



Early Learning Coalition of the Nature Coast
Serving Citrus-Dixie-Gilchrist-Levy-Sumter Counties

Provider Observation Frequently Asked Questions



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PROVIDER OBSERVATION TOOLS FREQUENTLY ASKED QUESTIONS

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INTRODUCTION

The Coalition recognizes that on-going quality early education is crucial for the development of children. Young children need the stability and opportunities that quality education and care provides, in order to enter school ready to learn.

The Coalition, in conjunction with a provider workgroup, developed the Program Management Observation Instrument and the Classroom Observation Instruments that are designed to encompass all of the state, federal, and Coalition mandates related to sub-contracted School Readiness Programs and to assist providers that hold an Agreement with the Coalition with maintaining the quality of their programs in accordance with state, federal, and Coalition requirements.

In order for the Coalition to accurately document provider compliance with program regulations and program quality the Coalition must build a professional working relationship with each owner/director and teacher and become familiar with the day-to-day operations of the program. To accomplish this, the Coalition's Education Specialists will visit the facility on a regular basis throughout the contract year. These types of visits are referred to as informal visits and are intended to provide an opportunity for the provider to request formal technical assistance, to ask questions, and to orientate the Education Specialist with the program. The Education Specialists will document the outcomes of the informal visits on the ELCNC-52: Provider Contact Form, available on the Coalition's web site at www.elc-naturecoast.org. The documented outcomes of the informal visits may be used to assist the Education Specialist in completing the provider observation tools.

In addition to the informal visits, the Education Specialists will visit each program on at least a bi-annual basis to complete formal observations in accordance with the following:

1. The Education Specialists will visit each classroom in the facility, completing a Classroom Observation Instrument for each classroom and a Program Management Instrument for each facility. Ratings will be assigned for each area in accordance with the following:
 - a. Compliance: The Education Specialist will indicate if the criterion was observed in compliance or if supporting documentation such as the Provider Contact Forms and Technical Assistance Forms indicate on-going compliance.
 - b. Noncompliance: The Education Specialist will indicate if the criterion was observed in noncompliance or if supporting documentation such as the Provider Contact Forms and Technical Assistance Forms indicate on-going noncompliance.
 - c. Not Applicable: The Education Specialist will indicate not applicable on the observation form if the criterion is not appropriate for the age group of children being observed. In the event of a non-applicable criterion the criterion is removed from the calculation of the classroom compliance rate.
2. Overall comments for each section of the Observation Instrument may also be included in the comments section. The purpose of the comments is to capture the program strengths and weakness noted during the observation, informal visits, and the implementation of technical assistance. For example, if the teacher has a system in place that exceeds a particular requirement it is important for the Education Specialist to document the best practice. Likewise, if a practice is noted out of compliance it is important for the Education Specialist to note the noncompliance issue providing an explanation of the concern.
3. If all indicators are not met the Education Specialist and provider will develop a Corrective Action Plan utilizing the ELCNC-35: Provider Technical Assistance Form, available on the Coalition's web site at www.elc-naturecoast.org . The plan will include a timeline (not to exceed 30 days) for the activity established in the Corrective Action Plan and the approximate date for the Education Specialist to conduct a follow up assessment of the items listed on the Corrective Action Plan. If the program successfully implements all activities in the Corrective Action Plan as evidenced in the follow up assessment, the Corrective Action Plan shall be considered completed. If the program does not meet all of

the activity listed in the Corrective Action plan the Education Specialist will follow the School Readiness Termination/Suspension/Reinstatement policies described later.

4. The Corrective Action Plans may include Technical Assistance to be offered by the Education Specialist. The Education Specialist will document Technical Assistance on the ELCNC-35: Technical Assistance Form, available on the Coalition's web site at www.elc-naturecoast.org
5. Upon completion of the observation, the Education Specialist will meet with the owner/director or representative to discuss the ratings and any comments. The Education Specialist will document the completion of the observation on the ELCNC-52: Provider Contact Form, available on the Coalition's web site at www.elc-naturecoast.org and provide a full copy of the observation to the provider within three working days either by mail or email.
6. Upon completion of both observations and prior to August 15 of the following fiscal year the Education Specialist will write a draft narrative report summarizing the overall program compliance and program quality offered by each School Readiness facility. To complete this task, the Education Specialist will review all observations completed throughout the year, and summarize the ratings. Comments will be included to demonstrate the level of quality provided to the children, as well as improvements made to areas of development as documented in technical assistance records. In addition, the report must indicate the Coalition approved curricula utilized in each classroom, the overall staff development activities completed during the fiscal year, the overall child outcomes documented by the Coalition's pre and post assessment system, the provider's compliance rate with School Readiness requirements, and any other appropriate information that is collected that describes the quality or weaknesses of the provider's program. The Education Specialist will present the draft narrative reports to each School Readiness provider and request the providers to respond to the reports. The owner/director's responses will become a part of the final reports. On or before August 15 the Education Specialist will submit the draft narrative reports to the District Managers for review and approval. The District Managers shall review and approve the reports on or before August 31. Upon approval and prior to September 15 the Education Specialist will present the final narrative reports to each School Readiness provider.
7. Special Provisions for Out-of-County School Readiness Providers
 - a. The Coalition recognizes that some School Readiness providers in other counties may wish to hold an Agreement with the Nature Coast Coalition to provide School Readiness services to children who reside in the Nature Coast Coalition's service area, but whose parents choose to place them in care outside of their home county. Exceptions may be made to the observation requirements, if all of the following conditions are met.
 - i. The facility holds an Agreement with the Nature Coast Coalition as well as with their local Coalition.
 - ii. The program serves five (5) or fewer children from the Nature Coast.
 - iii. The "home" Coalition has a mechanism to document compliance with the items listed in the observation form, and the document is submitted by the "home" Coalition or the provider to the Nature Coast Coalition. Note: "home" coalition means the Early Learning Coalition located in the same county as the provider.
 - b. If an out of county provider does not have any Nature Coast School Readiness children enrolled, the provider observation requirement will be suspended. If at any time a parent wishes to enroll a Nature Coast School Readiness child at a facility that does not have an observation on file that was completed within the last twelve months, Coalition staff will conduct a provider observation PRIOR TO the child attending the program.
8. Special Provisions for In-County School Readiness Providers with No Enrolled School Readiness Children

- a. The Coalition realizes that there may be times when a provider contracts for School Readiness services but does not have any School Readiness students enrolled in their program. If this occurs, that provider's School Readiness Agreement may be placed in an in-active status upon request of the provider. During the in-active status, the Education Specialist will not complete the Program Observations.
- b. Prior to the enrolling of a child into the provider's School Readiness program a provider observation must be conducted. All requirements must be met. The Education Specialist will provide technical assistance as needed to ensure that the provider meets all criteria on the provider observation tool. Once all criteria have been met the Education Specialist must notify the District Manager who will revise the contract status from in-active to active.
- c. Following the revision of contract status from in-active to active the Education Specialist must conduct observations for the remaining months of the fiscal year.

In an effort to assist teachers, providers, and the Coalition's Education Specialist a list of Frequently Asked Questions have been captured in this document. It is important to note that this document will be updated on a periodic basis to address additional questions and issues as they present.

The readers of this document should submit additional questions, utilizing Exhibit 5, to the Coalition's office at 1564 North Meadowcrest Blvd, Crystal River, FL. 34429 or to sbosanko@elc-naturecoast.org

All revisions to this document will be posted on the Coalition's website at www.elc-naturecoast.org

PROGRAM MANAGEMENT OBSERVATION TOOL

ITEM # 0.01: THE PROVIDER MAINTAINS A CONTINUITY OF OPERATIONS PLAN.

Will the Education Specialist utilize the Continuity of Operations plan submitted with the provider's School Readiness Agreement to verify compliance with this requirement?

Yes, the Education Specialist will review the Continuity of Operations plan on file with the Coalition and, if necessary, request clarification or additional information during the on-site visit.

Will the Education Specialist monitor this requirement during every on-site observation?

Not necessarily, if the Education Specialist monitored the maintaining of the Continuity of Operations Plan and found the provider to be in compliance with the requirement the Education Specialist is not required to repeat monitor and will indicate compliance with the requirement on the second observation. The Education Specialist will, however, repeat the monitor if the provider was originally found to be out of compliance with the requirement.

ITEM # 0.02: THE PROVIDER MAINTAINS DOCUMENTATION OF STAFF TRAINING WITH REGARD TO THE CONTINUITY OF OPERATIONS PLAN.

What type of documentation will the Education Specialist look for?

The Education Specialist will look for staff meeting agendas, training agendas, or instructional staff memos that include written training related to the Continuity of Operations Plan. If the provider produces staff meeting or training agendas as proof of training the Education Specialist will also request and review staff sign in sheets. If the provider produces instructional staff memos the Education Specialist will look for staff certifications stating they have read and understand the information contained in the memo.

Will the Education Specialist monitor this requirement during every on-site observation?

Not necessarily, if the Education Specialist monitored training of all staff during the first observation and found the provider in compliance with the requirement and no additional staff or volunteers were hired the Education Specialist is not required to repeat the monitor and will indicate compliance with the requirement on the second observation. However, if new staff or volunteers were hired or the provider was originally found out of compliance with the requirement the Education Specialist will repeat the monitor.

ITEM # 0.03: THE PROVIDER HAS A SYSTEM TO NOTIFY PARENTS AND THE COALITION OF THE EXECUTION OF THE PLAN TO FACILITATE THE SAFE PICKUP OF ALL STUDENTS.

What type of documentation will the Education Specialist look for?

If the providers Continuity of Operations Plan submitted with the School Readiness Agreement does not include a description of the plan to facilitate the safe pick up of all students the Education Specialist will look for a written system or policy and procedure for the activation of the Continuity of Operations Plan. The Education Specialist will review the plan to ensure that a process is in place to contact all parents, an individual is assigned the responsibility of contacting all parents, a description of how the individual with access up-to-date information for each parent or person authorized to pick up the children, and a description of the plan in place and security measures in place to facilitate the pick up of several children at the same time. Finally, the Education Specialist will review the plan to ensure a process is included to notify the Coalition when the plan is activated.

Will the Education Specialist monitor this requirement during every on-site observation?

Not necessarily, if the Education Specialist monitored the provider's system to notify parents and the Coalition of the execution of the Continuity of Operations Plan and found the provider to be in compliance with the requirement the Education Specialist is not required to repeat monitor and will indicate compliance with the requirement on the second observation. The Education Specialist will however, repeat the monitor if the provider was originally found to be out of compliance with the requirement.

ITEM # 0.04: THE PROVIDER REGULARLY UPDATES PARENT EMERGENCY CONTACT INFORMATION.

Will the Coalition accept a daily sign in and out sheet that requires the parent to list the phone number where they can be reached for the day?

Yes, in addition the Education Specialist will accept any notice provided to parents (such as a note on the daily sign in sheet or a newsletter) that notifies parents to provide any changes in emergency contact information to the provider or teacher. The provider may also choose to produce a policy and procedure that requires teachers and/or other staff members to collect updated emergency contract information on a periodic basis or during specific activities such as teacher parent conferences.

Will the Education Specialist monitor this requirement during every on-site observation?

Yes, the Education Specialist will look for proof that emergency contact information is regularly updated.

ITEM # 0.05: THE PROVIDER PROVIDES PARENTS WITH A COPY OF THE CONTINUITY OF OPERATIONS PLAN OR A CONTINUITY OF OPERATIONS PLAN HAND BOOK THAT DESCRIBES INFORMATION RELEVANT TO THE PROVIDER.

How can a provider document the distribution of the Continuity of Operations Plan?

The initial distribution of the plan should be implemented during the enrollment process. The Coalition recommends providers to include the Continuity of Operations Plan in the Enrollment Package with a statement of receipt that parents are required to read and sign.

Providers may choose several methods to distribute updated or revised plans, such as distributing the revised plan on an annual basis maintaining a checklist of parents receiving the plan, distributing the revised plan during parent training nights including the revised plan on the agenda and maintaining a sign in sheet, distributing the plan periodically during high-risk seasons such as hurricane season, etc.

Will the Education Specialist monitor this requirement during every on-site observation?

Yes, the Education Specialist is responsible for verifying a system is in place for parents to receive a copy of the Continuity of Operations plan and to verify that the system is implemented. On the second observation the Education Specialist will randomly identify at least five School Readiness children and request the provider to produce proof that the parent received a copy of the Continuity of Operations Plan.

ITEM # 0.06: THE PROVIDER ENCOURAGES A HOME-SCHOOL CONNECTION THROUGH AVAILABLE RESOURCE MATERIALS FOR PARENTS.

What does home-school connection mean?

Home-school connection means establishing a connection between the learning activities the child experiences in the classroom with similar activities initiated and supported by parents at home. For example, if the weekly lesson plan

includes several activities surrounding insects a home connection can be made by allowing and encouraging parents to sign out books and activities related to insects.

What type of documentation is required?

The provider may choose several methods to document the home-school connections including a list of resources available to parents for check out, a list of signed out materials indicating the date signed out, the item, and the parents signature or initials, lesson plans indicating home activities, newsletters encouraging parents to check out resource materials, etc.

ITEM # 0.07: THE PROVIDER DEVELOPS AND SCHEDULES A VARIETY OF PARENT INVOLVEMENT ACTIVITIES DESIGNED TO PROMOTE PARENT PARTICIPATION IN THEIR CHILD'S EDUCATION.

What type of documentation is required?

The Education Specialist will look for a calendar or other type of document that includes or lists the planned parent involvement activities. In addition, the Education Specialist will look for sign in sheets or sheets verifying participation for each activity, copies of thank you letters written to parents for their participation in an activity or event, or other supporting documentation such as a completed parent teacher conference form, daily progress notes, weekly/monthly newsletters, resource sign out sheets, certificates and/or awards, lesson plans that include guest (parent) readers, etc.

What if parents do not attend scheduled events?

The Coalition understands that it is difficult for working parents to attend activities scheduled during work or non-work hours. The Education Specialist will indicate compliance if documentation is produced that parent involvement activities are planned but not well attended. It is important to note that it is not intended that every parent involvement activity be designed to require parents to visit the facility nor is it intended that every parent involvement activity be designed to gather all parents at one time (please see below).

What types of events are required?

The types of events planned and scheduled are at the sole discretion of the provider. The purpose of the requirement is to encourage parents to participate in their child's education; therefore, any of the following types of activities meet the requirement:

- Activities designed to encourage parents to participate in the child's classroom, such as visiting during circle time to read to their child and the child's peers, visiting during small group time to work individually with their child, visiting during lunch to eat with their child, etc. It is important to note that providers are responsible for the security of the children at all times and that precautions should be taken with regard to parents interacting with groups of children.
- Activities designed to celebrate children's achievements, such as graduation ceremonies, art exhibitions, recitals, etc.
- Activities designed to celebrate holidays such as special lunches, dinners, and other activities.
- Individual parent activities such as parent teacher conferences, which can be accomplished through a formal meeting or through written communication that is sent home with the child and returned by the parent.
- Home-school connection activities that encourage parents to initiate activities at home and to document the completion of the activities on forms, such as, returning homework papers, reading forms that indicate books read to their child etc. In addition, teachers can document the completion of the activity by maintaining a copy of

an award certificate presented to a parent and child acknowledging the parent's and child's achievements, maintaining a copy of resource sign out sheets, etc.

- Implementing a system to communicate on a daily, weekly, or monthly basis with parents on an individual or group basis. Such activities could include daily progress notes, weekly/monthly newsletters, bulletin boards etc.
- Distribution of parent tip sheets or other literature that encourages educational activities at home.

Will the Education Specialist monitor this requirement during every on-site observation?

Yes, the Education Specialist will monitor the implementation of the planned activities during each on-site observation.

ITEM # 0.08: THE PROVIDER'S DAYS AND HOURS OF OPERATION ARE POSTED.

Where should the provider display the days and hours of operation?

The provider should display the days and hours of operation in a none conspicuous location such as in the front office by the daily sign in and out sheets or in each classroom in a location all parents are likely to visit, such as, near the child's individual cubbies.

Will the Education Specialist monitor this requirement during every on-site observation?

Not necessarily, if the Education Specialist monitored the posting of the provider's days and hours of operation and found the provider to be in compliance with the requirement the Education Specialist is not required to repeat monitor and will indicate compliance with the requirement on the second observation. The Education Specialist will however, repeat the monitor if the provider was originally found to be out of compliance with the requirement or if the Education Specialist notices the original posting was removed.

ITEM # 0.09: THE PROVIDER ESTABLISHED AND IMPLEMENTS A PROCEDURE FOR THE COLLECTION OF PARENT FEES IN ADVANCE OF SERVICES ON A DAILY/WEEKLY/MONTHLY BASIS.

Why does the Coalition monitor the collection of parent fees?

