

2011-2012 School Readiness Monitoring Tool

Fatal Criteria

1★

- 1.1 Land line phone is not in working order.
- 1.2 Ratios are not maintained based on DCF licensing standards, including nap time
- 1.3 Children are not supervised by an adult at least 18 years of age
- 1.4 No fresh air/ventilation in the area used for care*
- 1.5 Firearms and/or weapons are present and are stored in a location accessible to children
- 1.6 Children under the age of 1 are not placed on their back for sleeping

3★

- 3.1 Land line phone in working order at all times
- 3.2 Ratios in all rooms maintained based on DCF licensing standards, including nap time
- 3.3 Children are supervised by an adult at least 18 years of age
- 3.4 Some fresh air/ventilation in the area used for care*
- 3.5 Firearms and/or weapons are not present or remain locked and stored in a location inaccessible to children
- 3.6 Children under the age of 1 are placed on their back for sleeping

Notes for clarification

1.4, 3.4 The intent of this indicator is that fresh air is circulating in the areas used for care.



Curriculum, Screening & Assessment

1) Indicator: Program demonstrates use of approved developmentally appropriate curriculum and character development curriculum.

	1★	2★	3★	4★	5★	
1.1	Program does not have a copy of an approved curriculum		3.1	Program has a copy of an approved curriculum*	5.1	Program can demonstrate child individualized planning for preschool, infant, and toddler classrooms*
1.2	Program does not have a copy of the reported approved character development curriculum*		3.2	Program has a copy of the reported approved character development curriculum (if applicable)*	5.2	Program can demonstrate character development activities through daily activities*
1.3	Less than 50% of instructors in each classroom can report curricula utilized in instructional planning*		3.3	A minimum of 50% of instructors in each classroom can report all curricula utilized in instructional planning*	5.3	All instructors can report curricula utilized in instructional planning
1.4	Program cannot document daily planning with current written activities (lesson plans) for preschool, infant, and toddler classrooms*		3.4	Program can document daily planning with current written activities (lesson plans) for preschool, infant, and toddler classrooms*	5.4	Program can demonstrate that applicable Learning Standards are utilized to inform instructional planning and are listed on lesson plan
1.5	Program does not follow a written schedule of daily activities for preschool, infant, and toddler classrooms		3.5	Program posts and follows a written schedule of daily activities for preschool, infant, and toddler classrooms		
1.6	Program does not ensure all required activities are available for school-age, preschool, infant, and toddler classrooms*		3.6	Program provides all activities required by the school readiness contract agreement for school-age, preschool, infant, and toddler classrooms*		
1.7	Program does not have a copy of the applicable learning standards- the Birth to Three Learning Standards and/or the state adopted Learning Standards for 3's, 4's, and 5's		3.7	Program has a copy (or is able to easily access) applicable learning standards- the Birth to Three Learning Standards and/or the state adopted Learning Standards for 3's, 4's, and 5's*		

Questions

3.1 (Director) What is your reported curriculum (on the School Readiness Contract)? Can you show me your copy?

3.2 What is your reported character development curriculum (on the School Readiness Contract)? Can you show me your copy?

3.3 What resource books do you use to write lesson plans?

3.4 Show me your written planned activities (lesson plans) for the classroom.

3.7 Where are the learning standards (Birth through Five) These are no longer printed; if provider can show access to the internet and has bookmarked the link to the Standards, this indicator can be scored "Yes". Standards can be found at: <http://www.flbt5.com/Default.aspx>

5.1 Do you write down any specific, individualized plans for a specific child that needs to work on a skill? Show them to me.

5.2 (Not applicable if a character development component is included in curriculum. See table below for 3.1) Tell me how you use your character development curriculum in planning. Give me an example.

