. Apr. 30, 1999; eff. May 20, 1999.

**Repealed:** New Rule of same title adopted. F. May 29, 2001; eff. June 18, 2001.

**Amended:** F. Oct. 1, 2001; eff. Oct. 21, 2001.

**Amended:** F. June 4, 2002; eff. June 24, 2002.

**Repealed:** New Rule of same title adopted. F. May 30, 2003; eff. June 19, 2003.

**Repealed:** New Rule of same title adopted. F. June 16, 2005; eff. July 6, 2005.

**Amended:** F. May 26, 2006; eff. June 15, 2006.

**Repealed:** New Rule of same title adopted. F. May 24, 2007; eff. June 13, 2007.

**Amended:** F. May 29, 2008; eff. June 18, 2008.

**Repealed:** New Rule of same title adopted. F. May 27, 2009; eff. June 16, 2009.

**Amended:** F. Sept. 8, 2009; eff. Sept. 28, 2009.

**Repealed:** New Rule of same title adopted. F. June 1, 2011; eff. June 21, 2011.

**Repealed:** New Rule of same title adopted. F. June 13, 2013; eff. July 3, 2013.

**Repealed:** New Rule of same title adopted. F. May 30, 2014; eff. June 19, 2014.

**Repealed:** New Rule of same title adopted. F. May 26, 2015; eff. June 15, 2015.

**Repealed:** New Rule of same title adopted. F. Dec. 17, 2015; eff. Jan. 6, 2016.

**Repealed:** New Rule of same title adopted. F. May 26, 2016; eff. June 15, 2016.

**Repealed:** New Rule of same title adopted. F. Sep. 6, 2016; eff. Sept. 26, 2016.

**Repealed:** New Rule of same title adopted. F. Mar. 17, 2017; eff. Apr. 6, 2017.

**Repealed:** New Rule of same title adopted. F. June 1, 2017; eff. June 21, 2017.

**Amended:** F. May 29, 2018; eff. June 18, 2018.

**Amended:** F. Sep. 4, 2018; eff. Sept. 24, 2018.

**Repealed:** New Rule of same title adopted. F. Jan. 28, 2019; eff. Feb. 17, 2019.

**Repealed:** New Rule entitled "Wildlife Management Areas, Other State Lands, and Federal Areas" adopted. F. June 4, 2019; eff. June 24, 2019.

**Repealed:** New Rule of same title adopted. F. May 27, 2020; eff. June 16, 2020.

**Repealed:** New Rule of same title adopted. F. June 26, 2020; eff. July 16, 2020.

**Amended:** F. June 7, 2021; eff. June 27, 2021.

**Note:** Correction of non-substantive typographical error in **Ocmulgee WMA - Alligator**, first sentence, "Alligator hunting on Ocmulgee PFA allowed 9/6-8/2019 & 9/4-6/2020." corrected to "Alligator hunting on Ocmulgee PFA allowed Sept. 3-5, 2021, and Sept. 2-4, 2022.", as requested by the Agency. Effective Sep. 30, 2021.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

### **391-4-2-.73 Pursuit of Bears with Dogs on Wildlife Management Areas, Other State Lands and Federal Areas**

(1) The purpose of this rule is to establish regulations governing the use of dogs to pursue bears for training and hunting purposes on wildlife management areas, other state lands and federal areas.

(2) It is unlawful for any person to allow their dog(s) to pursue a bear(s) on any wildlife management area, other state land or federal land during any time other than the season(s) specified for such wildlife management area, other state land or federal land in rule [391-4-2-.70](#).

(3) On wildlife management areas, other state lands or federal lands that have a season(s) specified for pursuing bears for the purposes of training hunting dogs or hunting bears pursuant to rule [391-4-2-.70](#):

(a) It is unlawful for any person to participate or assist in a lawful open season for pursuing bears with dogs without first procuring a valid hunting license and big game license pursuant to O.C.G.A. Title 27; and

(b) Any person participating or assisting in a lawful open season for pursuing bears for the purpose of training hunting dogs shall comply with the provisions of O.C.G.A. Sec. [27-3-16](#); and

(c) It is unlawful for any person participating or assisting in a lawful open season for pursuing bears for the purpose of training hunting dogs to fail to check-in once per season online via the departments website or application, or as otherwise specified in the annual popular guide to Hunting Regulations; and

(d) It is unlawful for any person to fail to mark each dog used for pursuing bears with such person's first name, last name, address, and valid telephone number; and

(e) It is unlawful for any person to fail to remove their dog(s) from any such area upon departure; and

(f) It is unlawful for any person participating or assisting in a lawful open season for pursuing bears with dogs to allow their dog(s) to pursue any bear onto property for which permission has not been granted in accordance with O.C.G.A. Sec. [27-3-1](#) or onto any wildlife management area, other state land or federal land at any time not specified in Rule [391-4-2-.70](#).

(4) In accordance with O.C.G.A. Sec. [27-2-25](#), the commissioner may revoke the hunting privileges, big game privileges, and/or wildlife management area privileges of any person who fails to comply with subsections (2) or (3)(a) through (3)(f) of this rule.

**Cite as** Ga. Comp. R. & Regs. R. 391-4-2-.73

**AUTHORITY:** O.C.G.A. §§ [27-1-4](#), [27-3-15](#), [27-3-26](#).

**HISTORY:** Original Rule entitled "Deer Hunts on Chickasawhatchee Wildlife Management Area" adopted. F. Sept. 24, 1998; eff. Oct. 14, 1998.

**Repealed:** F. Apr. 30, 1999; eff. May 20, 1999. New Rule entitled "Pursuit of Bears with Dogs on Wildlife Management Areas, Other State Lands and Federal Areas" adopted. F. Jun. 1, 2011; eff. June 21, 2011.

**Repealed:** New Rule of same title adopted. F. July 13, 2017; eff. August 2, 2017

**Repealed:** New Rule of same title adopted. F. June 4, 2019; eff. June 24, 2019.

**Amended:** F. June 8, 2021; eff. June 28, 2021.

**Repealed:** New Rule of same title adopted. F. June 2, 2023; eff. June 22, 2023.

# **Department 475. RULES OF STATE BOARD OF PARDONS AND PAROLES**

## **Chapter 475-3. RULES**

### **475-3-.05 Parole Consideration**

(1) Consideration is automatic for all offenders serving sentences imposed by a court of this State and who are in the custody of the Department of Corrections, except that no parole consideration shall ever be given to offenders serving sentences for which parole is not authorized by law. Generally, no application is required. However, persons ordered to serve consecutive county misdemeanor confinement sentences exceeding 12 months and persons sentenced pursuant to subsection (c), (d), (e), and/or (l) of O.C.G.A. § [16-13-30](#) and who are recidivists pursuant to O.C.G.A. § [17-10-7\(c\)](#) who have met eligibility requirements for consideration as established in subsection (b)(3) and/or (b)(4) of O.C.G.A. § [42-9-45](#) must request consideration. The request may be in any written form and must contain the name under which the offender was convicted, where the offender is incarcerated, the offense(s), the date and court of conviction, and the length of sentence(s). The request should be submitted as close to the time of eligibility as possible to allow enough time for necessary investigations.

(2) Reconsideration of those inmates serving life sentences who have been denied parole shall take place at least every eight years. The Board will inform inmates denied parole of the reasons for such denial without disclosing confidential sources of information or possible discouraging diagnostic opinions.

(3) Inmates who have escaped will not be considered for parole until their return to custody of penal authorities of this State. If initial parole consideration was given prior to the escape of a life sentence inmate, the next consideration will be scheduled for one to eight years after recapture.

(4) A person who is returned to prison because of a violation of the conditions of parole or other conditional release will be scheduled for parole consideration six months to one year after revocation unless the Board directs otherwise in its order of revocation, votes to consider the case earlier, or unless a new sentence supersedes the revoked sentence for the purpose of computing parole eligibility.

(5) In considering parole for persons who will become statutorily eligible for parole consideration and who are serving less than a life sentence, the Board shall review a recommendation as to months to serve. This recommendation will be obtained from the Parole Decision Guidelines system which accounts for the severity of the crime and the inmate's risk to re-offend. The inmate's risk to re-offend is measured by weighted factors concerning the inmate's criminal and social history which the Board has found to have value in predicting the probability of further criminal behavior. The Parole Decision Guidelines System is an aid to the Board in making more consistent, soundly based and explainable parole decisions and does not create a liberty interest. The Board specifically reserves the right to exercise its discretion under Georgia Law to disagree with the recommendation resulting from application of the Parole Decision Guidelines and may make an independent decision to deny parole or establish a Tentative Parole Month at any time prior to sentence expiration. After the Board notifies the inmate of their decision, the inmate may contest either the Crime Severity Level or Risk to Re-Offend scores by writing within 30 days the Parole Guidelines Subject Matter Expert in the Board's Central Office. Prior to an inmate being paroled, the inmate's institutional conduct will be reviewed and institutional misconduct may result in a delay in parole release or a decision to deny parole. Any decision rendered under the Parole Decision Guidelines may be changed at the discretion of the Board at any time. The Board may modify any part of the Parole Decision Guidelines system at any time.

(6) Inmates considered under the Parole Decision Guidelines system, who are not paroled or discharged from prison earlier, will be reconsidered at least every five years after the date they become statutorily eligible for parole.

(7) The minimum mid-point Parole Decision Guidelines recommendation for each Crime Severity Level represents one-third, or more, of the Statewide-average prison sentence for all crimes assigned said Crime Severity Level.

(8) (a) The Parole Board will use the following factors to compute a Risk to Re-Offend Score for each male inmate it considers for parole using its Parole Guidelines System.

(b) Current Prison Conviction Primary Offense: Property (weight: 0.284): (no = 0), (yes = 1)

(c) Current Prison Admission Type: Parole/Probation Revocation (weight: 0.238): (no = 0), (yes = 1)

(d) Number Felony Arrest Events before Current Prison Episode (weight: 0.093): (# of prior arrests times weight = score)

(e) Number Misdemeanor Arrest Events before Current Prison Episode (weight: 0.052): (# of prior arrests times weight = score)

(f) GDC Validated Gang Member (weight: 0.548): (no = 0), (yes = 1)

(g) Age at Current Prison Admission (weight: -0.049): (age in years times weight = score)

(h) GDC Violent DR Charge During any Incarceration Period (weight: 0.443): (no = 0), (yes = 1)

(9) (a) The Parole Board will use the following factors to compute a Risk to Re-Offend Score for each female inmate it considers for parole using its Parole Guidelines System.

(b) Current Prison Conviction Primary Offense: Property (weight: 0.055): (no = 0), (yes = 1)

(c) Current Prison Admission Type: Parole/Probation Revocation (weight: 0.444): (no = 0), (yes = 1)

(d) Number Felony Arrest Events before Current Prison Episode (weight: 0.079): (# of prior arrests times weight = score)

(e) Number Misdemeanor Arrest Events before Current Prison Episode (weight: 0.085): (# of prior arrests times weight = score)

(f) Age at Current Prison Admission (weight: -0.051): (age in years times weight = score)

(g) GDC Violent DR Charge During any Incarceration Period (weight: 0.398): (no = 0), (yes = 1)

(h) Prior Arrest for a Felony Drug Offense (weight: 0.585): (no = 0), (yes = 1)

(10) (a) Offenders considered for parole using the Parole Decision Guidelines System who have been convicted of the following crimes shall be assigned a Crime Severity Level of VIII: attempted murder, murder in the second degree, voluntary manslaughter, involuntary manslaughter, statutory rape, attempted rape, homicide by vehicle while under the influence of alcohol/drugs or as a habitual traffic violator, feticide by vehicle, aggravated battery, aggravated battery on a police officer, aggravated assault, aggravated assault on a police officer, attempted aggravated child molestation, child molestation, attempted armed robbery, robbery, attempted kidnapping, attempted aggravated sexual battery, attempted aggravated sodomy, hijacking a motor vehicle, bus hijacking, enticing a child for an indecent purpose, cruelty to children, incest, aggravated stalking, burglary of an occupied dwelling, first and second degree home invasion, criminal street gang activity, trafficking in sexual/labor servitude of a victim under age 18 (coerced or deceived), trafficking in sexual/labor servitude of a developmentally disabled victim (any age), VGCSA - Cocaine or Methamphetamine - 400 or more grams, VGCSA - Marijuana - 10,000 or more pounds, or VGCSA - Opiates - 28 or more grams.

(b) Crime Severity Level VIII offenders with a Risk to Re-Offend Score of 0.659934 to 1.00 for men, 0.559960 to 1.00 for women, shall receive a Parole Guidelines recommendation of 90% of the prison sentence.

(c) Crime Severity Level VIII offenders with a Risk to Re-Offend Score of 0.478295 to 0.659933 for men, 0.391979 to 0.559959 for women, shall receive a Parole Guidelines recommendation of 75% of the prison sentence.

(d) Crime Severity Level VIII offenders with a Risk to Re-Offend Score of 0.00 to 0.478294 for men, 0.00 to 0.391978 for women, shall receive a Parole Guidelines recommendation of 65% of the prison sentence.

(11) (a) Offenders considered for parole using the Parole Decision Guidelines System who are incarcerated for the following offenses shall be assigned a Crime Severity Level of VII: pimping or pandering a child under the age of 16, RICO, probation revocation based on a Serious Violent Felony, or trafficking in sexual/labor servitude (victim of any age and no coercion/deception).

(b) Crime Severity Level VII offenders with a Risk to Re-Offend Score of 0.659934 to 1.00 for men, 0.559960 to 1.00 for women, shall receive a Parole Guidelines recommendation of 52 to 96 months.

(c) Crime Severity Level VII offenders with a Risk to Re-Offend Score of 0.478295 to 0.659933 for men, 0.391979 to 0.559959 for women, shall receive a Parole Guidelines recommendation of 40 to 78 months.

(d) Crime Severity Level VII offenders with a Risk to Re-Offend Score of 0.00 to 0.478294 for men, 0.00 to 0.391978 for women, shall receive a Parole Guidelines recommendation of 38 to 54 months.

(12) (a) Offenders considered for parole using the Parole Decision Guidelines System who are incarcerated for the following offenses shall be assigned a Crime Severity Level of VI: VGCSA - Cocaine or Methamphetamine - 200 to 399 grams, VGCSA - Marijuana - 2,000 to 9,999 pounds, or VGCSA - Opiates - 0 to 27 grams, violations of probation or parole based on an arrest or commission of a Level VIII offense with no conviction, arson I, burglary of an unoccupied or vacant dwelling, pimping or pandering a child age 16 or 17, or homicide by vehicle (not DUI/habitual violator).

(b) Crime Severity Level VI offenders with a Risk to Re-Offend Score of 0.659934 to 1.00 for men, 0.559960 to 1.00 for women, shall receive a Parole Guidelines recommendation of 48 to 78 months.

(c) Crime Severity Level VI offenders with a Risk to Re-Offend Score of 0.478295 to 0.659933 for men, 0.391979 to 0.559959 for women, shall receive a Parole Guidelines recommendation of 36 to 60 months.

(d) Crime Severity Level VI offenders with a Risk to Re-Offend Score of 0.00 to 0.478294 for men, 0.00 to 0.391978 for women, shall receive a Parole Guidelines recommendation of 34 to 48 months.

(13) (a) Offenders considered for parole using the Parole Decision Guidelines System who are incarcerated for the following offenses shall be assigned a Crime Severity Level of V: possession of illegal weapon or explosives, VGCSA - Cocaine or Methamphetamine - 28 to 199 grams, VGCSA - Marijuana - 10 to 1,999 pounds, manufacturing Methamphetamine - 2nd offense or child injured, VGCSA - Opiates - four grams or less, or VGCSA - Methamphetamine Trafficking - less than 200 grams.

(b) Crime Severity Level V offenders with a Risk to Re-Offend Score of 0.659934 to 1.00 for men, 0.559960 to 1.00 for women, shall receive a Parole Guidelines recommendation of 36 to 60 months.

(c) Crime Severity Level V offenders with a Risk to Re-Offend Score of 0.478295 to 0.659933 for men, 0.391979 to 0.559959 for women, shall receive a Parole Guidelines recommendation of 34 to 48 months.

(d) Crime Severity Level V offenders with a Risk to Re-Offend Score of 0.00 to 0.478294 for men, 0.00 to 0.391978 for women, shall receive a Parole Guidelines recommendation of 32 to 40 months.

(14) (a) Offenders considered for parole using the Parole Decision Guidelines System who are incarcerated for the following offenses shall be assigned a Crime Severity Level of IV: arson II - \$2,000, burglary - non-dwelling, over \$5,000 or six or more counts, possession of a firearm by a convicted felon (under active supervision), identity fraud, manufacturing Methamphetamine - near a child, serious injury by vehicle, theft of vehicle - four or more counts or 4th or more offense, or VGCSA - sale/distribution/intent to sell Schedule I or II drugs - 3<sup>rd</sup> offense or greater.

(b) Crime Severity Level IV offenders with a Risk to Re-Offend Score of 0.659934 to 1.00 for men, 0.559960 to 1.00 for women, shall receive a Parole Guidelines recommendation of 28 to 38 months.

(c) Crime Severity Level IV offenders with a Risk to Re-Offend Score of 0.478295 to 0.659933 for men, 0.391979 to 0.559959 for women, shall receive a Parole Guidelines recommendation of 24 to 34 months.

(d) Crime Severity Level IV offenders with a Risk to Re-Offend Score of 0.00 to 0.478294 for men, 0.00 to 0.391978 for women, shall receive a Parole Guidelines recommendation of 22 to 26 months.

(15) (a) Offenders considered for parole using the Parole Decision Guidelines System who are incarcerated for the following offenses shall be assigned a Crime Severity Level of III: burglary - non-dwelling - two to five counts - \$2,001 to \$5,000, credit card fraud - more than 10 counts or \$1,000, criminal damage - life in danger or over \$2,000, destroying or injuring police dog or horse, forgery I - over 10 counts or \$1,000, possession of a firearm by a convicted felon, manufacturing Methamphetamine - 1st offense, obstruction of officer, possession/theft of material to manufacture illegal drugs - 2nd offense, terroristic threat, theft - \$25,000 or more, theft of vehicle - for profit or 2nd and 3rd counts not for profit or 3rd offense, or VGCSA - 2<sup>nd</sup> sale or 3<sup>rd</sup> or greater possession, conspiracy to commit identity fraud, computer theft, computer trespass, computer invasion of privacy, computer forgery.

(b) Crime Severity Level III offenders with a Risk to Re-Offend Score of 0.659934 to 1.00 for men, 0.559960 to 1.00 for women, shall receive a Parole Guidelines recommendation of 26 to 32 months.

(c) Crime Severity Level III offenders with a Risk to Re-Offend Score of 0.478295 to 0.659933 for men, 0.391979 to 0.559959 for women, shall receive a Parole Guidelines recommendation of 22 to 28 months.

(d) Crime Severity Level III offenders with a risk to Re-Offend Score of 0.00 to 0.478294 for men, 0.00 to 0.391978 for women, shall receive a Parole Guidelines recommendation of 20 to 24 months.

(16) (a) Offenders considered for parole using the Parole Decision Guidelines System who are incarcerated for the following offenses shall be assigned a Crime Severity Level of II: bad checks - \$2,000 or more, burglary - non-dwelling - \$300 to \$2,000 - one count, credit card fraud - 10 or fewer counts or less than \$1,000, criminal damage II - \$300 to \$2,000, forgery I - 10 or fewer counts or fewer than \$1,000, possession of a firearm during the commission of a crime, possession/theft of materials to manufacture illegal drugs - 1st offense, reckless conduct by HIV-infected person, theft - \$5,000 to \$24,999, theft of vehicle - not for profit - 2nd offense, VGCSA - possession - 2nd offense, or VGCSA - sale/intent to sell/distribution - 1st offense.

(b) Crime Severity Level II offenders with a Risk to Re-Offend Score of 0.659934 to 1.00 for men, 0.559960 to 1.00 for women, shall receive a Parole Guidelines recommendation of 24 to 28 months.

(c) Crime Severity Level II offenders with a Risk to Re-Offend Score of 0.478295 to 0.659933 for men, 0.391979 to 0.559959 for women, shall receive a Parole Guidelines recommendation of 20 to 24 months.

(d) Crime Severity Level II offenders with a Risk to Re-Offend Score of 0.00 to 0.478294 for men, 0.00 to 0.391978 for women, shall receive a Parole Guidelines recommendation of 18 to 22 months.

(17) (a) Offenders considered for parole using the Parole Decision Guidelines System who are incarcerated for the following offenses shall be assigned a Crime Severity Level of I: bad checks - under \$2,000, burglary - non-dwelling, less than \$300 - one count, credit card theft, criminal interference with government property, escape - no weapon, aiding escape - no weapon, forgery II - 10 or fewer counts or less than \$1,000, habitual violator, possession/passing forged prescriptions - 1st offense, possession of tools to commit a crime, theft - \$4,999 or less, theft of vehicle - not for profit - one count - 1<sup>st</sup> offense, or VGCSA - possession - 1<sup>st</sup> offense, violation of the Georgia Securities Act.

(b) Crime Severity Level I offenders with a Risk to Re-Offend Score of 0.659934 to 1.00 for men, 0.559960 to 1.00 for women, shall receive a Parole Guidelines recommendation of 20 to 26 months.



(c) Crime Severity Level I offenders with a Risk to Re-Offend Score of 0.478295 to 0.659933 for men, 0.391979 to 0.559959 for women, shall receive a Parole Guidelines recommendation of 17 to 22 months.

(d) Crime Severity Level I offenders with a Risk to Re-Offend Score of 0.00 to 0.478294 for men, 0.00 to 0.391978 for women, shall receive a Parole Guidelines recommendation of 15 to 19 months.

(18) Offenders considered for parole using the Parole Decision Guidelines System who are incarcerated for an offense or offenses not otherwise specified in this rule will be assigned the Crime Severity Level of the specified offense most similar to their most serious offense. Attempted Level II through Level VII offenses will be assigned the Crime Severity Level one level below that of the consummated offense.

(19) Inmates serving prison sentences for sex crimes and crimes against minors will receive a risk assessment evaluation prior to a final decision to grant parole to determine the likelihood that he or she will engage in another sex crime or a crime against a minor.

**Cite as** Ga. Comp. R. & Regs. R. 475-3-.05

**AUTHORITY:** Ga. Const. 1983, Art. 4, § 2, ¶ 2; O.C.G.A. §§ [42-9-1](#), [42-9-40](#), [42-9-45](#).

**HISTORY:** Original Rule entitled "Parole Consideration" adopted. F. and eff. Jan. 7, 1970.

**Amended:** F. Oct. 8, 1971; eff. Oct. 28, 1971.

**Amended:** F. Jan. 20, 1972; eff. Feb. 9, 1972.

**Amended:** F. Jan. 8, 1974; eff. Jan. 28, 1974.

**Amended:** F. June 30, 1976; eff. July 20, 1976.

**Amended:** F. Mar. 15, 1979; eff. Apr. 4, 1979.

**Amended:** F. Nov. 8, 1979; eff. Dec. 1, 1979, as specified by the Agency.

**Repealed:** New Rule, same title adopted. F. Nov. 21, 1983; eff. Dec. 11, 1983.

**Amended:** F. Jan. 7, 1985; eff. Feb. 1, 1985; as specified by the Agency.

**Amended:** F. Apr. 29, 1985; eff. May 19, 1985.

**Amended:** F. Aug. 23, 1993; eff. Sept. 12, 1993.

**Repealed:** New Rule, same title adopted. F. July 9, 2001; eff. July 29, 2001.

**Amended:** F. Dec. 9, 2005; eff. Jan. 1, 2006, as specified by the Agency.

**Amended:** F. Jan. 4, 2007; eff. Jan. 24, 2007.

**Amended:** F. Dec. 10, 2007; eff. Jan. 1, 2008, as specified by the Agency.

**Amended:** F. Apr. 1, 2008; eff. Apr. 28, 2008, as specified by the Agency.

**Amended:** F. December 10, 2012; eff. January 1, 2013, as specified by the Agency.

**Amended:** F. Oct. 1, 2013; eff. Oct. 21, 2013.

**Amended:** F. Aug. 5, 2014; eff. Aug. 25, 2014.

**Amended:** F. Oct. 6, 2015; eff. Oct. 26, 2015.

**Amended:** F. Nov. 8, 2016; eff. Nov. 28, 2016.

**Amended:** F. June 11, 2017; eff. July 1, 2017.

**Amended:** F. Aug. 9, 2018; eff. Aug. 29, 2018.

**Amended:** F. June 11, 2021; eff. July 1, 2021.

**Amended:** F. June 11, 2023; eff. July 1, 2023.

# Department 505. PROFESSIONAL STANDARDS COMMISSION

## Chapter 505-2. CERTIFICATION

### 505-2-.141 Curriculum and Instruction

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in Curriculum and Instruction P-12, which allows individuals certified in this field to have enhanced knowledge and competency in curriculum, teaching, learning, and teacher education.

#### (2) Professional Requirements.

(a) Issuance.

1. An individual is eligible for a Professional certificate in the field of Curriculum and Instruction based on meeting the following requirements:

(i) Hold a level four (4) or higher Induction or Professional certificate in any field.

(ii) Complete a state-approved certification preparation program in Curriculum and Instruction at the master's degree level - level five (5) - or higher.

(iii) Meet the Special Georgia Requirements (See GaPSC Rule [505-2-.24](#) SPECIAL GEORGIA REQUIREMENTS) applicable to the field of Curriculum and Instruction.

(I) Pass the GACE content knowledge assessment.

(II) Meet Standards of Conduct.

(iv) Apply for certification following procedures outlined in Rule [505-2-.27](#) CERTIFICATION AND APPLICATION PROCEDURES.

(3) **Non-Renewable Professional Requirements** (See GaPSC Rule [505-2-.09](#) NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) A One (1)-year Non-Renewable Professional certificate in the field of Curriculum and Instruction may be issued at the request of an employing Georgia local unit of administration (LUA) to an individual holding an expired Georgia Clear Renewable or Standard Professional certificate in Curriculum and Instruction who has not met renewal requirements outlined in section (7) below.

#### (4) Additional Certificate Titles Issued in the Field.

(a) Retired Educator (See GaPSC Rule [505-2-.44](#) RETIRED EDUCATOR CERTIFICATE).

(5) To Add the Field (See GaPSC Rule [505-2-.34](#) ADD A FIELD).

(a) To add Curriculum and Instruction to an existing certificate in any field, an individual must complete the requirements for an initial Curriculum and Instruction certificate outlined in (2)(a), to include all applicable Special Georgia Requirements.

(6) **To Upgrade the Level** (See GaPSC Rule [505-2-.33](#) CERTIFICATE UPGRADE).