The Coalition is responsible for monitoring the collection of parent fees in an effort to support the federal objective of the School Readiness Program which is to assist parents in becoming self sufficient. The program is designed to promote self sufficiency by increasing parent fees as their income and financial situation improves. If parents are not required to pay their parent fees two significant problems are likely to occur:

- The parent may not adjust their finances to account for the small increments of increases in their parent fees. When the parent reaches an income level where they are no longer eligible for the School Readiness program they will have likely incurred additional debt (with their parent fee money) and not be able to afford the full cost of care. For example, if a parent enrolls their child in the School Readiness Program and is assigned a parent fee of \$2.00 a day the monthly costs to the parent for services are \$40.00. If after several years the parent's income increase to a level that requires parent fees of \$7.70 per day the monthly costs are \$154.00. If the parent has not adjusted their finances, or reserved their wage increases for the increased parent fee it is likely the parent will not be able to pay the additional \$134.00 per month. Much worse, if the parent is no longer eligible for School Readiness services as a result of their increased wage it is unlikely they will be able to adjust their finances to pay the full cost of care.
- The provider's revenue will be decreased when the parent fee collection is not enforced. Understanding that the School Readiness Program has not received an increase in several years the current reimbursement rates are

below average. In an effort to preserve the quality of early education providers must receive the maximum allowable reimbursement rate which can only be achieved when parents pay their fee.

What type of documentation is required?

The Education Specialist will look for a written policy and procedure adopted for the purpose of collecting parent fees. The Education Specialist will review the policy to ensure that it includes a statement that School Readiness Services will be suspended when parent fees become delinquent for more than thirty (30) days and a requirement for parents to receive a copy of the policy. The Education Specialist will also determine how the policy is distributed to parents. The Coalition recommends that providers include the policy in the Enrollment Package with a statement of receipt that parents are required to read and sign.

What type of documentation should be maintained to show proof that a parent has paid their fees?

If the Education Specialist requests the provider to show proof of the implementation of the parent fee collection policy the provider may produce a copy of a receipts to document fee collection.

What if parents do not pay their parent fees in advance of their child receiving services?

The Coalition understands that providers may allow parent fees to be temporarily delinquent. (Temporarily delinquent is defined as delinquent for a period of no more than thirty (30) days.) If a parent does not pay their fees in advance of services but pays their fees no later than thirty (30) days after the services were received the provider will not be sited as out of compliance.

What is the minimum collection rate the provider must achieve and what sanctions are enforced if the rate is not achieved?

Providers must achieve a minimum parent fee collection rate of 85%. If a School Readiness Provider Quarterly Report indicates an early learning provider is collecting less than 85% of the assessed parent fees the Coalition will notify the early learning provider that the School Readiness agreement has be placed in an at-risk status and will require the early learning provider to submit (within 10 working days) a plan for implementing a parent fee collection policy. The policy must clearly state the date that parent fees are due (daily, weekly, or monthly), a notice of delinquent account sent to parents the day after the parent fees become delinquent including the provider's intent/responsibility to notify the Coalition of non-payment within 30 days of non-payment which could result in the termination of School Readiness services, and the process to notify the Coalition of delinquent fees within 30 days of non-payment. The Coalition will monitor the implementation of the plan within 45 days of submission. If the Coalition is satisfied with the implementation of the plan the at-risk status shall be removed. If the provider continues to indicate a parent fee collection rate of less than 85% on a second School Readiness Provider Quarterly Reprot the School Readiness Agreement shall be placed in a probation status for the remaining months of the fiscal year. When an agreement is in a probation status the provider is not eligible to participate in any of the Coalition's quality initiatives that are designed to support the provider. (This restriction does not include initiatives designed to support teachers, such as, the Teacher Incentive Payment and the Professional Development Program.) The Coalition will develop a corrective action plan that requires the early learning provider to report the parents with delinquent accounts and to collect the delinquent fees, to meet the 85% collection requirement, within 30 days. The Coalition will monitor of the implementation of the corrective action plan within 30 days. If the provider fails to comply with the corrective action plan the School Readiness Agreement will be terminated.

It is important to note that any two At-Risks statuses will result in the School Readiness Agreement being placed in a Probation Status, Similarly any two Probation statuses will result in the termination of the School Readiness Agreement.

ITEM # 0.10: THE PROVIDER ESTABLISHED AND IMPLEMENTS A PROCEDURE TO NOTIFY THE COALITION'S SERVICE PROVIDER (CHILDHOOD DEVELOPMENT SERVICES) WHEN PARENT FEES BECOME DELINQUENT.

What documentation is required?

The Education Specialist will look for a written policy and procedure that describes the process the provider utilizes to review delinquent fees and how the provider notifies Childhood Development Services of delinquent fees. The Education Specialist may request the provider to produce a notification submitted to Childhood Development Services, if applicable.

How will the Education Specialist know if delinquent fees are reported to Childhood Development Services in a timely manner?

The Education Specialist will not verify if delinquent fees have been reported to Childhood Development Services unless an issue is presented. For example if a provider submits a request to suspend a child's School Readiness Services as a result of delinquent fees the Coalition and/or Childhood Development Services will contact the parent to notify them of the suspension in services. If the parent claims they were unaware of the provider's policy the Education Specialist may request the provider to show proof of the parent's receipt of the policy, proof of receipt of fees, and proof of notification to Childhood Development Services when the fees became more than thirty (30) days delinquent.

How will the Coalition or Childhood Development Services know if a parent fee is more than thirty (30) days delinquent?

An indication of non-payment will be noted if a provider's School Readiness Provider Quarterly Report indicates a collection rate of less than 85%. The Coalition and/or Childhood Development Services will investigate the noncompliant rate which will include a requirement for the provider to show proof of fee collection for each School Readiness child enrolled in the facility.

ITEM # 0.11: THE PROVIDER NOTIFIES PARENTS IN WRITING THAT SCHOOL READINESS SERVICES WILL BE SUSPENDED WHEN THE PARENT FEE BECOMES DELINQUENT.

What documentation is required?

The Education Specialist will look for a written policy and procedure adopted for the purpose of collecting parent fees. The Education Specialist will review the policy to ensure that it includes a statement that School Readiness Services will be suspended when parent fees become delinquent for more than thirty (30). The Education Specialist will also determine how the policy is distributed to parents. The Coalition recommends that providers include the policy in the Enrollment Package with a statement of receipt that parents are required to read and sign.

Providers may also choose to distribute the policy periodically to parents with delinquent fees.

ITEM # 0.12: THE PROVIDER DOCUMENTS STAFF MEMBERS' (INCLUDING THE OWNER/DIRECTOR'S) COMPLETION OF STATE MANDATED TRAINING.

This information is verified by licensing. Why is the Coalition duplicating this verification?

The Education Specialist will verify compliance with this requirement prior to the on-site visit. Verification will be achieved by reviewing the provider's last licensing inspection report, or by reviewing the last Health and Safety Inspection completed by the District Manager. These reports indicate overall compliance or noncompliance with the requirement. If during an on-site visit the Education Specialist determines a new teacher has been hired or a volunteer is working within the center the Education Specialist will be responsible for verifying the new or volunteer's compliance with mandated training requirements.

Will the Coalition notify licensing if noncompliance is noted?

Yes, the Coalition will notify licensing when any licensing violation is observed. If the violation is immediately corrected the Coalition will also notify licensing of the correction.

ITEM # 0.13: THE PROVIDER DOCUMENTS STAFF MEMBERS' (INCLUDING THE OWNER/DIRECTOR'S) COMPLETION OF ANNUAL TRAINING HOURS REQUIRED BY THE COALITION.

What is the definition of "annual"?

Annual refers to the School Readiness Program fiscal year which is July-June

Why does the Coalition require more hours than licensing?

Licensing requirements include a minimum number of annual training hours. It is the position of the Coalition that additional training hours likely increase the quality of early education provided by teachers.

What are the Coalition's annual training requirements?

The School Readiness provider must offer a staff development program, requiring all staff members to complete annual in-service training hours, in accordance with the following: Teachers with a CDA/CDAE/FCCPC credential or higher are required to complete a minimum of 12 in-service hours per year. Teachers with no credential are required to complete a minimum of 20 in-service hours per year.

What types of training and documentation meet this requirement?

All Coalition sponsored training, state sponsored training, and other training related to early education may be utilized to meet this requirement. The provider should maintain a copy of the employee's certificate of training completion in the employees' personnel file or training file. If the trainer does not award certificates the provider should file a copy of the agenda, signed by the employee, in the employee's personnel or training file.

School Readiness providers may also utilize on-site in-service training programs to meet these requirements, if approved by the Coalition. For on-site trainings to be approved, the following process must be completed.

- The program director must submit an agenda, training materials, and a pre/post test to the Coalition for approval prior to conducting the training. The purpose of the pre/post test is to document that training objectives have been met. Once approved, the training may be offered.
- A sign in sheet must be completed at the training, along with the pre and post tests.
- Following the training, the program director must submit a copy of the agenda, sign in sheet, pre and post tests to the Coalition. The Coalition will issue certificates to document completion and approval of the training hours for each participant.

ITEM # 0.14: THE PROVIDER DOCUMENTS STAFF MEMBERS' (INCLUDING THE OWNER/DIRECTOR'S) BACKGROUND SCREENING RESULTS INCLUDING FINGER PRINTING RESULTS.

This information is verified by licensing. Why is the Coalition duplicating this verification?

The Education Specialist will verify compliance with this requirement prior to the on-site visit. Verification will be achieved by reviewing the provider's last licensing inspection report, or by reviewing the last Health and Safety Inspection completed by the District Manager. These reports indicate overall compliance or noncompliance with the requirement. If during an on-site visit the Education Specialist determines a new teacher has been hired or a volunteer

is working within the center the Education Specialist will be responsible for verifying the new or volunteer's compliance with background screening requirements.

Will the Coalition notify licensing if noncompliance is noted?

Yes, the Coalition will notify licensing when any licensing violation is observed. If the violation is immediately corrected the Coalition will also notify licensing of the correction.

ITEM # 0.15: THE PROVIDER MAINTAINS A SIGNED AND DATED INDIVIDUAL NON-DISCLOSURE AND CONFIDENTIALITY CERTIFICATION FORM FOR EACH STAFF MEMBER.

What is the purpose of this form?

The purpose of this form is to document that each employee and volunteer understands their responsibilities when they come into contact with confidential information.

Where is the form located?

A copy of the form is included in the School Readiness Agreement (Exhibit I).

Where should the provider file the form?

There is no specific requirement related to where the form must be filed. However, the Coalition recommends that the forms are filed in each employee or volunteer's personnel file, or file all certifications in one location such as a note book or file for easy monitoring by the Education Specialist.

Will the Education Specialist monitor this requirement during every on-site observation?

Not necessarily, if the Education Specialist monitored every employee and volunteers file for the certification during the first observation and found the provider to be in compliance with the requirement the Education Specialist is not required to repeat monitor and will indicate compliance with the requirement on the second observation. The Education Specialist will however, repeat the monitor if the provider was originally found to be out of compliance with the requirement or if new employees or volunteers are hired.

ITEM # 0.16: THE PROVIDER ONLY MAINTAINS EMPLOYMENT OF TEACHERS WHO MEET ALL MANDATED REQUIREMENTS.

Is this a duplication of the state mandated training and background screening requirements?

No, the purpose of this requirement is to verify that teachers who have been determined to be out of compliance with any mandated requirement are terminated from employment.

ITEM # 0.17: THE PROVIDER MAINTAINS COMPLIANCE WITH STATE LICENSING REQUIREMENTS.

This information is verified by licensing. Why is the Coalition duplicating this verification?

The School Readiness Agreement requires early learning programs to be in compliance with state licensing requirements. The purpose of this observation is to verify the compliance. If the Education Specialist is observing a licensed facility the Education Specialist will verify compliance with licensing requirements prior to the on-site visit. Verification will be achieved by reviewing the provider's last licensing inspection report.

If the Education Specialist is observing a non-licensed provider the Education Specialist will verify compliance with the Coalition's Health and Safety Inspection prior to the on-site visit. Verification will be achieved by reviewing the provider's last health and safety inspection conducted by the Coalition.

What sanctions will be imposed if the provider does not notify the Coalition of licensing violations?

If a provider is found out of compliance with state licensing requirements (either through the state licensing inspection or the Coalition's Health and Safety inspection) the sanctions to the School Readiness Agreement will be determined based on the provider's history of Health and Safety in general to determine the level of danger posed to children. Sanctions include At-Risk, indicating that a probation status may be approaching, Probation, restricting the provider from participating in any provider in any of the Coalition's quality initiatives that are designed to support the provider, (this restriction does not include initiatives designed to support teachers, such as, the Teacher Incentive Payment and the Professional Development Program), and Termination of the School Readiness Agreement. (The District Manager is required to Terminate the School Readiness Agreement when a violation to Health and Safety requirements cause imminent danger to children. Imminent danger is defined as a violation that could cause injury or death to a child.

It is important to note that any two At-Risks statuses will result in the School Readiness Agreement being placed in a Probation Status, Similarly any two Probations statuses will result in the termination of the School Readiness Agreement.

ITEM # 0.18: THE PROVIDER POSTS THE STATE LICENSING AUDIT INSPECTIONS IN A NON-CONSPICUOUS LOCATION.

Where should the provider display the State Licensing Audit Inspections?

The provider should display the State Licensing Audit Inspection in a none-conspicuous place, such as in the front office.

ITEM # 0.19: THE PROVIDER NOTIFIES THE COALITION WHEN A LICENSING VIOLATION IS NOTED DURING AN INSPECTION AND SUBMITS THE PLAN FOR CORRECTING THE VIOLATION.

How should the provider notify the Coalition of a licensing violation?

In accordance with the Coalition's policies and procedures a licensed School Readiness provider must immediately notify the Coalition in writing if a licensing violation is cited by the child care licensing counselor.

The provider must submit a copy of the licensing inspection report and any corrective action plan developed by the licensing counselor to the Coalition. The provider must also submit a copy of the follow up inspection (within three days of the follow up inspection) to the Coalition, to document that compliance has been achieved,

What sanctions will be imposed if the provider does not notify the Coalition of licensing violations?

If the provider fails to notify the Coalition of a licensing violation the School Readiness Agreement will be placed on probation for the remaining months of the fiscal year. When an agreement is in a probation status the provider is not eligible to participate in any of the Coalition's quality initiatives that are designed to support the provider. (This restriction does not include initiatives designed to support teachers, such as, the Teacher Incentive Payment and the Professional Development Program.) It is important to note that this answer is related to the provider's violation of notification of a licensing violation and does not include other sanctions related to the actual violation which is discussed earlier in item # 0.17.

It is important to note that any two At-Risks statuses will result in the School Readiness Agreement being placed in a Probation Status, Similarly any two Probations statuses will result in the termination of the School Readiness Agreement.

ITEM # 0.20: THE PROVIDER SUBMITS THE SCHOOL READINESS PROVIDER QUARTERLY REPORT IN A TIMELY MANNER.

Will the Education Specialist utilize the School Readiness Provider Quarterly Reports submitted by the providers to Childhood Development Service to determine compliance with this requirement?

Yes, the Education Specialist will utilize the School Readiness Provider Quarterly Reports submitted to Childhood Development Services to monitor this requirement.

When are the School Readiness Program quarterly Reports due?

The provider must submit the ELCNC-41: School Readiness Provider Quarterly Report which is available on the Coalition's website at www.elc-naturecoast.org, to Childhood Development Services by the 20th calendar day after the end of the reporting period.

What sanctions will be imposed if the provider does not meet this requirement?

If the provider fails to submit one School Readiness Provider Quarterly Report in a timely manner the School Readiness Agreement will be placed in an at-risk status, indicating that a probation status may be approaching. On the second occurrence of a late submission of the School Readiness Provider Quarterly Report the School Readiness Agreement will be placed on probation for the remaining months of the fiscal year. When an agreement is in a probation status the provider is not eligible to participate in any of the Coalition's quality initiatives that are designed to support the provider. (This restriction does not include initiatives designed to support teachers, such as, the Teacher Incentive Payment and the Professional Development Program.) On the third occurrence of a late submission of the School Readiness Provider Quarterly Report the School Readiness Agreement will be terminated.

It is important to note that any two At-Risks statuses will result in the School Readiness Agreement being placed in a Probation Status, Similarly any two Probations statuses will result in the termination of the School Readiness Agreement.

ITEM # 0.21: THE PROVIDER OR DESIGNEE ATTENDS AT LEAST 80% OF THE REGULARLY SCHEDULED PROVIDER MEETINGS.

What type of documentation is required?

No documentation is required. The Education Specialist will verify provider meeting attendance prior to the on-site visit utilizing the provider meeting sign in sheets.

What sanctions will be imposed if the provider does not meet this requirement?