5.4 Do you use the learning standards to guide your planning? Show me how you've documented this.

Notes for Clarification

3.1, 5.2, 5.3 ELC Approved Curricula:

Curriculum	Preschool	Infants & Toddlers	Character Component	LP-VPK Approved
Beyond Centers and Circle Time	✓			✓
Beyond Cribs and Rattles		✓		
Creative Curriculum 4th Edition	✓		✓	✓
Creative Curriculum for Infants, Toddlers, and Two's		✓		
Curiosity Corner	✓			✓
DLM Early Childhood Program	✓		✓	✓
Doors to Discovery*	✓		✓	✓
ELLM Plus	✓			✓
High Reach Learning for Pre-K	✓			✓
High Scope	✓	✓	✓	
Houghton Mifflin Pre-K	✓			✓
Investigator Club	✓			✓
KAPLAN Planning Guide to the Preschool Curriculum*	✓		✓	
Let's Begin with Letter People	✓			✓
Links to Literacy	✓			✓
Literacy Express	✓			✓
Little Treasures	✓			✓
Opening the World of Learning	✓			✓
Ready Set Leap English Edition	✓			✓
Ready Set Leap School & Home Edition	✓			✓
Saxon Learning	✓			✓
Scholastic Early Childhood Program	✓			✓
The Planning Guide to Infant/Toddler Curriculum		✓		
We Can				✓
Wee Learn	✓	✓	✓	
Wright Skills Growing with Mathematics	✓			✓

3.2, 5.3 Character Development Curriculum

Supplemental Character Development Curriculum
Character Critters – LSU Ctr, Research & Extension
Conscious Discipline – Becky A. Bailey
Optimistic Classroom – Redleaf Press
Roads to Readiness – Child Dev Ed Alliance
Second Step – Committee for Children
Sparkle and Shine – The Region A Partnership for Children
The Kindness Curriculum – Redleaf Press

3.6 The following activities are required for children of the following age groups. Credit can be given even if 1 or 2 of the bullets in the table below are not met for each age group. However, it is important that television usage is ALWAYS limited as indicated.

Infants	Toddlers	Preschool Age Children	School Age Children
<ul style="list-style-type: none"> <input type="checkbox"/> Fine motor activity toys including grasping toys, busy boxes, nested cups, empty/fill containers, and textured toys are in good repair and complete and available for at least one (1) hour. <input type="checkbox"/> Music and movement materials with staff initiating at least one (1) music activity daily, and movement /dance activities done at least weekly. <input type="checkbox"/> Dramatic play materials accessible for at least one (1) hour per day. <input type="checkbox"/> Nature/science materials such as living things or nature/science books. <input type="checkbox"/> TV, video, and computer usage limited to twenty (20) minutes or less per day with all materials being non-violent and culturally sensitive. <input type="checkbox"/> Access to books including pictures books and at least one staff-initiated receptive language activity each day. <input type="checkbox"/> Activities and materials which encourage children to communicate appropriately. <input type="checkbox"/> Staff-child interaction throughout the day with children allowed to talk for most of the day. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fine motor activities including items such as shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, pop beads, stacking rings, nesting toys, medium or large interlocking blocks, and crayons which are in good repair and complete and available for at least one (1) hour. <input type="checkbox"/> Art activities including drawing materials, paints, and three-dimensional materials available for at least one (1) hour. <input type="checkbox"/> Music and movement materials with staff initiating at least one (1) music activity daily, and movement/dance activities done at least weekly. <input type="checkbox"/> Blocks available for daily use and sufficient for at least two (2) children to play simultaneously, and some clean floor space for block play. <input type="checkbox"/> Indoor or outdoor sand or water play with appropriate toys. <input type="checkbox"/> Dramatic play materials accessible for at least one (1) hour per day. <input type="checkbox"/> Nature/science materials such as collections of natural objects, living things, nature/science books, and science activities. <input type="checkbox"/> TV, video, and computer usage limited to thirty (30) minutes or less per day with all materials being non-violent and culturally sensitive. <input type="checkbox"/> Access to books including picture books and at least one staff-initiated receptive language activity each day. <input type="checkbox"/> Activities and materials which encourage children to communicate appropriately. <input type="checkbox"/> Staff discussion of logical relationships or concepts and concepts are introduced using words and concrete experiences. <input type="checkbox"/> Staff-child interaction throughout the day with children allowed to talk for most of the day. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fine motor activities including small building, art materials, manipulatives and puzzles that are in good repair and complete and available for at least one (1) hour. <input type="checkbox"/> Art activities including drawing materials, paints, three-dimensional materials, collage materials and tools that are available for at least one (1) hour. <input type="checkbox"/> Music and movement materials, at least one (1) staff-initiated music activity daily, and movement/dance activities at least weekly. <input type="checkbox"/> Blocks available for daily use and sufficient for at least two (2) children to play simultaneously, and some clean floor space for block play. <input type="checkbox"/> Indoor or outdoor sand or water play with appropriate toys. <input type="checkbox"/> Dramatic play materials accessible for at least one (1) hour per day. <input type="checkbox"/> Nature/science materials such as collections of natural objects, living things (such as plants or pets), nature/science books, games and toys, and nature, science activities. <input type="checkbox"/> Math and number materials accessible daily. <input type="checkbox"/> TV, video, and computer usage limited to one (1) hour or less per day with all materials being non-violent and culturally sensitive. <input type="checkbox"/> Access to books including pictures books and at least one staff-initiated receptive language activity each day. <input type="checkbox"/> Activities and materials which encourage children to communicate appropriately. <input type="checkbox"/> Staff discussion of logical relationships or concepts and concepts are introduced using words and concrete experiences. <input type="checkbox"/> Staff-child interaction throughout the day with children allowed to talk for most of the day. 	<ul style="list-style-type: none"> <input type="checkbox"/> The PROVIDER prepares a daily schedule that is flexible, with children transitioning smoothly, from one (1) activity to another at their own pace or as a group. <input type="checkbox"/> The PROVIDER utilizes a wide variety of indoor and outdoor activities for children and youth to choose from that provide social, recreational, and educational opportunities. <input type="checkbox"/> The PROVIDER provides developmentally appropriate activities. <input type="checkbox"/> The PROVIDER includes a sufficient amount of materials that are accessible and in good working order for the number of children in the program. <input type="checkbox"/> The PROVIDER ensures indoor and outdoor space is sufficient to meet the needs of children and youth in the program. <input type="checkbox"/> The PROVIDER maintains equipment and materials that allow children and youth to be independent and creative to explore their interests.