(7) **Renewal Requirements** (See GaPSC Rule [505-2-.36](#) RENEWAL REQUIREMENTS).

**(8) Restrictions.**

(a) The field of Curriculum and Instruction may not be added or used to upgrade a Provisional certificate or previously issued Induction Pathway 4 certificates or the equivalent.

(9) **In-Field Statement** (See GaPSC Rule [505-2-.40](#) IN-FIELD ASSIGNMENT). An individual holding the Curriculum and Instruction certificate has strengthened and enhanced competency levels to design, implement, and evaluate curriculum that promotes student learning and plan, implement, and evaluate instruction to facilitate student learning.

**Cite as** Ga. Comp. R. & Regs. R. 505-2-.141

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "School Psychology" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.

**Repealed:** F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

**Amended:** New Rule entitled "Foreign Language, Hindi" adopted. F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.

**Amended:** F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.

**Repealed:** New Rule entitled "Curriculum and Instruction" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

**Amended:** F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **505-2-.142 Instructional Technology**

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in Instructional Technology P-12, which allows individuals certified in this field to provide instruction, training, and resources to students, teachers and administrators in order to facilitate the use of technology in the classroom to promote student achievement.

(2) Professional Requirements.

(a) Issuance.

1. An individual is eligible for an Induction or Professional certificate in the field of Instructional Technology based on meeting the following requirements:

(i) Hold a level four (4) or higher Induction or Professional certificate in any field;

(ii) Complete a state-approved certification preparation program in Instructional Technology at the master's degree level - level five (5) - or higher;

(iii) Meet Special Georgia Requirements (See GaPSC Rule [505-2-.24](#) SPECIAL GEORGIA REQUIREMENTS) applicable to the field of Instructional Technology; and

(I) Pass the GACE content knowledge assessment; and

(II) Standards of Conduct.

(iv) Apply for certification following procedures outlined in Rule [505-2-.27](#) CERTIFICATION AND APPLICATION PROCEDURES.

(3) **Non-Renewable Professional Certificate** (See GaPSC Rule [505-2-.09](#) NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) A One (1)-year Non-Renewable Professional certificate in the field of Instructional Technology may be issued at the request of an employing Georgia local unit of administration (LUA) to an individual holding an expired Georgia Clear Renewable or Standard Professional certificate in Instructional Technology who has not met renewal requirements outlined in section (7) below.

(4) **Additional Certificate Titles Issued in the Field.**

(a) Retired Educator (See GaPSC Rule [505-2-.44](#) RETIRED EDUCATOR CERTIFICATE).

(5) **To Add the Field** (See GaPSC Rule [505-2-.34](#) ADD A FIELD).

(a) To add Instructional Technology to an existing certificate in any field, an individual must complete the requirements for an initial Instructional Technology certificate outlined in (2)(a), to include all applicable Special Georgia Requirements.

(6) **To Upgrade the Level** (See GaPSC Rule [505-2-.33](#) CERTIFICATE UPGRADE).

(7) **Renewal Requirements** (See GaPSC Rule [505-2-.36](#) RENEWAL REQUIREMENTS).

(8) **Restrictions.**

(a) The field of Instructional Technology may not be added or used to upgrade a Provisional Certificate or previously issued Induction Pathway 4 Certificate or the equivalent.

(9) **In-Field Statement** (See GaPSC Rule [505-2-.40](#) IN-FIELD ASSIGNMENT). An individual holding the Instructional Technology certificate has strengthened and enhanced competency levels to effectively integrate technology into his/her own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

**Cite as** Ga. Comp. R. & Regs. R. 505-2-.142

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "School Social Work" adopted. F. Dec. 18, 1991, eff. Jan. 7, 1992.

**Repealed:** F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

**Amended:** New Rule entitled "Foreign Language, Urdu" adopted. F. Sept. 16, 2008; eff. Oct. 15, 2008, as specified by the Agency.

**Amended:** F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.

**Repealed:** New Rule entitled "Instructional Technology" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

**Amended:** F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

**Amended:** F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **505-2-.149 Teacher Leadership**

(1) **Summary:** This rule outlines the requirements and procedures for issuance of the service certificate in Teacher Leadership P-12, which allows individuals certified in this field to retain classroom responsibilities while also assisting peers to improve classroom practice resulting in higher levels of student learning.

(2) **Professional Certificate Requirements** (See GaPSC Rule [505-2-.05](#) PROFESSIONAL CERTIFICATE).

(a) Issuance.

1. An Individual is eligible for a Professional certificate in the field of Teacher Leadership based on meeting the following requirements:

(i) Hold a level four (4) or higher Induction or Professional certificate in any field.

(ii) Complete a state-approved certification program in Teacher Leadership at the master's degree level - level five (5) - or higher.

(iii) Meet the Special Georgia Requirements (See GaPSC Rule [505-2-.24](#) SPECIAL GEORGIA REQUIREMENTS) applicable to the field of Teacher Leadership:

(I) Pass the GACE content knowledge assessment.

(II) Meet Standards of Conduct.

(iv) Apply for certification following procedures outlined in Rule [505-2-.27](#) CERTIFICATION AND APPLICATION PROCEDURES.

(3) **Non-Renewable Professional Requirements** (See GaPSC Rule [505-2-.09](#) NON-RENEWABLE PROFESSIONAL CERTIFICATE).

(a) A One (1)-year Non-Renewable Professional certificate in the field of Teacher Leadership may be issued at the request of an employing Georgia local unit of administration (LUA) to an individual holding an expired Georgia Clear Renewable or Standard Professional certificate in Teacher Leadership who has not met renewal requirements outlined in section (7) below.

(4) **Additional Certificate Title Issued in the Field.**

(a) Retired Educator (See GaPSC Rule [505-2-.44](#) RETIRED EDUCATOR CERTIFICATE).

(5) **To Add the Field** (See GaPSC Rule [505-2-.34](#) ADD A FIELD).

(a) To add Teacher Leadership to an existing certificate in any field, an individual must complete the requirements for an initial Teacher Leadership certificate outlined in (2)(a), to include all applicable Special Georgia Requirements.

(6) **To Upgrade the Level** (See GaPSC Rule [505-2-.33](#) CERTIFICATE UPGRADE).

(7) **Renewal Requirements** (See GaPSC Rule [505-2-.36](#) RENEWAL REQUIREMENTS).

**(8) Restrictions.**

(a) The field of Teacher Leadership may not be added or used to upgrade a Provisional certificate or previously issued Induction Pathway 4 certificates or the equivalent.

(9) **In-Field Statement** (See GaPSC Rule [505-2-.40](#) IN-FIELD ASSIGNMENT). An individual holding the Teacher Leadership Certificate has strengthened and enhanced competency levels to facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs to guide positive change and improve student learning.

**Cite as** Ga. Comp. R. & Regs. R. 505-2-.149

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Teacher Leadership" adopted. F. Jun. 11, 2014; eff. July 1, 2014, as specified by the Agency.

**Amended:** F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.

## **505-2-.194 Financial Literacy Endorsement**

**(1) Professional and Induction Requirements.**

**(a) Issuance.**

1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction teaching certificate.
2. Verify completion of coursework from a GaPSC-approved Financial Literacy Endorsement Program outlined in GaPSC Rule [505-3-.113](#) FINANCIAL LITERACY ENDORSEMENT PROGRAM.
3. Meet Standards of Conduct.
4. Apply for certification following procedures outlined in GaPSC Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

**(b) Renewal.**

1. Meet requirements outlined in the GaPSC Rule [505-2-.36](#) RENEWAL REQUIREMENTS.
2. Meet Standards of Conduct.
3. Apply for certification following procedures outlined in GaPSC Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

**(2) Three-Year Non-Renewable and Three-Year Induction Requirements.**

**(a) Issuance.**

1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction teaching Certificate.
2. Meet Standards of Conduct.

3. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in GaPSC Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Conversion.

1. Verify completion of coursework from a GaPSC-approved Financial Literacy Endorsement Program outlined in GaPSC Rule [505-3-.113](#) FINANCIAL LITERACY ENDORSEMENT PROGRAM.

2. Meet Standards of Conduct.

3. Apply for certification following procedures outlined in GaPSC Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(3) **In-Field Statement (See GaPSC Rule [505-2-.40](#) IN-FIELD ASSIGNMENT).** An individual with the Financial Literacy Endorsement is in-field to teach identified courses in Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at [www.gapsc.com](http://www.gapsc.com).

**Cite as** Ga. Comp. R. & Regs. R. 505-2-.194

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Financial Literacy Endorsement" adopted. F. June 9, 2023; eff. July 1, 2023, as specified by the Agency.



# Department 505. PROFESSIONAL STANDARDS COMMISSION

## Chapter 505-3. EDUCATOR PREPARATION RULES

### 505-3-.03 Foundations of Reading, Literacy, and Language

(1) **Purpose.** This rule states reading, literacy, and language content standards for approving programs that prepare individuals to teach children aged birth through kindergarten and children in any subject in grades P-12, and it supplements requirements in GaPSC Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Definitions.**

(a) Alphabetic Principle: The idea that letters and letter patterns represent the sounds of spoken language.

(b) Comprehension: Comprehension is the cognitive process of understanding and interpreting information, usually in the context of language, both spoken and written. It involves the ability to extract meaning from words, sentences, and larger units of text or speech, as well as making connections between ideas, drawing inferences, and synthesizing information.

(c) Explicit Instruction: Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback.

(d) Fluency: The ability to act (speak, read, write) with ease, accuracy, automaticity/appropriate rate, and prosody. It is an essential component of reading because it permits the reader to focus on constructing meaning from the text rather than on decoding words.

(e) Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

(f) Language (expressive, receptive, and pragmatic language): (1) Expressive Language: Sharing thoughts and feelings through body language, gestures, facial expressions, vocalizations, or words. (2) Receptive Language: Understanding what others are communicating; understanding the intents of others. (3) Pragmatic Language: The social use of verbal and nonverbal communication.

(g) Literacy: The capacity to engage with and skillfully utilize various forms of communication, including reading, writing, speaking, listening, and digital media, to effectively express, interpret, and interact with a variety of ideas and perspectives.

(h) Morpheme: The smallest meaningful unit of a language that cannot be further divided. A "base," or "root" is a morpheme in a word that gives the word its principle meaning.

(i) Phoneme: The smallest unit of sound in a spoken word; an individual speech sound.

(j) Phonemic Awareness: The ability to detect and manipulate the smallest units (i.e., phonemes) of spoken language. For example, recognition that the word cat includes three distinct sounds or phonemes represents phonemic awareness. Individuals with phonemic awareness can blend phonemes to form spoken words, segment spoken words into their constituent phonemes, delete phonemes from spoken words, add phonemes, and substitute phonemes.

(k) **Phonics**: An approach to teaching reading that emphasizes the systematic relationship between the sounds of language and the graphemes (i.e., letters or letter combinations) that represent those sounds. Learners apply this knowledge to decode printed words.

(l) **Phonological Awareness**: Phonological awareness is the ability to recognize and manipulate the sound structures within spoken language. This skill encompasses the identification and manipulation of various linguistic components, including (1) syllables, such as /book/, (2) onsets and rimes, such as /b/ and /ook/, and (3) individual phonemes, such as /b/, /oo/, and /k/.

(m) **Science of Reading/Scientific Reading Instruction**: An evidence-based approach to teaching reading and writing that is rooted in the understanding of cognitive science and its connection to educational outcomes. This method trains educators to teach reading by addressing syllables, morphology, sound-symbol correspondence, semantics, and syntax in a clear, systematic, and diagnostic manner. The approach holistically integrates speaking, listening, reading, and writing by offering explicit, systematic, and tailored instruction in areas such as phonological and phonemic awareness, phonics, syllable patterns, morphology, semantics, and syntax, ensuring a comprehensive and inclusive literacy development experience.

(n) **Spelling**: The process of representing a language by means of a writing system.

(o) **Systematic Instruction**: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.

(p) **Vocabulary**: The collection of words that an individual knows, understands, and actively employs in both written and oral communication. This personalized set of words is dynamic and evolves through exposure to diverse sources and experiences. This definition differs from lexicon, which encompasses the entire set of words within a language.

(q) **Written Expression**: A complex process of using various cognitive operations to translate ideas and thoughts into a written language.

### **(3) Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall ensure candidates meet the standards specified below for programs leading to initial teacher certification. The standards are adapted from the standards published in 2017 by the International Literacy Association (ILA), the Georgia Early Learning and Development Standards (GELDS) published in 2013, the Knowledge and Practice Standards published in 2018 by the International Dyslexia Association (IDA), and the standards published in 2017 by the National Association for the Education of Young Children (NAEYC). GaPSC-approved programs shall incorporate these standards by Fall 2024.

(b) Programs that prepare Birth Through Kindergarten and Special Education Preschool teachers shall meet the following standards.

#### **1. Knowledge: Language and Literacy Acquisition.**

(i) Candidates demonstrate knowledge that the development of language is the foundation for literacy development.

(ii) Candidates demonstrate knowledge that language is developed within the context of relationships.

(iii) Candidates demonstrate knowledge that social engagement is the means by which we proactively gauge language development.

(iv) Candidates demonstrate knowledge that engagement through frequent, social interactions with adults and peers as evidenced by investment, independence, and initiation is the fuel for language development.

(v) Candidates demonstrate knowledge that when children are engaged their use of language is frequent, functional, socially oriented, and fluid across settings.

(vi) Candidates will know and be able to explain indicators and phases of typical language development including expressive, receptive, and pragmatic language across the birth to kindergarten continuum.

(vii) Candidates demonstrate knowledge that language development is essential for individuals to communicate needs, formulate ideas, develop and maintain relationships, and solidify understanding of concepts.

(viii) Candidates are able to cite evidence and give practical examples showing how phonological awareness skills affect attainment of future literacy skills.

(ix) Candidates will be able to identify and explain how language development influences cognitive and emotional development, which contributes to literacy and writing development. Candidates will be able to cite examples in practice and explain how to continuously notice, support, and nurture language development across the developmental continuum.

(x) Candidates understand and explain research describing the effects of communication styles and dialects on foundational early language and literacy learning.

(xi) Candidates will know and be able to explain that language development is vital to the use of one's "inner dialogue" required for self-regulation.

(xii) Candidates understand the various ways in which infants and young children communicate their needs, wants, feelings through the use of language (e.g., gestures, body language, facial expressions, vocalizations, or words).

(xiii) Candidates understand the ways in which infants and young children experiment with expressive language to enhance their communication (e.g., spontaneous vocal play, crying).

(xiv) Candidates demonstrate knowledge of the ways in which all domains of development impact language development (e.g., fine motor, gross motor, cognitive, and emotional development).

## 2. Application: Methods and Assessment.

### (i) Curriculum and Instruction.

(I) Candidates will implement developmentally responsive practices that meet the instructional needs of students who are at different points of language and literacy development.

(II) Candidates select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.

(III) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally responsive, and integrated across language and literacy domains with an emphasis on individual, small, and large group conversations, play, storytelling, rhyming, singing, and writing activities.

(IV) Candidates plan, modify, and implement developmentally responsive explicit, systematic, cumulative, and teacher-directed and child-directed instruction in the foundational skills of language and literacy, including phonological awareness, alphabetic principle, phonics, reading fluency, vocabulary development, listening and reading comprehension, print awareness, and written expression.

(V) Candidates scaffold instruction to support learners based on their development, including those with different learning needs. Concepts across the age bands include:

#### I. Phonological and phonemic awareness

##### A. Progression of sound and phonological-awareness skill development across age

- B. Sound awareness
- C. Phonological sensitivity
- D. Rhyming
- E. Syllabication
- F. Segmenting, deleting, manipulating phonemes
- G. Consonant and vowel phonemes
- II. Print awareness
  - A. Recognition that print has meaning
  - B. Environmental print
  - C. Book handling skills
  - D. Recognition that print is read left to right, top to bottom
  - E. Recognition of a letter, a word, a sentence
- III. Phonics and word recognition
  - A. Alphabetic principle
  - B. Phoneme-grapheme correspondence
  - C. English orthography
  - D. Systematic, cumulative, and explicit teaching of basic decoding and spelling rules and letter patterns (digraphs, diphthongs, blends, onset-rime, etc.)
  - E. Teaching regular and irregular words
  - F. Teaching decoding of multisyllabic words
  - G. Decodable texts and sound walls in teaching beginning readers
- IV. Reading fluency
  - A. Automatic word reading
  - B. Oral reading fluency including accuracy, automaticity, and prosody
  - C. Varied techniques and methods for building reading fluency
  - D. Appropriate uses of assistive technology
- V. Listening and reading comprehension
  - A. Background knowledge
  - B. Use of pictures and other visual cues, props (puppets, storyboards, etc.)

C. Inferencing

D. Instructional routines appropriate for each major genre: informational text, narrative text

E. Teacher's role as an active mediator of text-comprehension processes (text-to-self, text-to-text, and text-to-world)

(VI) Candidates design, adapt, implement, and evaluate evidence-based and developmentally responsive instruction and materials to develop writing processes and orthographic knowledge for all learners. They use a structured approach to explicitly teach skills related to written expression. Key terms or concepts related to this area include:

I. Written expression

A. Supports small and large muscle development needed to support writing

B. Developmental phases of writing (random marks, holds simple tools)

C. Dictation of children's drawings and thoughts (writes words to describe or name pictures)

D. Use of inventive spelling

E. Planning, translating (drafting), reviewing, and revising

F. Research-based principles for teaching letter formation

G. Research-based principles for teaching written spelling and punctuation

H. Developmental phases of the writing process

I. Appropriate uses of assistive technology in written expression.

(VII) Candidates plan, modify, and implement evidence-based and integrated instruction and materials to support and nurture expressive, receptive, and pragmatic language development. They use a range of instructional approaches, including multi-modal and multi-sensory strategies and context-based instruction. Key terms or concepts related to this area include:

I. Expressive, receptive, and pragmatic language development

A. Adult and peer interaction

B. Uses developmentally responsive strategies to support progression of language development

C. Role or creation of a stimulating environment including multi-modal materials to enhance engagement - as indicated by learners' investment, independence, and initiation - in supporting/nurturing language development

(VIII) Candidates plan, modify, and implement evidence-based and integrated instruction and materials to develop vocabulary knowledge for all learners. They use a range of instructional approaches, including direct instruction, context-based instruction, and word-learning strategies. Key terms or concepts related to this area include:

I. Vocabulary development

A. Adult and peer interaction

B. Uses strategies to support progression of vocabulary development

C. Role of expressive language including non-verbal (gestures, eye contact) and verbal (vocalizations, babbling) in vocabulary development

D. Role or creation of a stimulating environment including multi-modal materials to enhance engagement as indicated by learners' investment, independence, and initiation

E. Role of vocabulary development and vocabulary knowledge in oral and written language comprehension

F. Sources of wide differences in students' vocabularies

G. Indirect (contextual) methods of vocabulary instruction and their role and characteristics

H. Direct, explicit methods of vocabulary instruction and their role and characteristics

(IX) Candidates apply knowledge of learner development and learning differences to create a positive, language and literacy-rich learning environment anchored in materials that promote play, conversation, and exploration (e.g., dramatic play materials, books, blocks) that support and nurture engagement between children and peers, and children and adults.

(ii) Assessment and Evaluation

(I) Candidates use observational methods for universally noticing and monitoring, screening if necessary, enhancing opportunities to scaffold students' language and literacy development.

(II) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments for language and literacy development, including universal monitoring, screening, progress monitoring, diagnostic, and outcome assessments.

(III) Candidates utilize results of all data collection methods related to language and literacy development to inform and enhance developmentally responsive practices to support learning in universal settings including everyday routines, rituals, and activities.

(IV) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with caregivers, including parents, other educators, and healthcare providers.

### 3. Language and Literacy Professional Dispositions and Practices.

(i) Candidates promote language and literacy development for all students by using developmentally responsive practices and engaging in ethical and effective practices that honor all students' linguistic backgrounds.

(ii) Candidates continuously reflect on their practices, engage in ongoing appreciative inquiry and peer mentorship through collaboration with other educators and advocate for students and their families to support and nurture language and literacy development.

(c) Programs that prepare Elementary Education (P-5), Special Education General Curriculum/Elementary Education (P-5), and Middle Grades Reading teachers shall meet the following standards.

#### 1. Knowledge: Literacy Acquisition.

(i) Candidates demonstrate knowledge of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.

(ii) Candidates demonstrate an understanding that learning to read requires explicit, structured, and cumulative instruction.

- (iii) Candidates demonstrate knowledge of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
- (iv) Candidates demonstrate the ability to identify and explain how aspects of cognition and behavior can affect reading and writing development.
- (v) Candidates demonstrate an understanding of how environmental and social factors can contribute to literacy development.
- (vi) Candidates demonstrate an understanding of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
- (vii) Candidates demonstrate knowledge of the most common intrinsic differences between proficient and striving readers, including motivation, self-efficacy, linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an understanding of oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (ix) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate knowledge of the integration of literacy skills across different subject areas.
- (xi) Candidates demonstrate knowledge of the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (xii) Candidates demonstrate knowledge of the reciprocal relationships between decoding, word recognition, spelling, morphology, and vocabulary knowledge.
- (xiii) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing, and their centrality to literacy learning.
- (xiv) Candidates demonstrate knowledge of the most common intrinsic differences between strong and striving readers, including linguistic, cognitive, and neurobiological factors.

## 2. Application: Methods and Assessment.

### (i) Curriculum and Instruction.

(I) Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.

(II) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains related to the following areas: phonological and phonemic awareness, phonics, word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression.

(III) Candidates plan, modify, and implement explicit, systematic, cumulative, and teacher-directed instruction in the foundational skills of reading, including phonological and phonemic awareness, phonics, word recognition, reading fluency, and listening and reading comprehension. Candidates scaffold instruction to support all learners in reading, including those with different learning needs. Concepts related to this area include:

#### I. Phonological and phonemic awareness

- A. Consonant and vowel phonemes
- B. Phonological sensitivity
- C. Phonemic-awareness difficulties
- D. Progression of phonemic-awareness skill development across age and grade
- E. Rhyming
- F. Segmenting, deleting, manipulating phonemes
- G. Syllabication
- II. Phonics and word recognition
  - A. Alphabetic principle
  - B. Phoneme-grapheme correspondence
  - C. English orthography
  - D. Systematic, cumulative, and explicit teaching of basic decoding and encoding rules and letter patterns (digraphs, diphthongs, blends, onset-rime, etc.)
  - E. Teaching regular and irregular words
  - F. Teaching decoding of multisyllabic words
  - G. Decodable texts and sound walls in teaching beginning readers
- III. Reading fluency
  - A. Automatic word reading
  - B. Oral reading fluency including accuracy, automaticity, and prosody
  - C. Varied techniques and methods for building reading fluency (e.g., repeated reading, echo reading, and Reader's Theater)
  - D. Appropriate uses of assistive technology
  - E. Repeated and echo reading strategies
- IV. Listening and reading comprehension
  - A. Background knowledge
  - B. Inferencing
  - C. Factors that contribute to deep comprehension
  - D. Instructional routines appropriate for each major genre: informational text, narrative text, and argumentation
  - E. Role of sentence comprehension in listening and reading comprehension



F. Teacher's role as an active mediator of text-comprehension processes (text-to-self, text-to-text, and text-to-world)

(IV) Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge for all learners. They use a structured approach to explicitly teach skills related to written expression. Key terms or concepts related to this area include:

I. Written expression

A. Handwriting skills in print and cursive

B. Motor skills and letter/word formation

C. Transcription and writing fluency

D. Major skill domains that contribute to written expression

E. Planning, translating (drafting), reviewing, and revising

F. Genre

G. Research-based principles for teaching letter formation, both manuscript and cursive

H. Research-based principles for teaching written spelling and punctuation

I. Developmental phases of the writing process

J. Appropriate uses of assistive technology in written expression.

(V) Candidates plan, modify, and implement evidence-based and integrated instruction and materials to develop vocabulary knowledge for all learners. They use a range of instructional approaches, including direct instruction, context-based instruction, and word-learning strategies. Key terms or concepts related to this area include:

I. Vocabulary

A. Role of vocabulary development and vocabulary knowledge in oral and written language comprehension

B. Sources of wide differences in students' vocabularies

C. Indirect (contextual) methods of vocabulary instruction and their role and characteristics

D. Direct, explicit methods of vocabulary instruction and their role and characteristics

E. Morphological awareness

(VI) Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

(ii) Assessment and Evaluation.

(I) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.

(II) Candidates use observational skills and results of student work to determine students' reading, literacy, and language strengths and needs, and select and administer other appropriate formal and informal assessments for assessing students' language and literacy development.

(III) Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.

(IV) Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.

(V) Candidates understand and utilize well-validated screening tests designed to identify students at risk for reading difficulties and students who exhibit characteristics of dyslexia and understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

(VI) Candidates understand and utilize informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

(VII) Candidates read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.

(VIII) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

### 3. Literacy Professional Dispositions and Practices.

(i) Candidates promote high-quality literacy learning for all students by using responsive practices and engaging in ethical and effective practices that honor all students' linguistic backgrounds.

(ii) Candidates act in the best interests of striving readers and maintain the public trust by providing accurate and scientifically supported best practices in the field.

(iii) Candidates continuously reflect on their practices, engage in ongoing inquiry, and advocate for students and their families to enhance literacy learning.

(d) Programs that prepare Middle Grades (4-8) teachers of English language arts, mathematics, science, and social science shall ensure candidates meet the following standards.

#### 1. Knowledge: Literacy Acquisitions.

(i) Candidates demonstrate awareness of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.

(ii) Candidates demonstrate an awareness that learning to read requires explicit, structured, and cumulative instruction.

(iii) Candidates demonstrate awareness of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).

(iv) Candidates demonstrate an awareness of how aspects of cognition and behavior can affect reading and writing development.

(v) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.

(vi) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.

- (vii) Candidates demonstrate awareness of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an awareness of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (ix) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.
- (xi) Candidates demonstrate an awareness of the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (xii) Candidates demonstrate awareness of the reciprocal relationships between decoding, word recognition, spelling, morphology, and vocabulary knowledge.
- (xiii) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing, and their centrality to literacy learning.
- (xiv) Candidates demonstrate an awareness of the most common intrinsic differences between strong and striving readers, including linguistic, cognitive, and neurobiological factors.