If the provider or the provider's representative is absent from two provider meetings the School Readiness Agreement will be placed in an at-risk status, indicating that a probation status may be approaching. If the provider is absent from three or more of the provider meetings the School Readiness Agreement will be placed in a probation status for the remaining months of the fiscal year. When an agreement is in a probation status the provider is not eligible to participate in any of the Coalition's quality initiatives that are designed to support the provider. (This restriction does not include initiatives designed to support teachers, such as, the Teacher Incentive Payment and the Professional Development Program.)

It is important to note that any two At-Risks statuses will result in the School Readiness Agreement being placed in a Probation Status, Similarly any two Probations statuses will result in the termination of the School Readiness Agreement.

ITEM # 0.22: THE PROVIDER MAINTAINS DEVELOPMENTALLY APPROPRIATE STAFF-TO-CHILD RATIOS IN EACH CLASSROOM BASED ON THE ELCNC REQUIRED RATIOS.

Why are the Coalition's requirements more stringent than licensing?

It is the position of the Coalition that lower staff-to-child ratios likely increase the quality of early education.

What are the Coalition's staff-to-child ratio requirements?

Infants 1:4 Ones: 1:6 Two's: 1:7 Preschools: 1:10 School Age: 1:20

What are the Coalition's maximum classroom size requirements?

Infants 2:8 Ones: 2:12 Two's: 2:14 Preschools: 3:25 School Age: 3:50

Will the Coalition report a violation of Coalition Ratios to licensing?

No; however, a violation of licensing ratios will be reported. If the violation is immediately corrected the correction will also be reported.

Are there any exceptions to the Ratios?

Yes; when the program demonstrates a responsible and exacting administration, a high quality, developmentally appropriate program, a healthy and safe environment, and strong teacher/child interaction as evidenced by the Classroom Observation, allowances for ratios that exceed those listed may be permitted.

ITEM # 0.23: A SYSTEM IS IN PLACE FOR THE PROVIDER TO PERIODICALLY OBSERVE CLASSROOMS.

What is the purpose of the provider observing the classroom?

The purpose of this requirement is to ensure that a system is in place for the provider to evaluate each teacher's performance and to identify and address any concerns in a timely manner.

Can the provider utilize the Coalition's Classroom Observation tool to observe classrooms?

Yes; however, it is not required.

What type of documentation is required?

The Education Specialist will look for adopted policies and procedures designed to evaluate each teacher's performance through classroom observations. In addition, the Education Specialist will look for proof that the evaluation process is implemented. Proof may include any or all of the following:

- A completed observation form indicating the date the observation was completed, the teacher observed the outcomes of the observation, and/or an overall rating of the teacher's performance. The observation tool may be the Coalition's Classroom Observation Tool or a provider developed tool.
- A handwritten summary of an observation indicating the same information as stated above.

- An evaluation or performance evaluation that includes the dates the teacher was observed and the overall outcomes of the observations.

ITEM # 0.24: THE PROVIDER ESTABLISHES AND IMPLEMENTS A POLICY TO CROSS TRAIN SUPPORT STAFF (SUCH AS THE COOK) TO SUBSTITUTE IN THE CLASSROOM IN THE EVENT OF A LEAD TEACHER'S SUDDEN ILLNESS OR ABSENCE.

What type of documentation is required?

Providers may choose several methods to document cross training efforts. For example, the provider may choose to adopt policies and procedures related to a cross training program, include substitute teaching responsibilities in the support staff job descriptions, or include objectives in the support staff member's performance evaluation that includes appropriate early learning training.

If the provider chooses to adopt a policy and procedure the Education Specialist will review the document to ensure that an appropriate early learning training component exists within the policy. The Education Specialist will request the provider to produce proof of implementation which may include a review of the support staff member's training or personnel file.

If the provider chooses to include substitute teaching responsibilities in the support staff job descriptions the Education Specialist will review the job descriptions to ensure that appropriate early learning training is included as a requirement of the position and review the support staff member's training or personnel file to verify the requirements have been met.

If the provider chooses to include objectives in the support staff member's performance evaluation that includes appropriate early learning training the Education Specialist will review the performance objectives and verify completion by reviewing the support staff member's training or personnel file.

ITEM # 0.25: THE PROVIDER SUBMITS MONTHLY ATTENDANCE ROLLS IN A TIMELY MANNER.

What type of documentation is required?

No documentation is required by the provider. The Education Specialist will verify compliance with submission of attendance rolls utilizing information provided to the Coalition by the service provider.

What sanctions will be imposed if the provider does not meet this requirement?

If the provider fails to submit attendance rolls (due no later than the second working day of the month following the service month) the School Readiness Agreement will place in a Probation status for the remaining months of the fiscal year. When an agreement is placed in a probation status the provider is not eligible to participate in any of the Coalition's quality initiatives that are designed to support the provider. (This restriction does not include initiatives designed to support teachers, such as, the Teacher Incentive Payment and the Professional Development Program.) Further penalties for late submission of attendance rolls will apply as follows:

A second offence of late submission within the fiscal year will result in the continued Probation status and the provider will be subject to 10% penalty fee assessed on the total monthly reimbursement amount.

The third and subsequent offenses of late submission within the fiscal year will result in the termination of the School Readiness Provider Agreement.

It is important to note that any two At-Risks statuses will result in the School Readiness Agreement being placed in a Probation Status, Similarly any two Probations statuses will result in the termination of the School Readiness Agreement.

The Executive Director of the Coalition may extend the due date/lift non-compliance on a case by case basis where unusual circumstances caused the late submission of the attendance rolls. The provider must submit an extension request/ letter of appeal explaining the reason for late submission.

ITEM # 0.26: THE PROVIDER ATTENDANCE AUDITS, CONDUCTED BY THE COALITION'S SERVICE PROVIDER, INDICATE COMPLIANCE WITH ENROLLMENT AND ATTENDANCE REQUIREMENTS.

What type of documentation is required?

No documentation is required by the provider. The Education Specialist will verify compliance with enrollment and attendance requirements utilizing information provided to the Coalition by the service provider.

What sanctions will be imposed if the provider does not meet this requirement?

If the provider's attendance audit result reveals an error rate of 6-9% the School Readiness Agreement will place in a Probation status for the remaining months of the fiscal year. When an agreement is placed in a probation status the provider is not eligible to participate in any of the Coalition's quality initiatives that are designed to support the provider. (This restriction does not include initiatives designed to support teachers, such as, the Teacher Incentive Payment and the Professional Development Program.) If the provider's attendance audit result reveals an error rate of 10% or higher or the provider is found to be engaged in fraudulent activity (identified by the Florida Department of Law Enforcement, the Coalition and/or its service provider) the School Readiness Agreement will be terminated.

It is important to note that any two At-Risks statuses will result in the School Readiness Agreement being placed in a Probation Status, Similarly any two Probations statuses will result in the termination of the School Readiness Agreement.

ITEM # 0.27: THE PROVIDER ADOPTS AND IMPLEMENTS AN UNLIMITED PARENTAL ACCESS POLICY.

Will the Education Specialist utilize the Unlimited Parental Access policy submitted with the School Readiness Agreement to monitor compliance with this requirement?

Yes, the Education Specialist will review the Unlimited Parental Access policy on file with the Coalition and, if necessary, request clarification or additional information during the on-site visit.

What criteria will the Education Specialist look for in the Unlimited Parental Access policy?

The Education Specialist will review the policy to ensure that a process is in place to notify all parents of the Unlimited Parental Access policy. The initial distribution of the policy should be implemented during the enrollment process. The Coalition recommends providers to include the policy in the Enrollment Package with a statement of receipt that parents are required to read and sign.

Providers may choose several methods to distribute an update or revision to the policy, such as, distributing the revised plan during parent training nights including the revised policy on the agenda and maintaining a sign in sheet, distributing the updated or revised policy in a parent newsletter, etc.

Will the Education Specialist monitor this requirement during every on-site observation?

Not necessarily, if the Education Specialist monitored the Unlimited Parental Access policy and found the provider to be in compliance with the requirement the Education Specialist is not required to repeat monitor and will indicate compliance with the requirement on the second observation. The Education Specialist will, however, repeat the monitor if the provider was originally found to be out of compliance with the requirement, or if the Coalition received a complaint with regard to the denial of parental access by the provider.

What sanctions will be imposed if the provider does not meet this requirement?

If the provider is found out of compliance with the Unlimited Parental Access policy the School Readiness Agreement will be terminated.

ITEM # 0.28: THE PROVIDER SUBMITS UPDATED DOCUMENTS REQUIRED IN THE SCHOOL READINESS AGREEMENT PRIOR TO THE EXPIRATION DATE.

Currently providers are required to submit updated documents to the Coalition's Contract Coordinator. Are provider's also required to submit the documents to the Education Specialist?

No, the Education Specialist will verify compliance with this requirement through the Contract Coordinator's office prior to the on-site observation.

What sanctions will be imposed if the provider does not meet this requirement?

If the provider fails to submit an updated document required in the School Readiness Agreement the Agreement will be terminated.

CLASSROOM OBSERVATION TOOL

Section 1: Developmentally Appropriate Curriculum

ITEM # 1.01: THE COALITION APPROVED AND PROVIDER CERTIFIED DEVELOPMENTALLY APPROPRIATE CURRICULA ARE UTILIZED.

What is a Coalition approved and provider certified developmentally appropriate curricula?

The School Readiness Agreement (Attachment VI) requires providers to certify the developmentally appropriate curricula utilized in each classroom. The Education Specialist will research the certified curriculum utilizing the School Readiness Agreement prior to the on-site visit.

Will the teacher be documented as out of compliance with the certified developmentally appropriate curricula if the teacher utilizes additional curricula?

No, as long as the certified developmentally appropriate curricula are the primary curricula utilized.

How will the Education Specialist verify the use of the certified curricula?

The Education Specialist will review the weekly lesson plan and/or observe classroom lessons to determine if the certified curricula are utilized. In the event the Education Specialist can not make a determination the Education Specialist will interview the teacher or provider for clarification.

ITEM # 1.02: DAILY ROUTINE IS POSTED.

Where should the daily routine be posted?

The daily routine should be posted in a non-conspicuous location in the classroom that is easily accessible to parents and other visitors in the classroom.

ITEM # 1.03: DAILY ROUTINE IS BEING FOLLOWED.

Will the Education Specialist be considerate of unusual or unpredictable circumstances?

Yes, the purpose of this observation is to determine if the teacher “generally” follows the daily routine. The Education Specialist will determine compliance with this requirement based on the Education Specialist’s on-going observations and knowledge of the typical classroom operations.¹

ITEM # 1.04: TEACHER PROVIDES AN OPPORTUNITY FOR TRANSITION ACTIVITIES.

What types of transition activities are required?

Transition activities should be developmentally appropriate and designed to assist the children in the ending of one activity and moving to another. Transition activities may include a five and two minute warning to notify and prepare the children that their current activity will be ending, songs to encourage the children to finish their activity and clean

¹ The Education Specialist is required to visit the facility as often as necessary to build a strong relationship with the provider and teachers, to understand the program’s strengths and weaknesses, and to have program knowledge that will allow for the accurate documentation of the program’s strength and weaknesses on the provider observation forms. The Education Specialist will consider the typical daily operations observed in previous informal site visits as well as the unusual or unpredictable circumstances occurring on the day of the on-site observation. It is important to note that the Education Specialist also has the authority to indicate noncompliance if the Education Specialist observes continuous violations of a requirement regardless of the appearance of compliance during the on-site observation. If this occurs the Education Specialist must have supporting documentation which must include Provider Contact Forms or Technical Assistance Forms that indicate the continuous violations.

up their areas, discussion to inform the children of the next activity, and physical activities designed to transition children from one area to another while keeping their attention.

Should the transition activities be indicated on the lesson plan?

Yes, however, the teacher may revise the transition activity based on the interest of the children or based on other unusual or unpredictable circumstances. The Education Specialist will determine compliance of this requirement based on the Education Specialist's on-going observations and knowledge of the typical classroom operations.¹

ITEM # 1.05: DAILY ROUTINE PROVIDES AN OPPORTUNITY FOR INDEPENDENT PLAY.

How long should the opportunities for independent play be scheduled for on the daily routine?

There is no specific requirement on the length of time that should be assigned to independent play on the daily routine. The daily routine should include a variety of opportunities to promote a balance of activities throughout the day, taking into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

ITEM # 1.06: DAILY ROUTINE PROVIDES OPPORTUNITY FOR SMALL GROUP ACTIVITIES.

How long should the opportunities for small group activities be scheduled for on the daily routine?

There is no specific requirement on the length of time that should be assigned to small group activities on the daily routine. The daily routine should include a variety of opportunities to promote a balance of activities throughout the day, taking into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

ITEM # 1.07: DAILY ROUTINE PROVIDES AN OPPORTUNITY FOR LARGE GROUP ACTIVITIES.

How long should the opportunities for large group activities be scheduled for on the daily routine?

There is no specific requirement on the length of time that should be assigned to large group activities on the daily routine. The daily routine should include a variety of opportunities to promote a balance of activities throughout the day, taking into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

ITEM # 1.08: DAILY ROUTINE PROVIDES AN OPPORTUNITY FOR OUTDOOR ACTIVITIES.

How long should the opportunities for outdoor activities be scheduled for on the daily routine?

There is no specific requirement on the length of time that should be assigned to outside activities on the daily routine. The daily routine should include a variety of opportunities to promote a balance of activities throughout the day, taking into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

¹ The Education Specialist is required to visit the facility as often as necessary to build a strong relationship with the provider and teachers, to understand the program's strengths and weaknesses, and to have program knowledge that will allow for the accurate documentation of the program's strength and weaknesses on the provider observation forms. The Education Specialist will consider the typical daily operations observed in previous informal site visits as well as the unusual or unpredictable circumstances occurring on the day of the on-site observation. It is important to note that the Education Specialist also has the authority to indicate noncompliance if the Education Specialist observes continuous violations of a requirement regardless of the appearance of compliance during the on-site observation. If this occurs the Education Specialist must have supporting documentation which must include Provider Contact Forms or Technical Assistance Forms that indicate the continuous violations.

ITEM # 1.09: DAILY ROUTINE PROVIDES AN OPPORTUNITY FOR NAP/REST/QUIET TIME.

How long should the opportunities for nap/rest/quiet time be scheduled for on the daily routine?

There is no specific requirement on the length of time that should be assigned to nap/rest/quiet time on the daily routine. The daily routine should include a variety of opportunities to promote a balance of activities throughout the day, taking into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

ITEM # 1.10: LESSON PLANS ARE AVAILABLE FOR THE CURRENT WEEK.

Will the Education Specialist accept daily lesson plans?

Yes, however, the Education Specialist will request the teacher to produce daily lesson plans for the current week.

What are the general requirements of the lesson plans?

The lesson plans must meet the criteria listed in Items # 1.13-1.20. In addition the lesson plans must be written in ink and dated.

ITEM # 1.11: LESSON PLANS ARE BEING FOLLOWED.

Will the Education Specialist be considerate of unusual or unpredictable circumstances?

Yes, the purpose of this observation is to determine if the teacher “generally” follows the lesson plan. The Education Specialist will determine compliance with this requirement based on the Education Specialist’s on-going observations and knowledge of the typical classroom operations.¹

ITEM # 1.12: LESSON PLANS FOR THE PREVIOUS SIX (6) WEEKS ARE AVAILABLE.

Why does the Coalition monitor the previous six (6) weeks of lesson plans?

The purpose of this requirement is to ensure that lesson plans are consistently developed on at least a weekly basis. The Education Specialist will review the lesson plans to ensure that the teacher is developing appropriate plans and that the plans are based upon the certified developmentally appropriate curriculum.

ITEM # 1.13: LESSON PLANS INCLUDE LITERACY ACTIVITIES.

What type of literacy activities are required to be included in the lesson plan?

There is no specific requirement for certain types of literacy activities that must be included in the lesson plan. However the lessons must be designed to encourage language and literacy development through activities involving books, writing, and literature. The activities planned should take into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

How often are literacy activities required to be planned?

¹ The Education Specialist is required to visit the facility as often as necessary to build a strong relationship with the provider and teachers, to understand the program’s strengths and weaknesses, and to have program knowledge that will allow for the accurate documentation of the program’s strength and weaknesses on the provider observation forms. The Education Specialist will consider the typical daily operations observed in previous informal site visits as well as the unusual or unpredictable circumstances occurring on the day of the on-site observation. It is important to note that the Education Specialist also has the authority to indicate noncompliance if the Education Specialist observes continuous violations of a requirement regardless of the appearance of compliance during the on-site observation. If this occurs the Education Specialist must have supporting documentation which must include Provider Contact Forms or Technical Assistance Forms that indicate the continuous violations.

Generally speaking, a literacy experience should take place on at least a daily basis. The teacher should consider the certified developmentally appropriate curriculum utilized in the classroom when deciding the number of planned activities.