Curriculum, Screening & Assessment

2) Indicator: Program demonstrates utilization of chosen developmentally appropriate child screening and assessment.

	1★	2★	3★	4★	5★	
1.1	Program does not have a copy of an approved developmentally appropriate child assessment tool used*		3.1	Program has a copy of an approved developmentally appropriate child assessment tool used*	5.1	Program conducts age-appropriate developmental assessments for all children in care ages 0-5*
1.2	Program does not provide current evidence that age-appropriate developmental assessments are conducted for all School Readiness children ages 0-5 in care twice annually*		3.2	Program conducts age-appropriate developmental assessments for all School Readiness children ages 0-5 in care twice annually*	5.2	Instructors document individualized learning plans for children based on age-appropriate developmental assessment results*
1.3	Program does not assist with the completion of age-appropriate child screening		3.3	Program assists with the completion of age-appropriate child screening*	5.3	Instructors meet with parents at least twice annually to individually review age-appropriate developmental assessment results and share progress toward meeting learning goals
					5.4	Instructors are trained on appropriate implementation and use of age-appropriate developmental assessment

Questions

- 1.1, 3.1 (Director) What tool are you using for child assessments? Where do you store the assessments?
- 1.2, 3.2, 5.1 (Teacher) Can you show me where you keep your assessment?
- 5.2 (Teacher) How do you document individualized planning to meet the specific learning needs of children?
- 5.3 (Teacher) Do you meet with parents to review child assessment results? How often?
- 5.4 (Director) Are instructors trained on the assessment tool used by your program? How is this handled?

Notes for Clarification

- 1.2, 3.2 Program must provide 2 current examples as evidence that a child assessment tool is used. "Current" means within the current contract year.
- 3.3 This information can be obtained from the ELC Early Intervention Manager.

ELC Approved Developmentally Appropriate Assessment Tools include:

Assessment Name	Appropriate Age Group (s)
Creative Curriculum Developmental Assessment	Infants, Toddlers & Twos (0-3 years of age) Preschool (3-5 years of age)
Developmental Indicators for the Assessment of Learning (DIAL-3)	3-6 years of age
High Scope Child Observation Record (COR)	Infant-Toddler COR (6 weeks and 3 years of age) Preschool COR (2 ½ to 6 years of age)
Learning Accomplishment Profile Assessments	Early Learning Accomplishment Profile (E-LAP) (0-3 years of age) Learning Accomplishment Profile Third Edition (LAP-3) (3-6 years of age) Learning Accomplishment Profile Diagnostic (LAP-D) (3-6 years of age)
Portfolio/Work Sampling Assessment	Can be done for all age groups. Must include photos and anecdotal notes in addition to work sample.