## 2. Application: Curriculum and Instruction.

- (i) Candidates demonstrate an awareness of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.
- (ii) Candidates apply adolescent literacy in reading and writing for vocabulary development, word recognition reading comprehension and fluency. Key terms or concepts related to this area include:
  - (I) Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective
  - (II) Reading comprehension for text complexity
  - (III) Writing for a range of authentic purposes and genres
  - (IV) Morphology for understanding multisyllabic words
  - (V) Oral and silent reading fluency
  - (VI) Systematically teach the decoding of multisyllabic words
- (iii) Candidates apply adolescent literacy development to develop disciplinary literacy and content area literacy; developing academic vocabulary and writing for research. Key terms or concepts related to this area include:
  - (I) Demonstrate skill in integrating literacy into specific disciplinary studies
  - (II) Develop awareness and skill in utilizing a range of content area literacy strategies across the curriculum.

## 3. Assessment and Evaluation.

(i) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.

(ii) Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.

(iii) Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.

(iv) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

(e) Programs that prepare Secondary (6-12) teachers shall meet the following standards.

1. Knowledge: Literacy Acquisitions.

(i) Candidates demonstrate awareness of the five language processing requirements for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.

(ii) Candidates demonstrate awareness that learning to read requires explicit, structured, and cumulative instruction.

(iii) Candidates demonstrate awareness of the reciprocal relationships between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.

(iv) Candidates demonstrate an awareness of how aspects of cognition and behavior can affect reading and writing development.

(v) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.

(vi) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.

(vii) Candidates demonstrate awareness of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.

(viii) Candidates demonstrate an awareness of the typical developmental progression of oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

(ix) Candidates demonstrate an awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.

(x) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.

2. Application: Curriculum and Instruction.

(i) Candidates develop disciplinary literacy and content area literacy; developing academic vocabulary and writing for research. Key terms or concepts related to this area include:

(I) Demonstrate skill in integrating literacy into specific disciplinary studies.

(II) Develop awareness and skill in utilizing a range of content area literacy strategies across the curriculum, including informational text.

### 3. Assessment and Evaluation.

(i) Candidates should be familiar with the student support services available in their school or district. These may include reading specialists, writing tutors, or special education services.

(ii) Candidates should collaborate with student support service providers to ensure that students receive appropriate services. This may involve sharing information about the student's strengths and weaknesses, providing feedback on interventions, and monitoring the student's progress.

(f) Programs that prepare teachers for the Special Education (P-12) fields of General Curriculum, Adapted Curriculum, Deaf Education, Physical and Health Disabilities, and Vision Impairment shall meet the following standards.

#### 1. Knowledge: Literacy Acquisition.

(i) Candidates demonstrate knowledge of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.

(ii) Candidates demonstrate an understanding that learning to read requires explicit, structured, and cumulative instruction.

(iii) Candidates demonstrate knowledge of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).

(iv) Candidates demonstrate the ability to identify and explain how aspects of cognition and behavior can affect reading and writing development.

(v) Candidates demonstrate an understanding of how environmental and social factors can contribute to literacy development.

(vi) Candidates demonstrate an understanding of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.

(vii) Candidates demonstrate knowledge of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.

(viii) Candidates demonstrate an understanding of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

(ix) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.

(x) Candidates demonstrate knowledge of the integration of literacy skills across different subject areas.

#### 2. Application: Methods and Assessment.

(i) Curriculum and Instruction.

(I) Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.

(II) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains. Key terms or concepts related to this area include:

I. Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective

II. Reading comprehension for text complexity

III. Writing for a range of authentic purposes and genres

IV. Morphology for understanding multisyllabic words

V. Oral and silent reading fluency

VI. Systematically teach the decoding of multisyllabic words

VII. Content area literacy

VIII. Academic vocabulary

IX. Demonstrate skill in integrating literacy into specific disciplinary studies

(ii) Assessment and Evaluation.

(I) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.

(II) Candidates should be familiar with the student support services available in their school or district. These may include reading specialists, writing tutors, or special education services.

(III) Candidates should collaborate with student support service providers to ensure that students receive appropriate services. This may involve sharing information about the student's strengths and weaknesses, providing feedback on interventions, and monitoring the student's progress.

(IV) Teachers should communicate with parents and guardians about their child's reading and writing deficiencies and the steps being taken to address them. This may involve discussing the student's progress, setting goals, and providing resources for parents to use at home.

(g) Programs that prepare teachers for the P-12 fields of Art, Computer Science, Dance, Drama, Engineering and Technology, English to Speakers of Other Languages, Foreign Language, Health and Physical Education, and Music shall meet the following standards.

1. Knowledge: Literacy Acquisition.

(i) Candidates demonstrate awareness of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.

(ii) Candidates demonstrate an awareness that learning to read requires explicit, structured, and cumulative instruction.

(iii) Candidates demonstrate awareness of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).

- (iv) Candidates demonstrate awareness of how aspects of cognition and behavior can affect reading and writing development.
- (v) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.
- (vi) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
- (vii) Candidates demonstrate awareness of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an awareness of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (ix) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.

## 2. Application: Methods and Assessment.

### (i) Curriculum and Instruction.

(I) Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.

(II) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains. Key terms or concepts related to this area include:

I. Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective

II. Reading comprehension for text complexity

III. Writing for a range of authentic purposes and genres

IV. Morphology for understanding multisyllabic words

V. Oral and silent reading fluency

VI. Systematically teach the decoding of multisyllabic words

VII. Content area literacy

VIII. Academic vocabulary

IX. Demonstrate skill in integrating literacy into specific disciplinary studies

### (ii) Assessment and Evaluation.

(I) Candidates should be familiar with the student support services available in their school or district. These may include reading specialists, writing tutors, or special education services.

(II) Candidates should collaborate with student support service providers to ensure that students receive appropriate services. This may involve sharing information about the student's strengths and weaknesses, providing feedback on interventions, and monitoring the student's progress.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.03

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Foundations of Reading, Literacy, and Language" adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

### **505-3-.13 Birth Through Kindergarten Program**

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to work with and teach children with unique learning needs from birth through kindergarten and supplements requirements in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards and requirements delineated below for initial early childhood professional preparation programs, as well as the applicable standards delineated in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. The standards are adapted from standards published in 2019 by the National Association for the Education of Young Children (NAEYC) and the standards published in 2017 by the Council for Exceptional Children- Initial Specialty Set in Early Childhood and cross-walked with the Early Intervention/Early Childhood Special Educator national standards developed by the Council for Exceptional Children (2020).

1. Child Development and Learning in Context and Individual Learning Differences: Birth Through Kindergarten candidates are grounded in an understanding of the developmental period of early childhood from birth through kindergarten across developmental domains. They understand each child as an individual with unique developmental variations. They understand that all children develop within relationships; that learning is constructed by adults and children together; and that learning occurs within the context of families, languages, communities, and society. Candidates use this multidimensional knowledge to make evidence-based decisions to carry out their responsibilities. They understand how exceptionalities may interact with development and learning, and use this knowledge to provide meaningful and challenging learning experiences for children with unique learning needs. Indicators are as follows:

(i) Candidates know and understand early childhood development based on:

(I) Knowledge of developmental theories, coursework, and observation across domains and areas such as physical, cognitive, and linguistic; and

(II) Understanding variability in early development of young children with unique learning needs, such as children with disabilities or children who are bilingual, and the impacts of variability on development and learning.

(ii) Candidates know and understand the biological and environmental factors, both social and physical, that affect pre-, peri-, and postnatal development and learning;

(iii) Candidates know, understand, and value each child as an individual with unique developmental variations, agencies, strengths, interests, challenges, approaches to learning, experiences and abilities;



(iv) Candidates know and understand the impact of medical conditions and related care on development and learning, as well as on family concerns, resources, and priorities;

(v) Candidates know and understand the ways that development and the learning process for children with unique learning needs occur within multiple contexts, including family, language, and community as well as within a larger societal context of structural inequities; and

(vi) Candidates use multidimensional knowledge of early development (including developmental period of early childhood; etiology, characteristics, and classification of common disabilities in infants and young children; and individual child, development and learning) to make evidence-based decisions that support each child.

**2. Family and Community Partnerships:** Birth Through Kindergarten candidates understand that successful early childhood education depends upon partnerships with young children's families. They know about, understand, and value the importance of family and community characteristics. They use this understanding to create respectful and linguistically responsive, reciprocal relationships and to engage as partners with families in young children's development and learning. They use community resources to support young children's learning and development and to support families as they also support partnerships with early learning settings, schools and community organizations and agencies. Indicators are as follows:

(i) Candidates know about, understand, and value the differences among families and communities;

(ii) Candidates engage as partners with families in young children's development, and learn through respectful and reciprocal relationships;

(iii) Candidates use community resources to support families and young children, as well as work to support the community; and

(iv) Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through kindergarten.

**3. Child Observation, Documentation, and Assessment:** Birth Through Kindergarten candidates understand that the primary purpose of assessment (formal and informal, formative and summative) is to inform instruction and planning for children with unique learning needs in early learning settings. They understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know how to use observation, documentation, and other appropriate assessment approaches and technically sound tools that minimize discrepancies, and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with unique learning needs. They are responsible and ethical in their use of assessment and assessment results. In partnership with families and professional colleagues, they document individual children's progress, and plan learning experiences that promote positive outcomes for each child. Indicators are as follows:

(i) Candidates understand that assessment (formal and informal, formative and summative) is conducted to make informed choices and for planning in early learning settings;

(ii) Candidates know a wide range of types of assessments, their purposes, and their associated methods and tools;

(iii) Candidates align assessment with curriculum; content standards; and local, state, and federal regulations;

(iv) Candidates practice assessment that is ethically and legally grounded and developmentally and linguistically appropriate to document developmental progress and promote positive outcomes for each child;

(v) Candidates build assessment partnerships with families and professional colleagues, including, assisting families in identifying their concerns, resources, and priorities, and integrating family priorities and concerns in the assessment process;

(vi) Candidates assess progress in the five developmental domains, play, and temperament using a variety of materials and contexts to maintain the interests of young children and the assessment process; and

(vii) Candidates emphasize the child's strengths and needs in assessment reports that focus on functional concerns, and participate as a team member to integrate assessment results in the development and implementation of individualized plans.

4. Learning Environments: Birth Through Kindergarten candidates create safe, developmentally responsive learning environments, so that children with unique learning needs become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They collaborate with other colleagues to create safe learning environments to engage all children in meaningful learning activities and social interactions. Birth Through Kindergarten candidates use motivational and instructional interventions to teach children with unique learning needs how to adapt to different environments. They know how to intervene safely and appropriately with all children. Indicators are as follows:

(i) Candidates select, develop, and evaluate developmentally responsive and functionally appropriate materials, equipment, and environments;

(ii) Candidates organize space, time, materials, peers, and adults to maximize progress in natural and structured environments;

(iii) Candidates embed learning opportunities in everyday routines, relationships, activities, and places;

(iv) Candidates structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers;

(v) Candidates provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology responsive to individual differences;

(vi) Candidates implement basic health, nutrition, and safety management procedures for infants and young children; and

(vii) Candidates use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

5. Developmentally and Linguistically Responsive Teaching Strategies: Birth Through Kindergarten candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive, caring, supportive relationships and interactions as the foundation for their work with young children. They are able to differentiate instruction for individual children and for groups. They use a broad repertoire of developmentally responsive and linguistically relevant, and evidence-based teaching approaches that reflect universal design for learning principles. They understand the importance of play and inquiry in young children's learning and development, and how to support play in early education. They develop and sustain reflective, responsive and intentional practice. They use technologies to support instructional assessment, planning, and delivery for children with unique learning needs, and are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of children with disabilities. Birth Through Kindergarten candidates use strategies to enhance language development and communication skills of children with unique learning needs. They develop and implement a variety of education and transition plans across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. Indicators are as follows:

(i) Candidates understand positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children, and understand how to support child-initiated development and learning in classroom and home settings;

(ii) Candidates understand that the science of learning and child development indicates the need for distinct teaching skills and strategies appropriate to early childhood (such as teacher-scaffolded and -initiated instruction to complement child-initiated learning), along with differentiated instruction to support children's individual needs, including those of bilingual children and children with developmental delays or disabilities;

(iii) Candidates use a broad repertoire of developmentally responsive and linguistically relevant, and evidence-based and evidence-informed teaching skills and strategies that reflect universal design for learning principles;

(iv) Candidates develop and sustain reflective, responsive, and intentional practice;

(v) Candidates link development, learning experiences, and instruction to promote educational transitions, implementing processes and strategies that support transitions, and assisting the family in planning for transition; and

(vi) Candidates design intervention strategies incorporating information from multiple sources and supportive of children's independent functioning in natural environments.

**6. Content Knowledge in Early Childhood Curriculum:** Birth Through Kindergarten candidates have and apply a solid understanding of the content of the academic disciplines. They understand content knowledge about the central concepts, methods, inquiry and application tools, and structures in each academic discipline. They understand pedagogical content knowledge about how young children learn and process information in each discipline including the learning trajectories for each discipline. They apply this knowledge in using early learning standards and other resources to make decisions about spontaneous and planned teaching practices, and about curriculum development, implementation, and evaluation that will be stimulating, challenging, and meaningful to each child. Birth Through Kindergarten candidates understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for children with unique learning needs. They understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for children with unique learning needs and can modify general and specialized curricula to make them accessible to all children. Indicators are as follows:

(i) Candidates understand content knowledge and resources, including the central concepts, methods, inquiry and application tools, and structures of the academic disciplines in an early education curriculum;

(ii) Candidates understand pedagogical content knowledge regarding how young children with unique learning needs learn in each discipline, and how to use the teacher knowledge and practices described in Standards 1 through 4 (e.g., universal design for learning, embedded and differentiated instruction) to support young children's learning in each content area;

(iii) Candidates apply, expand, integrate, and update their content knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge to their teaching practice;

(iv) Candidates apply current research to the five developmental domains, play, temperament, and address challenging behavior in learning situations; and

(v) Candidates plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.

**7. Professionalism as an Early Childhood Educator:** Birth Through Kindergarten candidates identify and conduct themselves as members of the early childhood profession and serve as informed advocates for young children, families, and the early childhood profession. They know and use ethical guidelines and other early childhood professional guidelines. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on early childhood education to inform their practice. They have strong communication skills that effectively support their relationships and work with young children, families and colleagues. They understand that differences are a part of families and schools, and that complex human issues can interact with the delivery of special education services. Indicators are as follows:

(i) Candidates identify and involve themselves with the early childhood field and serve as informed advocates on behalf of infants and young children and their families, including awareness of trends and issues (legal, ethical, policy) in early childhood education, early childhood special education, and early intervention. This includes participation in activities of professional organizations relevant to early childhood education, early childhood special education, and early intervention;

(ii) Candidates know about the historical, philosophical foundations and legal basis of services for infants and young children with and without disabilities, and know about and uphold ethical standards and other early childhood professional guidelines (e.g., recognizing signs of emotional distress, neglect, and abuse; following reporting procedures; and implementing family services consistent with due process safeguards);

(iii) Candidates engage in continuous, collaborative learning to inform practice;

(iv) Candidates integrate knowledgeable and critical perspectives on early childhood education and develop the habit of intentional, reflective practice, including, applying evidence-based and Council for Exceptional Children Division for Early Childhood recommended practices for infants and young children including those from a variety of backgrounds;

(v) Candidates use strong communication skills to effectively support young children's learning and development and work with families and colleagues, including integrating family systems theories into practice; and respecting families' choices and goals; and

(vi) Candidates advocate for professional status and working conditions for those who serve infants and young children, and their families.

8. Collaboration: Birth Through Kindergarten candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in responsive ways to address the needs of all children across a range of learning experiences. They use the theory and elements of effective collaboration, serve as a collaborative resource to colleagues, and use collaboration to promote the well-being of all children across a wide range of settings and collaborators. Indicators are as follows:

(i) Candidates know and apply models and strategies of consultation and collaboration, and the roles of families, school and community personnel in planning individualized programs;

(ii) Candidates understand the concerns of families of children with disabilities and strategies to help address these concerns;

(iii) Candidates know responsive factors that promote effective communication and collaboration among families, school personnel, and community members;

(iv) Candidates understand the structures supporting inter-agency collaboration, including interagency agreements, referral, and consultation;

(v) Candidates collaborate with caregivers, professionals, and agencies to support children's development and learning, including involving families in evaluation of services;

(vi) Candidates implement family-oriented services based on the family's identified resources, priorities, and concerns; and

(vii) Candidates provide consultation and coaching in settings serving infants and young children, including use of adult learning principles when consulting with and coaching family members and service providers.

9. Teaching of Reading, Literacy, and Language: The program shall prepare candidates to meet the Birth Through Kindergarten standards specified in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

10. **Birth Through Kindergarten Field Experiences**: Field experiences and clinical practice are planned and sequenced so that Birth Through Kindergarten candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of birth through kindergarten. Field experiences must occur in all three age groups (0 - 2, 3 - 4, and 5) and in at least two early childhood education program settings. Indicators are as follows:

(i) Candidates observe and participate under the supervision of qualified professionals in a variety of settings, including Pre-K, K, licensed childcare programs, Head Start, preschool special education, and grade levels in which children are served according to the Birth Through Kindergarten program grade bands;

(ii) Candidates work effectively over time with children of a variety of ages, with children with varied abilities, and with children reflecting a variety of family systems;

(iii) Candidates demonstrate ability to work effectively during full-time supervised residency and field experiences in at least two different settings, serving children of three different groups (infant/toddler: Birth-2 years; preschool/pre-k: 3-4 years, and Kindergarten: 5 years) and with varying abilities; and

(iv) Candidates analyze and evaluate field experiences, including supervised experiences working with parents, and supervised experiences working with interdisciplinary teams of professionals.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.13

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Coordinated Vocational Academic Education (CVAE) Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

**Repealed:** Rule retitled "Coordinator of Vocational Academic Education (CVAE) Program". F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

**Repealed:** New Rule entitled "Coordinator of Vocational Academic Education (CVAE) Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

**Repealed:** New Rule entitled "Business Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

**Repealed:** New Rule entitled "Birth through Kindergarten Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **505-3-.14 Elementary Education (P-5) Program**

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach any subject in grades P-5 and supplements requirements in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR

**(2) Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the standards and requirements delineated below. The standards are adapted from the standards published in 2019 by the National Association for the Education of Young Children (NAEYC), the standards published in 2018 by the Council for the Accreditation of Educator Preparation (CAEP), and the standards published in 2007 by the Association for Childhood Education International (ACEI). A guidance document accompanying this rule provides supporting explanations for the scope and focus of each standard.

(b) The program shall prepare elementary education professionals to meet the following indicators based on content standards published by the Association for Childhood Education International (2007):

1. Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2. Science: Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

3. Mathematics: Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

4. Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote elementary students' abilities to make informed decisions as citizens of a democratic society and interdependent world;

5. The Arts: Candidates know, understand, and use, as appropriate to their own understanding and skills, the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

6. Health Education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and

7. Physical Education: Candidates know, understand, and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

(c) The program shall prepare elementary education professionals to meet the following pedagogical standards adapted from the standards published in 2019 by the National Association for the Education of Young Children (NAEYC) and the standards published in 2018 by the Council for the Accreditation of Educator Preparation (CAEP).

1. Understanding and Addressing Each Child's Developmental and Learning Needs: Candidates use their understanding of child growth and development, individual differences, and different families, and communities to plan and implement learning environments that provide each child with access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

(i) Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children across early learning centers, elementary classrooms, and digital learning environments.

2. Working with Families and Communities: Candidates use their understanding of individual differences and different families, and communities to plan and implement learning experiences and environments that build on children's strengths and address their individual needs across early learning centers, elementary classrooms, and digital learning environments.

(i) Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation across early learning centers, elementary classrooms, and digital learning environments.

(ii) Candidates get to know the unique contexts of children and families to appropriately plan and program experiences.

(iii) Candidates work to respectfully and reciprocally work with families to gain insight into each child in order to maximize development, learning, and motivation.

(iv) Candidates communicate with families in ways which foster respect, partnerships, and engagement.

3. Understanding and Applying Content and Curricular Knowledge for Teaching: To support a coherent curriculum, candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across language and literacy, mathematics, science, social studies, approaches to learning, and social emotional learning. Candidates know the essential concepts, inquiry tools, and structure of content areas, including all academic subjects, and can identify resources to deepen their learning. Candidates know how particular content topics and expectations are connected to each other throughout the early learning (Preschool-Kindergarten), primary (1-3), and intermediate (4-5) grades. Candidates demonstrate understandings related to learning, curricular practices and standards, the academic language of the disciplines, and assessment as they consider within and across grade level progressions. Candidates include digital learning opportunities within and across the core disciplines, including the knowledge base and practices of other content areas of fine and performing arts, and physical education.

(i) Candidates demonstrate and apply understandings of the elements of language and literacy critical for purposeful oral, print, and digital communication.

(ii) Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

(iii) Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

(iv) Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

(v) Candidates demonstrate understanding, capabilities, and practices associated with approaches to learning such as initiative and exploration, attentiveness and persistence, and play for young learners.

(vi) Candidates demonstrate and apply understandings and integration of social emotional development and learning including self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

4. Assessing, Planning, and Designing Contexts for Learning: Candidates assess students, plan instruction, and design classroom contexts for learning. Candidates use developmentally appropriate formative and summative

assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learner differences. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. Candidates build interpersonal relationships with students that generate motivation, and promote students' social and emotional development.

(i) Candidates use content knowledge, appropriate content standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

(ii) Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.

(iii) Candidates use assessment results to improve instruction and monitor learning.

(iv) Candidates plan instruction including goals, materials, learning activities, and assessments.

(v) Candidates differentiate instructional plans to meet the unique needs of each students in the classroom.

(vi) Candidates demonstrate competency in a variety of assessment techniques and tools for young children including observation, work samples, and screening.

(vii) Candidates demonstrate the ability to assess learning and development through play for young learners.

**5. Guidance, Classroom Management and Challenging Behaviors:** Candidates explicitly support motivation and engagement in learning through a variety of evidence-based practices.

(i) Candidates implement developmentally appropriate positive direct guidance practices with young children.

(ii) Candidates utilize developmentally appropriate indirect guidance strategies to foster positive and healthy relationships with young children.

(iii) Candidates manage the classroom by establishing and maintaining social norms and developmentally appropriate behavioral expectations.

(iv) Candidates understand how to manage challenging behaviors using developmentally appropriate evidence based practices.

(v) Candidates use developmentally appropriate strategies to promote classroom community and prosocial skills.

**6. Supporting Each Child's Learning Using Effective Instruction:** Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices and modalities that employ print and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

(i) Candidates use a variety of instructional practices that support the learning of every child.

(ii) Candidates teach a cohesive sequence of lessons to ensure sequential and developmentally appropriate learning opportunities for each child.

(iii) Candidates explicitly teach concepts, strategies, and skills, as developmentally appropriate, to guide learners as they think about and learn academic content.



(iv) Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.

(v) Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the participation of every child in the classroom.

(vi) Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

(vii) Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

(viii) Candidates teach concepts and support development through child selected play utilizing developmentally appropriate strategies for young learners.

7. Developing as a Professional: Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

(i) Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.

(ii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

(iii) Candidates participate in peer and professional learning communities to enhance student learning.

8. Teaching of Reading: The program shall prepare elementary education professionals to meet the Elementary Education (P-5) standards specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(d) The program shall assure field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of pre-Kindergarten through fifth grade children in all three age groups (PK-K, 1-3, and 4-5), and in a variety of settings that offer elementary education. The indicators are as follows:

1. Observe and participate under supervision of qualified professionals in a variety of settings and grade levels in which children are served (such as public and private settings, centers, schools, and community agencies);

2. Work effectively over time with P-5 students with varying abilities from a variety of family systems;

3. Demonstrate ability to work effectively during full-time supervised residency (student teaching) and/or practica experiences in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities; and

4. Analyze and evaluate field experiences, including supervised experiences working with parents, and supervised experiences working with interdisciplinary teams of professionals.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.14

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Dance Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

**Repealed:** New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

**Amended:** F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

**Repealed:** New Rule entitled "Early Childhood Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

**Amended:** New title "Elementary Education (P-5) Program." F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

**Amended:** F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **505-3-.19 Middle Grades Education Program**

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach Middle Grades, grades 4-8, and supplements requirements in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) **Requirements.** To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the standards delineated below.

(a) **Middle Level Teacher Preparation Standards.** The program shall prepare candidates who meet the following standards adapted from the standards published by the Association for Middle Level Education (AMLE) for Middle Level Teacher Preparation (2022).

1. Middle Level Philosophy and School Organization. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components as indicated by the following:

(i) **Middle Level Philosophical Foundations:** Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

(ii) **Middle Level Organization and Practices:** Middle level teacher candidates use their knowledge of the effective components of middle level programs and schools to foster fair educational practices and to enhance learning for all students. They demonstrate their ability to apply this knowledge and to function successfully, regardless of grade configurations (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully using middle level practices (e.g., interdisciplinary teaming, advisory programs, flexible block schedules, common teacher planning time).

2. Young Adolescent Development. Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the unique differences of all young adolescents as indicated by the following:

(i) **Knowledge of Young Adolescent Development:** Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. Knowledge of young adolescent development includes the cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents, inclusive of the central roles technology has in their lives.

(ii) **Implications of Young Adolescent Development for Responsive Learning Environments:** Middle level teacher candidates use their comprehensive knowledge of young adolescent development to create healthy, respectful, safe, supportive, and technologically rich and challenging learning environments for all young adolescents, including those whose languages, identities, and backgrounds differ from their own or others. Candidates establish relationships with young adolescents in order to understand the uniqueness of each adolescent, especially as it concerns the pervasive role of technology.

(iii) **Implications of Individual Differences for Young Adolescent Development:** Middle level teacher candidates demonstrate their knowledge that individual differences have implications for the development of young adolescents. They are responsive to young adolescents' individual experiences and identities. They successfully model middle level practices that affirm the individual differences of all young adolescents.

**3. Middle Level Curriculum.** Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills as indicated by the following:

(i) **Context for Middle Level Curriculum:** Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing middle level curriculum and when selecting and using instructional strategies.

(ii) **Subject Matter Content Knowledge:** Middle level teacher candidates demonstrate a depth and breadth of content knowledge in the subjects they teach. Candidates demonstrate competence with the broad scope of content standards corresponding to the subjects they teach. Candidates also have a sufficiently deep understanding of the major concepts of content standards such that they are equipped to teach in an engaging manner and to guide students in applying knowledge and skills to real-world problems and transferring knowledge and skills across disciplines.

(iii) **Middle Level Curriculum Standards:** Middle level teacher candidates use their knowledge of local, state, national, and international standards to frame their teaching. These standards include academic content standards as well as other standards that address the holistic needs of young adolescents (e.g., socio-emotional learning, college and career readiness, technology skill development). They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, challenging, exploratory, integrative, and diverse curriculum for all young adolescents.