ITEM # 1.14: LESSON PLANS INCLUDE MATH ACTIVITIES.

What type of math activities are required to be included in the lesson plan?

There is no specific requirement for certain types of math activities that must be included in the lesson plan. However the lessons must be designed to encourage math development through activities involving counting, sorting, one to one correspondence, number relationships, and number recognition. The activities planned should take into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

How often are math activities required to be planned?

Generally speaking, a math experience should take place for children two and over on a daily basis and at least one problem-solving activity should take place weekly, such as sink/float, magnet experiments, counting experience, or simple experiments. The teacher should consider the certified developmentally appropriate curriculum utilized in the classroom when deciding the number of planned math activities.

ITEM # 1.15: LESSON PLANS INCLUDE MUSIC AND MOVEMENT ACTIVITIES.

What type of music and movement activities are required to be included in the lesson plan?

There is no specific requirement for certain types of music and movement activities that must be included in the lesson plan. However, the lessons must be designed to encourage music and movement experiences through activities involving tapes/CD's, headsets, musical instruments, scarves, streamers, etc. The activities planned should take into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

How often are music and movement activities required to be planned?

Generally speaking, a music and movement experience should take place on at least a daily basis. The teacher should consider the certified developmentally appropriate curriculum utilized in the classroom when deciding the number of planned activities.

ITEM # 1.16: LESSON PLANS INCLUDE ART/CREATIVE ACTIVITIES.

What type of art/creative activities are required to be included in the lesson plan?

There is no specific requirement for certain types of art/creative activities that must be included in the lesson plan. However the lessons must be designed to encourage creative expression and sensory development through activities involving paper, glue or paste, crafting items, markers, crayons, paint and any other age appropriate supplies. The activities planned should take into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

How often are art/creative activities required to be planned?

Generally speaking, an art/creative experience should take place on at least a daily basis. The teacher should consider the certified developmentally appropriate curriculum utilized in the classroom when deciding the number of planned activities.

ITEM # 1.17: LESSON PLANS INCLUDE FLUID PLAY ACTIVITIES.

What type of fluid play activities are required to be included in the lesson plan?

There is no specific requirement for certain types of fluid play activities that must be included in the lesson plan. However the lessons must be designed to encourage creative expression and sensory development through activities involving sand, water, and other developmentally appropriate fluids. The activities planned should take into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

How often are fluid activities required to be planned?

Generally speaking, a fluid play experience should occur at least three times a week. The teacher should consider the certified developmentally appropriate curriculum utilized in the classroom when deciding the number of planned activities.

ITEM # 1.18: LESSON PLANS INCLUDE OUTDOOR ACTIVITIES.

What type outdoor activities are required to be included in the lesson plan?

There is no specific requirement for certain types of outdoor activities that must be included in the lesson plan. However the lessons must be designed to encourage fine and large motor development through activities involving sorting/matching/classifying items, counting blocks, nesting items, etc for fine motor development and jumping, swinging, sliding, bouncing, catching, hopping, climbing, hanging, tossing, running, hitting, crawling through/under for large motor development. The activities planned should take into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

How often are outdoor activities required to be planned?

Generally speaking, a planned outdoor experience should take place on a daily basis. The teacher should consider the certified developmentally appropriate curriculum utilized in the classroom when deciding the number of planned activities.

Please explain the difference between items #1.18 and 1.19. It seems these two could easily be the same.

The Coalition does not necessarily expect to see a difference between item # 1.18 and item # 1.19 since most teachers schedule physical development activities during outdoor time. However, teachers are not required to schedule physical development activities during outdoor time and may capture the activities in other areas of the lesson plan. If a teacher includes a physical development activity on the lesson plans during outdoor time only the Education Specialist will indicate compliance with both items.

ITEM # 1.19: LESSON PLANS INCLUDE ACTIVITIES TO PROMOTE PHYSICAL DEVELOPMENT.

What type of physical development activities are required to be included in the lesson plan?

There is no specific requirement for certain types of physical activities that must be included in the lesson plan. However the lessons must be designed to encourage physical development through a variety of fine and large motor activities. The activities planned should take into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom

How often are physical development activities required to be planned?

Generally speaking, a physical development experience should take place on, at least, a daily basis. The teacher should consider the certified developmentally appropriate curriculum utilized in the classroom when deciding the number of planned activities.

ITEM # 1.20: LESSON PLANS INCLUDE ACTIVITIES TO PROMOTE SOCIAL AND EMOTIONAL DEVELOPMENT.

What type of social and emotional development activities are required to be included in the lesson plan?

There is no specific requirement for certain types of social and emotional development activities that must be included in the lesson plan. However the lessons must be designed to encourage social and emotional development through a variety of opportunities for children to become increasingly independent and to interact with others. The activities planned should take into consideration the age level of the children and the certified developmentally appropriate curricula utilized in the classroom.

How often are social/emotion activities required to be planned?

Generally speaking, a social/emotional experience should take place on at least a daily basis. The teacher should consider the certified developmentally appropriate curriculum utilized in the classroom when deciding the number of planned activities.

ITEM # 1.21: AN APPROPRIATE SYSTEM IS IN PLACE TO IDENTIFY THE INDIVIDUAL NEED OF EVERY CHILD.

What type of system is required?

The teacher may choose any of the following methods to document the individual need of every child:

- The teacher may utilize the individual child outcome reports generated by the Coalitions' Pre- and Post-Assessment Program (Learning Accomplishment Profile - LAP).
- The teacher may utilize a developmental assessment instrument adopted by the owner/provider.
- The teacher may utilize parent/teacher conferences.
- The teacher may utilize a developmental milestone checklist or other types of records that track children's progress on an on-going basis.

What documentation is required?

The provider may choose several methods to document and describe the program's system to identify the need of every child. For example the provider may adopt a policy and procedure, release an instructional staff memo, or included specific requirements in staff job descriptions. The provider should also inform parents of the system through a parent memo, parent handbook, or notify the parent of the program in the Enrollment Package.

Are teachers required to determine the individual need of non-School Readiness children?

Although it is not required for teachers to determine the individual need of non-School Readiness children the Coalition strongly recommends the practice. It is important to note that the Coalition offers providers assistance with LAP assessments for non-School Readiness children at no charge to the provider or the parent.

ITEM # 1.22: PLANNED ACTIVITIES RELATING TO THE INDIVIDUAL NEEDS OF EVERY CHILD ARE DOCUMENTED.

What is the purpose of this requirement?

The purpose of this requirement is to ensure a system is in place to plan and implement activities for individual children based on determined need. It is important to note that this requirement is not intended to focus only on children identified with a potential delay or developmental concern but to also focus on typically developing children or advanced children to ensure that all children receive developmentally appropriate and stimulating instruction.

Should the planned activities relating to the needs of every child be documented on the lesson plan?

Although it is acceptable to document the planned activities for every child on the lesson plan it is not required. The teacher may document the planned activities for each child using a variety of methods including the following:

- Teachers may use individual child folders to maintain information related to the individual needs of each child. Planned activities and proof of implementation may also be contained in the folder.
- Teachers may use data bases or other electronic means to maintain information related to the individual needs of each child. Planned activities or completed electronic activities may also be stored in an electronic file.
- Teachers may use parent teacher conference documents to determine the individual needs of each child and to determine individual child activities. Documentation and implementation of planned activities may be attached to the parent teacher conference form.

Section 2: Staff Development

ITEM # 2.01: THE TEACHER HAS BEEN TRAINED TO IMPLEMENT THE CLASSROOM CURRICULA.

What type of training is required?

The type of training required depends on the curricula utilized. If the classroom utilizes a curriculum that includes a teacher training component the teacher must attend the training. If the classroom utilizes a curriculum that does not include a training component the provider must offer an overview or informal training. It is important to note that most research-based curricula include some form of teacher training from a formalized training course to an overview or introduction for teachers.

If the teacher utilizes multiple curricula should the teacher be trained to utilize all?

Yes, the purpose of this requirement is to ensure maximum benefit from utilizing research-based curricula as intended by the publisher.

What type of documentation is required?

The provider/teacher must maintain a copy of a training certificate (for formalized curriculum training) or a copy of an agenda or signed statement that the teacher received informal training from the provider or reviewed and understands the overview or introduction for teachers included in the curricula.

Can the training hours count towards the Coalition's annual training requirements?

If the training meets the following guidelines the training can be counted towards the teachers annual training hours:

All Coalition sponsored training, state sponsored training, and other training related to early education by may be utilized to meet this requirement. The provider should maintain a copy of the employee's certificate of training completion in the employees' personnel file or training file. If the trainer does not award certificates the provider should file a copy of the agenda, signed by the employee, in the employee's personnel or training file.

School Readiness providers may also utilize on-site in-service training programs to meet these requirements, if approved by the Coalition. For on-site trainings to be approved, the following process must be completed:

- The program director must submit an agenda, training materials, and a pre/post test to the Coalition for approval prior to conducting the training. The purpose of the pre/post test is to document that training objectives have been met. Once approved, the training may be offered.
- A sign in sheet must be completed at the training, along with the pre and post tests.

- Following the training, the program director must submit a copy of the agenda, sign in sheet, pre and post tests to the Coalition. The Coalition will issue certificates to document completion and approval of the training hours for each participant.

ITEM # 2.02: THE TEACHER MEETS ALL STATE MANDATED TRAINING REQUIREMENTS.

This information is verified by licensing. Why is the Coalition duplicating this verification?

The Coalition does not have access to individual teacher verification of state mandated training that is conducted by Child Care Licensing therefore the Coalition must also monitor this requirement. The Education Specialist will utilize the Department of Children and Families training website to verify compliance prior to the on-site observation. If the training website does not indicate all state mandated training has been completed the Education Specialist will request the teacher or the provider to provide proof of completion during the on-site visit.

Will the Education Specialist monitor this requirement during every on-site observation?

Not necessarily, if the Education Specialist monitored the state mandated training requirement during the first observation and found the teacher in compliance with the requirements the Education Specialist is not required to repeat the monitor and will indicate compliance with the requirement on the second observation. However, if the teacher was originally found out of compliance with the requirement or if a new teacher is assigned to the classroom the Education Specialist will repeat the monitor.

ITEM # 2.03: THE TEACHER MEETS THE MINIMUM ANNUAL TRAINING HOURS REQUIRED BY THE COALITION, OR THE TEACHER MAINTAINS AND IMPLEMENTS A STAFF DEVELOPMENT PLAN TO MEET THE MINIMUM ANNUAL TRAINING HOURS REQUIRED BY THE COALITION.

Do teachers have a choice of presenting completed training documents or a staff development plan?

No, the two items listed in this requirement will be reviewed separately during the first and second observations.

During the first observation the Education Specialist will determine if the teacher will likely meet the minimum training requirement based on the teacher's staff development plan. The staff development plan is a written plan that indicates the training the teacher will attend throughout the fiscal year. The plan must include the dates of the training, the facilitator or sponsoring agency and the number of training hours for each class. If the plan is provided to the Education Specialist and includes appropriate training (early learning training), and at least the minimum number of hours required the Education Specialist will indicate compliance with the requirement on the first observation.

During the second visit the Education Specialist will review the actual staff development completed and determine if the teacher met the requirement.

What is the definition of "annual"?

Annual refers to the School Readiness Program fiscal year which is July-June

Why does the Coalition require more hours than licensing?

Licensing requirements include a minimum number of annual training hours. It is the position of the Coalition that additional training hours likely increase the quality of early education provided by teachers.

What are the Coalition's annual training requirements?

The School Readiness provider must offer a staff development program, requiring all staff members to complete annual in-service training hours, in accordance with the following: Teachers with a CDA/CDAE/FCCPC credential or higher are required to complete a minimum of 12 in-service hours per year. Teachers with no credential are required to complete a minimum of 20 in-service hours per year.

What types of training and documentation meet this requirement?

All Coalition sponsored training, state sponsored training, and other training related to early education by may be utilized to meet this requirement. The provider should maintain a copy of the employee's certificate of training completion in the employees' personnel file or training file. If the trainer does not award certificates the provider should file a copy of the agenda, signed by the employee, in the employee's personnel or training file.

School Readiness providers may also utilize on-site in-service training programs to meet these requirements, if approved by the Coalition. For on-site trainings to be approved, the following process must be completed.

- The program director must submit an agenda, training materials, and a pre/post test to the Coalition for approval prior to conducting the training. The purpose of the pre/post test is to document that training objectives have been met. Once approved, the training may be offered.
- A sign in sheet must be completed at the training, along with the pre and post tests.
- Following the training, the program director must submit a copy of the agenda, sign in sheet, pre and post tests to the Coalition. The Coalition will issue certificates to document completion and approval of the training hours for each participant.

ITEM # 2.04: THE TEACHER MAINTAINS AND IMPLEMENTS A LONG TERM STAFF DEVELOPMENT PLAN DESIGNED TO MEET DESIRED EDUCATIONAL CREDENTIALS.

What is the purpose of this requirement?

The purpose of this requirement is to encourage teachers to continue their education in the early learning field.

What should be included in the staff development plan?

Although the format utilized to document the long term staff development plan is at the sole discretion of the teacher and provider the Coalition recommends that the plan includes the teacher's long term desired credentials, the required classes that must be taken to meet the desired credential, class schedules if available, the anticipated schedule to achieve the credentials, and possible scholarship programs or other funding sources that may be available to financially assist the teacher. Program eligibility requirements and instructions for applying to the financial aid program should also be included.

What education credentials must be met?

The long term educational goals are at the sole discretion of the teacher and the provider.

ITEM # 2.05: TEACHER IS AN ELIGIBLE TEACHER AS EVIDENCED BY AN APPROVED BACKGROUND SCREENING INCLUDING FINGER PRINT SEARCH.

This information is verified by licensing. Why is the Coalition duplicating this verification?

The Coalition does not have access to individual teacher background screenings that are monitored by Child Care Licensing therefore the Coalition must also monitor this requirement to ensure only eligible teachers are employed in facilities providing School Readiness services.

Section 3: Parent Involvement

ITEM # 3.01: THE TEACHER COMMUNICATES ON A DAILY/WEEKLY/MONTHLY BASIS WITH PARENTS PROVIDING INFORMATION RELATED TO CLASSROOM ACTIVITIES, EVENTS AND LESSON PLANS.

What format should the communication be in?

There is no required format for the communication. The provider/teacher may choose several methods to communicate with parents, such as, individual child progress notes, classroom newsletters, parent teacher conferences, etc.

Should the provider/teacher maintain a copy of the communication and if so, how should it be maintained?

Yes, the copy of the communication should be maintained for future reference, if necessary, and to document that the requirement has been met. The Coalition recommends the provider to maintain the documentation for at least as long as the student is enrolled in the facility, or the end of the fiscal year, whichever is longer. There is no specific requirement related to the method of maintaining the copies.

ITEM # 3.02: TEACHERS DOCUMENT MEETINGS WITH PARENTS TO DISCUSS THEIR CHILD'S PROGRESS IN ORDER TO DETERMINE FUTURE EDUCATIONAL PLANS.

What types of meetings are required?

There is no specific requirement for the types of meetings teachers must conduct with parents. The provider/teacher may utilize several methods to meet this requirement, such as, formalized parent teacher conferences which may include a face to face meeting with the parent, provider and/or teacher, or informal parent teacher conferences which may include written communication between the parent, provider and/or teacher delivered in the child's backpack, daily folder, or daily notes.

Should the provider/teacher maintain proof of the parent teacher conference, and if so how should it be maintained?

Yes, the proof of parent teacher conferences should be documented in writing on some type of form (formal or informal). A copy of the communication should be maintained for future reference, if necessary, and to document that the requirement has been met. The Coalition recommends the provider to maintain the documentation for at least as long as the student is enrolled in the facility, or the end of the fiscal year, whichever is longer. There is no specific requirement related to the method of maintaining the copies.

ITEM # 3.03: THE TEACHER MAINTAINS DOCUMENTATION OF EFFORTS TO ENCOURAGE PARENTS TO UTILIZE THE PROGRAM'S RESOURCE LENDING LIBRARY.

What is the purpose of this requirement?

The purpose of this requirement is to make a home-school connection for the child by encouraging parent involvement and providing parents with the resources and materials necessary to make the connection. Home-school connection means establishing a connection between the learning activities the child experiences in the classroom with similar activities initiated and supported by parents at home. For example, if the weekly lesson plan includes several activities surrounding insects a home connection can be made by allowing and encouraging parents to sign out books and activities related to insects.

What type of documentation is required?

The provider/teacher may choose several methods to document efforts to encourage parents to utilize the resource lending library such as daily progress notes including an invitation for parents to check out material from the lending library, newsletters informing parents of the material available for check out, flyers or posters introducing new material available for check out, etc. In addition, sign out sheets capturing the material checked out by parents including the parent's signature or initials indicates the teacher's successful efforts.