Family Engagement

3) Indicator: Program maintains all necessary Parent Handbook requirements.

	1★	2★	3★	4★	5★	
1.1	Written policies are not documented in the Parent Handbook regarding accidents, incidents, and health related observations		3.1	Parent Handbook contains written policies regarding accidents, incidents, and health related observations	5.1	Updated Parent Handbook provided annually to all parents*
1.2	Parents are not granted access, in person and/or by telephone, to the child care facility during normal hours of operation and anytime the child is in care		3.2	Parents are granted access, in person and by telephone, to the child care facility during normal hours of operation and anytime the child is in care	5.2	Parent signature acknowledging receipt of updated Parent Handbook is maintained in the child's file
1.3	Parent Handbook does not include the daily hours of operation and holiday schedule		3.3	Parent Handbook contains daily operating hours and holiday schedule	5.3	Program conducts an annual parent meeting to review updates to Parent Handbook*
1.4	Parent Handbook does not include all required payment information*		3.4	Parent Handbook includes all required payment information*	5.4	Program plans and conducts an orientation for all new and potential parents to review the Parent Handbook*
1.5	Parent Handbook does not include all required health and safety policies and procedures*		3.5	Parent Handbook includes all required health and safety policies and procedures*	5.5	Parent Handbook includes all additional required information*
1.6	Parent signature acknowledging receipt of Parent Handbook is not included in child's files		3.6	Parent signature acknowledging receipt of parent handbook is included in the child's file	5.6	Program has a comprehensive annual plan for family engagement *
1.7	Parent Handbook does not include written discipline policies		3.7	Parent Handbook includes written discipline policies		

Questions

5.4 (Director) Do you conduct an orientation for new or potential parents? Can you describe what you do?

5.6 (Director) Do you have an annual plan for involving parents/families in your program activities? What does your plan include?

Notes for Clarification:

1.4, 3.4 Payment documentation should include at a minimum:

- Payment Due Dates
- Late Fees (if applicable)
- Policy regarding charges incurred as a result of late pick-up (if applicable)

1.5, 3.5 Required health & safety documentation should include at a minimum:

- Allergy precautions
- Medication policies
- Illness policies
- Emergency procedures
- Nutrition policy

5.1 Updates should include at a minimum a current holiday schedule and emergency preparedness plan

5.3 For childcare centers, evidence of parent meeting should consist of an agenda and/or parent sign in sheet. For family child care home providers, this meeting can be held with individual parents rather than as a whole group meeting.

5.5 Additional required information should include at a minimum:

- Grievance procedures
- Curricula information
- Program mission statement
- Program organizational structure-owner, director, instructor names/information

Family Engagement

4) Indicator: Program demonstrates comprehensive family engagement strategies.

	1★	2★	3★	4★	5★	
1.1	Bulletin boards are not utilized to communicate with parents		3.1	Bulletin boards are utilized to communicate with parents	5.1	Bi-annual parent meetings are conducted*
1.2	Annual parent-teacher conferences are not conducted with all parents*		3.2	Annual parent-teacher conferences are conducted with all parents*	5.2	Quarterly parent newsletters are produced
1.3	Parents are not encouraged at least annually to volunteer at program*		3.3	Parents are encouraged at least annually to volunteer at program*	5.3	Information about community events calendar is posted in a visible place where parents can view it daily
1.4	Daily notes are not utilized to communicate with parents		3.4	Communication occurs between parents and provider using one of the following modes: dry erase board, bulletin board, classroom/parent log, or individualized notes on at least a weekly basis	5.4	Current information about community resources is posted and/or provided to parents regularly
1.5	Bi-annual newsletters are utilized to communicate with parents		3.5	Bi-annual newsletters are utilized to communicate with parents	5.5	Annual parent survey is conducted*
					5.6	Parent resource library is accessible to all parents regularly
					5.7	At home activities tied to classroom activities are provided for parents on a quarterly basis
					5.8	Annual open-house event for parents to tour center, speak with teachers, and receive classroom information

Questions

- 1.2, 3.2 (Director) How often are parent/teacher conferences conducted?
- 1.3, 3.3 (Director) Do you offer volunteer opportunities to parents? What kind and how often?
- 5.1 (Director) How often are parent meetings conducted?
- 5.5 (Director) Do you conduct parent surveys? How often?
- 5.7 (Director) Does your program provide activities for children to do at home with parents as a connection to classroom activities? How often are activities provided?