(iv) **Interdisciplinary Nature of Knowledge and Skills:** Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing challenging, exploratory, integrative, and diverse curriculum. They model and develop in young adolescents the skills needed for success across diverse settings. These skills include such things as written and oral communication, collaboration, critical thinking, creativity, problem solving, resiliency, digital literacy, information literacy, and citizenship

**4. Middle Level Instruction and Assessment.** Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences as indicated by the following:

(i) Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are effective in the subjects they teach, and understand that instruction and assessment are interrelated.

(ii) Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective, developmentally responsive, and fair teaching, learning, and assessment strategies. They do this in ways that encourage cognitive exploration, creativity, and relevant digital literacy and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).

(iii) Middle Level Assessment that Advances Learning: Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. They do this by assessing prior learning, monitoring progress with the use of technology and data, implementing effective lessons, collaborating with young adolescents to reflect on their learning, and adjusting instruction based on the knowledge gained. Assessment should be fair.

5. Middle Level Professional Roles. Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors as indicated by the following:

(i) Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, critically reflect on, and are successful in their various roles as middle level professionals (e.g., members of interdisciplinary teams, advisors to young adolescents).

(ii) Advocacy for Young Adolescents and Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create fair and just opportunities for all young adolescents.

(iii) Engaging with Family and Community Members: Middle level teacher candidates value family and community members as assets. They understand the ways unique structures and backgrounds influence and enrich learning. They enact practices and participate in activities that build positive, collaborative relationships with families and community members, leveraging technological tools to enhance engagement.

(iv) Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive dispositions toward teaching young adolescents and model high standards of ethical behavior, including the use of technology, and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

(b) Literacy. The program shall prepare candidates who understand and apply scientific principles of teaching literacy at the middle grades level and who meet the following elements of the Standards for Literacy Professionals-Middle/High School Classroom Teacher, published in 2017 by the International Literacy Association (ILA), as well as the applicable standards delineated in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.

1. ILA Standards for Literacy Professionals, Middle/High School Classroom Teacher.

(i) Candidates demonstrate knowledge of the major critical theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate;

(ii) Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum; and design, implement, adapt, and evaluate contextualized instruction to meet the discipline-specific literacy needs of middle school learners;

- (iii) Candidates understand, select, and use appropriate, dynamic assessments to gather evidence on middle school students' content knowledge and literacy processes within a discipline to understand strengths and differences among learners, inform instruction and ensure student participation;
- (iv) Candidates examine their own backgrounds, identities and opinions, set high expectations for their students, and learn about and appreciate the backgrounds of their students, families, and communities to inform instruction;
- (v) Candidates apply knowledge of learner development and learning differences to create a welcoming learning environment anchored in digital and print literacies; and
- (vi) Candidates are lifelong learners who reflect upon the social, political, and cultural nature of their practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance student' literacy learning.

**2. GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE Standards for Middle Grades Teachers of English language arts, mathematics, science, and social science.**

(i) Knowledge: Literacy Acquisitions.

(I) Candidates demonstrate awareness of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.

(II) Candidates demonstrate an awareness that learning to read requires explicit, structured, and cumulative instruction.

(III) Candidates demonstrate awareness of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).

(IV) Candidates demonstrate an awareness of how aspects of cognition and behavior can affect reading and writing development.

(V) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.

(VI) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.

(VII) Candidates demonstrate awareness of the most common intrinsic differences between proficient and struggling readers, including linguistic, cognitive, and neurobiological factors.

(VIII) Candidates demonstrate an awareness of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

(IX) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.

(X) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.

(XI) Candidates demonstrate an awareness of the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

(XII) Candidates demonstrate awareness of the reciprocal relationships between decoding, word recognition, spelling, morphology, and vocabulary knowledge.

(XIII) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing, and their centrality to literacy learning.

(XIV) Candidates demonstrate an awareness of the most common intrinsic differences between strong and striving readers, including linguistic, cognitive, and neurobiological factors.

(ii) Application: Curriculum and Instruction.

(I) Candidates demonstrate an awareness of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.

(II) Candidates apply adolescent literacy in reading and writing for vocabulary development, word recognition reading comprehension and fluency. Key terms or concepts related to this area include:

I. Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective

II. Reading comprehension for text complexity

III. Writing for a range of authentic purposes and genres

IV. Morphology for understanding multisyllabic words

V. Oral and silent reading fluency

VI. Systematically teach the decoding of multisyllabic words

(III) Candidates apply adolescent literacy development to develop disciplinary literacy and content area literacy; developing academic vocabulary and writing for research. Key terms or concepts related to this area include:

I. Demonstrate skill in integrating literacy into specific disciplinary studies

II. Develop awareness and skill in utilizing a range of content area literacy strategies across the curriculum.

(iii) Assessment and Evaluation.

(I) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.

(II) Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.

(III) Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.

(IV) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

(c) Areas of Concentration. Baccalaureate degree programs shall require preparation of candidates in at least two of the following areas of concentration: reading, language arts, mathematics, science, or social science. Post-baccalaureate programs shall require preparation of candidates in at least one of the following areas of concentration: reading, language arts, mathematics, science, or social science.

1. An area of concentration shall be defined as a minimum of fifteen semester hours of content that meet the standards of the appropriate national specialized professional association, as described below.
2. A course taken to meet the requirements of paragraph (b) Literacy, may be counted toward the fifteen semester hours required for the reading concentration.
3. A course taken to meet the requirements of paragraph (b) Literacy, may be counted toward the fifteen semester hours required for the language arts concentration.
4. Reading Concentration. Programs that prepare middle grades teachers in the concentration area of reading shall meet the following standards from Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(i) Knowledge: Literacy Acquisition.

(I) Candidates demonstrate knowledge of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.

(II) Candidates demonstrate an understanding that learning to read requires explicit, structured, and cumulative instruction.

(III) Candidates demonstrate knowledge of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).

(IV) Candidates demonstrate the ability to identify and explain how aspects of cognition and behavior can affect reading and writing development.

(V) Candidates demonstrate an understanding of how environmental and social factors can contribute to literacy development.

(VI) Candidates demonstrate an understanding of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.

(VII) Candidates demonstrate knowledge of the most common intrinsic differences between proficient and struggling readers, including linguistic, cognitive, and neurobiological factors.

(VIII) Candidates demonstrate an understanding of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

(IX) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.

(X) Candidates demonstrate knowledge of the integration of literacy skills across different subject areas.

(ii) Application: Methods and Assessment.

(I) Curriculum and Instruction.

I. Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.

II. Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains related to the following areas:

phonological and phonemic awareness, phonics, word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression.

III. Candidates plan, modify, and implement explicit, systematic, cumulative, and teacher-directed instruction in the foundational skills of reading, including phonological and phonemic awareness, phonics, word recognition, reading fluency, and listening and reading comprehension. Candidates scaffold instruction to support all learners in reading, including those with different learning needs. Concepts related to this area include:

A. Phonological and phonemic awareness

- (A) Consonant and vowel phonemes
- (B) Phonological sensitivity
- (C) Phonemic-awareness difficulties
- (D) Progression of phonemic-awareness skill development across age and grade
- (E) Rhyming
- (F) Segmenting, deleting, manipulating phonemes
- (G) Syllabication

B. Phonics and word recognition

- (A) Alphabetic principle
- (B) Phoneme-grapheme correspondence
- (C) English orthography
- (D) Systematic, cumulative, and explicit teaching of basic decoding and encoding rules and letter patterns (digraphs, diphthongs, blends, onset-rime, etc.)
- (E) Teaching regular and irregular words
- (F) Teaching decoding of multisyllabic words
- (G) Decodable texts and sound walls in teaching beginning readers

C. Reading fluency

- (A) Automatic word reading
- (B) Oral reading fluency including accuracy, automaticity, and prosody
- (C) Varied techniques and methods for building reading fluency
- (D) Appropriate uses of assistive technology
- (E) Repeated and echo readings

D. Listening and reading comprehension

- (A) Background knowledge



- (B) Inferencing
- (C) Factors that contribute to deep comprehension
- (D) Instructional routines appropriate for each major genre: informational text, narrative text, and argumentation
- (E) Role of sentence comprehension in listening and reading comprehension
- (F) Teacher's role as an active mediator of text-comprehension processes

IV. Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge for all learners. They use a structured approach to explicitly teach skills related to written expression. Key terms or concepts related to this area include:

A. Written expression

- (A) Handwriting skills in print and cursive
- (B) Motor skills and letter/word formation
- (C) Transcription and writing fluency
- (D) Major skill domains that contribute to written expression
- (E) Planning, translating (drafting), reviewing, and revising
- (F) Genre
- (G) Research-based principles for teaching letter formation, both manuscript and cursive
- (H) Research-based principles for teaching written spelling and punctuation
- (I) Developmental phases of the writing process
- (J) Appropriate uses of assistive technology in written expression.

V. Candidates plan, modify, and implement evidence-based and integrated instruction and materials to develop vocabulary knowledge for all learners. They use a range of instructional approaches, including direct instruction, context-based instruction, and word-learning strategies. Key terms or concepts related to this area include:

A. Vocabulary

- (A) Role of vocabulary development and vocabulary knowledge in oral and written language comprehension
- (B) Sources of wide differences in students' vocabularies
- (C) Indirect (contextual) methods of vocabulary instruction and their role and characteristics
- (D) Direct, explicit methods of vocabulary instruction and their role and characteristics
- (E) Morphological awareness

VI. Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

(II) Assessment and Evaluation.

I. Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.

II. Candidates use observational skills and results of student work to determine students' reading, literacy, and language strengths and needs, and select and administer other appropriate formal and informal assessments for assessing students' language and literacy development.

III. Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.

IV. Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.

V. Candidates understand and utilize well-validated screening tests designed to identify students at risk for reading difficulties and characteristics of dyslexia and understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

VI. Candidates understand and utilize informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

VII. Candidates read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.

VIII. Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

(iii) Literacy Professional Dispositions and Practices.

(I) Candidates promote high-quality literacy learning for all students by using responsive practices and engaging in ethical and effective practices that honor all students' linguistic backgrounds.

(II) Candidates act in the best interests of struggling readers and maintain the public trust by providing accurate and scientifically supported best practices in the field.

(III) Candidates continuously reflect on their practices, engage in ongoing inquiry, and advocate for students and their families to enhance literacy learning.

5. Language Arts Concentration. Programs that prepare middle grades teachers in the concentration area of language arts shall meet the following standards adapted from the standards published by the National Council of Teachers of English (2021).

(i) Learners and Learning in English Language Arts. Candidates apply and demonstrate knowledge of learners and learning to foster learning environments that support coherent, relevant, 6-12 standards-aligned, and differentiated instruction to engage all 6-12 learners in ELA.

(I) Candidates gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster learning environments that actively engage all learners in ELA;

(II) Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners' identities affect learning experiences to foster coherent, relevant instruction that critically engages all learners in ELA; and

(III) Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, non-print, digital, media).

(ii) English Language Arts Content Knowledge. Candidates apply and demonstrate knowledge and theoretical perspectives pertaining to texts (e.g., print, non-print, digital, media), composition, language, and languaging practices, and crosscutting concepts to develop deep understandings of the core disciplinary ideas in their instructional planning.

(I) Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts (e.g., young adult, classic, contemporary, and media) representing a range of world literatures, historical traditions, genres, and lived experiences;

(II) Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, non-print, digital, media); and

(III) Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

(iii) Instructional Practice and Planning for Instruction in ELA. Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, 6-12 standards-aligned, differentiated instruction and assessment.

(I) Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals; and

(II) Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage all learners in monitoring their progress toward established goals.

(iv) Instructional Practice and Planning for Assessment in ELA. Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated ELA instruction and assessment to motivate and engage all learners.

(I) Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals;

(II) Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage all learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction; and

(III) Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, and written feedback).

(v) Professional Responsibility for ELA teachers. Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.

(I) Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA;

(II) Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice;

(III) Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities; and

(IV) Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.

6. Mathematics Concentration. Programs that prepare middle level teachers in the concentration area of mathematics shall meet the following standards adapted from the standards published by the National Council of Teachers of Mathematics (NCTM) (2020).

(i) **Knowing and Understanding Mathematics.** Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications within and among mathematical domains of Number and Operations; Algebra and Functions; Statistics and Probability; Geometry, Trigonometry, and Measurement.

(I) Essential Concepts in Number and Operations. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of number including flexibly applying procedures, using real and rational numbers in contexts, developing solution strategies, and evaluating the correctness of conclusions. Major mathematical concepts in Number include number theory; ratio, rate, and proportion; and structure, relationships, operations, and representations.

(II) Essential Concepts in Algebra and Functions. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions including how mathematics can be used systematically to represent patterns and relationships including proportional reasoning, to analyze change, and to model everyday events and problems of life and society. Essential Concepts in Algebra and Functions include algebra that connects mathematical structure to symbolic, graphical, and tabular descriptions; connecting algebra to functions; and developing families of functions as a fundamental concept of mathematics.

(III) Essential Concepts in Statistics and Probability. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of statistics and probability, including how statistical problem solving and decision making depend on understanding, explaining, and quantifying the variability in a set of data to make decisions. They understand the role of randomization and chance in determining the probability of events. Essential Concepts in Statistics and Probability include quantitative literacy, visualizing and summarizing data, statistical inference, probability, exploratory data analysis, and applied problems and modeling.

(IV) Essential Concepts in Geometry, Trigonometry, and Measurement. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of geometry, including using visual representations for numerical functions and relations, data and statistics, and networks, to provide a lens for solving problems in the physical world. Essential Concepts in Geometry, Trigonometry, and Measurement include measurement, transformations, scale, graph theory, geometric arguments, reasoning and proof, applied problems and modeling, development of axiomatic proof, and the Pythagorean Theorem.

(ii) **Knowing and Using Mathematical Processes.** Candidates demonstrate, within or across mathematical domains, their knowledge of and ability to apply the mathematical processes of problem solving; reason and communicate mathematically; and engage in mathematical modeling. Candidates apply technology appropriately within these mathematical processes.

(I) Problem Solving. Candidates demonstrate a range of mathematical problem-solving strategies to make sense of and solve non-routine problems (both contextual and non-contextual) across mathematical domains.

(II) Reasoning and Communicating. Candidates organize their mathematical reasoning and use the language of mathematics to express their mathematical reasoning precisely, both orally and in writing, to multiple audiences.

(III) Mathematical Modeling and Use of Mathematical Models. Candidates understand the difference between the mathematical modeling process and models in mathematics. Candidates engage in the mathematical modeling process and demonstrate their ability to model mathematics.

(iii) Knowing Students and Planning for Mathematical Learning. Candidates use knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting students' access and learning. The mathematics instruction developed provides fair, developmentally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

(I) Student Differences. Candidates identify and use students' individual and group differences when planning rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

(II) Students' Mathematical Strengths. Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

(III) Positive Mathematical Identities. Candidates understand that teachers' interactions impact individual students by influencing and reinforcing students' mathematical identities, positive or negative, and plan experiences and instruction to develop and foster positive mathematical identities.

(iv) Teaching Meaningful Mathematics. Candidates implement effective and equitable teaching practices to support rigorous mathematical learning for a full range of students. Candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, use mathematics-specific tools and representations, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

(I) Establish Rigorous Mathematics Learning Goals. Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.

(II) Engage Students in High Cognitive Demand Learning. Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.

(III) Incorporate Mathematics-Specific Tools. Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and to integrate tools into instruction.

(IV) Use Mathematical Representations. Candidates select and use mathematical representations to engage students in examining understandings of mathematics concepts and the connections to other representations.

(V) Elicit and Use Student Responses. Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central aspect of mathematics teaching and learning.

(VI) Develop Conceptual Understanding and Procedural Fluency. Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.

(VII) Facilitate Discourse. Candidates pose purposeful questions to facilitate discourse among students that ensures each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.

(v) Assessing Impact on Student Learning. Candidates assess and use evidence of students' learning of rigorous mathematics to improve instruction and subsequent student learning. Candidates analyze learning gains from formal and informal assessments for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and they use this information to inform planning and teaching.

(I) Assessing for Learning. Candidates select, modify, or create both informal and formal assessments to elicit information on students' progress toward rigorous mathematics learning goals.

(II) Analyze Assessment Data. Candidates collect information on students' progress and use data from informal and formal assessments to analyze progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals.

(III) **Modify Instruction.** Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.

(vi) **Social and Professional Context of Mathematics Teaching and Learning.** Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholders to grow professionally, to support student learning, and to create more equitable mathematics learning environments.

(I) **Promote Equitable Learning Environments.** Candidates seek to create more equitable learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that produce equitable or inequitable mathematical learning for students.

(II) **Promote Positive Mathematical Identities.** Candidates reflect on their impact on students' mathematical identities and develop professional learning goals that promote students' positive mathematical identities.

(III) **Engage Families and Community.** Candidates communicate with families to share and discuss strategies for ensuring the mathematical success of their children.

(IV) **Collaborate with Colleagues.** Candidates collaborate with colleagues to grow professionally and support student learning of mathematics.

7. **Science Concentration.** Programs that prepare middle grades teachers in the concentration area of science shall meet the following standards adapted from the National Science Teaching Association (NSTA) and American Science Teachers Association (ASTA) (2020) and Framework for K-12 Science Education (2012).

(i) **Content Knowledge.** Effective teachers of science understand and articulate the knowledge and practices of contemporary science and engineering. They connect important disciplinary core ideas, crosscutting concepts, and science and engineering practices for their fields of certification. Preservice teachers will:

(I) Use and apply the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields. Explain the nature of science and the norms and values inherent to the current and historical development of scientific knowledge;

(II) Demonstrate knowledge of how to implement science standards, learning progressions, and sequencing of science content for teaching their certificate 4-8 students; and

(III) Demonstrate knowledge of crosscutting concepts, disciplinary core ideas, practices of science and engineering, the supporting role of science-specific technologies, and contributions of diverse populations to science.

(ii) **Content Pedagogy.** Effective teachers of science plan learning units of study and equitable, developmentally responsive opportunities for all students based upon their understandings of how students learn and develop science knowledge, skills, and habits of mind. Effective teachers also include appropriate connections to science and engineering practices and crosscutting concepts in their instructional planning. Preservice teachers will:

(I) Use science standards and a variety of appropriate, student-centered, and relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts;

(II) Incorporate appropriate differentiation strategies, wherein all students develop conceptual knowledge and an understanding of the nature of science. Lessons should engage students in applying science practices, clarifying relationships, and identifying natural patterns from scientific phenomena and empirical experiences;

(III) Use engineering practices in support of science learning wherein all students design, construct, test and optimize possible solutions to a problem;

(IV) Align instruction and assessment strategies to support instructional decision making that identifies and addresses student misunderstandings, prior knowledge, and naïve conceptions; and

(V) Integrate science-specific technologies to support all students' conceptual understanding and application of science and engineering.

(iii) Learning Environments. Effective teachers of science are able to plan for engaging all students in science learning by identifying appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards. Plans reflect the selection of phenomena appropriate to the social context of the classroom and community, and safety considerations, to engage students in the nature of science and science and engineering practices. Effective teachers create a learning environment to achieve these goals. Preservice teachers will:

(I) Plan a variety of lessons based on science standards that employ strategies that demonstrate their knowledge and understanding of how to select appropriate teaching and motivating learning activities that foster a fair and welcoming learning environment;

(II) Plan learning experiences for all students in a variety of environments (e.g., the laboratory, field, virtual, and community) within their fields of certification;

(III) Plan lessons in which all students have a variety of opportunities to obtain information, evaluate, communicate, investigate, collaborate, learn from mistakes, and defend their own explanations of scientific phenomena, observations, and data. This includes the proposal and defense of potential solutions to real-world, authentic, scientific and engineering problems; and

(V) Plan and implement instruction incorporating universal technologies that support and enhance virtual learning either in person or digitally to include all students in investigation and application of science content, engineering practices, and crosscutting concepts.

(iv) Safety. Effective teachers of science demonstrate biological, chemical, and physical safety protocols in their classrooms and workspace. They also implement ethical treatment of living organisms and maintain equipment and chemicals as relevant to their fields of certification. Preservice teachers will:

(I) Implement activities appropriate for the abilities of all students that demonstrate safe techniques for the procurement, preparation, use, storage, dispensing, supervision, and disposal of all chemicals/materials/equipment used within their fields of certification;

(II) Demonstrate an ability to: recognize hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., Occupational Safety and Health Administration, National Fire Protection Association, Environmental Protection Agency), and best professional practices (e.g., National Science Teaching Association, Georgia Science Teachers Association, National Science Education Leadership Association). This would include awareness of personal liability, duty of care as it relates to students (face-to-face and remote), fellow staff, and visitors to the classroom;

(III) Demonstrate ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and comply with the legal restrictions and best professional practices on the collection, care, and use of living organisms as relevant to their fields of certification; and

(IV) Demonstrate an awareness of safety-implications associated with remote-learning. This would include awareness of personal responsibility for instructing students on safety-precautions for remote-learning.

(v) Impact on Student Learning. Effective teachers of science provide evidence that students have learned and can apply disciplinary core ideas, crosscutting concepts, and science and engineering practices as a result of instruction.

Effective teachers analyze learning gains for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and use these to inform planning and teaching. Preservice teachers will:

(I) Design and implement diverse and balanced assessments that allow all students to demonstrate their knowledge and ability to apply, synthesize, evaluate, and communicate their understanding of disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations;

(II) Collect, organize, analyze, evaluate and reflect on a variety of formative and summative evidence and use those data to inform future planning and teaching; and

(III) Analyze science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflect on results for subsequent lesson plans.

(vi) Professional Knowledge and Skills. Effective teachers of science strive to continuously improve their knowledge of both science content and pedagogy, including approaches for ensuring fairness for all students in science. Teachers will also possess a deeper understanding of how to apply science and engineering practices for their discipline. They identify with and conduct themselves as part of the science education community. Preservice teachers will:

(I) Engage in critical reflection on their own science teaching to continually improve their instructional effectiveness;

(II) Participate in professional learning opportunities to deepen their science content knowledge, and knowledge of science and engineering practices; and

(III) Participate in professional learning opportunities to expand their science-specific pedagogical knowledge.

(vii) Commitment to Three-dimensional Learning. Effective teachers of K-12 science and engineering should focus on a limited number of disciplinary core ideas and crosscutting concepts that are designed so that students continually build on and revise their knowledge and abilities over multiple years while supporting the integration of such knowledge and abilities with the practices needed to engage in scientific inquiry and engineering design. There are three major dimensions, Scientific and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. All three dimensions need to be integrated into standards, curriculum, instruction, and assessment. Preservice teachers will:

(I) Emphasize Science and Engineering Practices in their planning and implementation of lessons and units for all science students.

I. Asking questions (for science) and defining problems (for engineering);

II. Developing and using models;

III. Planning and carrying out investigations;

IV. Analyzing and interpreting data;

V. Using mathematics and computational thinking;

VI. Constructing explanations (for science) and designing solutions (for engineering);

VII. Engaging in argument from evidence; and

VIII. Obtaining, evaluating, and communicating information.

(II) Focus deeply on a limited number of Disciplinary Core Ideas within each major category of science disciplines.



## I. Life Sciences

### A. From Molecules to organisms: Structures and processes

- (A) Structure and function
- (B) Growth and development of organisms
- (C) Organization for matter and energy flow in organisms
- (D) Information processing

### B. Ecosystems: Interactions, energy, and dynamics

- (A) Interdependent relationships in ecosystems
- (B) Cycles of matter and energy transfer in ecosystems
- (C) Ecosystem dynamics, functioning, and resilience
- (D) Social interactions and group behavior

### C. Heredity: inheritance and variation of traits

- (A) Inheritance of traits
- (B) Variation of traits

### D. Biological Evolution: Unity and diversity

- (A) Evidence of common ancestry and diversity
- (B) Natural selection
- (C) Adaptation
- (D) Biodiversity and humans

## II. Chemistry

### A. Matter and its interaction

- (A) Structure and properties of matter
- (B) Chemical reactions
- (C) Nuclear processes

### B. Energy

- (A) Definitions of energy
- (B) Conservation of energy and energy transfer
- (C) Electromagnetic radiation

### III. Earth Space Science

#### A. Earth's place in the Universe

(A) The universe and its stars

(B) Earth and the solar system

(C) History of planet earth

#### B. Earth's systems

(A) Earth materials and systems

(B) Plate tectonics and large system interactions

(C) The roles of water in Earth's surface processes

(D) Weather and climate

(E) Biogeology

#### C. Earth and Human Activity

(A) Natural resources

(B) Natural hazards

(C) Human impacts on earth's systems

(D) Global climate change

### IV. Physics

#### A. Matter and its interactions

(A) Nuclear processes

#### B. Motion and stability

(A) Forces and motion

(B) Types of interactions

(C) Stability and instability in physical systems

#### C. Energy

(A) Definitions of energy

(B) Conservation of energy and energy transfer

(C) Relationship between energy and forces

(D) Energy in chemical processes and everyday life

D. Waves and their applications in technologies for information transfer

(A) Wave properties

(B) Electromagnetic radiation

(C) Information technologies and instrumentation

(III) Consistently bear in mind crosscutting concepts as a means to provide linkages between science disciplines across multiple grades

I. Patterns

II. Cause and effect: mechanism and explanation

III. Systems and system models

IV. Energy and matter; flows, cycles and conservation

V. Structure and function

VI. Stability and change

8. Social Studies Concentration. Programs that prepare middle grades teachers in the concentration area of social studies shall meet the following standards adapted from the standards published by the National Council for the Social Studies (2018):

(i) Content Knowledge. Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structure of inquiry; and forms of representation.

(I) Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, and history;

(II) Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, and history.

(III) Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, and history.

(ii) Application of Content Through Planning. Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

(I) Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 (College, Career and Civic Life) Framework, state-required content standards, and theory and research;

(II) Candidates plan learning sequences that engage learners with disciplinary concepts, facts and tools from the social studies disciplines to facilitate social studies literacies for civic life. Learning sequences should involve experiences that engage students in evaluating accuracy of print and electronic resources, discerning fact vs. opinion and drawing evidence-based conclusions;

(III) Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life;

(IV) Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence;

(V) Candidates plan learning sequences that use technology to foster civic competence.

(iii) Design and Implementation of Instruction and Assessment. Candidates design and implement instruction and authentic assessments, informed by data literacy and learners self-assessment, that promote civic competence.

(I) Candidates design and implement a range of authentic assessments that measure learners' master of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

(II) Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state required content standards.

(III) Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

(IV) Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

(iv) Social Studies Learners and Learning. Candidates use knowledge of learners to plan and implement developmentally relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for a fair and welcoming society.

(I) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures learning opportunities for all students in social studies.

(II) Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

(III) Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more fair and welcoming society.

(v) Professional Responsibility and Informed Action. Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

(I) Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

(II) Candidates explore, interrogate, and reflect upon their own backgrounds to attend to issues of fairness, access, power, and human rights within their schools and/or communities.