What if parents are not interested in utilizing the resource material?

Understanding that parents may utilize alternative methods to make the home-school connection the Coalition will not hold the provider/teacher responsible for the parents' style of commitment to their child's education if it does not include checking out resource material. If the Education Specialist determines that the teacher's efforts are evident in encouraging parents to utilize resource material and to make a home-school connection the Education Specialist will indicate compliance with the requirement regardless of the actual number of parents utilizing the resource material.

ITEM # 3.04: THE TEACHER WORKS IN COLLABORATION WITH THE DIRECTOR TO DEVELOP AND SCHEDULE FAMILY DAY/FAMILY NIGHT ACTIVITIES DESIGNED TO ENCOURAGE PARENTS TO PARTICIPATE IN THEIR CHILD'S CLASSROOM AND EDUCATION.

What types of events are required?

The types of events planned and scheduled are at the sole discretion of the provider/teacher. The purpose of the requirement is to encourage parents to participate in their child's education; therefore, any of the following types of activities meet the requirement:

- Activities designed to encourage parents to participate in the child's classroom, such as visiting during circle time to read to their child and the child's peers, visiting during small group time to work individually with their child, visiting during lunch to eat with their child, etc. It is important to note that providers are responsible for the security of the children at all times and that precautions should be taken with regard to parents interacting with groups of children.
- Activities designed to celebrate children's achievements, such as graduation ceremonies, an art exhibition, a recital, etc.
- Activities designed to celebrate holidays such as special lunches, dinners, and other activities.
- Individual parent activities such as parent teacher conferences, which can be accomplished through a formal meeting or through written communication that is sent home with the child and returned by the parent.
- Home-school connection activities that encourage parents to initiate activities at home and to document the completion of the activities on forms, such as returning homework papers, reading forms that indicate books read to their child, etc. In addition, teachers can document the completion of the activity by maintaining a copy of an award certificate presented to a parent and child acknowledging the parent's and child's achievements, maintaining a copy of resource sign out sheets, etc.
- Implementing a system to communicate on a daily, weekly, or monthly basis with parents on an individual or group basis. Such activities could include daily progress notes, weekly/monthly newsletters, bulletin boards etc.
- Distribution of parent tip sheets or other literature that encourages educational activities at home.

ITEM # 3.05: THE TEACHER MAINTAINS DOCUMENTATION OF THE OUTCOMES OF SCHEDULED FAMILY DAY/PARENT NIGHT ACTIVITIES.

What type of documentation is required?

The Education Specialist will look for a calendar or other type of document that includes or lists the planned parent involvement activities. In addition, the Education Specialist will look for sign in sheets or sheets verifying participation for each activity, copies of thank you letters written to parents for their participation in an activity or event, or other supporting documentation such as a completed parent teacher conference form, daily progress notes, weekly/monthly newsletters, resource sign out sheets, certificates and/or awards, lesson plans that include guest (parent) readers, etc.

What if parents do not attend scheduled events?

The Coalition understands that it is difficult for working parents to attend activities scheduled during work or non-work hours. The Education Specialist will indicate compliance if documentation is produced that parent involvement activities are planned but not well attended. It is important to note that it is not intended that every parent involvement activity be designed to require parents to visit the facility nor is it intended that every parent involvement activity be designed to gather all parents at one time.

Section 4: Physical Environment

ITEM # 4.01: THE CLASSROOM FURNITURE IS APPROPRIATELY SIZED FOR CHILDREN.

Can adult size furniture also be in the classroom?

Yes, however, furniture utilized by children must be appropriately sized.

ITEM # 4.02: TEACHERS MAINTAIN A CLEAN AND ATTRACTIVE ENVIRONMENT.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the classroom to ensure that the environment has a pleasant odor, the toys, floors, carpeting, furniture, cots, mats, and bathrooms are clean, the environment is attractive with no evidence of peeling paint, ripped, heavily stained, or soiled carpets, etc.

ITEM # 4.03: A PROCESS IS IN PLACE TO REQUEST ITEMS IN NEED OF REPLACING OR REPAIR.

What type of documentation is required?

The provider may choose to document the process for replacing or repairing furniture through an adopted policy and procedure or through the distribution of an instructional staff memo. The Education Specialist will review the process to ensure that broken and/or damaged equipment is removed from the classroom immediately and will observe the implementation of the process by inspecting furniture and other equipment for broken or damaged parts.

ITEM # 4.04: THE CLASSROOM MATERIAL IS DEVELOPMENTALLY APPROPRIATE.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the materials in the classroom to determine if the classroom material is developmentally appropriate based on the age group of children. Evidence of compliance with this requirement includes the following:

Infants and Toddlers: age appropriate books, poppers, strollers, stringed toys, wagons, boxes, tunnels, rattles, blocks, squeeze toys, textured items, stacking toys, nesting toys, shape sorter, stacking rings, doll carriage, telephones, toys with turning knobs etc.

Preschool and School Age: multicultural baby dolls, dress up clothes, books, blocks, art/creative supplies, sequence puzzles, file folder games, computer games, sorting, matching, classifying items, peg boards, counting bears, counting blocks, scales, nesting items, science items such as magnifying glasses, binoculars, kaleidoscope, prism, shells, rocks, fossils, magnets, etc.

ITEM # 4.05: CULTURAL DIVERSITY IS EVIDENT IN THE CLASSROOM IN A VARIETY OF WAYS.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the classroom to determine if cultural diversity is evident throughout the classroom and reflects the cultural diversity of the classroom and society as a whole. Evidence of compliance with this requirement includes items such as multi-cultural dolls, anti-bias curricula, cultural photos and posters, pretend ethnic

foods, dress up cloths, books, tapes, puppets, flannel board accessories, puzzles, block accessories, cooking experiences and creative materials that express multi-cultural backgrounds.

ITEM # 4.06: THE OUTDOOR ENVIRONMENT IS AGE APPROPRIATE.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the outdoor classroom to determine if the provides enough useable space and developmentally appropriate equipment and materials for the age group of children using it. In addition, the Education Specialist will determine if the outdoor environment contains at least two (2) surfaces for play and has space for both group and individual play, the environment is ready for children to play when children enter, broken equipment has been removed, the ground is free of trash and debris, fencing and gates are in good repair.

ITEM # 4.07: THE OUTDOOR ENVIRONMENT OFFERS A VARIETY OF EXPERIENCES.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the outdoor classroom to determine if a variety of experiences are provided. Evidence of compliance with this requirement include available fine and gross motor activities, large and small group activities, a planned activity, which is documented on the lesson plan, sand and/or water play activity, etc.

ITEM # 4.08: THE OUTDOOR ENVIRONMENT IS APPROPRIATE FOR THE SIZE OF THE GROUP.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the outdoor environment to determine if it is appropriate for the size of the group. Evidence of compliance with this requirement includes enough useable space for each child and limited waiting time for the children to experience activities or take turns using equipment.

ITEM # 4.09: THE INDOOR ENVIRONMENT IS PREPARED FOR THE PLANNED ACTIVITIES OF THE DAY.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will review the daily lesson plan and determine if the teacher prepared the classroom for the planned activities in advance. Evidence of compliance with this requirement includes observing areas prepared prior to transitions from one activity to the other and lessons beginning immediately after the transition with limited preparation time.

ITEM # 4.10: THE INDOOR ENVIRONMENT HAS AN OPEN SPACE FOR CRAWLING.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist observe the classroom to determine if crawling space is available for infant and toddler groups and an open space is available for preschool children (permanently or temporarily) to engage in large motor activities.

ITEM # 4.11: THE INDOOR ENVIRONMENT HAS A PROTECTED SPACE FOR PLAY.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the classroom to determine if infants have a protected space for play allowing them to lie on the floor safely away from mobile infants and to ensure toddler and preschool children can freely engage in fine motor activities safely away from children engaging in large motor activities.

ITEM # 4.12: THE INDOOR ENVIRONMENT IS ARRANGED TO FACILITATE A VARIETY OF ACTIVITIES.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the classroom to determine if the indoor environment is arranged to facilitate a variety of activities such as small group, large group, and individual activities. In addition, the Education Specialist will determine if the classroom is arranged to facilitate both small and large motor activities.

ITEM # 4.13: THE INDOOR ENVIRONMENT IS ARRANGED TO FACILITATE A VARIETY OF GROUP SIZES.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will review the enrollment list for the classroom and determine if the classroom is appropriately sized for the group, keeping in mind the Coalition's maximum group size.

What are the Coalition's maximum group sizes?

Infants 2:8 Ones: 2:12 Two's: 2:14 Preschools: 3:25 School Age: 3:50

ITEM # 4.14: THE SHELVES AND OTHER ITEMS ARE LABELED WITH WORDS AND PICTURES.

Will the Education Specialist indicate noncompliance with this requirement if children have removed a label?

Not necessarily. The Education Specialist will determine compliance with this requirement based on the Education Specialist's on-going observations and knowledge of the typical classroom operations¹

ITEM # 4.15: THE INDOOR ENVIRONMENT IS DIVIDED INTO THEMED/INTEREST AREAS.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the classroom to determine if the classroom is arranged to facilitate a variety of activities. Evidence of compliance with this requirement includes the following:

Infants: The classroom is organized to allow non-mobile infants to lie on the floor safely away from mobile infants.

Toddlers and Twos: The classroom is organized into centers including the following areas:

Blocks: The block area is large enough for two or three children to work comfortably. The area contains carpet or a rug. Variety of blocks and accessories are accessible daily for much of the day. Blocks and accessories are sorted by type.

Dramatic play: The dramatic play area contains furniture and props, which focus on what children, see in real life. At least four multicultural baby dolls with clothing are accessible. A variety of dress-up clothes (multicultural, boys, girls, careers, fantasy) are accessible and promote self-help skills such as zipping, lacing, buttoning, snapping. The area also contains at least two items to enhance play (mirror, play food, doll furniture etc.)

¹ The Education Specialist is required to visit the facility as often as necessary to build a strong relationship with the provider and teachers, to understand the program's strengths and weaknesses, and to have program knowledge that will allow for the accurate documentation of the program's strength and weaknesses on the provider observation forms. The Education Specialist will consider the typical daily operations observed in previous informal site visits as well as the unusual or unpredictable circumstances occurring on the day of the on-site observation. It is important to note that the Education Specialist also has the authority to indicate noncompliance if the Education Specialist observes continuous violations of a requirement regardless of the appearance of compliance during the on-site observation. If this occurs the Education Specialist must have supporting documentation which must include Provider Contact Forms or Technical Assistance Forms that indicate the continuous violations.

Language: The classroom has a variety of at least 12 children's books accessible throughout the day. The books are in good repair and displayed in an attractive manner with at least six book covers showing. Varieties of books are available and include topics such as: science/discovery, multicultural, factual, fantasy, and at least one child or class-made book.

Creative/sensory: Creative art supplies are available and include: a variety of paper, glue or paste, crafting items, markers, crayons, paint, play dough or modeling clay and accessories and any other age appropriate supplies.

The classroom also has a "cozy corner" where children may look at books or have some private space. It contains items such as a rug or carpet, soft furniture and soft toys.

Preschool: The classroom is organized into centers including the following areas:

Dramatic play: The dramatic play area contains furniture and props for at least one setting (home living, restaurant, beauty shop, post office, etc.) At least four multicultural baby dolls with clothing are accessible. A variety of dress-up clothes (multicultural, boys, girls, careers, fantasy) is accessible and promotes self-help skills, such as zipping, lacing, buttoning, snapping. The area includes at least two items to enhance play such as books, menus/items from restaurants, multicultural play foods, real-life pictures/posters, or a full-size mirror.

Blocks: The block area is large enough for two or three children to work comfortably. The area contains carpet or a rug, a set of unit blocks, two items for creating scenes (people, farm, doll house street signs, road rug), two building items (Legos, Lincoln Logs, cardboard blocks), transportation items (variety of vehicles in different sizes), and at least one item to enhance play (construction hats, books, tape measure, tool set).

Creative Expression: Creative art supplies are available and include: a variety of paper, glue or paste, crafting items, markers, crayons, paint, play dough or modeling clay and accessories and any other age appropriate supplies.

Language: The classroom has a variety of at least 20 children's books accessible throughout the day. The books are in good repair and displayed in an attractive manner with at least six book covers showing. A variety of books are accessible, with at least four of each category: science/discovery, multicultural, factual, fantasy, and at least one child or class-made book. The area has at least three items accessible to promote listening/talking skills (telephones, puppets, flannel board, listening center, and computer games).

Table Toys: A minimum of nine items are accessible in the classroom to promote math skills and fine motor skills. Items include sequence puzzles, file folder games, computer games, sorting/matching/classifying items, peg boards, abacus, counting bears, counting blocks, scales, nesting items, and puzzles.

Discovery: A minimum of two items in each category are available: looking (magnifying glasses, binoculars, kaleidoscope, prism) natural items to sort and classify (shells, rocks, fossils, leaves, pine cones) nature games/books (weather books, science lotto games, globe) problem solving (magnets, fluid play, thermometer, scales, simple microscope).

The classroom also has a "cozy corner" where children may look at books or have some private space. It contains items such as a rug or carpet, soft furniture and soft toys.

School Age: The environment is arranged to include the following eight interest centers:

Table Games: The area includes games such as Monopoly, Bingo, puzzles, etc. Games have all required pieces, and are age appropriate.

Arts and Crafts: The area includes supplies such as easel painting, clay, crayons, markers, pens, etc.

Dramatic Play: The area includes supplies such as puppets, props, dress up clothes, etc. Dress up area also includes male and female clothing and accessories.

Construction: The area includes supplies such as Legos, bristle blocks, Lincoln logs, erector sets, unit blocks, etc.

Creative Language: The area includes supplies such as books, paper with writing utensils, typewriters, magazines, etc. Pictures, books, and magazines include people with disabilities and show non-traditional roles.

Special Interests: The area includes supplies such as stamp collecting, kite making, sewing, designing, gymnastics, etc.

Exploring: The area includes supplies such as microscopes with slides, magnifying glasses with objects to examine, computers with appropriate software, simple experiments, etc.

Music: The area includes supplies such as tape recorders/CD players, tapes/CD's, records, headsets, musical instruments, scarves, streamers, etc.

ITEM # 4.16: THE INDOOR ENVIRONMENT IS DESIGNED TO ALLOW THE TEACHER TO SUPERVISE THE CHILDREN AT ALL TIMES.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the classroom to determine if the teacher can supervise the children appropriately from all areas of the classroom. Classroom arrangements that block vision of children from any area of the classroom should be avoided. The Education Specialist will also observe the changing areas in the infant and toddler classrooms to determine if teachers can maintain supervision of the classroom during diaper changing.

ITEM # 4.17: THE CLASSROOM AND PLAYGROUND IS INSPECTED FOR HAZARDS PRIOR TO EVERY USE.

Are the classroom teachers responsible for conducting the inspections?

Not necessarily. The process for conducting playground inspections is at the sole discretion of the provider.

What type of documentation is required?

The provider may choose several methods to document the process for playground inspections such as adopting a policy and procedure, releasing an instructional staff memo, or including specific requirements with regard to playground inspections in staff job descriptions.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will review the process chosen by the provider and monitor the implementation. If the provider adopted a policy and procedure or released an instructional staff memo for playground inspections the Education Specialist will verify receipt by staff members. Proof of receipt and understanding should be documented through a signed and dated certification statement. If the provider included playground inspections in staff job descriptions the Education Specialist will review receipt of the staff member's job description which should include a signed and dated certification of receipt and understanding statement.

The Education Specialist will also determine the implementation of the process by observing an actual inspection or reviewing of a completed inspection.

Is the provider responsible for adopting a playground inspection tool?

Yes, the provider's process for inspecting the playground must include some form of checklist to ensure all equipment and material is inspected. In addition, the provider should maintain copies of the completed inspections for future reference, if necessary, and to document compliance with the requirement.

ITEM # 4.18: THE SIZE OF THE INDOOR ENVIRONMENT IS APPROPRIATE FOR THE SIZE OF THE GROUP.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will review the enrollment list for the classroom and determine if the classroom is appropriately sized for the group, keeping in mind the Coalition's maximum group size.

What are the Coalition's maximum group sizes?

Infants 2:8 Ones: 2:12 Two's: 2:14 Preschools: 3:25 School Age: 3:50

ITEM # 4.19: THE INDOOR ENVIRONMENT INCLUDES INDIVIDUAL STORAGE SPACE FOR EACH CHILD'S BELONGINGS.

What are the specific requirements for individual storage spaces for each child's belongings?

Individual storage space must be clearly labeled with the child's name. In addition, the Coalition recommends that the personal space is appropriate to the age group of the child, (for example infants and toddlers require a larger space to store extra clothing, diapers, wipes, etc.) and that the spaces are easily accessible to parents and preschool children.