Notes for Clarification:

- 3.1 Bulletin board can be in a central area or in each classroom. The bulletin board(s) should include, at a minimum:
 - o Rilya Wilson Act
 - o Daily Schedule

- 3.2 Program must provide written evidence that a conference was offered to parents, such as a sign up sheet and flyer.
- 3.4 A blank note/form, parent/provider log, or dry erase board specifically used for this purpose can be accepted as evidence of this indicator.
- 3.5, 5.2 A newsletter can be in email or paper form. It must contain information specific to the provider.
- 5.1 Program must provide written evidence in the form of an agenda and sign-in sheet for at least one bi-annual parent meeting. Family childcare homes may meet with parents on an individual basis. The intent of this indicator is that parents are provided with programmatic information and updates regarding the childcare program as a whole.
- 5.7 Credit can be given for ELC CO-OP activities being shared with parents.
- 5.8 Program must provide written evidence in the form of a flyer or agenda and sign-in sheet.

Health and Safety

5) Indicator: Program maintains basic health and safety standards in all areas used for care.

	1★	2★	3★	4★	5★	
1.1	Health and/or safety hazards are present in indoor and/or outdoor play areas*		3.1	All Areas are free from health and safety hazards*	5.1	Warm water available for caregivers, children, volunteers, and operators to wash hands
1.2	Toys, equipment, and furnishings are not adequately maintained (visible dirt, unsafe or in general poor repair)		3.2	Toys, equipment, and furnishings are clean, safe and in good repair	5.2	Any heavy objects or furniture is stable or secured to a wall or other piece of furniture
1.3	Provisions for nap/rest time are not clean, safe and/or appropriate*		3.3	Provisions for nap/rest time are clean, safe and appropriate *	5.3	Open stairwells are not accessible to children.
1.4	Provisions for diapering/toileting are not clean, safe and/or appropriate*		3.4	Provisions for diapering/toileting are clean, safe and appropriate*	5.4	The road is not easily accessible to children
1.5	Caregivers, children, volunteers, and/or operators do not practice adequate hand washing procedures		3.5	Caregivers, children, volunteers, and operators wash hands after personal hygiene procedures, before and after meals, and after outdoor activities	5.5	Raised diaper stations have six-inch raised-edges
1.6	Same sinks used for hand washing and food preparation		3.6	Separate sinks used for hand washing and food preparation	5.6	Mats or rugs are secured, preventing slipping
1.7	Safe drinking water is not available to all children at all times*		3.7	Safe drinking water is available to all children at all times*	5.7	At least 36 inches between child sleeping spaces
1.8	Provisions for swimming and water activities are not clean, safe and appropriate*		3.8	Provisions for swimming and water activities are clean, safe and appropriate*	5.8	There are no thick blankets or soft toys present in cribs, port-a-cribs or playpens while children are sleeping
1.9	Prescription and/or non-prescription medication does not have adequate labeling and/or directions for administration.		3.9	Prescription and non-prescription medication in its original container with the child's name, physician's name, name of medication, and directions for administering.		