(III) Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.19

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Art Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

**Repealed:** New Rule entitled "English to Speakers of Other Languages (ESOL) Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

**Amended:** F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.

**Repealed:** New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.

**Amended:** F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

**Repealed:** New Rule entitled "Family and Consumer Sciences Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

**Repealed:** New Rule entitled "Middle Grades Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

**Amended:** F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.

**Amended:** F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

### **505-3-.48 World Languages Education Program**

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach World Languages and American Sign Language in grades P-12 and supplements requirements in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

#### **(2) Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the standards published by the American Council on the Teaching of Foreign Languages (ACTFL) (2013, 2015).

##### **1. Language Proficiency: Interpersonal, Interpretive, and Presentational.**

(i) The program shall prepare candidates who demonstrate proficiency speaking the language of the field of certification sought.

(ii) The program shall prepare candidates who interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension; and

(iii) The program shall prepare candidates who demonstrate proficiency presenting oral and written information to audiences of listeners or readers.

##### **2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines.**

(i) The program shall prepare candidates who demonstrate target cultural understandings and are able to compare perspectives toward cultural products and practices in target cultures to their own;

(ii) The program shall prepare candidates who demonstrate understanding of linguistics and the changing nature of language (honoring language varieties), and are able to compare language systems with their own; and

(iii) The program shall prepare candidates who demonstrate understanding of authentic historical and authentic resources representing literary and cultural themes as well as interdisciplinary topics.

##### **3. Language Acquisition Theories and Knowledge of Students and Their Needs.**

- (i) The program shall prepare candidates who demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments; and
- (ii) The program shall prepare candidates who demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student that includes a variety of instructional practices.

#### 4. Integration of Standards in Planning and Instruction.

- (i) The program shall prepare candidates who demonstrate an understanding of the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia state standards, and use the ACTFL Core Practices for Language Learning as the basis for instructional planning;
- (ii) The program shall prepare candidates who integrate the goal areas of the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia state standards, and use the ACTFL Core Practices for Language Learning in their classroom practice; and
- (iii) The program shall prepare candidates who use the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia state standards to select and integrate authentic resources, use technology, and adapt and create instructional materials for use in communication.

#### 5. Assessment of Language and Cultures-Impact on Student Learning.

- (i) The program shall prepare candidates who design and implement ongoing authentic performance assessments using a variety of assessment models for all learners;
- (ii) The program shall prepare candidates who reflect on and analyze the results of student assessments, adjust instruction accordingly and use data to inform and strengthen subsequent instruction; and
- (iii) The program shall prepare candidates who interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.

#### 6. Professional Development, Advocacy, and Ethics.

- (i) The program shall prepare candidates who engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence, and promote reflection on practice;
  - (ii) The program shall prepare candidates who articulate the role and value of languages and intercultural competence in preparing all students to interact in the global community through collaboration and advocacy; and
  - (iii) The program shall prepare candidates who use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator, and demonstrate a commitment to fair and ethical interactions with all students, colleagues and other stakeholders.
- (b) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (c) For the World Languages fields in which a GACE content assessment is available, candidates must attempt the GACE. A GACE assessment is not available for certain foreign language fields. For these fields, the GaPSC requires The American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT). See GaPSC Rule [505-2-.26](#) CERTIFICATION AND LICENSURE ASSESSMENTS for details.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.48

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Orthopedically (Physically)/Multihandicapped Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

**Repealed:** New Rule entitled "Leadership Endorsements: Director of Media Centers, Director of Pupil Personnel, Director of Special Education, Director of Vocational Education and Instructional Supervision" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

**Repealed:** New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

**Amended:** F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

**Repealed:** New Rule entitled "School Counselor Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

**Repealed:** New Rule with same title approved. F. Sep. 24, 2012; eff. Oct. 14, 2012.

**Repealed:** New Rule entitled "Foreign Language Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Sep. 24, 2015; eff. Oct. 15, 2015, as specified by the Agency.

**Repealed:** New Rule entitled "World Languages Education Program" adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **505-3-.51 READING EDUCATION PROGRAM**

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to serve as teachers of reading and related literacy topics in grades P-12, in accordance with GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, and supplements requirements in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. Reading Education programs will be classified as teaching (T) field programs and may be offered for initial certification in the field at the Master's degree level or higher, or as a certification-only program for those holding an advanced degrees. All program leading to initial certification in this field, regardless of degree level, must be approved by the GaPSC.

### **(2) Admission Requirements.**

(a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate is required for program admission.

### **(3) Program Standards and Requirements.**

(a) To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program at the Master's degree or higher level described in program planning forms, catalogs, and syllabi based on the science of reading and addressing the following standards adapted from those published by the International Literacy Association (2017):

1. **Foundational Knowledge.** Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, and the ways in which they interrelate as indicated by the following:

(i) Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading development (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) throughout the grades and their relationship with other aspects of literacy;

(ii) Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy; and

(iii) Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.

2. Curriculum and Instruction. Candidates use foundational knowledge to design literacy curricula to meet the needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; and collaborate with other teachers to implement effective literacy practices as indicated by the following:

(i) Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners;

(ii) Candidates design, select, adapt, teach and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view or visually represent;

(iii) Candidates select, adapt, teach, and evaluate evidence-based supplemental and intervention approaches and programs, and such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and

(iv) Candidates collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

3. Assessment and Evaluation. Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist other teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders as indicated by the following:

(i) Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect), and influences of various types of tools in a comprehensive literacy and language assessment system, and apply that knowledge to using assessment tools;

(ii) Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students;

(iii) Candidates participate in and lead professional learning experiences to assist other teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; and

(iv) Candidates, using both written and oral communication, explain assessment results, and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.

4. Learners and the Literacy Environment. Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; and foster a positive climate that supports a literacy-rich learning environment as indicated by the following:

(i) Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, intellectual, and other learner differences;



(ii) Candidates provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;

(iii) Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts; and

(iv) Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

**5. Professional Learning and Leadership.** Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; and advocate on behalf of teachers, students, families, and communities as indicated by the following:

(i) Candidates reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice;

(ii) Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms;

(iii) Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups; and

(iv) Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

**6. Practicum/Clinical Experiences.** Candidates complete supervised, integrated, extended practice/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practice includes ongoing experiences in school-based setting(s); and supervision includes observation and ongoing feedback by qualified supervisors as indicated by the following:

(i) Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings;

(ii) Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices;

(iii) Candidates have ongoing opportunities for authentic, school-based practicum experiences; and

(iv) Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies, and, preferably, have experience as reading/literacy specialists.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.51

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Reading Specialist Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

**Repealed:** Rule reserved. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

**Amended:** New Rule entitled "Intervention Specialist Endorsement Program" adopted. F. Dec. 3, 2002; eff. Jan. 1, 2003, as specified by the Agency.

**Amended:** F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

**Repealed:** New Rule entitled "School Social Worker Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

**Repealed:** F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

**Adopted:** New Rule entitled "Reading Education Program." F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

**Amended:** F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

### **505-3-.59 Special Education Preschool (AGES 3-5) Program**

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach students aged 3-5 (below K) with disabilities. This rule supplements requirements in GaPSC Educator Preparation Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

#### **(2) Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the Early Interventionist/Early Childhood Special Educator (EI/ECSE) Standards published by the Council for Exceptional Children (2020).

1. Child Development and Early Learning. Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. Multiple factors are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

(i) Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions;

(ii) Candidates apply knowledge of normative sequences of early development, individual differences, and families to support each child's development and learning across contexts;

(iii) Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction; and

(iv) Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.

2. Partnering with Families. Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in

opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

(i) Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and responsive partnerships with all families that allow for the mutual exchange of knowledge and information;

(ii) Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions, and advocate for access and participation in the school environment; and

(iii) Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

3. Collaboration and Teaming. Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using developmentally, and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

(i) Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies;

(ii) Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach; and

(iii) Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth until kindergarten.

4. Assessment Processes. Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and responsive tools and methods that are appropriate to the characteristics of the young child, family, and program. Using evidence-based and evidence-informed practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

(i) Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally and linguistically responsive, valid, reliable tools and methods that are appropriate to the characteristics of the young child, family, and program;

(ii) Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based and evidence-informed practices, including technology, in partnership with families and other professionals;

(iii) Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals; and

(iv) Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

5. Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences. Candidates collaborate with families and professionals to use an evidence-based, developmentally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences that provide each child and family with access and opportunities for learning and growth.

(i) Candidates collaborate with families and other professionals in identifying an evidence based curriculum addressing developmental and content domains to design and facilitate meaningful, developmentally responsive learning experiences that support the unique abilities and needs of all children and families; and

(ii) Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure access to universally designed, developmentally responsive, and challenging learning experiences.

6. Using Responsive and Reciprocal Interactions, Interventions, and Instruction. Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate access and participation for all children and families within the school environment through responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

(i) Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains;

(ii) Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development;

(iii) Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family;

(iv) Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors;

(v) Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts;

(vi) Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement; and

(vii) Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of settings.

7. Professionalism and Ethical Practice. Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

(i) Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations;

(ii) Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices;

(iii) Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making; and

(iv) Candidates practice within ethical and legal policies and procedures.

(b) The program shall prepare professionals who understand and apply principles of teaching reading and writing and who meet the following identified standards specified by the International Literacy Association, 2017, as well as the applicable standards delineated in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

1. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.59

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Educational Leadership Conversion Process" adopted. F. Jun. 22, 2011; eff. Oct. 15, 2011.

**Repealed:** New Rule entitled "Special Education Preschool (Ages 3-5)" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

**Repealed:** New Rule entitled "Special Education Preschool (Ages 3-5) Program" adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **505-3-.66 Literacy Specialist Program**

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to serve as literacy specialists (e.g., literacy coaches, instructional coaches, teacher leaders) in grades P-12, in accordance with GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, and supplements requirements in GaPSC Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. This field is classified as a service (S) field and therefore may not be added by passing the state-approved content assessment.

### **(2) Requirements.**

(a) Three years of teaching experience and a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate are required for program admission. Candidates must demonstrate proficiency in the knowledge and skills delineated in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, as a prerequisite for admission to this program.

1. Proficiency may be demonstrated through completion of the Reading Endorsement (based on GaPSC Rule [505-3-.96](#), effective July 1, 2023 or later), certification in Elementary Education (earned after July 1, 2025), a passing score

on the Reading Education GACE (after July 1, 2025), or another valid and reliable measure of candidate proficiency.

2. The EPP shall require candidates not demonstrating proficiency in the knowledge and skills delineated in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE, to successfully complete one or more pre-requisite courses prior to program admission.

(b) To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program at the Master's degree level or higher described in program planning forms, catalogs, and syllabi based on the science of reading and addressing the following standards adapted from those published by the International Literacy Association (2017):

1. Foundational Knowledge. Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidenced-based foundations of literacy and language and the ways in which they interrelate; demonstrate a knowledge base of effective school-wide professional learning; demonstrate knowledge of research about school-wide literacy programs; and demonstrate understanding of the role of those who support literacy as indicated by the following:

(i) Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, including language acquisition, reading, writing, speaking, listening, viewing, and visual representation from pre-K through grade 12 and across academic disciplines, including connections and potential integration for literacy learning;

(ii) Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership;

(iii) Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations for developing, implementing, and evaluating school-wide comprehensive literacy instruction and curriculum, including that of disciplinary literacy, pre-K through grade 12; and

(iv) Candidates demonstrate knowledge of historical and evidence-based foundations related to the role of the literacy coach and its instructional and leadership dimensions.

2. Curriculum and Instruction. Candidates develop, analyze, and evaluate the school's literacy curriculum; design, implement, and evaluate effective classroom literacy instruction; collaborate with and coach teachers to guide teaching practices, and improve literacy learning of individuals and groups of students; and facilitate or participate in efforts to develop a vision and goals for the literacy program as indicated by the following:

(i) Candidates coach classroom teachers and other professionals in selecting, designing, analyzing, and evaluating the school's literacy curriculum, aligned to state and district standards;

(ii) Candidates coach teachers in designing, selecting, implementing, and evaluating evidence-based instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines, other subject areas, outside school);

(iii) Candidates collaborate and coach as a means of improving teaching practices and enhancing teachers' knowledge and skills of evidence-based classroom, supplemental, and intervention approaches and programs to improve student learning; and

(iv) Candidates, in collaboration with school and district personnel, facilitate efforts to develop a vision and goals for a comprehensive literacy program, including across the academic disciplines that reflects evidence-based practices and effective integration of all dimensions of language and literacy.

3. Assessment and Evaluation. Candidates foster educators' knowledge of assessment and assessment tools to monitor student progress; inform and evaluate school-wide instruction and interventions; facilitate professional

learning and school improvement initiatives; and disseminate and facilitate school-wide assessment communication with relevant stakeholders as a means of advocating for effective literacy practices as indicated by the following:

- (i) Candidates foster educators' use of assessment by articulating, explaining, and evaluating factors and contextual influences (e.g., culture, language) of assessments within a comprehensive literacy and language system;
- (ii) Candidates assist and collaborate with school leaders and teachers in the administration and interpretation of reliable and valid assessment data to inform classroom and school-wide decisions, instruction, and interventions;
- (iii) Candidates facilitate professional learning activities that incorporate focused analyses of assessment data and goal setting across grade levels, content areas, and school improvement initiatives; and
- (iv) Candidates routinely share and explain reports, in both written and oral form, to administrators, parents/guardians, teachers/specialists, and other stakeholders and advocate for effective literacy and language practices.

4. Learners and the Literacy Environment. Candidates support and facilitate colleagues' ability to meet the developmental needs of all learners; use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; and foster a positive climate that supports a literacy-rich learning environment as indicated by the following:

- (i) Candidates guide colleagues to meet the developmental needs of all learners, taking into consideration physical and intellectual, and other factors;
- (ii) Candidates facilitate teachers' use of a variety of digital and print materials that engage and motivate learners, and optimize access to materials that increase student choice and support school goals;
- (iii) Candidates facilitate and coach teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways; and
- (iv) Candidates provide support to and coach teachers in developing a physical and social literacy-rich learning environment that includes appropriate routines, grouping structures, and positive social interactions.

5. Professional Learning and Leadership. Candidates demonstrate the ability to be reflective literacy professionals who critically analyze and synthesize research, policy, and promising practices; apply their knowledge of adult learning to work collaboratively with individuals and groups of colleagues; demonstrate their leadership and coaching skills; and advocate on behalf of teachers, students, families, and communities as indicated by the following:

- (i) Candidates reflect on their work, belong to professional organizations, and, as critical consumers of research, policy, and practices, share findings with colleagues and other stakeholders;
- (ii) Candidates design, facilitate, and lead professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, workshops), using collaborative data collection, analysis, and decision-making processes;
- (iii) Candidates use their knowledge of adult learning and leadership to support teacher inquiry and reflectivity by using coaching tools and processes (e.g., modeling, problem solving, observation-feedback cycles, co-teaching) in their work with individuals and groups of teachers; and
- (iv) Candidates facilitate and work with teachers and other school leaders to advocate on behalf of students, families, and communities for effective literacy programs, practices, and policies.

6. Practicum/Clinical Experiences. Candidates complete supervised, integrated, and extended practicum/clinical experiences that include both collaborative and coaching roles with teacher(s), and school-wide collaboration and leadership for instructional practices, curriculum design, professional development, or family/community-school

partnerships; practicum experiences are ongoing in school-based setting(s); and supervision includes observation and ongoing feedback by qualified supervisors as indicated by the following:

- (i) Candidates collaborate with and coach individuals and/or small groups of teachers in using assessment data to design, revise, implement, and evaluate literacy instruction. Settings may include the candidate's own school, literacy clinic, other school, or community settings;
- (ii) Candidates develop expertise in collaborative and coaching roles at the school-wide level to improve and develop literacy instructional practices, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community-school partnerships;
- (iii) Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coaches; and
- (iv) Candidate supervision includes observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand coaching processes and tools, have literacy content and pedagogical knowledge, understand literacy assessment, and have coaching experiences.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.66

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Director of Pupil Personnel Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

**Repealed:** F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

**Amended:** New Rule entitled "Special Education Deaf Education Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

**Amended:** F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.

**Repealed:** New Rule entitled "Coordinator of Vocational Academic Education (CVAE) Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

**Repealed:** New Rule entitled "Coordinated Career Academic Education Endorsement Program (CCAEE)" adopted. F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.

**Repealed:** New Rule entitled "Reading Specialist Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

**Repealed:** New Rule entitled "Literacy Specialist Program" adopted. F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

**Note:** The Rule title was incorrectly cited as "Reading Specialist Education Program" on the Rules and Regulations of the State of Georgia website from January 1, 2020 through June 30, 2020 due to an administrative error. The correct title, "Literacy Specialist Program," (as filed Dec. 13, 2019; effective Jan 1, 2020) was updated on the Rules and Regulations website July 1, 2020, as requested by the Agency.

**Amended:** F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

**Amended:** F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **505-3-.76 Alternative Preparation for Educational Leadership Program**



(1) **Purpose.** This rule states specific content standards and requirements for approving Tier I and Tier II alternative preparation programs designed for the preparation of individuals to serve in educational leadership positions in P-12 schools and Local Units of Administration (LUA), and it is designed to meet recruitment and hiring needs in various areas of the state. This rule supplements requirements and definitions of terms in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. Implementation guidelines accompany this rule.

(2) **Definitions.**

(a) Alternative preparation is defined as a post-baccalaureate program designed for individuals who have not prepared as leaders in a traditional leadership preparation program. These preparation programs, which lead to an Educator Preparation Provider's verification of meeting requirements for Georgia certification, but not a degree, recognize candidates' earlier academic preparation and life experiences.

(b) Certificate Levels are assigned to Georgia educator certificates based on the degree(s) an educator holds. See GaPSC Rule [505-2-.02](#) Classification.

(c) The term leadership position refers to those positions requiring leadership certification as determined by the Georgia Professional Standards Commission (GaPSC) for placement on the state salary schedule.

(d) Tier I prepares candidates for entry level leadership positions that include P-12 school level positions below the principal and system level positions that do not supervise principals.

(e) Tier II prepares candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals.

(3) **Requirements.**

(a) The standards and requirements set forth in this rule are intended to guide the development of an alternative preparation program in two phases of preparation (Tier I and Tier II). The goal is to ensure completers of each tier are able to demonstrate knowledge of leadership content, skills, and dispositions to positively impact teacher performance and student growth. Each tier includes a minimum one-year residency which provides opportunity for candidates to experience guided practice of skills in authentic leadership situations.

(b) To receive approval for the Alternative Preparation for Educational Leadership program, a Georgia Professional Standards Commission (GaPSC)-approved educator preparation provider (EPP) shall offer a preparation program described in program planning forms, websites, catalogs, and syllabi conforming to the Georgia Educational Leadership Standards, which are adapted from the Professional Standards for Educational Leaders (PSEL) published in 2015 by the National Policy Board for Educational Administration. Programs will be assessed at the standard level; elements listed under each standard give guidance regarding the breadth and depth of each standard and are adapted from PSEL. Although programs shall be designed upon the PSEL Standards and as required by Rule [505-3-.01](#), the Teacher Assessment on Performance Standards (TAPS) in relation to instructional leadership (see [505-3-.01](#) paragraph (e) 3. (i)), EPPs are advised to consider additional standards in developing program curricula and clinical experiences at the appropriate level (Tier I or Tier II), such as the Learning Forward Standards for Professional Learning, Georgia Teacher Leadership Standards (GaPSC Rule [505-3-.72](#) TEACHER LEADERSHIP PROGRAM), the Model Principal Supervisor Standards, the evaluation standards comprising the Georgia Teacher Keys Effectiveness System (TKES) and the Georgia Leader Keys Effectiveness System (LKES), and the standards delineated in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. GaPSC and Georgia Department of Education (GaDOE) rules are often focused on implementation of such standards; candidates shall complete preparation programs prepared to implement programs and processes that address such standards. Professional learning as described in the GaPSC certificate renewal rule (GaPSC Rule [505-2-.36](#) RENEWAL REQUIREMENTS) and continuous improvement as described in GaDOE rules and processes shall be addressed in the leadership preparation curriculum and clinical experiences. Guidelines that accompany this rule, *Guidelines for EPPs: Alternative Preparation for Educational Leaders Programs*, provide detailed information to support development of the program. Effective educational leaders:

1. Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Education leaders build consensus among all stakeholders to develop an educational mission, vision, and core values of what students should know and do as a consequence of their schooling, as well as what it means for students to become well-adjusted, contributing members of society. Building such a vision supported by core values can require reconciling possibly competing perspectives among all members of the school community. Based on this vision, leaders work with school and community members to establish the school's mission, and to plan, implement, monitor, and evaluate impact to promote continuous and sustainable improvement. Effective leaders:

- (i) Using relevant data and in collaboration with school and community members, develop an educational mission, vision, and statement of core values for the school to promote student success and well-being.
- (ii) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for student success and well-being by articulating, advocating, and cultivating core values that define the school's culture, and stress the imperative of child-centered education; high expectations and student support; fair access, opportunity, and advancement for all students; openness, caring, and trust; and continuous improvement.
- (iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.
- (iv) Ensure core values support processes and procedures that allow all students access to the most effective teachers and an instructional program that will ensure they are college and career ready.
- (v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision, and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.
- (vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- (vii) Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.
- (viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

2. Act ethically and according to professional norms to promote each student's academic success and well-being. Educational leaders are professionals who ensure personnel are equipped with professional understanding of the school's mission and the professional norms that must be followed to ensure student success and well-being. Leaders have an understanding of ethical principles to guide actions and decision-making, which must be within the boundaries of professional practice. Leaders foster the development of a school culture that nurtures understanding of professional conduct and ethics, and have a professional responsibility to take an intentional approach to ensure not only regulatory enforcement, but also ethics education, outreach, and prevention. Effective leaders:

- (i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- (ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- (iii) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- (iv) Safeguard and promote the values of democracy, individual freedom and responsibility, and fairness.
- (v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

(vi) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

3. Strive for fairness of educational opportunity and responsive practices to promote each student's academic success and well-being. Education leaders create a school culture that values learner differences. Students are known, accepted, valued, and empowered to reach their full potential. The school's culture supports a climate in which students are healthy, safe, and supported. The culture defines high expectations, encourages trust, and expects all to be responsible participants; as a result, all students thrive. Effective leaders:

(i) Ensure that each student feels a sense of belonging, is treated fairly and respectfully, and is accepted and valued as an active member of the school community.

(ii) Recognize, respect, and employ each student's strengths, differences, and culture as assets for teaching and learning.

(iii) Analyze data to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources needed for college/career readiness.

(iv) Develop and communicate expectations and codes of conduct to address student behavior in a positive and fair manner.

(v) Eliminate barriers associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

(vi) Utilize a variety of strategies to examine and address assumptions and beliefs that may conflict with vision, mission, core values, and goals.

(vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

(viii) Promote the preparation of students to live productively in and contribute to the varied cultural contexts of a global society.

(ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to maximize each student's growth and learning. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. They seek to maximize student learning through authentic and differentiated pedagogy, systems of support, and effective assessment strategies that inform instruction. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated. Effective leaders:

(i) Promote the mission, vision, and core values of the school, embody high expectations for student learning, and align curriculum, instruction, and assessment with academic standards that are responsive to the needs of all learners.

(ii) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

(iii) Promote instructional and assessment practice that is consistent with knowledge of learning, learner growth and development, effective pedagogy, and the needs of each student.

(iv) Guide the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address all student populations.

(v) Ensure instructional practice that is intellectually challenging, authentic to student experiences, aligned to student strengths, and is differentiated and personalized.

(vi) Collaboratively model and promote with all stakeholders a culture of high expectations for all students.

(vii) Promote the effective use of technology.

(viii) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

(ix) Monitor and evaluate the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

5. Cultivate a welcoming, caring, and supportive school community that promotes the academic success and well-being of each student. Education leaders build a school culture and climate that supports students being known and valued. The learning environment is personalized so students feel encouraged to engage with others as active learners. In such an environment learners are willing to take chances in their learning since a support system has been built to reinforce student learning. Effective leaders:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

(ii) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

(iii) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

(iv) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

(v) Cultivate and reinforce student engagement in school and positive student conduct.

(vi) Infuse the school's learning environment with the cultures and languages of the school's community.

6. Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Education leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. Building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions, and fostering a professional learning community. Effective leaders:

(i) Recruit, hire, assign, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty in an equitable manner based on school needs, and local, state, and federal requirements.

(ii) Plan for and manage staff turnover and succession, providing opportunities for effective induction including mentoring of new personnel by carefully selected and trained mentors.

(iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

- (iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- (v) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- (vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- (vii) Recognize the achievements of highly effective teachers and others by developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school.
- (viii) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- (ix) Address their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.

7. Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Education leaders promote each student's academic success and well-being by creating and supporting a professional community of teachers. Building a community of teachers and other professional staff includes creating effective workplace conditions, promoting collective engagement and responsibility, and mutual accountability. Creating professional communities of teachers and other professional staff includes job-embedded opportunities that promote collaborative examination of practice and focuses on improvement of programs and practices. Effective leaders:

- (i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- (ii) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- (iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- (iv) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- (v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- (vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- (vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.
- (viii) Encourage faculty-initiated improvement of programs and practices.
- (ix) Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

8. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Education leaders build and sustain productive relationships with

families and other community partners in the government, non-profit, and private sectors. They promote understanding, appreciation, and use of the community's cultural, social, and intellectual resources. They communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts. Effective Leaders:

- (i) Are approachable, accessible, and welcoming to all families and community members.
- (ii) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- (iii) Engage in regular and open two-way communication with families and the community about the school, students, needs, challenges, and accomplishments.
- (iv) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- (v) Create means for the school community to partner with families to support student learning in and out of school.
- (vi) Build and sustain mutually beneficial productive partnerships with public and private sectors to share resources and promote school improvement and student learning.
- (vii) Create an environment that values differences, serves as a resource for families and the school community, and welcomes family engagement in school activities.
- (viii) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- (ix) Advocate publicly for the needs and priorities of the school, district, students, families, and the community.
- (x) Work with the community to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

9. Manage school operations and resources to promote each student's academic success and well-being. Education leaders are responsible for the effective, efficient, equitable, and ethical management of schools and districts. Their responsibilities include garnering and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district. Effective leaders:

- (i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- (ii) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- (iii) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- (iv) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- (v) Protect teachers' and other staff members' work and learning from disruption.
- (vi) Employ technology to improve the quality and efficiency of operations and management.

(vii) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

(viii) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

(ix) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

(x) Develop and manage productive relationships with the central office and school board.