ITEM # 4.20: THE DIAPER AREA IS EQUIPPED WITH A STIMULATING ITEM.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the diaper changing area to ensure that a stimulating item is available and changed periodically.

What type of stimulating item is appropriate?

Taking into consideration health and safety practices the Coalition recommends that the stimulating item is a hanging item such as a mobile. If the provider chooses to provide other stimulating items that are held by the infant or toddler during diaper changing the item must be immediately removed from children's access for sanitation.

ITEM # 4.21: THE INDOOR ENVIRONMENT INCLUDES APPROPRIATE ITEMS TO PROMOTE LITERACY.

What types of literacy items are required?

Each classroom should contain a variety of literacy items that promote a print rich environment including books, posters, charts, writing tools, etc.

ITEM # 4.22: THE INDOOR ENVIRONMENT CONTAINS AGE APPROPRIATE BOOKS, FICTION AND NON-FICTION.

What types of books are required?

Although a specific book list is not required the Coalition recommends a variety of fiction and non-fiction books that cover the following subject areas are available: science/discovery, multicultural, factual, fantasy, and at least one child or class-made book.

ITEM # 4.23: THE INDOOR ENVIRONMENT CONTAINS ITEMS TO ENHANCE FINE MOTOR SKILLS.

What types of items will the Education Specialist look for?

In the Infant and Toddler classrooms the Education Specialist will look for grasping items, (such as rattles, small toys, blocks, squeeze toys, etc.) touching items, (such as textured items, feely books, water play, etc.) turning items, (such as activity boxes, toys with turning knobs, etc.) fitting together items, (such as stacking toys, nesting toys, etc.) cause & effect items, (such as pop up toys, jack in the box, etc.) and target experiences (such as shape sorter, stacking rings, giant pegs, etc.).

In the Preschool and School Age classrooms the Education Specialist will look for items such as sequence puzzles, file folder games, computer games, sorting/matching/classifying items, peg boards, abacus, counting bears, counting blocks, scales, nesting items, and puzzles.

ITEM # 4.24: THE INDOOR ENVIRONMENT CONTAINS ITEMS TO ENHANCE GROSS MOTOR SKILLS.

What types of items will the Education Specialist look for?

In the Infant and Toddler classrooms the Education Specialist will look for reaching items, (such as activity boxes, cribs, and gym) climbing items, (such as pillows, foam cushions, and indoor slide) pushing items, (such as poppers, strollers and grocery carts) pulling items, (such as stringed toys, and wagons) and crawling through/under items (such as boxes, tunnels, etc.).

In the Preschool and School Age classrooms the Education Specialist will look for items that will support large motor development including jumping, sliding, bouncing, catching, hopping, climbing, hanging, tossing, and crawling through/under.

ITEM # 4.25: THE INDOOR ENVIRONMENT INCLUDES A DISPLAY OF CHILDREN'S WORK.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the classroom environment to determine if children's work is displayed. Evidence of compliance with this requirement includes a variety of displays throughout the classroom that includes children's art work and other appropriate achievements that are displayed in an attractive fashion and are located at the child's eye level.

ITEM # 4.26: THE TEACHER HAS ACCESS TO A VARIETY OF PLANNING RESOURCES.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will determine if the teacher has access to a variety of planning resources either in each individual classroom or in a resource room utilized by all teachers. Evidence of compliance with this requirement includes a variety of curricula, early education magazines or publications, research studies, etc.

ITEM # 4.27: THE TEACHER HAS ACCESS TO RESOURCES FOR CREATING CLASSROOM DISPLAYS.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will determine if the teacher has access to a variety of material resources either in each individual classroom or in a resource room utilized by all teachers. Evidence of compliance with this requirement includes a variety of creative materials such as poster boards, markers, contact paper, construction paper, etc.

Section 5: Social Development/ Adult Child Interaction/ Character Development

ITEM # 5.01: THE COALITION APPROVED AND PROVIDER CERTIFIED CHARACTER DEVELOPMENT CURRICULUM IS UTILIZED.

What is a Coalition approved and provider certified character development curricula?

The School Readiness Agreement (Attachment VI) requires providers to certify the character development curricula utilized in each classroom. The Education Specialist will research the certified curriculum utilizing the Provider's School Readiness Agreement, executed with the Coalition, prior to the on-site visit. It is important to note that providers must utilize the Second Step Curriculum in all four (4) year old classrooms.

Will the teacher be documented as out of compliance with the certified character development curricula if the teacher utilizes additional curricula?

No, as long as the certified character development curricula, including the Second Step curricula are the primary curricula utilized.

How will the Education Specialist verify the use of the certified curricula?

The Education Specialist will review the weekly lesson plan and/or observe classroom lessons to determine if the certified curricula are utilized. In the event the Education Specialist cannot make a determination the Education Specialist will interview the teacher or provider for clarification.

ITEM # 5.02: CLASSROOM EXPERIENCES ENCOURAGE CHILDREN TO BECOME INCREASINGLY INDEPENDENT.

What types of experiences are required?

There are no specific types of experiences required to encourage children to become increasingly independent. However, experiences, including teacher interactions, that are designed to promote children to become increasingly independent by encouraging children to clean up, and use self help skills when eating, washing hands, dressing etc. should be evident throughout the day.

ITEM # 5.03: CLASSROOM EXPERIENCES ENCOURAGE CHILDREN TO INTERACT WITH EACH OTHER IN A POSITIVE MANNER.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the operations of the classroom to determine if group play experiences are provided to encourage children to interact with each other. The Education Specialist will observe the teacher's interactions with the children to determine if the teacher encourages development of social skills by providing the opportunity for children to learn from each other through problem solving, exploring, and experimenting.

ITEM # 5.04: CLASSROOM EXPERIENCES ENCOURAGE CHILDREN TO LEARN TO SOLVE PROBLEMS.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with children to determine if the teacher encourages children to develop skills for resolving conflicts by describing the situation to encourage the child's evaluation of the problem rather than imposing the solution.

ITEM # 5.05: CLASSROOM EXPERIENCES ENCOURAGE CHILDREN TO MAKE CHOICES TO BUILD POSITIVE SELF-ESTEEM.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the operations of the classroom to determine if experiences are provided to encourage children to make choices to build positive self esteem, such as providing the opportunity for children to express independence, to draw pictures and tell stories about self, family, and cultural practices. In addition, the Education Specialist will observe the teacher's interactions with the children to determine if the teacher assists children in entering a difficult play situation, assists children in making constructive use of a child-chosen activity while making the children feel comfortable, assists children in solving problems without taking over the situation, etc. In addition the Education Specialist will note if the teacher is available and responsive to children encouraging them to share experiences, ideas, and feelings, with appropriate responses, such as, "tell me more" or reflecting what the child said back to them and using eye contact.

ITEM # 5.06: CLASSROOM EXPERIENCES ENCOURAGE CHILDREN TO COOPERATE, TAKE TURNS, SHARE, ETC.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the operations of the classroom and the materials included in the classroom to determine if the environment and classroom experiences and materials encourage children to cooperate, take turns, and to share. In addition, the Education Specialist will observe the teacher's interaction with the children to determine if the teacher models positive social interactions.

ITEM # 5.07: THE TEACHER FOLLOWS THE PROGRAM'S TEACHER CODE OF CONDUCT RELATED TO TEACHING YOUNG CHILDREN.

What is the program's code of conduct related to teaching young children and how is it documented?

The program's code of conduct is at the sole discretion of the provider; however, the code should clearly state the expectation of teachers as it relates to their interactions with children and their parents. The code should include expectations related to the prohibition of harsh voices, spanking, or other harsh physical punishment, the requirement of all children to be treated fairly regardless of race, religion, family background, or culture, the reporting of accidents and serious behavior problems to parents, including the exclusion of revealing other children involved in or causing the accident, etc.

The provider may choose several ways to document the code of conduct such as adopting a policy or procedure, releasing an instruction staff memo, or including the code of conduct in job descriptions.

How will the Education Specialist observe this requirement?

The Education Specialist will review the program's Teacher Code of Conduct and determine if the code was provided to all teachers. Evidence includes signed teacher statements of understanding, signed job descriptions or other documents such as instructional staff memos including a signed statement of receipt.

The Education Specialist will determine the implementation of the Teacher Code of Conduct through observations of the teacher's interactions with the children.

Will this requirement be observed during every on-site observation?

Yes. The Education Specialist will observe the implementation of the Teacher Code of Conduct during every on-site observation; however, if the Education Specialist monitored the actual Teacher Code of Conduct policy during the first observation and found the provider in compliance with the requirement the Education Specialist is not required to repeat the monitor of the actual policy. However, if the provider was originally found out of compliance with the requirement or if a new teacher is assigned to the classroom the Education Specialist will repeat the monitor.

ITEM # 5.08: THE TEACHER REDIRECTS CHILDREN DISPLAYING UNDESIRABLE BEHAVIOR.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interaction with the children to determine if the teacher redirects undesirable behavior appropriately and provides positive encouragement of children's appropriate behavior. Encouragement of positive behaviors may include verbal interactions such as positive language or non-verbal interactions, such as facial expressions and nodding.

ITEM # 5.09: THE TEACHER UTILIZES LOGICAL CONSEQUENCES WHERE APPROPRIATE.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will monitor the teacher's interaction with the children to determine compliance with this requirement. Evidence of compliance with the requirement includes appropriate consequences for undesirable

behavior, such as removing a child from the group for an appropriate amount of time when the child's behavior is causing disruptions, immediately removing privileges that are appropriate and related to the undesirable behavior. Inappropriate consequences include punishing a child for undesirable behaviors several minutes or hours after the occurrence, such as removing the child's afternoon outside learning opportunity for a behavior issues occurring in the morning, removing the child from the group or placing the child in time out for a long period of time.

ITEM # 5.10: THE TEACHER SETS CLEAR AND CONSISTENT RULES IN THE CLASSROOM.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interaction with the children to determine if the teacher sets clear, simple classroom rules using positive language, patiently reminding children of the rules and their rationale as needed. In addition, and as appropriate to the age group, the Education Specialist will observe the classroom environment to determine if the classroom is arranged and organized in a fashion that is supportive of the classroom rules and to determine if the classroom rules are posted.

ITEM # 5.11: THE TEACHER ENCOURAGES BOTH SEXES TO TAKE PART IN ALL ACTIVITIES.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with children to determine if the teacher encourages all children to take part in all activities refraining from bias or language such as "boys don't play with dolls" or "girls don't play with trucks".

ITEM # 5.12: THE TEACHER DEMONSTRATES FAIR TREATMENT OF ALL CHILDREN REGARDLESS OF RACE, GENDER, DISABILITY, ETC.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the classroom operations to determine the fair treatment of all children. Items such as an anti-bias curriculum and multi-cultural materials are evidence of fair treatment of all children as well as teacher/child interactions that display equal respect and consideration for all children of all races, religions, family backgrounds, and cultures and interactions that encourage both sexes to take part in all activities.

ITEM # 5.13: THE TEACHER SPEAKS TO CHILDREN AT EYE LEVEL AND ON AN INDIVIDUAL BASIS THROUGHOUT THE DAY.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with the children to determine if the teacher speaks to children on an individual basis at the child's eye level. Evidence of compliance with this requirement includes, frequent and spontaneous open-ended questions, encouragement to share experiences, ideas, and feelings, responding to children with appropriate short responses, such as "tell me more", sitting on the floor or at the child's level making eye contact during conversations, etc.

ITEM # 5.14: THE TEACHER PROVIDES PHYSICAL WARMTH TO CHILDREN THROUGH HOLDING, PATTING, ROCKING, ETC.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with the children to determine if the teacher provides physical warmth to the children. Evidence of compliance with this requirement includes patting or rocking the children when appropriate and during nap/quiet/rest time, allowing the children to sit in her/his lap during circle time and small group time, and providing encouraging pats or rubs when assisting the children during difficult situations.

ITEM # 5.15: THE TEACHER RESPONDS TO INFANT VOCALIZATION AND SOUNDS.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with children to determine if the teacher responds to infant vocalization sounds, encouraging the infant to express themselves.

Will the Education Specialist indicate this requirement as not-applicable for other age groups?

Yes, the classroom observation tool is designed to incorporate requirements for all age groups. In the event of a non-applicable requirement the Education Specialist indicates not-applicable which removes the requirement from the calculation of the classroom compliance rate.

ITEM # 5.16: THE TEACHER USES THE CHILDREN'S NAMES FREQUENTLY.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with children to determine if the teacher uses children's names often.

Are teachers allowed to use nick-names?

There is no specific requirement related to the use of appropriate nick-names; however, it is strictly prohibited to utilize derogatory nick-names at any time. The Coalition recommends that teachers refer to children based on parental preference.

ITEM # 5.17: THE TEACHER USES THE NAMES OF OBJECTS FREQUENTLY.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with children to determine if the teacher uses the proper names of objects frequently and refrains from "baby talk" and slang words.

ITEM # 5.18: THE TEACHER INITIATES VERBAL AND PHYSICAL PLAY.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with children to determine if the teacher initiates both verbal and physical play. Evidence of compliance with this requirement includes teacher initiated play, at the child's level engaging in discussion, singing songs and physically participating in play.

ITEM # 5.19: THE TEACHER RESPONDS WHEN CHILDREN INITIATE INTERACTION.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with children to determine if the teacher responds appropriately to child initiated interaction. Evidence of compliance with this requirement includes the teacher's appropriate response to the child's request for interaction, such as joining a play activity, participating in conversation, or being available to sympathetically or affectionately respond to a child who is hurt, fearful, or upset.

ITEM # 5.20: THE TEACHER USES A VARIETY OF TEACHING TECHNIQUES TO MEET THE NEEDS OF ALL CHILDREN IN THE GROUP.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interaction with children to determine if the teacher utilizes appropriate teaching techniques based on the individual need of each child. Evidence of compliance with this

requirement includes verbal or non-verbal techniques, such as positive language, facial expressions, and nodding, classroom management techniques such as planning and revising the daily schedule based on children's needs, and other techniques such as targeting individual children for planned activities based on the individual child need.

ITEM # 5.21: THE TEACHER GREETES CHILDREN INDIVIDUALLY AND ASSISTS CHILDREN IN JOINING THE GROUP.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with children as they enter the classroom. Evidence of compliance with this requirement includes the teacher's warm welcoming/greeting of the child and assistance in joining the child into the group,

ITEM # 5.22: THE TEACHER FACILITATES STUDENT DEPARTURE AT THE END OF THE DAY.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with children as they depart the classroom. Evidence of compliance with this requirement includes the teacher's assistance in preparing the child for departure, a brief discussion related to an achievement the child made during the day, and an acknowledging closing remark such as "see you tomorrow", "have a fun night", etc.

ITEM # 5.23: THE TEACHER SPEAKS CONVERSATIONALLY AND SINGS WITH CHILDREN THROUGHOUT THE DAY.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with the children to determine if the teacher speaks conversationally with the children throughout the day including both child and teacher initiated conversations. In addition, the Education Specialist will determine if the teacher encourages and participates in spontaneous singing throughout the day.

ITEM # 5.24: THE TEACHER ASKS OPEN-ENDED QUESTIONS THROUGHOUT THE DAY.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with children throughout the day to determine if the teacher encourages language development and conversation through the use of open-ended questions such as "tell me more", "what do you think?", etc.

ITEM # 5.25: THE TEACHER MODELS GOOD HEALTH PRACTICES.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's health practices throughout the day to determine if the teacher models good health practices to the children. Evidence of compliance with this requirement is the teacher using appropriate practices when coughing, frequent hand washing including after coughing, blowing his or her nose, etc. compliance with the use of gloves during diaper changing and other child cleaning and the washing of the child's and teacher's hands after diaper changing and other child cleaning, the teacher's health modeling practices during meal and snack including the proper use of utensils, napkins, eating health foods in front of the children refraining from drinking sodas in the classroom, etc.

Section 6: Healthy and Safe Environment

ITEM # 6.01: THE TEACHER IS CERTIFIED IN FIRST AID AND CPR.

Why does the Coalition require every teacher to be certified in First Aid and Infant-Child CPR and Adult CPR as appropriate to the age and size of the children in their care?

It is the position of the Coalition that children are in a safer environment when their classroom teacher is certified in First Aid and CPR. It is important to note that teachers are authorized to include First Aid and CPR training hours in their annual in-service training hour requirement.

ITEM # 6.02: THE TEACHER MAINTAINS AND UTILIZES A SCHEDULE FOR SANITIZING MATERIALS AS APPROPRIATE TO THE AGE GROUP OF CHILDREN.

How often should the classroom material be sanitized?

The sanitation schedule varies based on the age group of children. For example, infant and toddler materials should be removed from access to the children for sanitation immediately after mouthing. Highchairs should be sanitized before and after each use, and bottles, cups and other personal items should be sanitized daily. Preschool and school age material should be sanitized on an as needed basis no less than weekly.