Notes for Clarification:

1.1, 3.1 Health and safety hazards include:

- vermin infestation
- toxic or hazardous materials accessible to children
- outdoor play areas have litter, glass, nails or is generally in poor repair
- outdoor play equipment is not anchored securely
- outdoor fall zones do not have protective ground cover
- electric outlets have safety caps, electric cords are accessible or unsecured
- sanitizer not used, or not used correctly

1.3, 3.3 Naptime provisions should include:

- children under the age of 1 are placed in their own crib, port-a-crib, or playpen
- children over the age of 1 must be placed on cots or mats while sleeping
- bed linens are stored and laundered appropriately
- bedding such as mats/cots are stored and sanitized appropriately

1.4, 3.4 Diapering/toileting provisions should include

- each basin and toilet is maintained in good working condition and sanitized at least daily as needed
- running water, toilet paper, disposable towels, soap, and receptacle with lid available
- designated diapering is separate from food preparation areas, diapering area has an impermeable surface and surface is disinfected after each use
- diapers are checked and changed often and disposable diapers are disposed of properly

1.7, 3.7 During the summer or warm weather, drinking water should be available to children while using outdoor play areas

1.8, 3.8 This indicator does not apply to sand/water table play. Pool and swimming provisions should include:

- swimming and water activities occurring in water exceeding a depth of 3 feet, must include the presence of a certified life guard
- any pool shall be maintained by using chlorine or other suitable materials

1.9, 3.9 All medicine must have child resistant caps, if applicable, and shall either be stored in a locked area or must be inaccessible and out of a child's reach.

Health and Safety

6) Indicator: Program demonstrates a comprehensive emergency preparedness plan.

	1★	2★	3★	4★	5★	
1.1	Sign-In/Sign-Out sheets are not centrally located and/or do not reflect children present*		3.1	Sign-In/Sign-Out sheets are centrally located and accurately reflect children present*	5.1	Emergency preparedness plan is placed in a conspicuous location
1.2	An evacuation map is not clearly posted in each classroom		3.2	Evacuation maps are clearly posted at a door /exit in each classroom	5.2	First Aid kit is transported with children inside and outside the building and on field trips.
1.3	Emergency evacuation plan is not in place*		3.3	An emergency preparedness plan is in place*	5.3	Emergency contact numbers for children are evacuated with the children per the emergency evacuation plan.
1.4	Fire drills are not conducted		3.4	Fire drills are conducted at least monthly and a record is maintained	5.4	A minimum of two fire drills are conducted annually through an alternate route*
1.5	First Aid kit is either incomplete or is not easily accessible at all times*		3.5	At least one complete First Aid kit is on premises and easily accessible at all times*	5.5	Emergency preparedness plan is shared with parents annually*
1.6	Provider does not have accurate child information available for each child in care at all times*		3.6	Program has accurate child information available for each child in care at all times*	5.6	Emergency preparedness plan is reviewed with staff twice annually*

Questions

- 5.2 (Director) What do you take out of the building with you on field trips? Fire drills?
- 5.4 (Director) How often do you use an alternative route during fire drills? How is this done?
- 5.5 (Director) How often do you share your programs' emergency preparedness plan with parents? How is this done?
- 5.6 (Director) How often do you review your programs emergency preparedness plan with staff? How is this done?

Notes for Clarification:

- 1.1, 3.1 The intent of this indicator is that sign-in/sign-out sheets are on premises and always easily accessible for emergencies. Sign-in/Sign-out sheets can be moved with children, or can be accessed electronically.
- 1.3, 3.3 The emergency evacuation plan can be kept in a notebook or posted in each classroom. The intent of this indicator is that the note book is readily accessible and available for reference and in case of any emergencies. An emergency evacuation plan should include, at minimum, emergency procedures during a fire, lockdown and inclement weather (tornadoes).

1.5, 3.5 At least one (1) first aid kit must be maintained on the premises at all times and on activities away from the home. The first aid kit shall be accessible to staff and kept out of the reach of children. The kit must be clearly labeled "First Aid" and must, at a minimum, include:

- Soap,
- Band-Aids or equivalent,
- Disposable non-porous gloves,
- Cotton balls or applicators,
- Sterile gauze pads and rolls,
- Adhesive tape,
- Thermometer,
- Tweezers,
- Pre-moistened wipes,
- Scissors, and
- Current resource guide on first aid and CPR procedures.