(xi) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

(xii) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

10. Act as agents of continuous improvement to promote each student's academic success and well-being.

Educational leaders foster an environment among stakeholders where data are analyzed and used to continuously improve the academic and social success of the students, staff, and the community of learners. Leaders ensure a systematic and collaborative process that promotes a culture of school improvement and accountability. This plan, do, check, act process is created with input from all stakeholders. The leader uses current and relevant research and effectively gathers, analyzes, and interprets student data from multiple sources to promote a shared vision for instructional improvement that engages all stakeholders in decision-making that drives and sustains school improvement for each student. Effective leaders are willing to make difficult decisions and confront adverse situations to promote student academic success and well-being. Effective leaders:

(i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.

(iii) Develop the capacity of staff to effectively lead strategic teams in a systematic process of school improvement.

(iv) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(v) Build the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for school improvement.

(vi) Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.

(vii) Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.

(viii) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

(ix) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

(c) The Alternative Preparation for Educational Leadership program shall conform to the criteria for Georgia's alternative preparation option defined as a program that prepares the candidate holding the appropriate degree level

for a professional leadership certificate. In addition to meeting the standards listed above, program requirements must include the following:

1. Tier I Program Admission.

(i) Non-educator candidates seeking admission to a Tier I program must:

(I) Receive from a LUA an offer of employment and recommendation for admission to the program and assurance that the candidate is available one-half day or more each day to work in a leadership position;

(II) Hold, at a minimum, a bachelor's degree from a GaPSC-accepted accredited college or university;

(III) Document five (5) or more years of successful leadership experience and related leadership training, preferably in an executive management, supervisory, or leadership role;

(IV) Provide references documenting evidence of successful performance in a leadership role;

(V) Exhibit professional leadership dispositions through an assessment, developed and/or adopted by the educator preparation provider; and

(VI) Provide evidence of experience in engaging employees in organizational development or professional learning opportunities.

(ii) Candidates currently employed as educators and seeking admission must:

(I) Receive the recommendation of a Georgia LUA for participation in the program and assurance that the candidate is available one-half day or more each day to work in a leadership position;

(II) Hold a GaPSC Level 5 or higher professional certificate; candidates who also have national board certification, the Teacher Leadership endorsement, Coaching or Teacher Support and Coaching endorsements are ideal.

(III) Provide evidence of successful teacher leadership experience;

(IV) Exhibit professional leadership dispositions through an assessment, developed and/or adopted by the educator preparation provider;

(V) Provide evidence of experience in engaging colleagues in professional learning opportunities; and

(VI) Provide evidence of successful teaching.

(iii) Upon admission, candidates accepted into the Tier I Alternative Preparation program are issued a three (3) year non-renewable leadership certificate upon acceptance and request from the employing LUA, which may be converted to a professional leadership certificate when requirements are met.

(iv) Candidates who enroll in a Tier I Alternative Preparation program must pass the Georgia Ethics for Educational Leadership Assessment prior to beginning program coursework.

2. Tier II Program Admission.

(i) Candidates must be employed in a leadership position in a LUA requiring professional performance-based leadership certification at Tier II.

(ii) In addition, practicing educators seeking admission must:

(I) Receive the recommendation of the employing LUA for participation in the program and assurance that the system will support the work of the candidate in the program;



(II) Hold a level 5 or higher Standard Professional Educational Leadership Tier I certificate or hold a valid, Standard Professional L certificate in Educational Leadership Tier II based on completion of a non- performance-based program; and

(III) Provide references documenting evidence of successful performance in a leadership position that requires Tier I leadership certification.

3. Candidate Support. All alternative preparation programs require structured supervision and guidance by a team of qualified mentors and coaches for a minimum of a twelve (12) month cycle during Tier I and a minimum of a twelve (12) month cycle during Tier II. The LUA shall provide a mentor with successful leadership experience at the Tier II level relative to the candidate being mentored. The alternative preparation program shall provide coaching by qualified individuals who demonstrate competencies in the knowledge, skills, and dispositions required for accomplished leadership. It is incumbent upon the program provider to ensure individuals providing developmental support (coach and mentor, for example) have successfully completed appropriate training as described in the guidelines.

4. Program Requirements. The alternative preparation program shall develop a performance-based program addressing the following:

(i) Tier I Program.

(I) A Pre-Residency component shall address through courses, modules, seminars or other modes of content delivery, at a minimum school law, the Georgia Code of Ethics for Educators, and organizational leadership with a focus on teaching, learning, and using data in the school improvement process. The pre-residency educational leadership requirements are described in program approval documents submitted to the GaPSC as part of the program approval process for educator preparation programs;

(II) Residency requirements must be successfully completed while employed by a regionally accredited LUA or regionally accredited private school in a Tier I leadership position full-time or part-time, for at least a half day every day for a minimum of a twelve (12) month cycle. Residency requirements for Tier I include the following:

I. Candidates shall participate in carefully designed experiences in addition to completing appropriate coursework, during an extended residency [minimum of a twelve (12) month cycle], providing significant opportunities for candidates to apply the knowledge and guided practice to develop the skills and dispositions identified in the program standards through substantial, sustained, standards-based work in actual Tier I settings;

II. Candidates shall participate in a residency incorporating a continual assessment of candidate application of knowledge, skills, and leadership dispositions. Candidates' performances shall be planned and guided cooperatively by a candidate support team, throughout the program, to provide inclusion of appropriate opportunities to demonstrate knowledge, skills, and dispositions reflective of current leadership research and program standards. At a minimum, the candidate support team shall be composed of the candidate, a trained and qualified leadership coach, a P-12 school-based leader and/or LUA mentor/coach, and a supervisor from the approved program provider; and

III. The residency experiences shall provide candidates with substantial responsibilities that increase over time in amount and complexity, and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders. The preponderance of experiences shall engage candidates in leading rather than observing or participating. Candidates shall demonstrate the ability to lead, facilitate, and make decisions as school leaders. Assessment of candidate performance shall be the responsibility of the approved program provider and shall include multiple formative and summative measures used throughout the residency to measure candidate progress in acquiring knowledge, demonstrating skills, and refining dispositions. Data from these assessments shall be shared with the candidate, instructors, mentors/coaches, and candidate support team in order to make informed decisions regarding candidate performance, program effectiveness, and EPP operations.

(ii) Tier II Program.

(I) Alternative preparation program advanced residency requirements shall be completed while employed by a regionally accredited LUA or regionally accredited private school in a Tier II level leadership position full-time or part-time, for at least a half day every day for a minimum of a twelve (12) month cycle. Residency requirements for Tier II shall include the following:

(II) Candidates shall participate in performances developed by the candidate support team based on individual performance assessment data, during an extended residency [minimum of a twelve (12) month cycle], providing significant opportunities for candidates through guided practice to apply knowledge, develop skills, and refine dispositions identified in the program standards while engaged in substantial, sustained, standards-based work in actual P-12 school/system settings;

(III) Candidates shall participate in a performance-based residency incorporating a continual assessment of candidate application of knowledge, skills, and leadership dispositions. Candidates' performances shall be planned and guided cooperatively by a candidate support team, throughout the program, to provide inclusion of appropriate opportunities to demonstrate knowledge, skills, and dispositions reflective of current leadership research and program standards. At a minimum, the candidate support team shall be composed of the candidate, a leadership coach, a P-12 school-based leader and/or LUA mentor/coach, and a supervisor from the approved program provider; and

(IV) The residency experiences shall provide candidates with substantial responsibilities that increase over time in amount and complexity, and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders. The preponderance of experiences shall engage candidates in leading rather than observing or participating. Candidates shall demonstrate the ability to lead, facilitate, and make decisions as P-12 school leaders. Assessment of candidate performance shall be the responsibility of the approved program provider and will include multiple formative and summative measures used throughout the residency to measure candidate progress. Data from these assessments shall be shared with the candidate, instructors, mentors/coaches, and candidate support team in order to make informed decisions regarding candidate performance, program effectiveness, and EPP operations.

5. Certification Requirements. Upon admission, candidates accepted into the Tier II Alternative Preparation program are issued a three (3) year non-renewable leadership certificate upon acceptance and request from the employing LUA, which may be converted to a professional leadership certificate when requirements are met. If the Georgia Ethics for Educational Leadership Assessment was not passed upon enrollment in a Tier I program, it must be passed prior to beginning Tier II coursework. An educator working in a Tier II position who does not hold Tier I certification will be issued a Non-Renewable Professional certificate in each tier. If the Tier I certificate is converted to a Standard Professional certificate, the Non-Renewable Performance-Based Professional certificate in Educational Leadership - Tier II may be extended for an additional three (3) years. While in the program, candidates shall demonstrate continual progress.

6. Exit Requirements. Exit requirements for successful completion of the alternative preparation program at each tier shall provide candidates an opportunity to demonstrate a foundation of knowledge, skills, and dispositions necessary for work in leadership positions in P-12 schools and LUAs. Requirements for each tier shall include the following:

(i) Successful defense of their leadership work before the candidate support team;

(ii) A successful evaluation of the candidate's performance by the superintendent or the superintendent's designee; and

(ii) A passing score on the GACE content assessment for educational leadership for Tier I candidates; for Tier II candidates, a passing score on the Georgia Performance Assessment for Educational Leadership (PASL).

7. Notification of Program Completion. Upon successful completion of all program exit requirements, the GaPSC-approved program provider shall notify the GaPSC that the candidate has met all program requirements and is qualified for a professional Performance-based Tier II certificate.

8. Continuous Improvement as Part of the Program Approval Process.

(i) As part of the continuous improvement cycle required by GaPSC Program Approval Standards (2023), EPPs are advised to engage partner school districts in regularly reviewing program effectiveness. In addition, as a formative measure, EPPs are advised to engage in a mid-cycle review using peers and partners as reviewers; such reviews will have no regulatory consequences. Mid-cycle formative reviews will use a valid and reliable process such as *Quality Measures*.

9. Guidelines. This rule is accompanied by implementation guidelines, *Guidelines for EPPs: Alternative Preparation for Educational Leaders Programs*, providing an overview and guidance regarding program expectations, conditions for admission, pre-residency and residency requirements, coaching and mentoring responsibilities, guidance on establishing partnership agreements, elements pertaining to the defense of leadership work, support of new leaders during an induction period as described in the partnership agreement, and other pertinent information.

(4) **Eligible Program Providers**. The Alternative Preparation for Educational Leadership program may be proposed by any GaPSC-approved EPP that can verify, through the program approval process, the ability to provide an alternative preparation program complying with the definitions, standards, and requirements of the Alternative Preparation for Educational Leadership program as delineated in this rule and accompanying guidelines. The eligible provider shall create a preparation program for both Tier I and Tier II; however, a provider is not required to offer a Tier II program. GaPSC-approved educator preparation providers at LUAs, private schools, or charter schools shall offer an approved alternative preparation program only to those candidates employed by that LUA or P-12 school.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.76

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Media Specialist Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

**Repealed:** F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

**Amended:** New Rule entitled "Related Vocational Instruction (RVI) Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

**Repealed:** New Rule entitled "Career Technical Instruction Endorsement Program (CTI)" adopted. F. Feb. 16, 2009; eff. Mar. 15, 2009, as specified by the Agency.

**Repealed:** New Rule entitled "Alternative Preparation for Educational Leadership Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

**Amended:** F. Jun. 13, 2014; eff. July 3, 2014.

**Repealed:** New Rule of same title adopted. F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.

**Amended:** F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.

**Repealed:** New Rule of same title adopted. F. Dec. 20, 2016; eff. Jan. 15, 2017, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. June 25, 2018; eff. July 15, 2018.

**Amended:** F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

**Amended:** F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

### **505-3-.77 Educational Leadership Program**

(1) **Purpose**. This rule states field-specific content standards and requirements for approving programs that prepare individuals to serve in educational leadership positions in P-12 schools and Local Units of Administration (LUAs),

and supplements requirements in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. The term leadership position refers to those positions requiring leadership certification as determined by the Georgia Professional Standards Commission (GaPSC) for placement on the state salary schedule.

**(2) Two-tiered Educational Leadership Preparation.**

(a) Tier I, or entry level certification, in the field of Educational Leadership shall prepare candidates for entry leadership positions that include P-12 school level positions below the principal and district level positions that do not supervise principals.

(b) Tier II, or advanced level certification, in the field of educational leadership shall prepare candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals.

(c) The Educator Preparation Provider (EPP) must seek and receive GaPSC approval to offer Tier I and Tier II preparation programs and shall comply with all GaPSC reporting requirements for preparation programs. The EPP shall offer both a Tier I and a Tier II program.

**(3) Preparation Program Requirements.**

(a) To receive approval, a GaPSC-approved EPP shall offer Tier I and Tier II Educational Leadership preparation programs described in program planning forms, catalogs, syllabi, and on websites conforming to the following Georgia Educational Leadership Standards, which are adapted from the Professional Standards for Educational Leaders (PSEL) published in 2015 by the National Policy Board for Educational Administration. The elements accompanying the standards are adapted from PSEL Standards. Although programs shall be designed upon the PSEL Standards and as required by GaPSC Rule [505-3-.01](#), the Teacher Assessment on Performance Standards (TAPS) in relation to instructional leadership (see GaPSC Rule [505-3-.01](#) paragraph (e) 3. (i)), EPPs are advised to consider additional standards in developing program curricula and clinical experiences at the appropriate level (Tier I or Tier II), such as the Learning Forward Standards for Professional Learning, Georgia Teacher Leadership Standards (GaPSC Rule [505-3-.72](#) TEACHER LEADERSHIP PROGRAM), the Model Principal Supervisor Standards, and the evaluation standards comprising the Georgia Teacher Keys Effectiveness System (TKES) and the Georgia Leader Keys Effectiveness System (LKES), and the standards delineated in GaPSC Rule [505-3-.03](#), FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. GaPSC and Georgia Department of Education (GaDOE) rules are often focused on implementation of such standards; candidates shall complete preparation programs prepared to implement programs and processes that address such standards. Professional learning as described in the GaPSC certificate renewal rule (GaPSC Rule [505-2-.36](#) RENEWAL REQUIREMENTS) and continuous improvement as described in GaDOE rules and processes shall be addressed in the leadership preparation curriculum and clinical experiences. The elements accompanying the standards inform and support the practice of the educational leader by illustrating some, but not all, leadership practices that define the standards in practice. Programs will be assessed at the standard level. The *Guidelines for EPPs: Georgia Tier I and Tier II Performance-Based Educational Leadership Programs* accompanying this rule provide direction and other resources to support development of quality leadership preparation programs. Effective leaders:

1. Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Education leaders build consensus among all stakeholders to develop an educational mission, vision, and core values of what students should know and do as a consequence of their schooling, as well as what it means for students to become well-adjusted, contributing members of society. Building such a vision supported by core values can require reconciling possibly competing perspectives among all members of the school community. Based on this vision, leaders work with school and community members to establish the school's mission, and to plan, implement, monitor, and evaluate impact to promote continuous and sustainable improvement. Effective leaders:

(i) Using relevant data and in collaboration with school and community members, develop an educational mission, vision, and statement of core values for the school to promote student success and well-being.

(ii) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for student success and well-being by articulating, advocating, and cultivating core values that define the school's culture, and stress the imperative of child-centered education; high expectations and student support; fair access, opportunity, and advancement for all students; openness, caring, and trust; and continuous improvement.

(iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.

(iv) Ensure core values support processes and procedures that allow all students access to the most effective teachers and an instructional program that will ensure they are college and career ready.

(v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision, and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.

(vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

(vii) Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.

(viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

**2. Act ethically and according to professional norms to promote each student's academic success and well-being.**

Educational leaders are professionals who ensure personnel are equipped with professional understanding of the school's mission and the professional norms that must be followed to ensure student success and well-being. Leaders have an understanding of ethical principles to guide actions and decision-making, which must be within the boundaries of professional practice. Leaders foster the development of a school culture that nurtures understanding of professional conduct and ethics, and have a professional responsibility to take an intentional approach to ensure not only regulatory enforcement, but also ethics education, outreach, and prevention. Effective leaders:

(i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

(ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

(iii) Place children at the center of education and accept responsibility for each student's academic success and well-being.

(iv) Safeguard and promote the values of democracy, individual freedom and responsibility, and fairness.

(v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

(vi) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

**3. Strive for fairness of educational opportunity and responsive practices to promote each student's academic success and well-being.** Education leaders create a school culture that values learner differences. Students are known, accepted, valued, and empowered to reach their full potential. The school's culture supports a climate in which students are healthy, safe, and supported. The culture defines high expectations, encourages trust, and expects all to be responsible participants; as a result, all students thrive. Effective leaders:

(i) Ensure that each student feels a sense of belonging, is treated fairly and respectfully, and is accepted and valued as an active member of the school community.

- (ii) Recognize, respect, and employ each student's strengths, differences, and culture as assets for teaching and learning.
- (iii) Analyze data to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources needed for college/career readiness.
- (iv) Develop and communicate expectations and codes of conduct to address student behavior in a positive, and fair manner.
- (v) Eliminate barriers associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- (vi) Utilize a variety of strategies to examine and address assumptions and beliefs that may conflict with vision, mission, core values, and goals.
- (vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- (viii) Promote the preparation of students to live productively in and contribute to the varied cultural contexts of a global society.
- (ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to maximize each student's growth and learning. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. They seek to maximize student learning through authentic and differentiated pedagogy, systems of support, and effective assessment strategies that inform instruction. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated. Effective leaders:

- (i) Promote the mission, vision, and core values of the school, embody high expectations for student learning, and align curriculum, instruction, and assessment with academic standards that are responsive to the needs of all learners.
- (ii) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- (iii) Promote instructional and assessment practice that is consistent with knowledge of learning, learner growth and development, effective pedagogy, and the needs of each student.
- (iv) Guide the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse all student populations.
- (v) Ensure instructional practice that is intellectually challenging, authentic to student experiences, aligned to student strengths, and is differentiated and personalized.
- (vi) Collaboratively model and promote with all stakeholders a culture of high expectations for all students.
- (vii) Promote the effective use of technology.
- (viii) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

(ix) Monitor and evaluate the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

5. Cultivate a welcoming, caring, and supportive school community that promotes the academic success and well-being of each student. Education leaders build a school culture and climate that supports students being known and valued. The learning environment is personalized so students feel encouraged to engage with others as active learners. In such an environment learners are willing to take chances in their learning since a support system has been built to reinforce student learning. Effective leaders:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

(ii) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

(iii) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

(iv) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

(v) Cultivate and reinforce student engagement in school and positive student conduct.

(vi) Infuse the school's learning environment with the cultures and languages of the school's community.

6. Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Education leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. Building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions, and fostering a professional learning community. Effective leaders:

(i) Recruit, hire, assign, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty in an equitable manner based on school needs, and local, state, and federal requirements.

(ii) Plan for and manage staff turnover and succession, providing opportunities for effective induction including mentoring of new personnel by carefully selected and trained mentors.

(iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

(iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

(v) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

(vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

(vii) Recognize the achievements of highly effective teachers and others by developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school.

(viii) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

(ix) Address their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.

7. Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Education leaders promote each student's academic success and well-being by creating and supporting a professional community of teachers. Building a community of teachers and other professional staff includes creating effective workplace conditions, promoting collective engagement and responsibility, and mutual accountability. Creating professional communities of teachers and other professional staff includes job-embedded opportunities that promote collaborative examination of practice and focuses on improvement of programs and practices. Effective leaders:

(i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(ii) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

(iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

(iv) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

(v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

(vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

(vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(viii) Encourage faculty-initiated improvement of programs and practices.

(ix) Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

8. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Education leaders build and sustain productive relationships with families and other community partners in the government, non-profit, and private sectors. They promote understanding, appreciation, and use of the community's cultural, social, and intellectual resources. They communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts. Effective Leaders:

(i) Are approachable, accessible, and welcoming to all families and community members.

(ii) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

(iii) Engage in regular and open two-way communication with families and the community about the school, students, needs, challenges, and accomplishments.



- (iv) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- (v) Create means for the school community to partner with families to support student learning in and out of school.
- (vi) Build and sustain mutually beneficial productive partnerships with public and private sectors to share resources and promote school improvement and student learning.
- (vii) Create an environment that values differences, serves as a resource for families and the school community, and welcomes family engagement in school activities.
- (viii) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- (ix) Advocate publicly for the needs and priorities of the school, district, students, families, and the community.
- (x) Work with the community to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

9. Manage school operations and resources to promote each student's academic success and well-being. Education leaders are responsible for the effective, efficient, equitable, and ethical management of schools and districts. Their responsibilities include garnering and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district. Effective leaders:

- (i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- (ii) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- (iii) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- (iv) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- (v) Protect teachers' and other staff members' work and learning from disruption.
- (vi) Employ technology to improve the quality and efficiency of operations and management.
- (vii) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- (viii) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.
- (ix) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- (x) Develop and manage productive relationships with the central office and school board.
- (xi) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

(xii) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

10. Act as agents of continuous improvement to promote each student's academic success and well-being.

Educational leaders foster an environment among stakeholders where data are analyzed and used to continuously improve the academic and social success of the students, staff, and the community of learners. Leaders ensure a systematic and collaborative process that promotes a culture of school improvement and accountability. This plan, do, check, act process is created with input from all stakeholders. The leader uses current and relevant research and effectively gathers, analyzes, and interprets student data from multiple sources to promote a shared vision for instructional improvement that engages all stakeholders in decision-making that drives and sustains school improvement for each student. Effective leaders are willing to make difficult decisions and confront adverse situations to promote student academic success and well-being. Effective leaders:

(i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.

(iii) Develop the capacity of staff to effectively lead strategic teams in a systematic process of school improvement.

(iv) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(v) Build the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for school improvement.

(vi) Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.

(vii) Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.

(viii) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

(ix) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

(b) Tier I. Educational Leadership preparation programs leading to entry level certification may be offered by GaPSC-approved EPPs as Master's degree programs or non-degree granting certification-only programs for educators who already hold Master's degrees. To receive approval, a GaPSC-approved EPP shall offer an educator preparation program for entry level preparation described in program planning forms, catalogs, syllabi, and on websites meeting the following requirements:

1. Program Admission. EPPs shall determine admission requirements for Tier I entry level preparation programs in addition to the minimum requirements established in the rule.

2. Program Curriculum. Programs leading to Tier I Entry Level Educational Leadership certification shall address all the GEL Standards referenced in paragraph (3) (a), but shall place emphasis on standards related specifically to practices designed to directly impact the improvement of teaching and learning. Guidelines accompanying this rule provide additional information regarding program curriculum.

3. Partnerships. A partnership agreement shall be established with LUAs, agencies, or other organizations for the purpose of collaborative work to ensure program curriculum and clinical experiences address LUA leadership

preparation needs and to continuously examine program effectiveness. Such partnerships shall permit candidate self-selection for Tier I programs provided the partner district has the capacity to mentor the candidate and the candidate meets program admission criteria. A regular and systematic plan agreeable to the partner districts and the EPP shall be established for updating partnership agreements to ensure continuous improvement of the preparation program.

4. Candidate Support. At a minimum, Tier I candidates shall receive mentoring by a leader who is actively employed in a leadership position in the P-12 school or LUA and who has been trained to be a leader mentor. In addition, candidates shall receive EPP support through group coaching or other means whereby candidates have opportunities to interact with program staff and other candidates for reflection, feedback, and support related to their performances in the field.

(c) Tier II. Educational Leadership preparation programs leading to Tier II advanced level certification may be offered by GaPSC-approved EPPs as Education Specialist or Doctoral degree programs or as non-degree certification-only programs for educators who already hold Education Specialist or doctoral degrees. To receive approval, a GaPSC-approved EPP shall offer a performance-based educator preparation program described in program planning forms, catalogs, syllabi, and on websites meeting the following requirements:

1. Program Admission. EPPs shall require potential candidates to:

(i) Hold Tier I entry level certification or hold a Tier II certificate if that certificate is based on completion of an Educational Leadership program that led to a Georgia L or PL certificate;

(ii) Serve in a leadership position (see (1) Purpose above for the definition of the term, leadership position) at either the P-12 school or LUA level (or agency or organization equivalent to LUA level) that will enable the candidate to fully meet the program's clinical requirements. Candidates who do not serve in a leadership position as described above may be enrolled if the EPP and employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for two full days per week or the equivalent to allow the candidate sufficient time to participate in and successfully complete clinical work. Employees of state education or human service agencies, RESAs, universities or technical colleges, and employees of education or human service non-profit organizations may also pursue Tier II Educational Leadership certification as long as the employer has established a partnership with a GaPSC-approved EPP and in the partnership agreement agrees to meet all requirements and guidelines accompanying this rule; and

(iii) Meet program admission criteria, and admission criteria specified by the EPP and in the partnership agreements with employers of potential candidates.

2. Program Curriculum. Programs leading to Tier II Educational Leadership certification shall address all standards through clinical performances required in the program. In coursework emphasis shall be on those standards not emphasized in the Tier I program Guidelines accompanying this rule provide additional information regarding program curriculum.

3. Partnerships. A partnership agreement shall be established with the employing LUA, agency, or organization of each candidate for the purpose of ensuring candidates will be able to meet Tier II level clinical requirements. Partnership agreements:

(i) Shall be developed collaboratively by the LUA, agency, or organization and the program provider;

(ii) Shall establish mutually agreed upon responsibilities; and

(iii) Shall be regularly and systematically updated to ensure continuous improvement of the preparation program and its partnerships.

4. Candidate Support. The clinical work of each Tier II candidate shall be supervised by a candidate support team. At a minimum, the candidate support team shall be composed of the candidate, a trained and qualified leadership coach, a trained P-12 school or LUA mentor, and an EPP representative. (The leadership coach may serve as both

the coach and the EPP representative provided the coach is employed by the EPP). These individuals shall work as a team to meet candidate and program needs as described in the guidelines accompanying this rule.

#### **(4) Clinical Practice Requirements and Candidate Performance Expectations.**

##### **(a) Tier I Entry Leader Preparation.**

1. Clinical Practice. Tier I Clinical Practice shall include 250 clock hours (in certification-only and degree programs) in addition to performances required in courses and shall consist of significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through field experiences cooperatively developed by the candidate, mentor, and EPP advisor. Field experiences shall engage candidates in substantial, standards-based work in a variety of settings as defined in guidelines that accompany this rule. In Tier I programs candidates shall, at a minimum, observe leaders at all levels—elementary, middle, high school, and central office.

2. Performance Expectations. Candidates in Tier I entry level preparation programs shall demonstrate at a proficient level the knowledge, skills, and dispositions required for entry level educational leaders by demonstrating performance proficiency in the Georgia Educational Leadership Standards referenced in paragraph (3) (a).