What documentation is required?

The provider may choose several methods for documenting the process of sanitation of classroom materials including adopting a policy and procedure, releasing an instructional staff memo, or including specific requirements in staff job descriptions. Regardless of the method utilized, the provider must document each staff member's receipt and understanding of the process through a signed and dated statement of receipt and understanding. The provider must also establish a process for documenting the implementation of the sanitation. Documentation may include a schedule of sanitation that captures the date sanitation was completed as well as the staff member's signature or initials.

How will the Education Specialist determine compliance with this requirement?

The Education Specialist will review the provider's process for the sanitation of classroom materials and verify the receipt and understanding of each employee. In addition, the Education Specialist will review sanitation records to verify the implementation of the process.

ITEM # 6.03: TOILET AND HAND-WASHING FACILITIES ARE EASILY ACCESSIBLE TO THE STAFF AND CHILDREN.

What is the definition of easily accessible?

Easily accessible is defined as in or near to the classroom allowing for the immediate supervision of the children.

How can the provider comply with this requirement if the bathrooms are not located in or near the classroom?

If the bathrooms are not located in or near the classroom, and the provider has a system in place for the teacher to call for immediate bathroom assistance, the Education Specialist will indicate compliance with this requirement. However, if children are forced to wait for assistance, the Education Specialist will indicate noncompliance with this requirement.

ITEM # 6.04: THE TEACHER AND CHILDREN WASH THEIR HANDS FREQUENTLY THROUGHOUT THE DAY.

How often is frequently?

There is no specific requirement with regard to the number of times the teacher and children must wash their hands. The Education Specialist will determine compliance with this requirement based on the observations made throughout the day considering the teacher's modeling of good health practices to the children including the teacher covering his or her mouth when coughing, hand washing after coughing, blowing his or her nose, etc. compliance with the use of

gloves during diaper changing and other child cleaning and the washing of the child's and teacher's hands after diaper changing and other child cleaning, and health modeling practices during meal and snack including the proper use of utensils, napkins, etc.

ITEM # 6.05: SOILED CLOTHING IS CHANGED AS NEEDED AND DIAPERS ARE CHANGED PROMPTLY.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the teacher's interactions with the children and his or her attention to changing soiled clothing and diapers promptly. Evidence of compliance with this requirement is the checking of diapers frequently and on some type of schedule, the communication with parents with regard to providing ample clothes, diapers and wipes, and the recording of diaper changes on daily progress notes or other type of appropriate documentation.

ITEM # 6.06: PERSONAL ITEMS SUCH AS BOTTLES, PACIFIERS, CUPS, ETC. ARE LABELED WITH THE CHILD'S NAME.

Do personal items have to be labeled if the teacher knows which item belongs to each child?

Yes. Although teachers may know which personal item belongs to each child the teacher may have to leave the classroom unexpectedly resulting in a substitute teacher or volunteer teacher taking over the care of the children suddenly. In addition, parents may mistakenly take another child's personal item that is the same or similar to their child's item.

ITEM # 6.07: APPROPRIATE BOTTLE FEEDING PROCEDURES ARE FOLLOWED.

What is the definition of appropriate bottle feeding procedures?

Appropriate bottle feeding procedures include holding the infant or toddler during feeding time. Propping bottles in play pens, cribs, swings, car seats or in any other fashion is strictly prohibited.

ITEM # 6.08: EACH CHILD'S ARRIVAL AND DEPARTURE IS DOCUMENTED WITH SIGN IN AND OUT SHEETS.

Are teachers required to maintain the sign in and out sheets in the classroom?

There are no specific requirements with regard to the location of the sign in and out sheets. The maintaining of the sign in and out sheets is at the sole discretion of the provider.

Are all parents required to sign their children in and out?

Not necessarily. Documentation of each child's arrival and departure by parent/guardian must be maintained daily. Children arriving/departing by bus can be signed in/out by a responsible teacher

ITEM # 6.09: TEACHERS MAINTAIN AN ACCURATE ATTENDANCE UTILIZING A PORTABLE ATTENDANCE RECORD AT ALL TIMES.

Is a portable attendance record the same thing as the daily sign in and out sheets?

Not necessarily. A portable attendance record is an up-to-date record of children currently in the teacher's care. The portable attendance record can originate from a copy of the sign in and out sheet; however, the record must be updated every time a child permanently or temporarily leaves the classroom. For example, if a child temporarily leaves the classroom to attend speech therapy the temporary departure should be noted on the portable attendance record. Restroom breaks would not be included; however, the teacher must be aware of when the child leaves the classroom to use the restroom and when the child returns.

The portable record must be physically with the teacher or be easily accessible to the teacher at all times, specifically, in the event of an emergency.

How will the Education Specialist monitor portable attendance records?

The Education Specialist will review the portable attendance record and verify that it accurately reflects the number of children in the teacher's care.

ITEM # 6.10: THE TEACHER IS AWARE OF THE NUMBER OF CHILDREN IN THE CLASSROOM AT ALL TIMES.

How will the Education Specialist monitor this requirement?

The Education Specialist will simply ask the teacher how many children are in his or her care and verify the response.

ITEM # 6.11: INTERCOM SYSTEMS, TWO WAY RADIOS, OR PHONES ALLOW TEACHERS TO CALL FOR IMMEDIATE ASSISTANCE.

If the facility is small are intercom systems or other electronic devices necessary?

No. The purpose of the requirement is to ensure that teachers can call for immediate assistance on demand. If teachers can be heard (yelling) throughout the building when a situation occurs that requires immediate assistance then the requirement has been met.

ITEM # 6.12: MENUS FOR MEALS AND SNACKS PROVIDED BY THE FACILITY ARE APPROVED ON A REGULAR BASIS.

What type of documentation is required?

Providers may choose several methods to document the process of approving menus, such as adopting a policy and procedure, including specific requirements in the cook's job description, or releasing an instructional staff memo. The Education Specialist will review the process and determine if the process is implemented by requesting the provider to produce documentation that supports the implementation.

ITEM # 6.13: ALL PERISHABLE ITEMS PROVIDED BY THE FACILITY ARE PROPERLY STORED.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

Depending on how the program serves food, the Education Specialist will observe the kitchen and/or classroom to determine if perishable items are properly stored.

If the provider does not provide meals the Education Specialist will look for communication with parents that prohibits children's lunches from including perishable items if safe storage is not available. The provider may choose to communicate the requirement through several ways including a statement in the Enrollment Package, on a bulletin board, or in the child's classroom.

ITEM # 6.14: FOOD IS READY TO BE SERVED WHEN CHILDREN ARE SEATED FOR A MEAL.

Is the provider required to have the food on the table before the children are seated?

No, the intent of this requirement is to minimize the amount of time children must sit and wait. It is reasonable to seat the children and begin the serving process immediately after all of the children are settled.

ITEM # 6.15: CHILDREN ARE ENGAGED IN APPROPRIATE FEEDING PRACTICES.

Does the term "appropriate practices" limited certain types of foods such as finger foods?

No, the intent of this requirement is to ensure that typical feeding practices are used. Serving finger foods on a plate would be an appropriate feeding practice.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the meal time to ensure that typical feeding practices are used and encouraged based on the age of the children. Evidence of compliance with this requirement include offering children appropriate utensils and plate or bowl based on the foods served, utilizing appropriately sized cups, providing a napkin, serving food in a sanitary method.

Will the Education Specialist indicate noncompliance if children are offered utensils but choose to eat with their hands?

No, the Education Specialist realizes that young children may not always choose to engage in appropriate feeding practices. In the case where a child prefers to use their hands over a proper utensil, the Education Specialist would expect to see the teacher encouraging the child to engage in appropriate feeding practices either directly or indirectly by praising another child's use of the utensils. Regardless if the child decides to use the utensil or not, the Education Specialist would indicate compliance with the requirement based on the appropriate interactions of the teacher.

ITEM # 6.16: TEACHERS OFFER PLEASANT MEAL TIMES THAT ALLOW FOR SOCIAL EXPERIENCES.

What type of criteria will the Education Specialist observe to determine compliance with this requirement?

The Education Specialist will observe the meal time to determine if meal times are pleasant and allow for social experiences. Evidence of compliance with the requirement include the teacher interacting with the children during the meal, asking open-ended questions, promoting food manners, encouraging child to child interactions, etc.

ITEM # 6.17: TEACHERS ARE PROVIDED WITH APPROPRIATE INFORMATION RELATED TO SPECIAL NEEDS, PARENTAL PREFERENCES AND ALLERGIES OF CHILDREN IN THEIR CARE. INFORMATION IS POSTED IN A PLACE THAT IS EASY TO ACCESS IN AN EMERGENCY.

What type of documentation is required?

The provider may choose several methods to document the process for notifying teachers of children's special needs, parental preferences and children's allergies, such as adopting a policy or procedure, distributing an instructional staff memo, or including specific requirements related to children's special needs in staff job descriptions. The provider must also document a process that allows parents to clearly report their child's special need, their parental preference, or their child's allergies. The process should be documented in the Enrollment Package with a statement of receipt that parents are required to read and sign.

The Education Specialist will review the policy and procedure to determine if children's special needs, parental preferences and children's allergies, are communicated clearly to the primary teacher, substitute teachers, and/or volunteer teachers. Evidence of clear communication includes a review of the posting of all information related to children's special needs, parental preference and allergies in a secure commonly know location. (It is important to note that sensitive information should not be posted in a non-secure location; however, it is important that the information is posted in a location that would be known by any teacher, substitute teacher or volunteer teacher taking over the care of the children).

In addition, the Education Specialist will review enrollment files or other documents to determine if parents are notified of the process to report their child's special needs or their parental preference.

ITEM # 6.18: THE TEACHER IS AWARE OF THE PROGRAM'S CONTINUITY OF OPERATIONS PLAN.

What type of Documentation is required?

The Education Specialist will review specific documentation related to this requirement during the Program Management Observation; therefore no documentation is required for this requirement.

How will the Education Specialist determine compliance with this requirement?

The Education Specialist will simply ask the teacher if he or she is aware of the Continuity of Operations plan and if he/she received training related to the plan.

Will the Education Specialist monitor this requirement during every on-site observation?

Not necessarily, if the Education Specialist monitored the requirement during the first observation and found the teacher in compliance with the requirements the Education Specialist is not required to repeat the monitor and will indicate compliance with the requirement on the second observation. However, if the teacher was originally found out of compliance with the requirement or if a new teacher is assigned to the classroom the Education Specialist will repeat the monitor.

GENERAL QUESTIONS

QUESTION # 1: WILL THE EDUCATION SPECIALIST BE LIMITED TO THEIR OBSERVATIONS DURING THE ON-SITE VISIT TO DETERMINE IF PROVIDERS/TEACHERS ARE IN COMPLIANCE?

No, the Education Specialist may use other sources of information such as prior site visits, technical assistance, or individual teacher training to determine if a provider/teacher has met the criteria. The Education Specialist is required to visit the facility as often as necessary to build a strong relationship with the provider and teachers, to understand the program's strengths and weaknesses, and to have program knowledge that will allow for the accurate documentation of the program's strengths and weaknesses on the provider observation forms.

QUESTION #2: CAN PROVIDERS DISPUTE NONCOMPLIANCE?

Yes. The provider should follow the steps below to dispute noncompliance.

- The provider should be aware of the noncompliance issue prior to the departure of the Education Specialist. The provider should explain the dispute on the Provider Observation form in the space reserved for provider comments prior to signing the document (additional pages may be attached.)
- Following the visit, the provider should contact the Education Specialist's supervisor and notify the supervisor that a dispute has been filed on the Provider Contact form.
- The supervisor will investigate the dispute and either support or repeal the noncompliance issue. The provider will receive written communication with regard to the supervisor's action.
- If the provider is not satisfied with the supervisor's action, the provider should file an official grievance with the Coalition. An official grievance is filed when the provider notifies the Coalition's Executive Director of the grievance in writing. The Executive Director is required to resolve the grievance in accordance with the Coalition's policies and procedures (available on the Coalition's website at www.elc-naturecoast.org).

QUESTION # 3: WILL THE EDUCATION SPECIALIST SPEND A LOT OF TIME DISCUSSING THE OUTCOMES OF THE OBSERVATION WITH THE CLASSROOM TEACHERS?

This will depend on the desire of the provider. The Education Specialist will ask the provider their preference for the exit interview (s). The provider will be asked to choose ONE of the following:

- Individual classroom teacher exit interviews which will consist of brief meeting between the Education Specialist and the teacher. The meeting will include an overview of the outcomes for the teacher's classroom observation as well as an overview of any resulting technical assistance or corrective action required. If the provider selects this option the provider must make arrangements for the exit interview to take place in an appropriate manner maintaining proper supervision of the children. Following the teacher exit interviews the provider will receive an overview of the outcomes of the program management observation and a copy of all classroom observations prior to the Education Specialist's departure.
- Overall exit interview which will consist of a meeting between the Education Specialist and the provider. The exit interview will include an overview of the outcomes for all classroom observations as well as the program management observation. If the provider selects this option little discussion between the Education Specialist and the teachers will occur.

QUESTION # 4: CAN THE PROVIDER DISPUTE A RECOMMENDED TECHNICAL ASSISTANCE ACTIVITY?

The Education Specialist is required to suggest activities to assist the provider/teacher in achieving compliance with all criteria. However, it is at the provider's sole discretion to determine how all criteria will be met. Therefore, if a provider disagrees with a suggested activity the provider should simply state on the technical assistance form what alternative activity will be completed or implemented to correct the noncompliant issue.

QUESTION # 5: WHAT IS THE MINIMUM COMPLIANCE RATE THE PROVIDER MUST ACHIEVE AND WHAT SANCTIONS WILL BE ENFORCED IF THE MINIMUM RATE IS NOT ACHIEVED?

The observation tools are designed to monitor compliance with state, federal, and Coalition requirements. Although the state and federal governments expects providers to comply with 100% of the requirements, it is reasonable to expect compliance rates to fall below 100% due to the individual need of early learning programs and the unpredictable environment of early education, including staff turnover rates. Keeping these factors in mind the following scale has been established:

Providers achieving a compliance rate of 97% or more are considered "Performing Providers". This status requires no action from the provider or the Coalition.

Providers achieving a compliance rate between 95%-96% are considered to be "At-Risk Performing Providers". This status means the provider is performing in a satisfactory manner; however additional attention is needed in some areas to prevent the provider from falling below a 95% compliance rate. The provider and the Coalition are required to develop and implement a corrective action plan or technical assistance plan to incorporate specific activities designed to assist the provider in addressing and correcting weak areas. The outcome of the corrective action plan or technical assistance plan should increase provider's compliance rate.

Providers achieving a compliance rate between 85%-94% are considered to be "Low Performing Providers." This status means the provider is not performing in a satisfactory manner and has fallen below the minimum threshold of a 95% compliance rate. In this status the School Readiness Agreement is placed on probation and the provider is no longer eligible to participate in the Coalition's Quality Initiative Programs that are designed to support the provider. (This restriction does not include initiatives designed to support teachers, such as the Teacher Incentive Payment Program and the Professional Development Program.) The provider and the Coalition are required to develop and implement a corrective action plan or technical assistance plan to incorporate specific activities designed to assist the provider in addressing and correcting weak areas. The corrective action or technical assistance plan must be fully implemented within thirty (30) days. The outcome of the corrective action plan or technical assistance plan must increase provider's compliance rate to a minimum of 95%. In the event the provider does not meet the minimum 95% compliance rate within the thirty (30) day period the School Readiness Agreement may be terminated.

Providers achieving a compliance rate of less than 85% are considered to be "Non-Performing Providers." This status requires the immediate termination of the School Readiness Agreement.

It is important to note that any two At-Risks statuses will result in the School Readiness Agreement being placed in a Probation Status, Similarly any two Probation statuses will result in the termination of the School Readiness Agreement.

QUESTION # 6: WILL THE EDUCATION SPECIALIST REPORT LICENSING VIOLATIONS?

Yes, the Coalition will notify licensing when any licensing violation is observed. If the violation is immediately corrected the Coalition will also notify licensing of the correction.

QUESTION # 7: WILL I RECEIVE A COPY OF THE OBSERVATION BEFORE THE EDUCATION SPECIALIST LEAVES?

No, the observation tools must be completed electronically to ensure correct compliance rate calculations. However, the Education Specialist will document that the completion of the observation tools on the Provider Contact form and indicate any minor noncompliance issues. Noncompliance issues requiring technical assistance will be documented on the Technical Assistance Form. The Education Specialist will provide a copy of the completed observation tools to the provider within three (3) working days.

QUESTION # 8: WHAT IS THE EDUCATION SPECIALIST REQUIRED TO DO IF THE PROVIDER/TEACHER IS NOT AVAILABLE FOR THE EXIT INTERVIEW?