##### **(b) Tier II Advanced Level Leader Preparation.**

1. Tier II Clinical Practice - Residency. Tier II programs shall be performance-based, and as such, shall be designed around leadership performances. Courses shall be designed to support performances. Candidates in Tier II preparation programs shall participate in performance-based experiences in courses as well as during an extended residency (in certification-only and degree programs). The extended residency shall consist of 750 clock hours of extended, job-embedded residency work. This work provides significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through substantial, sustained, standards-based work in real settings in real time (actual P-12 school and LUA settings or similar settings for candidates employed in agencies or organizations not classified as P-12 schools or LUAs). Such a residency shall be planned and guided cooperatively by the EPP and LUA or employer through candidate support teams that develop and manage individual induction plans for each candidate.

2. Performance Expectations. Candidates in Tier II preparation programs shall demonstrate knowledge, skills, and dispositions required for advanced level educational leaders by demonstrating performance proficiency in the standards referenced in paragraph (3) (a). The candidate's program shall be planned and guided cooperatively by the EPP and LUA, agency, or organization personnel. The EPP shall be responsible for using formative assessments throughout the program to assess candidate progress. Candidate performances shall be designed as follows:

(i) Candidates shall demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by principals, supervisors of principals, and superintendents. The residency experiences shall provide candidates with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders, including school board members. The preponderance of experiences shall engage candidates in leading rather than observing or participating;

(ii) Candidates shall participate in a performance-based residency cooperatively planned and guided by a candidate support team during the course of the program, including assessment of candidate application of knowledge, skills, and leadership dispositions;

(iii) Candidates shall apply skills and knowledge articulated in national and state standards for educational leaders in experiences designed to accommodate candidates' individual needs;

(iv) Candidates shall demonstrate performances in settings that allow for the demonstration of a wide range of relevant knowledge, skills, and dispositions while working with faculty and other LUA personnel, students, parents, and appropriate community organizations such as social service groups, local businesses, community organizations, parent groups, and school boards; and

(v) Candidates' performances shall be planned cooperatively by the candidate support team and provide appropriate opportunities to apply skills, knowledge, and research contained in the standards.

**(5) Testing Requirements.**

(a) Tier I Entry Level. Candidates completing an entry level preparation program shall be required to take the GACE content assessment in Educational Leadership. A passing score on the state-approved content assessment is not required for program completion; however, candidates shall attempt the assessment prior to program completion, and a passing score is required for state entry level certification in Educational Leadership.

(b) Tier II Advanced Level Preparation. Candidates completing a Tier II program shall be required to take the Georgia Performance Assessment for Educational Leadership (PASL). A passing score on the state-approved performance assessment is not required for program completion; however, candidates shall attempt the assessment prior to program completion, and a passing score is required for Tier II certification in Educational Leadership.

(c) Candidates who enroll in a GaPSC-approved Tier I Educational Leadership program must pass the Georgia Ethics for Educational Leadership Assessment prior to beginning program coursework. Any candidate enrolling in a Tier II program who did not pass the Ethics Assessment prior to enrolling in a Tier I program must pass the assessment prior to beginning Tier II program coursework.

**(6) Conversion of Previously Issued Leadership Certificates to "PL" and/or Tier II Certificates.**

(a) Educators who hold "L" certificates may convert to "PL" certificates by completing a GaPSC-approved certification-only Tier II program in Educational Leadership or a Tier II degree program if the educator holds only Level 5 certification. Such a program shall be performance-based and shall include extensive residency experiences meeting the requirements described in this rule. Educators who hold "FLD704 Educational Leadership (P-12)" certificates are exempted from meeting requirements to hold any position requiring educational leadership certification.

(b) Educators holding a PL certificate (FLD706 Building Level or FLD707 System Level; FLD706 and FLD707 were combined and became FLD710 after July 1, 2015) are eligible to hold any position requiring leadership certification. Holders of PL - Building Level or PL - System level shall not be required to meet any additional requirements for leadership certification.

**(7) Continuous Improvement as Part of the Program Approval Process.**

(a) As part of the continuous improvement cycle required by GaPSC Program Approval Standards (2023), EPPs are advised to engage partner school districts in regularly reviewing program effectiveness. In addition, as a formative measure, EPPs are advised to engage in a mid-cycle review using peers and partners as reviewers; such reviews will have no regulatory consequences. Mid-cycle formative reviews will use a valid and reliable process such as *Quality Measures*.

**(8) Implementation.** This rule is accompanied by implementation guidelines, *Guidelines for EPPs: Georgia Performance-Based Educational Leadership Programs*, which provide a timeline for phasing in new standards and elements, as well as other rule revisions, and guidance regarding expectations, program curricula, residency requirements and sample candidate performances, coaching and mentoring responsibilities, guidance on establishing partnership agreements, and other pertinent information.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.77

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "School Counselor Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

**Repealed:** F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

**Amended:** New Rule entitled "Safety and Driver Education Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

**Repealed:** New Rule entitled "Educational Leadership Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as Specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Mar. 25, 2015; eff. Apr. 15, 2015, as specified by the Agency.

**Amended:** F. Dec. 21, 2015; eff. Jan. 15, 2016, as specified by the agency.

**Repealed:** New Rule of same title adopted. F. June 25, 2018; eff. July 15, 2018.

**Amended:** F. Dec. 11, 2020; eff. Jan. 1, 2021, as specified by the Agency.

**Amended:** F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

### **505-3-.82 Birth Through Kindergarten Endorsement**

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to work with and teach children from Birth through Kindergarten and supplements requirements in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement.** Educators seeking to add the Birth Through Kindergarten Endorsement must be certified in Elementary Education (P-5). Therefore, completers of the Birth Through Kindergarten Endorsement are qualified to teach children from birth through age five.

(3) **Requirements.**

(a) A GaPSC approved educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program for candidates holding Elementary Education certification or as an endorsement program embedded in a GaPSC-approved initial preparation Elementary Education program or in an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 4. (ix) of GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards and requirements delineated below for initial early childhood professional preparation programs. The standards are adapted from standards published in 2019 by the National Association for the Education of Young Children (NAEYC) and the standards published in 2017 by the Council for Exceptional Children-Initial Specialty Set in Early Childhood, and cross-walked with the Early Intervention/Early Childhood Special Educator national standards developed by the Council for Exceptional Children (2020).

1. **Child Development and Learning in Context and Individual Learning Differences.** Birth Through Kindergarten candidates are grounded in an understanding of the developmental period of early childhood from birth through kindergarten across developmental domains. They understand each child as an individual with unique developmental variations. They understand that all children develop within relationships; that learning is constructed by adults and children together; and that learning occurs within the context of families, languages, communities, and society. Candidates use this multidimensional knowledge to make evidence-based decisions to carry out their responsibilities. They understand how exceptionalities may interact with development and learning, and use this

knowledge to provide meaningful and challenging learning experiences for children with unique learning needs. Indicators are as follows:

(i) Candidates know and understand early childhood development based on:

(I) Knowledge of developmental theories, coursework, and observation across domains and areas such as physical, cognitive, social-emotional, and linguistic; and

(II) Understanding variability in early development of young children with unique learning needs, such as children with disabilities or children who are bilingual, and the impacts of variability on development and learning.

(ii) Candidates know and understand the biological and environmental factors, both social and physical, that affect pre-, peri-, and postnatal development and learning;

(iii) Candidates know, understand, and value each child as an individual with unique developmental variations, agencies, strengths, interests, challenges, approaches to learning, experiences and abilities;

(iv) Candidates know and understand the impact of medical conditions and related care on development and learning, as well as on family concerns, resources, and priorities;

(v) Candidates know and understand the ways that development and the learning process for children with unique learning needs occur within multiple contexts, including family, language, and community as well as within a larger societal context of structural inequities; and

(vi) Candidates use multidimensional knowledge of early development (including developmental period of early childhood; etiology, characteristics, and classification of common disabilities in infants and young children; and individual child, development and learning in cultural context) to make evidence-based decisions that support each child.

2. Family and Community Partnerships. Birth Through Kindergarten candidates understand that successful early childhood education depends upon partnerships with young children's families. They know about, understand, and value the importance of family and community characteristics. They use this understanding to create respectful and linguistically responsive, reciprocal relationships and to engage as partners with families in young children's development and learning. They use community resources to support young children's learning and development and to support families as they also support partnerships with early learning settings, schools and community organizations, and agencies. Indicators are as follows:

(i) Candidates know about, understand, and value the differences among families and communities;

(ii) Candidates engage as partners with families in young children's development, and learn through respectful and reciprocal relationships;

(iii) Candidates use community resources to support families and young children, as well as work to support the community; and

(iv) Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through kindergarten.

3. Child Observation, Documentation, and Assessment. Birth Through Kindergarten candidates understand that the primary purpose of assessment (formal and informal, formative and summative) is to inform instruction and planning for children with varied learning needs in early learning settings. They understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know how to use observation, documentation, and other appropriate assessment approaches and technically sound tools that minimize discrepancies, and use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with unique learning needs. They are responsible and ethical in their use of assessment and assessment results. In partnership with families and professional

colleagues, they document individual children's progress, and plan learning experiences that promote positive outcomes for each child. Indicators are as follows:

- (i) Candidates understand that assessment (formal and informal, formative and summative) is conducted to make informed choices and for planning in early learning settings;
- (ii) Candidates know a wide range of types of assessments, their purposes, and their associated methods and tools;
- (iii) Candidates align assessment with curriculum; content standards; and local, state, and federal regulations;
- (iv) Candidates practice assessment that is ethically and legally grounded and developmentally and linguistically appropriate to document developmental progress and promote positive outcomes for each child;
- (v) Candidates build assessment partnerships with families and professional colleagues, including, assisting families in identifying their concerns, resources, and priorities, and integrating family priorities and concerns in the assessment process;
- (vi) Candidates assess progress in the five developmental domains, play, and temperament using a variety of materials and contexts to maintain the interests of young children and the assessment process; and
- (vii) Candidates emphasize the child's strengths and needs in assessment reports that focus on functional concerns, and participate as a team member to integrate assessment results in the development and implementation of individualized plans.

4. Learning Environments. Birth Through Kindergarten candidates create safe, developmentally responsive learning environments, so that children with unique learning needs become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. They collaborate with other colleagues to create safe, developmentally responsive learning environments to engage all children in meaningful learning activities and social interactions. Birth Through Kindergarten candidates use motivational and instructional interventions to teach children with unique learning needs how to adapt to different environments. They know how to intervene safely and appropriately with all children. Indicators are as follows:

- (i) Candidates select, develop, and evaluate developmentally responsive and functionally appropriate materials, equipment, and environments;
- (ii) Candidates organize space, time, materials, peers, and adults to maximize progress in natural and structured environments;
- (iii) Candidates embed learning opportunities in everyday routines, relationships, activities, and places;
- (iv) Candidates structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers;
- (v) Candidates provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology responsive to individual differences;
- (vi) Candidates implement basic health, nutrition, and safety management procedures for infants and young children; and
- (vii) Candidates use evaluation procedures and recommend referral with ongoing follow-up to community health and social services.

5. Developmentally and Linguistically Responsive Teaching Strategies. Birth Through Kindergarten candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive, caring, supportive relationships and interactions as the foundation for their work with young children. They



are able to differentiate instruction for individual children and for groups. They use a broad repertoire of developmentally responsive and linguistically relevant, and evidence-based teaching approaches that reflect universal design for learning principles. They understand the importance of play and inquiry in young children's learning and development, and how to support play in early education. They develop and sustain reflective, responsive, and intentional practice. They use technologies to support instructional assessment, planning, and delivery for children with unique learning needs, and are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of children with disabilities. Birth Through Kindergarten candidates use strategies to enhance language development and communication skills of children with unique learning needs. They develop and implement a variety of education and transition plans across a wide range of settings and different learning experiences in collaboration with individuals, families and teams, and teach to mastery and promote generalization of learning. Indicators are as follows:

- (i) Candidates understand positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children, and understand how to support child-initiated development and learning in classroom and home settings;
- (ii) Candidates understand that the science of learning and child development indicates the need for distinct teaching skills and strategies appropriate to early childhood (such as teacher-scaffolded and -initiated instruction to complement child-initiated learning), along with differentiated instruction to support children's individual needs, including those of bilingual children and children with developmental delays or disabilities;
- (iii) Candidates use a broad repertoire of developmentally responsive and linguistically relevant, and evidence-based teaching skills and strategies that reflect universal design for learning principles;
- (iv) Candidates develop and sustain reflective, responsive, and intentional practice;
- (v) Candidates link development, learning experiences, and instruction to promote educational transitions, implementing processes and strategies that support transitions, and assisting the family in planning for transition; and
- (vi) Candidates design intervention strategies incorporating information from multiple sources and supportive of children's independent functioning in natural environments.

6. Content Knowledge in Early Childhood Curriculum. Birth Through Kindergarten candidates have and apply a solid understanding of the content of the academic disciplines. They understand content knowledge about the central concepts, methods, inquiry and application tools, and structures in each academic discipline. They understand pedagogical content knowledge about how young children learn and process information in each discipline including the learning trajectories for each discipline. They apply this knowledge in using early learning standards and other resources to make decisions about spontaneous and planned teaching practices, and about curriculum development, implementation, and evaluation that will be stimulating, challenging, and meaningful to each child. Birth Through Kindergarten candidates understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for children with unique learning needs. They understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for children with unique learning needs and can modify general and specialized curricula to make them accessible to all children. Indicators are as follows:

- (i) Candidates understand content knowledge and resources, including the central concepts, methods, inquiry and application tools, and structures of the academic disciplines in an early education curriculum;
- (ii) Candidates understand pedagogical content knowledge regarding how young children with unique learning needs learn in each discipline, and how to use the teacher knowledge and practices described in Standards 1 through 4 (e.g., universal design for learning, embedded and differentiated instruction) to support young children's learning in each content area;

(iii) Candidates apply, expand, integrate, and update their content knowledge in the disciplines, knowledge of curriculum content resources and pedagogical content knowledge to their teaching practice;

(iv) Candidates apply current research to the five developmental domains, play, temperament, and address challenging behavior in learning situations; and

(v) Candidates plan, implement, and evaluate developmentally responsive curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.

7. Professionalism as an Early Childhood Educator. Birth Through Kindergarten candidates identify and conduct themselves as members of the early childhood profession and serve as informed advocates for young children, families, and the early childhood profession. They know and use ethical guidelines and other early childhood professional guidelines. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on early childhood education to inform their practice. They have strong communication skills that effectively support their relationships and work with young children, families and colleagues. They understand that differences are a part of families and schools, and that complex human issues can interact with the delivery of special education services. Indicators are as follows:

(i) Candidates identify and involve themselves with the early childhood field and serve as informed advocates on behalf of infants and young children and their families, including awareness of trends and issues (legal, ethical, policy) in early childhood education, early childhood special education, and early intervention. This includes participation in activities of professional organizations relevant to early childhood education, early childhood special education, and early intervention;

(ii) Candidates know about the historical, philosophical foundations and legal basis of services for infants and young children with and without disabilities, and know about and uphold ethical standards and other early childhood professional guidelines (e.g., recognizing signs of emotional distress, neglect, and abuse; following reporting procedures; and implementing family services consistent with due process safeguards);

(iii) Candidates engage in continuous, collaborative learning to inform practice;

(iv) Candidates integrate knowledgeable and critical perspectives on early childhood education and develop the habit of intentional, reflective practice, including, applying evidence-based and Council for Exceptional Children Division for Early Childhood recommended practices for infants and young children including those from different backgrounds;

(v) Candidates use strong communication skills to effectively support young children's learning and development and work with families and colleagues, including integrating family systems theories into practice; and respecting families' choices and goals; and

(vi) Candidates advocate for professional status and working conditions for those who serve infants and young children, and their families.

8. Collaboration. Birth Through Kindergarten candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in responsive ways to address the needs of all children across a range of learning experiences. They use the theory and elements of effective collaboration, serve as a collaborative resource to colleagues, and use collaboration to promote the well-being of all children across a wide range of settings and collaborators. Indicators are as follows:

(i) Candidates know and apply models and strategies of consultation and collaboration, and the roles of families, school and community personnel in planning individualized programs;

(ii) Candidates understand the concerns of families of children with disabilities and strategies to help address these concerns;

(iii) Candidates know responsive factors that promote effective communication and collaboration among families, school personnel, and community members;

(iv) Candidates understand the structures supporting inter-agency collaboration, including interagency agreements, referral, and consultation;

(v) Candidates collaborate with caregivers, professionals, and agencies to support children's development and learning, including involving families in evaluation of services;

(vi) Candidates implement family-oriented services based on the family's identified resources, priorities, and concerns; and

(vii) Candidates provide consultation and coaching in settings serving infants and young children, including use of adult learning principles when consulting with and coaching family members and service providers.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.82

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Teacher Support Specialist Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

**Repealed:** F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

**Amended:** New Rule entitled "Special Education Visual Impairment Endorsement Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Sep. 25, 2013; eff. Oct. 15, 2013, as specified by the Agency.

**Repealed:** New Rule entitled "Birth through Kindergarten Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

**Repealed:** New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

**Amended:** F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.

**Amended:** F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

**Amended:** F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

**Repealed:** New Rule entitled "Birth Through Kindergarten Endorsement" adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

## **505-3-.96 Reading Endorsement**

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals with enhanced knowledge and skills to teach reading to students in grades P-12, and supplements requirements in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. This endorsement is intended to build upon the knowledge and skills described in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) **In-Field Statement.** Completers of the Reading Endorsement program have strengthened and enhanced competency levels in the teaching of reading and are qualified to teach reading to students in grades P-12.

(3) **Requirements.**

(a) A GaPSC-approved educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in an advanced (degree-only) preparation program to candidates who hold a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teacher certificate, leadership certificate, Life certificate, or service certificate. Educators with leadership, Life, or service certificates must have held a Professional teaching certificate.

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi based on the science of reading and addressing the following standards for classroom teachers of reading adapted from standards published by the International Literacy Association (2017).

1. Standard Foundational Knowledge. Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of literacy and language development and the ways in which they interrelate as indicated by the following:

(i) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development;

(ii) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of writing development and the writing process, and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task;

(iii) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing; and

(iv) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of literacy and interdisciplinary learning.

2. Curriculum and Instruction. Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to provide a coherent and motivating literacy program that addresses both general and discipline specific literacy processes as indicated by the following:

(i) Candidates demonstrate the ability to critically examine literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program;

(ii) Candidates plan, modify, and implement evidence-based, developmentally appropriate, and integrated instructional approaches that develop reading processes as related to foundational skills (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency), vocabulary, and comprehension for all learners;

(iii) Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge of all learners; and

(iv) Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that provide developmentally appropriate instruction and materials to develop the language, speaking, listening, viewing, and visual representation skills and processes of all learners.

3. Assessment and Evaluation. Candidates understand, select, and use appropriate assessments to gather evidence for all students' content knowledge and literacy processes within a discipline for instructional and accountability purposes as indicated by:

(i) Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments;

(ii) Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs;

(iii) Candidates select and administer other formal and informal assessments appropriate for assessing students' language and literacy development;

(iv) Candidates use results of various assessment measures to inform and/or modify instruction: and

(v) Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments.

4. Learners and The Literacy Environment. Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies as indicated by the following:

(i) Candidates apply knowledge of learner development and learning differences to plan literacy learning experiences that develop motivated and engaged literacy learners;

(ii) Candidates incorporate digital and print texts and experiences designed to differentiate and enhance students' language, literacy, and the learning environment;

(iii) Candidates incorporate safe, appropriate, and effective ways to use digital technologies in literacy and language learning experiences; and

(iv) Candidates create physical and social literacy-rich environments that use routines and a variety of grouping configurations for independent and collaborative learning.

5. Professional Learning and Leadership. Candidates are lifelong learners who reflect upon practice, use ongoing inquiry to improve their professional practice and enhance students' literacy learning, and advocate for students and their families to enhance students' literacy learning as indicated by the following:

(i) Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations;

(ii) Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change;

(iii) Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities; and

(iv) Candidates advocate for the teaching profession and their students, schools, and communities.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.96

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Reading Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

**Amended:** F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.

**Amended:** F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

**Amended:** F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

**Repealed:** New Rule entitled "Reading Endorsement" adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

### **505-3-.100 Special Education Preschool (Ages 3-5) Endorsement**

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare teachers holding renewable professional certification in Birth Through Kindergarten, Elementary Education (P-5) or any Special Education field to teach students ages 3-5 (below Kindergarten) with disabilities. This rule supplements requirements in GaPSC Educator Preparation Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement.** Completers of the Special Education Preschool (ages 3-5) Endorsement program are qualified to provide educational services for students aged 3-5 (below Kindergarten) with disabilities other than visual and hearing impaired, under the following conditions:

(a) The educator may work collaboratively with a content area teacher of record in all content subjects.

(b) To serve as the teacher of record, the educator may teach only the content subjects of his/her base certificate fields(s).

(3) **Requirements.**

(a) A GaPSC-approved educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program in Elementary Education (P-5) or any Special Education field, or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 4. (ix) of GaPSC Educator Preparation Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the Early Interventionist/Early Childhood Special Educator (EI/ECSE) Standards published by the Council for Exceptional Children (2020):

1. Child Development and Early Learning. Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. Multiple factors are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

(i) Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions;

(ii) Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic differences to support each child's development and learning across contexts;

(iii) Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction; and

(iv) Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.

2. Partnering with Families. Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in

opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

- (i) Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information;
- (ii) Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and fairness in the school environment; and
- (iii) Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

3. Collaboration and Teaming. Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using developmentally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

- (i) Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies;
- (ii) Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach; and
- (iii) Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through kindergarten age span.

4. Assessment Processes. Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically responsive appropriate tools and methods that are appropriate responsive to the characteristics of the young child, family, and program. Using evidence-based and evidence-informed practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

- (i) Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, and linguistically responsive appropriate, valid, reliable tools and methods that are appropriate responsive to the characteristics of the young child, family, and program;
- (ii) Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based and evidence-informed practices, including technology, in partnership with families and other professionals;
- (iii) Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals; and

(iv) Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

5. Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences. Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences that provide each child and family with access and opportunities for learning and growth.

(i) Candidates collaborate with families and other professionals in identifying an evidence based curriculum addressing developmental and content domains to design and facilitate meaningful, developmentally responsive learning experiences that support the unique abilities and needs of all children and families; and

(ii) Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure access to universally designed, developmentally responsive appropriate, and challenging learning experiences.

6. Using Responsive and Reciprocal Interactions, Interventions, and Instruction. Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate access and participation for all children and families through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

(i) Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains;

(ii) Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development;

(iii) Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family;

(iv) Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors;

(v) Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts;

(vi) Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement; and

(vii) Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of settings.

7. Professionalism and Ethical Practice. Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.



- (i) Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations;
- (ii) Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices;
- (iii) Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making; and
- (iv) Candidates practice within ethical and legal policies and procedures.

**Cite as** Ga. Comp. R. & Regs. R. 505-3-.100

**AUTHORITY:** O.C.G.A. § [20-2-200](#).

**HISTORY:** Original Rule entitled "Special Education Preschool Endorsement (Ages 3-5)" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

**Amended:** New title "Special Education Preschool (Ages 3-5) Endorsement Program." F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.

**Amended:** F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

**Repealed:** New Rule entitled "Special Education Preschool (Ages 3-5) Endorsement" adopted. F. June 21, 2023; eff. July 1, 2023, as specified by the Agency.

# **Department 560. RULES OF DEPARTMENT OF REVENUE**

## **Chapter 560-2. ALCOHOL AND TOBACCO DIVISION**

### **Subject 560-2-15. MILITARY & CONSULS**

#### **560-2-15-.06 Consuls**

(1) This Rule is promulgated pursuant to the Vienna Convention on Consular Relations of April 24, 1963, 21 U.S.T. 77, T.I.A.S. 6820, and other treaties in force between the United States of America and foreign states on the subject of consular relations.

(a) The purpose of this Regulation is to provide a procedure for extending certain exemptions guaranteed by these treaties to Consular Officers located in Georgia.

(2) The tax imposed by the Act is an excise tax levied upon the first purchase or sale of Alcoholic Beverages imported into Georgia.

(a) Where a Consular Officer imports Alcoholic Beverages directly from abroad or from a federally bonded warehouse for the official use of the Consular Post or for the personal use of the Consular Officer or members of his family forming part of his household, the transaction is exempt from Georgia Alcoholic Beverages excise tax under the multilateral consular convention referred to in paragraph (1) of this Rule if the Consular Officer's sending state is a party to the convention or another treaty with the United States of similar import.

(3) Consular Officers are authorized to purchase and import directly from abroad and from federally bonded warehouses located in the United States Alcoholic Beverages free from Georgia Alcoholic Beverages excise tax under the procedures and subject to the restrictions set forth in this Rule.

(a) Consular Officers may purchase tax-free Alcoholic Beverages directly from abroad by notifying the Department of the proposed importation on a form provided by the Department;

(b) Consular Officers may purchase tax-free Alcoholic Beverages from a federally bonded warehouse by submitting purchase orders to the Alcohol and Tobacco Division, on a form provided by the Department, executed by the head of the Consular Post making the purchase;

1. Upon approval of the order by the Department, the Department shall forward the order to the designated federally bonded warehouse with authorization for shipment of the Alcoholic Beverages directly to the Consular Post.

(c) Shipment by the federally bonded warehouse shall be only to the consular premises and shall be accomplished in such manner and under such documentation as the Department may require.

(4) The Commissioner exercises the plenary regulatory power over Alcoholic Beverages granted to the State of Georgia by the Twenty-First Amendment to the Constitution of the United States, and the authority of Consular Officers to import tax-free Alcoholic Beverages is expressly conditioned upon compliance with the requirements of this Rule, including following the requirements that the Alcoholic Beverages which may be imported tax free under this Rule must be intended for consumption only and shall not exceed the quantity necessary for direct use by the persons concerned.

(5) In the event the Alcoholic Beverage product desired to be purchased is available from a Georgia licensed Wholesaler and is one in which excise taxes are collected and paid by a reporting system, the Commissioner may authorize tax-free purchases from such licensed Georgia Wholesalers.

**Cite as** Ga. Comp. R. & Regs. R. 560-2-15-.06

**AUTHORITY:** O.C.G.A. §§ [3-2-2](#), [3-2-6](#), [48-2-12](#).

**HISTORY:** Original Rule entitled "Rental Agreements concerning Premises Used for Bingo Operations; Other Payments" was filed as Emergency Rule 560-2-15-0.3-.06 on December 27, 1978, having become effective on December 22, 1978, the date of adoption, to remain in effect for a period of 120 days or until the adoption of a permanent Rule superseding this Emergency Rule, as specified by the Agency.

**Amended:** Permanent Rule of the same title adopted superseding Emergency Rule 560-2-15-0.3-.06. Filed February 23, 1979; effective March 15, 1979.