Understanding the unpredictability of early education the Education Specialists are authorized to leave a copy of the provider observation forms with the provider or the provider's representative and conduct an exit interview at a later date. The Education Specialist must indicate on the observation tools that the exit interview will be conducted at a later date and obtain the provider's or the provider's designee's signature on the observation tools prior to the departure.

EXHIBIT I



**Early Learning Coalition of the Nature Coast
Serving Citrus-Dixie-Gilchrist-Levy-Sumter Counties**

Program Management Observation Tool

Owner/Director Name _____ Facility Name: _____

Phone Number _____ Address: _____

| Objective: | The program will implement parent involvement and education programs. F.S. 411.01 (2) (a) The program provides extended-day and extended-year services to the maximum extent possible to enable parents to work and become financially self-sufficient F.S. 411.01(5)(c)1b. | | |
|---------------|--|--------|---|
| Observation 1 | Observation 2 | Item # | Criteria |
| | | 0.01 | The provider maintains a Continuity of Operations Plan |
| | | 0.02 | The provider maintains documentation of staff training with regard to the Continuity of Operations Plan |
| | | 0.03 | The provider has a system to notify parents and the Coalition of the execution of the plan to facilitate the safe pickup of all students |
| | | 0.04 | The provider regularly updates parent emergency contact information |
| | | 0.05 | The provider provides parents with a copy of the Continuity of Operations Plan or a Continuity of Operations Plan hand book that describes information relevant to the provider |
| | | 0.06 | The provider encourages a home-school connection through available resource materials for parents |
| | | 0.07 | The provider develops and schedules a variety of parent involvement activities designed to promote parent participation in their child's education |
| | | 0.08 | The provider's days and hours of operation are posted |
| | | 0.09 | The provider established and implements a procedure for the collection of parent fees in advance of services on a daily/weekly/monthly basis |
| | | 0.10 | The provider established and implements a procedure to notify the Coalition's service provider (CDS) when parent fees become delinquent |
| | | 0.11 | The provider notifies parents in writing that School Readiness services will be suspended when the parent fee becomes delinquent |
| | | 0.12 | The provider documents staff members' (including the owner/director's) completion of state mandated training |
| | | 0.13 | The provider documents staff members' (including the owner/director's) completion of annual training hours required by the Coalition |
| | | 0.14 | The provider documents staff members' (including the owner/director's) background screening results including finger printing results |
| | | 0.15 | The provider maintains a signed and dated Individual Non-Disclosure and Confidentiality Certification Form for each staff member |
| | | 0.16 | The provider only maintains employment of teachers who meet all mandated requirements |
| | | 0.17 | The provider maintains compliance with state licensing requirements |
| | | 0.18 | The provider posts the state licensing audit inspections in a non-conspicuous location |

| | | | |
|--|--|------|--|
| | | 0.19 | The provider notifies the Coalition when a licensing violation is noted during an inspection and submits the plan for correcting the violation |
| | | 0.20 | The provider submits the School Readiness Program Quarterly Report in a timely manner |
| | | 0.21 | The provider or designee attends at least 80% of the regularly scheduled provider meetings. |
| | | 0.22 | The provider maintains developmentally appropriate staff-to-child ratios in each classroom based on the ELCNC required ratios |
| | | 0.23 | A system is in place for the provider to periodically observe classrooms |
| | | 0.24 | The provider establishes and implements a policy to cross train support staff (such as the cook) to substitute in the classroom in the event of a lead teacher's sudden illness or absence |
| | | 0.25 | The provider submits monthly attendance rolls in a timely manner |
| | | 0.26 | The provider attendance audits, conducted by the Coalition's service provider, indicate compliance with enrollment and attendance requirements |
| | | 0.27 | The provider adopts and implements an Unlimited Parental Access policy |
| | | 0.28 | The provider submits updated documents required in the School Readiness Agreement prior to the expiration date |

| Summary | Observation 1 | Observation 2 | Total |
|------------------------|---------------|---------------|-------|
| Compliance | | | |
| Non Compliance | | | |
| Not Applicable | | | |
| Excused | | | |
| Total Applicable Items | | | |
| Compliance Rate | | | |
| At Risk Status | | | |
| Probation Status | | | |
| Termination | | | |

Codes

- 1 = Compliance
- 2 = Non Compliance
- 3 = Not Applicable

Observation Timelines

Observation Two: Must be completed by June 30

Observation 1 Comments

Observation 2 Comments

Date Observation 1 Completed _____

Completed by: _____

Date Observation 2 Completed _____

Completed by: _____

EXHIBIT 2



Early Learning Coalition of the Nature Coast Serving Citrus-Dixie-Gilchrist-Levy-Sumter Counties

Classroom Observation Tool

Classroom Name _____

Teacher Name - Observation 1 _____

Age Group _____

Teacher Name Observation 2 _____

Certified Developmentally Appropriate Curriculum _____

Teacher Name Observation 3 _____

Certified Developmentally Appropriate Curriculum _____

Education Specialist _____

| Section 1: Developmentally Appropriate Curriculum | | | |
|--|---|--------|---|
| Objective: | The program utilizes developmentally appropriate curriculum designed to enhance the age appropriate progress of children. F.S. 411.01 (5) (c) 2.a | | |
| Observation 1 | Observation 2 | Item # | Criteria |
| | | 1.01 | The Coalition approved and provider certified developmentally appropriate curricula is utilized |
| | | 1.02 | Daily routine posted |
| | | 1.03 | Daily routing is being followed |
| | | 1.04 | Teacher provides an opportunity for transition activities |
| | | 1.05 | Daily routine provides an opportunity for independent play |
| | | 1.06 | Daily routine provides an opportunity for small group activities |
| | | 1.07 | Daily routine provides an opportunity for large group activities |
| | | 1.08 | Daily routine provides an opportunity for outdoor activities |
| | | 1.09 | Daily routine provides an opportunity for nap/rest/quiet time |
| | | 1.10 | Lesson plans are available for the current week |
| | | 1.11 | Lesson plans are being followed |
| | | 1.12 | Lesson plans for the previous six (6) weeks are available |
| | | 1.13 | Lesson plans include literacy activities |
| | | 1.14 | Lesson plans include math activities |
| | | 1.15 | Lesson plans include music and movement activities |
| | | 1.16 | Lesson plans include art/creative activities |
| | | 1.17 | Lesson plans include fluid play activities |
| | | 1.18 | Lesson plans include outdoor activities |
| | | 1.19 | Lesson plans include activities to promote physical development |
| | | 1.20 | Lesson plans include activities to promote social and emotional development |
| | | 1.21 | An appropriate system is in place to identify the individual need of every child |
| | | 1.22 | Planned activities relating to the individual needs of every child are documented |

| Section 2: Staff Development | | | |
|-------------------------------------|---|--------|---|
| Objective: | The program will implement parent involvement and education programs. F.S. 411.01 (2) (a) | | |
| Observation 1 | Observation 2 | Item # | Criteria |
| | | 2.01 | The teacher has been trained to implement the classroom curricula |
| | | 2.02 | The teacher meets all state mandated training requirements |
| | | 2.03 | The teacher meets the minimum annual training hours required by the Coalition, or the teacher maintains and implements a staff development plan to meet the minimum annual training hours required by the Coalition |
| | | 2.04 | The teacher maintains and implements a long term staff development plan designed to meet desired educational credentials |
| | | 2.05 | Teacher is an eligible teacher as evidenced by an approved background screening including finger print search |

| Section 3: Parent Involvement | | | |
|--------------------------------------|---|--------|---|
| Objective: | The program will implement parent involvement and education programs. F.S. 411.01 (2) (a) | | |
| Observation 1 | Observation 2 | Item # | Criteria |
| | | 3.01 | The teacher communicates on a daily/weekly/monthly basis with parents providing information related to classroom activities, events and lesson plans |
| | | 3.02 | Teachers document meetings with parents to discuss their child's progress in order to determine future educational plans |
| | | 3.03 | The teacher maintains documentation of efforts to encourage parents to utilize the program's resource lending library |
| | | 3.04 | The teacher works in collaboration with the director to develop and schedule family day/family night activities designed to encourage parents to participate in their child's classroom and education |
| | | 3.05 | The teacher maintains documentation of the outcomes of scheduled family day/parent night activities |

| Section 4: Physical Environment | | | |
|--|---|--------|---|
| Objective: | The program utilizes developmentally appropriate curriculum designed to enhance the age appropriate progress of children. F.S. 411.01 (5) (c) 2.a The program maintains a healthy and safe environment. F.S. 411.01 (5)(c) 2.f | | |
| Observation 1 | Observation 2 | Item # | Criteria |
| | | 4.01 | The classroom furniture is appropriately sized for children |
| | | 4.02 | Teachers maintain a clean and attractive environment |
| | | 4.03 | A process is in place to request items in need of replacing or repair |
| | | 4.04 | The classroom material is developmentally appropriate |
| | | 4.05 | Cultural diversity is evident in the classroom in a variety of ways |
| | | 4.06 | The outdoor environment is age appropriate |
| | | 4.07 | The outdoor environment offers a variety of experiences |
| | | 4.08 | The outdoor environment is appropriate for the size of the group |
| | | 4.09 | The indoor environment is prepared for the planned activities of the day |
| | | 4.10 | The indoor environment has an open space for crawling |
| | | 4.11 | The indoor environment has a protected space for play |
| | | 4.12 | The indoor environment is arranged to facilitate a variety of activities |
| | | 4.13 | The indoor environment is arranged to facilitate a variety of group sizes |
| | | 4.14 | The shelves and other items are labeled with words and pictures |
| | | 4.15 | The indoor environment is divided into themed/interest areas |

| | | | |
|--|--|------|--|
| | | 4.16 | The indoor environment is designed to allow the teacher to supervise the children at all times |
| | | 4.17 | The classroom and playground are inspected for hazards prior to every use. |
| | | 4.18 | The size of the indoor environment is appropriate for the size of the group |
| | | 4.19 | The indoor environment includes individual storage space for each child's belongings |
| | | 4.20 | The diaper area is equipped with a stimulating item |
| | | 4.21 | The indoor environment includes appropriate items to promote literacy |
| | | 4.22 | The indoor environment contains age appropriate books, fiction and non-fiction |
| | | 4.23 | The indoor environment contains items to enhance fine motor skills |
| | | 4.24 | The indoor environment contains items to enhance gross motor skills |
| | | 4.25 | The indoor environment includes a display of children's work |
| | | 4.26 | The teacher has access to a variety of planning resources |
| | | 4.27 | The teacher has access to resources for creating classroom displays |

| Section 5: Social Development/ Adult Child Interaction/ Character Development | | | |
|--|--|--------|--|
| Objective: | The program is designed to encourage the social development of young children F.S. 411.01 (5) (c) 2. | | |
| Observation 1 | Observation 2 | Item # | Criteria |
| | | 5.01 | The Coalition approved and provider certified character development curriculum is utilized |
| | | 5.02 | Classroom experiences encourage children to become increasingly independent |
| | | 5.03 | Classroom experiences encourage children to interact with each other in a positive manner |
| | | 5.04 | Classroom experiences encourage children to learn to solve problems |
| | | 5.05 | Classroom experiences encourage children to make choices to build positive self-esteem |
| | | 5.06 | Classroom experiences encourage children to cooperate, take turns, share, etc. |
| | | 5.07 | The teacher follows the program's teacher code of conduct related to teaching young children |
| | | 5.08 | The teacher redirects children displaying undesirable behavior |
| | | 5.09 | The teacher utilizes logical consequences where appropriate |
| | | 5.10 | The teacher sets clear and consistent rules in the classroom |
| | | 5.11 | The teacher encourages both sexes to take part in all activities |
| | | 5.12 | The teacher demonstrates fair treatment of all children regardless of race, gender, disability, etc. |
| | | 5.13 | The teacher speaks to children at eye level and on an individual basis throughout the day |
| | | 5.14 | The teachers provides physical warmth to children through holding, patting, rocking, etc. |
| | | 5.15 | The teacher responds to infant vocalization and sounds |
| | | 5.16 | The teacher uses the children's names frequently |
| | | 5.17 | The teacher uses the names of objects frequently |
| | | 5.18 | The teacher initiates verbal and physical play |
| | | 5.19 | The teacher responds when children initiate interaction |
| | | 5.20 | The teacher uses a variety of teaching techniques to meet the needs of all children in the group |
| | | 5.21 | The teacher greets children individually and assists children in joining the group |
| | | 5.22 | The teacher facilitates student departure at the end of the day |
| | | 5.23 | The teacher speaks conversationally and sings with children throughout the day |
| | | 5.24 | The teacher asks open-ended questions throughout the day |
| | | 5.25 | The teacher models good health practices |

| Section 6: Healthy and Safe Environment | | | |
|---|--|--------|--|
| Objective: | The program maintains a healthy and safe environment. F.S. 411.01 (5)(c) 2.f | | |
| Observation 1 | Observation 2 | Item # | Criteria |
| | | 6.01 | The teacher is certified in First Aid and Infant-Child CPR |
| | | 6.02 | The teacher maintains and utilizes a schedule for sanitizing materials as appropriate to the age group of children |
| | | 6.03 | Toilet and hand-washing facilities are easily accessible to the staff and children |
| | | 6.04 | The teacher and children wash their hands frequently throughout the day |
| | | 6.05 | Soiled clothing is changed as needed and diapers are changed promptly |
| | | 6.06 | Personal items such as bottles, pacifiers, cups, etc. are labeled with the child's name |
| | | 6.07 | Appropriate bottle feeding procedures are followed |
| | | 6.08 | Each child's arrival and departure is documented with sign in and out sheets |
| | | 6.09 | Teachers maintains an accurate attendance utilizing a portable attendance record at all times |
| | | 6.10 | The teacher is aware of the number of children in the classroom at all times |
| | | 6.11 | Intercom systems, two way radios, or phones allow teachers to call for immediate assistance |
| | | 6.12 | Menus for meals and snacks provided by the facility are approved on a regular basis |
| | | 6.13 | All perishable items provided by the facility are properly stored |
| | | 6.14 | Food is ready to be served when children are seated for a meal |
| | | 6.15 | Children are engaged in appropriate feeding practices |
| | | 6.16 | Teachers offer pleasant meal times that allow for social experiences |
| | | 6.17 | Teachers are provided with appropriate information related to special needs, parental preferences and allergies of children in their care. Information is posted in a place that is easy to access in an emergency |
| | | 6.18 | The teacher is aware of the program's Continuity of Operations Plan |

| Summary | Observation 1 | Observation 2 | Total |
|------------------------|---------------|---------------|-------|
| Compliance | | | |
| Non Compliance | | | |
| Not Applicable | | | |
| Excused | | | |
| Total Applicable Items | | | |
| Compliance Rate | | | |
| At Risk Status | | | |
| Probation Status | | | |
| Termination | | | |

Codes
 1 = Compliance
 2 = Non Compliance
 3 = Not Applicable

Education Specialist must consider the program start and end date when developing the Program Observation Schedule

Observation Timelines
 Two observations must be completed by the end of each fiscal year
 Observation One: Must be completed by December 31
 Observation Two: Must be completed by June 30

| |
|------------------------|
| Observation 1 Comments |
| Observation 2 Comments |

Date Observation 1 Completed _____

Completed by: _____

Date Observation 2 Completed _____

Completed by: _____



Early Learning Coalition of the Nature Coast
Serving Citrus – Dixie – Gilchrist – Levy – Sumter Counties

Provider Technical Assistance Form

Early Learning Provider: _____ Contact Person: _____

Date: _____ Arrival/Departure Time: _____

.....
Area of Non-Compliance: _____

Class: _____ Teacher: _____ Date of initial observation: _____

Description of concern:

Corrective Action Plan:

_____ Follow up date: _____

Provider Comments:

Coalition Staff Signature: _____ Provider Signature: _____
District Manager Signature: _____ Date: _____

White copy: Coalition

Yellow copy: Provider



Early Learning Coalition of the Nature Coast

Serving Citrus-Dixie-Gilchrist-Levy-Sumter Counties

PROVIDER OBSERVATION FREQUENTLY ASKED QUESTION SUBMISSION FORM

Requested By: _____ Date: _____

Employer: _____ Position: _____

Mailing Address: _____ Phone #: _____

The above information is required if the requestor would like to review the Coalition's answer to determine if further clarification is necessary prior to the official release of the answer.

Please indicate your question and the related item number. Please submit only one question per form.

Item # _____ Question: _____

_____ Additional page attached

Received By: _____ Date: _____

Answer: _____

_____ Additional page attached

Submitted Answer to Requestor on: _____ Requestor indicated further explanation is necessary: Yes No

If yes indicate additional explanation: _____

_____ Additional page attached

Frequently Asked Questions document updated on: _____

Updated Frequently Asked Questions uploaded to the Coalition's website on: _____

Provider Alert # ____ notifying providers of updated and uploaded Frequently Asked Questions released on _____