**Amended:** Rule repealed. Filed August 22, 1980; effective September 11, 1980.

**Amended:** New Rule entitled "Consuls" adopted. F. Oct. 1, 2010; eff. Oct. 21, 2010.

**Note:** Correction of typographical error in Rule History, in accordance with Rule History published in Official Compilation Rules and Regulations of the State of Georgia, "**Amended:** New Rule entitled "Consuls - Military & Consuls" adopted. F. Oct. 1, 2010; eff. Oct. 21, 2010." corrected to "**Amended:** New Rule entitled "Consuls" adopted. F. Oct. 1, 2010; eff. Oct. 21, 2010." Effective June 20, 2023.

**Amended:** F. May 31, 2023; eff. June 20, 2023.

# Department 560. RULES OF DEPARTMENT OF REVENUE

## Chapter 560-7. INCOME TAX DIVISION

### Subject 560-7-8. RETURNS AND COLLECTIONS

#### 560-7-8-.68 Qualified Foster Child Donation Credit

(1) **Purpose.** The purpose of this regulation is to provide guidance concerning the administration of the tax credit under O.C.G.A. § [48-7-29.24](#).

(2) **Coordination of Agencies.** The Division of Family and Children Services of the Georgia Department of Human Services is the state agency responsible for certifying foster child support organizations and shall establish and maintain a web-based application process for certifying foster child support organizations as qualified organizations.

(3) **Definitions.**

(a) The terms "qualified contributions", "qualified expenditures", and "foster child support organization" shall have the same meaning as in O.C.G.A. § [48-7-29.24](#).

(b) "Form 990" means the annual information returns and electronic notices of the Federal Form 990 series filed with the Internal Revenue Service, including Form 990, Form 990-EZ, and Form 990-N.

(c) "Contributions Report" means the report detailing the contributions received that must be prepared on a calendar-year basis and submitted to the Department.

(4) **Certification of Qualified Foster Child Support Organization.** The foster child support organization must apply for certification as a qualified foster child support organization using the web-based application process maintained by the Division of Family and Children Services of the Georgia Department of Human Services on its website at: <https://dfcs.georgia.gov/>.

(a) The Division of Family and Children Services of the Georgia Department of Human Services will notify the foster child support organization of the approval or denial of certification.

(5) **Credit Cap.** In no event shall the aggregate amount of tax credits allowed under O.C.G.A. § [48-7-29.24](#) exceed \$20 million per calendar year or as otherwise provided under O.C.G.A. § [48-7-29.24](#).

(6) **Credit Amount.** From January 1 to June 30 of each calendar year, the amount of qualified foster child donation credit allowed to a taxpayer shall be as follows:

(a) For an individual taxpayer or head of household, the credit amount shall not exceed the actual amount of qualified contributions made or \$2,500, whichever is less.

(b) For an individual taxpayer filing a married-filing-separate return, the credit amount shall not exceed the actual amount of qualified contributions made or \$2,500, whichever is less.

(c) For individual taxpayers filing a married-filing-joint return, the credit amount shall not exceed the actual amount of qualified contributions made or \$5,000, whichever is less.

1. Example: Taxpayers, a married couple filing jointly, request preapproval for the qualified foster child donation credit for calendar year 2023 by electronically submitting Form IT-QFCD-TP1 through the Georgia Tax Center. On Form IT-QFCD-TP1, Taxpayers' intended 2023 contribution is \$4,000; therefore, the Department preapproves Taxpayers for a qualified foster child donation credit of \$4,000. Taxpayers make a \$3,000 donation to the foster

child support organization within 60 days of receiving preapproval from the Department and before the end of 2023 (this is the only amount of qualified contributions made by Taxpayers to a qualified foster child support organization in 2023). When Taxpayers file their 2023 Georgia income tax return, they can only claim a qualified foster child donation credit of \$3,000 (which is the actual amount of qualified contributions made), and the extra \$1,000 that was preapproved but not contributed cannot be claimed by Taxpayers and cannot be carried forward. Any amount of the \$3,000 qualified foster child donation credit claimed but not used on Taxpayers' 2023 Georgia income tax return shall be allowed to be carried forward to apply to their succeeding five years' tax liability.

(d) For an individual taxpayer who is a member of a limited liability company duly formed under state law (including a member who owns a single-member limited liability company that is disregarded for income tax purposes), a shareholder of a S corporation, or a partner in a partnership, the credit is limited to the actual amount of qualified contributions made or \$5,000 per tax year, whichever is less; provided, however, that the tax credits shall only be allowed for the Georgia income on which such tax was actually paid by such member of a limited liability company, shareholder of a S corporation, or partner in a partnership. In determining such Georgia income, the shareholder, partner, or member shall exclude any income that was subtracted on their Georgia return because the entity paid tax at the pass-through entity level in Georgia as provided in Regulation [560-7-3-.03](#). If the individual taxpayer is a member, partner, or shareholder in more than one pass-through entity, the total credit allowed cannot exceed \$5,000; the individual taxpayer decides which pass-through entities to include when computing Georgia income for purposes of the qualified foster child donation credit. All Georgia income, loss, and expense from the taxpayer-selected pass-through entities will be combined to determine Georgia income for purposes of the qualified foster child donation credit. Such combined Georgia income shall be multiplied by the applicable marginal tax rate to determine the tax that was actually paid. If the taxpayer is filing a joint return, the taxpayer's spouse may also claim a credit for their ownership interests and shall separately be eligible for a credit as provided in this subparagraph. If the taxpayer is preapproved for an amount that exceeds the amount that is calculated as allowed when the return is filed, the excess amount cannot be claimed by the taxpayer and cannot be carried forward.

1. Example: Taxpayer, an individual taxpayer, is the sole shareholder of A, Inc., an S corporation. Taxpayer is also a 50% partner in BC Company, a partnership, and is also a 20% member of a limited liability company, XYZ Company, which is taxed as a partnership. Taxpayer requests preapproval for the qualified foster child donation credit for calendar year 2023 by submitting Form IT-QFCD-TP1. On Form IT-QFCD-TP1, Taxpayer estimates that the Georgia income from A, Inc. is \$60,000 and that the share of Georgia income from BC Company is \$30,000. Taxpayer chooses not to include any income from XYZ Company when estimating Georgia income for purposes of the qualified foster child donation credit; therefore, the Department preapproves Taxpayer for a qualified foster child donation credit of \$5,000 (since \$5,000 is less than \$5,175 (5.75% of \$90,000) and the applicable marginal tax rate for 2023 is 5.75%). Taxpayer makes a \$5,000 donation to the foster child support organization within 60 days of receiving preapproval from the Department and before the end of 2023. When Taxpayer files the 2023 Georgia income tax return, Taxpayer received a salary from A, Inc. of \$20,000, and A, Inc.'s actual Georgia income is \$30,000. Taxpayer's actual share of Georgia income from BC Company is \$10,000, and Taxpayer received a guaranteed payment from BC Company of \$7,500. Taxpayer's actual share of Georgia income from XYZ Company is \$2,500 (Taxpayer can choose to include this company even though it was not considered at the time of preapproval), Taxpayer can only claim a qualified foster child donation credit of \$4,025 (which is 5.75% of the \$70,000 actual income from Taxpayer's selected pass-through entities), and the extra \$975 cannot be claimed by Taxpayer and cannot be carried forward. Any amount of the \$4,025 qualified foster child donation credit claimed but not used on Taxpayer's 2023 Georgia income tax return shall be allowed to be carried forward to apply to Taxpayer's succeeding five years' tax liability.

(e) For a corporation taxpayer, fiduciary taxpayer, an S corporation that makes the election to pay tax at the entity level under O.C.G.A. § [48-7-21](#), or a partnership that makes the election to pay tax at the entity level under O.C.G.A. § [48-7-23](#), the credit amount shall not exceed the actual amount of qualified contributions made or 10 percent of the corporation's, fiduciary's, electing S corporation's, or electing partnership's income tax liability, whichever is less. Fiduciary entities cannot pass the credit through to their beneficiaries. S corporations and partnerships that elect to pay taxes at the entity level may make an irrevocable election to pass all or part of the credit through to their members, partners, or shareholders by completing the "credit allocation to owners" schedule on an original or amended Form 600S or Form 700.

1. Example: Taxpayer, a corporation, requests preapproval for the qualified foster child donation credit for calendar year 2023 by electronically submitting Form IT-QFCD-TP1 through the Georgia Tax Center. On Form IT-QFCD-TP1, Taxpayer's intended 2023 contribution is \$15,000, and Taxpayer's estimated 2023 income tax liability is \$150,000. Therefore, the Department preapproves Taxpayer for a qualified foster child donation credit of \$15,000 for 2023. Taxpayer makes a \$15,000 donation to the foster child support organization within 60 days of receiving preapproval from the Department and before the end of 2023. When Taxpayer files its 2023 Georgia income tax return, Taxpayer's 2023 income tax liability is \$80,000. Taxpayer can only claim a qualified foster child donation credit of \$8,000 (\$8,000 is 10% of the actual 2023 Georgia income tax liability), and the extra \$7,000 cannot be claimed by Taxpayer and cannot be carried forward. Any amount of the \$8,000 qualified foster child donation credit claimed but not used on Taxpayer's 2023 Georgia income tax return shall be allowed to be carried forward to apply to its succeeding five years' tax liability.

2. Example: Taxpayer, a S corporation electing to pay tax at the entity level, requests preapproval for the qualified foster child donation credit for calendar year 2023 by electronically submitting Form IT-QFCD-TP1 through the Georgia Tax Center. On Form IT-QFCD-TP1, Taxpayer's intended 2023 contribution is \$15,000, and Taxpayer's estimated 2023 income tax liability is \$150,000. Therefore, the Department preapproves Taxpayer for a qualified foster child donation credit of \$15,000 for 2023. Taxpayer makes a \$15,000 donation to the foster child support organization within 60 days of receiving preapproval from the Department and before the end of 2023. When Taxpayer files its 2023 Georgia income tax return, Taxpayer's 2023 income tax liability is \$80,000. Taxpayer can only claim a qualified foster child donation credit of \$8,000 (\$8,000 is 10% of its actual Georgia income tax liability for tax year 2023), and the extra \$7,000 cannot be claimed by Taxpayer and cannot be carried forward. Any amount of the \$8,000 qualified foster child donation credit claimed but not used on Taxpayer's 2023 Georgia income tax return shall be allowed to be carried forward to apply to the taxpayer's succeeding five years' tax liability but shall not be allowed to be passed through to and used by the shareholders unless an election is made to pass the credit through to the shareholders.

(f) Except as provided in subparagraph (6)(e) of this regulation, when the taxpayer is a pass-through entity that has no income tax liability of its own, the tax credits will be considered earned by its members, shareholders, or partners based on their profit/loss percentage at the end of the year and the limitations of subparagraph (6)(d) of this regulation. The expenditure is made by the pass-through entity, but all credit forms (preapproval, claiming, and reporting) will be filed in the name of its members, shareholders, or partners. The credit can only be applied against the shareholders', members', or partners' tax liabilities on their income tax returns. The pass-through entity shall provide all necessary information to the foster child support organization so that the preapproval, claiming, and reporting forms can be filed in the name of its members, shareholders, or partners.

(g) From July 1 to December 31 of each calendar year of the credit, the amount of qualified foster child donation credit allowed to a taxpayer shall be as follows:

1. For an individual taxpayer or head of household, the credit amount shall not exceed the actual amount of qualified contributions made.
2. For an individual taxpayer filing a married-filing-separate return, the credit amount shall not exceed the actual amount of qualified contributions made.
3. For individual taxpayers filing a married-filing-joint return, the credit amount shall not exceed the actual amount of qualified contributions made.
4. For an individual taxpayer who is a member of a limited liability company duly formed under state law (including a member who owns a single-member limited liability company that is disregarded for income tax purposes), a shareholder of a S corporation, or a partner in a partnership, the credit is limited to the actual amount of qualified contributions made per tax year; provided, however, that the tax credits shall only be allowed for the Georgia income on which such tax was actually paid by such member of a limited liability company, shareholder of a S corporation, or partner in a partnership. In determining such Georgia income, the shareholder, partner, or member shall exclude any income that was subtracted on their Georgia return because the entity paid tax at the pass-through entity level in Georgia as provided in Regulation [560-7-3-.03](#). From July 1 to December 31, the option to indicate pass-through entity ownership is not available on the Georgia Tax Center since the credit is not limited for

individual taxpayers during this time period. Regardless, such members may choose to apply the pass-through entity provisions when claiming the credit, or such provisions will be applied if subparagraph (6)(g)6. of this regulation applies.

5. For a corporation taxpayer, fiduciary taxpayer, an S corporation that makes the election to pay tax at the entity level under O.C.G.A. § [48-7-21](#), or a partnership that makes the election to pay tax at the entity level under O.C.G.A. § [48-7-23](#), the credit amount shall not exceed the actual amount of qualified contributions made. Fiduciary entities cannot pass the credit through to their beneficiaries. S corporations and partnerships that elect to pay taxes at the entity level may make an irrevocable election to pass all or part of the credit through to their members, partners, or shareholders by completing the "credit allocation to owners" schedule on an original or amended Form 600S or Form 700. See examples in subparagraph (6)(e) of this regulation.

6. Except as provided in subparagraph (6)(g)5. of this regulation, when the taxpayer is a pass-through entity that has no income tax liability of its own, the tax credits will be considered earned by its members, shareholders, or partners based on their profit/loss percentage at the end of the year and the limitations of subparagraph (6)(g)4. of this regulation. The expenditure is made by the pass-through entity, but all credit forms (preapproval, claiming, and reporting) will be filed in the name of its members, shareholders, or partners. The credit can only be applied against the shareholders', members', or partners' tax liabilities on their income tax returns. The pass-through entity shall provide all necessary information to the foster child support organization so that the preapproval, claiming, and reporting forms can be filed in the name of its members, shareholders, or partners.

(h) A taxpayer may apply to make a donation to multiple foster child support organizations, apply to make multiple donations to the same foster child support organization, or apply to make a donation both before and after July 1; provided, however, that each donation must be applied for separately.

(7) **Form 990.** Each qualified foster child support organization must submit a copy of its most recent Form 990 to the Department through the Georgia Tax Center by May 15. If the qualified foster child support organization filed the Form 990-N, then it must submit a copy of the filing confirmation or the listing by the United States Internal Revenue Service of the Form 990-N filing to the Department. If the qualified foster child support organization is not required by federal law to file a Form 990, then the organization must submit the Form 990 Proxy Spreadsheet found on the Department's website through the Georgia Tax Center by May 15.

#### **(8) Contributions Report.**

(a) The contributions report detailing the contributions received for the prior calendar year shall be submitted by each qualified foster child support organization by May 15. Form IT-QFCD-FUND2 shall be the form used to submit the report. The report shall be submitted electronically through the Georgia Tax Center.

(b) The contributions report shall be prepared on a calendar-year basis, regardless of the fiscal year of the qualified foster child support organization.

(c) The contributions report shall include the following:

1. The total number and dollar value of individual contributions and qualified foster child donation credits preapproved. Individual contributions shall include contributions made by those filing income tax returns as single, head of household, married filing separately, and married filing jointly;

2. The total number and dollar value of corporation, trust, S corporation, and partnership contributions and qualified foster child donation credits preapproved;

3. The total number and dollar value of all qualified expenditures made;

4. A list of contributors, including the dollar value of each contribution and the dollar value of each preapproved tax credit; and

5. Any other information required by the Commissioner.



(9) **Website Posting by the Department.** The following shall be posted on the Department's website:

- (a) The link to the web-based application for certification as a qualified organization by the Division of Family and Children Services of the Georgia Department of Human Services;
- (b) The list of all qualified foster child support organizations;
- (c) The aggregate amount of tax credits remaining and available for preapproval for each year;
- (d) The web-based method for taxpayers seeking preapproval status for contributions; and
- (e) The Form 990 and contributions report received from each qualified foster child support organization, except for the information in subparagraph (c)4. of paragraph (8).

(10) **Confidential Taxpayer Information.** Except for the information published under paragraph (9), all information or reports relative to O.C.G.A. § [48-7-29.24](#) and this regulation that were provided by qualified foster child support organizations to the Department shall be confidential taxpayer information, governed by O.C.G.A. §§ [48-2-15](#), [48-7-60](#), and [48-7-61](#), whether such information relates to the contributing taxpayer or the qualified foster child support organization.

(11) **Mandatory Electronic Preapproval of the Contribution.**

(a) The taxpayer must electronically submit Form IT-QFCD-TP1 through the Georgia Tax Center to request preapproval of the qualified foster child donation credit from the Department. The Department will not preapprove any qualified foster child donation credit where the Form IT-QFCD-TP1 is submitted or filed in any other manner. Each qualified foster child support organization shall be registered with the Department to facilitate the web-based preapproval process for Form IT-QFCD-TP1.

(b) The taxpayer should not submit Form IT-QFCD-TP1 to the Department until the taxpayer's recipient foster child support organization is listed on the Department's website. If the taxpayer's recipient foster child support organization is not listed on the website at the time that the Department attempts to verify the organization's listing, the Department shall deny the preapproval request. If, at a later date, the taxpayer's recipient foster child support organization becomes listed, the taxpayer will have to submit a new Form IT-QFCD-TP1 to the Department.

(c) The electronic Form IT-QFCD-TP1 shall include the following information:

1. The name of the qualified foster child support organization listed on the Department's website to which the contribution will be made;
2. The taxpayer identification number of the qualified foster child support organization to which the contribution will be made;
3. The name, address, and taxpayer identification number of the taxpayer;
4. The type of taxpayer;
5. If the taxpayer is an individual, the filing status;
6. If the taxpayer is an individual filing a joint return, the name and taxpayer identification number of the joint filer;
7. The intended contribution amount;
8. If the taxpayer is a corporation, fiduciary, electing S corporation, or electing partnership, 10% of the estimated income tax liability the corporation, fiduciary, electing S corporation, or electing partnership expects for the tax year of the corporation, fiduciary, S corporation, or partnership in which the contribution will be made;



9. Tax year end of the taxpayer;

10. Calendar year in which the contribution will be made;

11. Any other information the Commissioner may require; and

12. Certification that all information contained on the Form IT-QFCD-TP1 is true to his/her best knowledge and belief and is submitted for the purpose of obtaining preapproval from the Commissioner.

(d) The qualified foster child donation credit shall be allowed on a first-come, first-served basis. The date the Form IT-QFCD-TP1 is electronically submitted shall be used to determine such first-come, first-served basis.

(e) The Department will notify each taxpayer and the taxpayer's selected qualified foster child support organization of the tax credits preapproved, denied, or prorated to such taxpayer within 30 days from the date the Form IT-QFCD-TP1 was received.

(f) On the day any Form IT-QFCD-TP1 is received for a calendar year that causes the calendar-year limit in paragraph (5) of this regulation to be reached, the remaining tax credits shall be allocated among the applicants who submitted the Form IT-QFCD-TP1 on the day the calendar-year limit was exceeded on a pro rata basis based upon the amounts otherwise allowed by O.C.G.A. § [48-7-29.24](#) and this regulation. Only credit amounts on Form IT-QFCD-TP1(s) received on the day the calendar-year limit was exceeded shall be allocated on a pro rata basis.

(g) The contribution must be made by the taxpayer within 60 days of the date of the preapproval notice received from the Department and within the calendar year in which it was preapproved.

(h) In the event it is determined that the taxpayer has not met all the requirements of O.C.G.A. § [48-7-29.24](#), then the amount of the qualified foster child donation credit shall not be preapproved or the preapproved qualified foster child donation credit shall be retroactively denied. With respect to such denied credit, tax, interest, and penalties shall be due if the qualified foster child donation credit has already been claimed.

(i) If the Commissioner preapproved a donation for a tax credit prior to the date the qualified foster child support organization is removed from the Department's list pursuant to O.C.G.A. § [48-7-29.24\(j\)](#) and paragraph (21) of this regulation, notwithstanding any laws to the contrary, the Department shall not take any adverse action against preapproved donors, and all such donations shall remain as preapproved tax credits subject only to the donor's compliance with O.C.G.A. § [48-7-29.24\(e\)](#) and this paragraph.

(j) Once the calendar-year limit is reached for a calendar year, taxpayers shall no longer be eligible for a credit pursuant to O.C.G.A. § [48-7-29.24](#) for such calendar year. If any Form IT-QFCD-TP1 is received after the calendar-year limit has been reached, then it shall be denied and not be reconsidered for preapproval at any later date.

(12) **Letter of Confirmation.** Form IT-QFCD-FUND1 shall be provided by the foster child support organization to the taxpayer to confirm the contribution within 15 days of the contribution.

(13) **Claiming the Credit.** A taxpayer claiming the qualified foster child donation credit, unless indicated otherwise by the Commissioner, must submit Form IT-QFCD-TP2 with the taxpayer's Georgia tax return when the qualified foster child donation credit is claimed. An electronically filed Georgia income tax return that includes the software's electronic Form IT-QFCD-TP2 satisfies this requirement.

(14) **E-filing Attachment Requirements.** If a taxpayer claiming the credit electronically files their tax return, the Form IT-QFCD-FUND1 shall be required to be attached to the return only if the Internal Revenue Service allows such attachments when the data is transmitted to the Department. In the event the taxpayer files an electronic return and such information is not attached because the Internal Revenue Service does not, at the time of such electronic filing, allow electronic attachments to the Georgia return, such information shall be maintained by the taxpayer and made available upon request by the Commissioner.

(15) **Carry Forward.** Any credit that is claimed but not used in a taxable year shall be allowed to be carried forward to apply to the taxpayer's succeeding five years' tax liability. However, any amount in excess of the credit amount limits in paragraph (6) of this regulation shall not be eligible for carry forward to the taxpayer's succeeding years' tax liability, nor shall such excess amount be claimed by or reallocated to any other taxpayer.

(16) **Taxpayer Must Add Back Portion of Federal Deduction on State Return if Taxpayer Takes State Credit.** O.C.G.A. § [48-7-29.24\(k\)](#) provides that no qualified foster child donation credit shall be allowed under O.C.G.A. § [48-7-29.24](#) with respect to any amount deducted from taxable net income by the taxpayer. If the taxpayer is allowed the state income tax deduction as allowed by the Internal Revenue Service, for purposes of this paragraph, such deduction shall be considered a charitable contribution to the extent such deduction is allowed federally. Accordingly, the taxpayer must add back to Georgia taxable income that part of any federal deduction taken on a federal return for which a Georgia qualified foster child donation credit is allowed under O.C.G.A. § [48-7-29.24](#).

(a) If a taxpayer's itemized deductions are limited federally (and therefore limited for Georgia purposes) because their Federal Adjusted Gross Income exceeds a certain amount, the taxpayer is only required to add back to Georgia taxable income that portion of the federal charitable deduction that was actually deducted pursuant to the following formula. The federal charitable deduction that must be added back to Georgia taxable income shall be the amount of the federal charitable contribution relating to the qualified foster child donation credit multiplied by the following ratio: The numerator is the amount of the itemized deductions subject to limitation and allowed as itemized deductions after the limitation is applied. The denominator is the total itemized deductions that are subject to limitation before the limitation is applied.

1. For example. A taxpayer has a charitable contribution of \$2,500 relating to the qualified foster child donation credit of \$2,500 and has property taxes of \$1,500, both of which are subject to limitation. The taxpayer also has mortgage interest expense of \$10,000 (which is not limited). Accordingly, the taxpayer's total itemized deductions before limitation are \$14,000. After applying the federal limitation, the taxpayer is allowed \$13,000 in itemized deductions. As such, only \$3,000 (\$13,000 less the \$10,000 mortgage interest expense, which is not limited) of the original \$4,000 charitable deduction and property taxes are allowed to be deducted. Applying the ratio from the subparagraph above, the taxpayer must add back \$1,875 of the charitable contribution to their Georgia taxable income  $((\$2,500) \times (\$3,000 / \$4,000))$ .

(17) **Website Posting by Qualified Foster Child Support Organization.** By April 1 of each year, each qualified foster child support organization shall post on its website in a prominent place a copy of its prior year's annual budget.

(a) The annual budget shall include the following:

1. The total number and dollar value of funds received from all sources;
2. The total number and dollar value of qualified contributions received; and
3. The total number and dollar value of qualified expenditures made, with a description of each qualified expenditure.

(18) **Designation of Contributions.** The tax credit shall not be allowed if the taxpayer directly or indirectly designates the taxpayer's qualified contributions to any particular purpose or for the direct benefit of any particular individual, whether or not such individual is a dependent of the taxpayer.

(19) **Direct Contracts.** The tax credit shall not be allowed for contributions made to a qualified foster child support organization if the taxpayer directly or indirectly operates, owns, or is a subsidiary of an association, organization, or other entity that contracts directly with such qualified foster child support organization.

(20) **Soliciting Contributions.** In soliciting contributions, a foster child support organization shall not represent that in exchange for contributing to the foster child support organization, a taxpayer shall receive a direct or particular benefit.

**(21) Failure to Comply and Revocation of Qualified Status.**

(a) Any qualified foster child support organization that fails to comply with the requirements under O.C.G.A. §§ [48-7-29.24](#) shall be given written notice of their failure and have 90 days from receipt of such notice to correct all deficiencies.

(b) If the qualified foster child support organization fails to correct all deficiencies within 90 days of receipt of notice from the Department, such qualified foster child support organization shall:

1. Have its status as a qualified foster child support organization revoked and be immediately removed from the Department's list of approved qualified foster child support organizations;
2. Have all applications for preapproval of tax credits under O.C.G.A. § [48-7-29.24](#) rejected by the Department on or after the date that the Department removes the qualified foster child support organization from its list of approved qualified foster child support organizations; and
3. Be required to cease all operations as a qualified foster child support organization and transfer all contribution funds that are not yet expended to a properly operating qualified foster child support organization within 30 calendar days of receipt of notice from the Department of removal from the approved list.

(c) Notwithstanding subparagraphs (a) and (b), any qualified foster child support organization that fails to comply with the requirements under O.C.G.A. §§ [48-7-29.24\(i\)\(3\)](#) and paragraph (20) of this regulation shall have its status as a qualified foster child support organization revoked and shall not be renewed as a qualified foster child support organization for at least two years from the date of the revocation.

1. The foster child support organization shall be removed from the Department's list of approved qualified foster child support organizations, and the Department shall not preapprove any contributions to such foster child support organization.

**(22) Effective Date.** This regulation shall be applicable to years beginning on or after January 1, 2023.

**Cite as** Ga. Comp. R. & Regs. R. 560-7-8-.68

**AUTHORITY:** O.C.G.A. §§ [48-2-12](#), [48-7-29.24](#).

**HISTORY:** Original Rule entitled "Qualified Foster Child Donation Credit" adopted. F. June 1, 2023; eff. June 21, 2023.