1.6, 3.6 Child information can usually be found on the enrollment form. Information should include:

- child's name,
- date of birth,
- guardian's name,
- child's address,
- guardian's phone number,
- emergency contact numbers,
- list of any allergies

Program Administration

7) Indicator: Program maintains documentation for children enrolled

	1★	2★	3★	4★	5★	
1.1	Program does not maintain proper documentation regarding children's immunizations		3.1	Program maintains proper documentation regarding children's immunizations	5.1	Documented medical and allergy information is shared with all staff interacting with children
1.2	Program does not maintain proper documentation regarding children's health examinations		3.2	Program maintains proper documentation regarding children's health examinations	5.2	Documentation of receipt of parent handbook is maintained in each child's file
1.3	Program does not maintain medical and allergy information for each child and/or allergies and food restrictions are not documented and maintained in the child's file		3.3	Program maintains medical and allergy information for each child; allergies and food restrictions are documented and maintained in the child's file	5.3	Documentation regarding parent-teacher conferences is maintained in each child's file
1.4	Child files are not maintained in a secure location		3.4	Child files are maintained in a secure location to protect each child's privacy.	5.4	Child screening results are maintained on premises
1.5	Written medication administration policies are not in each child's file		3.5	Written medication administration policies are in each child's file and signed by the parent	5.5	Documentation regarding assessment results is maintained on premises
1.6	Medication administered is not documented in the child's file on individual forms		3.6	Any medication administered is documented in the child's file on individual forms or in a medication log	5.6	Copies of any documentation of incident/accidents are maintained in the child's file or a log
					5.7	Any screening referrals are in the child's file

Questions

5.1 (see notes for clarification) Are there any children in your classroom that has an allergy or special medical condition?

Notes for Clarification

This indicator can be marked N/A if there are no children currently enrolled in the program.

1.3, 3.3 This information is usually on the enrollment form.

5.1 If any allergies or special medical conditions are indicated in a child's file (usually this information is on the enrollment form) check with classroom teacher to ensure that the teacher is aware of the allergy. See questions above.

5.4, 5.5 The intent of these indicators is that screening results and assessment information is maintained in the child's file or in the classroom where teachers can have access to the information for planning purposes.

Program Administration

8) Indicator: Program maintains program operations policies and procedures

	1★	2★	3★	4★	5★	
1.1	Written policies not in place for observing children for signs of contagious disease requiring parent pick up		3.1	Written policies in place for observing children for signs of contagious disease requiring parent pick up	5.1	Transportation safety procedures shared with teachers and parents*
1.2	Written procedure not in place to ensure the safety of children when being transported*		3.2	Written procedure in place to ensure the safety of children when being transported*	5.2	Program maintains a Program Policy/Procedure Manual*
1.3	Written procedures not in place to inspect vehicle prior to transporting children and upon arrival at destination *		3.3	Written procedures in place to inspect vehicle prior to transporting children and upon arrival at destination*	5.3	Program Policy/Procedure Manual is updated and reviewed with staff annually*
1.4	Information about the Rilya Wilson Act is not posted in a conspicuous place*		3.4	Information about the Rilya Wilson Act is posted in a conspicuous place*	5.4	Teachers receive annual training regarding Rilya Wilson Act requirements
1.5	Written procedures are not in place for following Universal Precautions		3.5	Written procedures in place for following Universal Precautions	5.5	Vehicles are professionally inspected quarterly to insure safety
1.6	Transportation logs are not maintained for four months*		3.6	Transportation logs are maintained for four months*		
1.7	Written policy is not in place to notify the local county health department upon suspected case of reportable diseases*		3.7	Written policy in place to notify the local county health department upon suspected case of reportable diseases*		

Questions

1.2, 3.2 (Director) Do you have a written policies in place for handling contagious disease? Can you show it to me?

1.3, 3.3 (Director) Do you written policies and procedures for ensuring the safety of children during transportation? Can you show them to me?

1.4, 3.4 (Director) Do you have written procedures for inspecting the vehicle prior to transporting children? Can you show them to me?

1.6, 3.6 (Director) Do you have written procedures in place for following Universal Precautions? Can you show them to me?

1.7, 3.7 (Director) Do you have a written policy in place to notify the local county health department upon suspected case of reportable disease? Can you show it to me?

5.1 (Director) Do you share transportation safety procedures with teachers and parents? Explain the process. (Teacher) Are you aware of this program's transportation safety procedures?

5.2 Do you have an employee handbook, or policy/procedure manual? Can you show me?

5.3 How often do you review the employee handbook and/or policy/procedure manual with your staff?

Staff Qualifications

9) Indicator: Program staff maintains early childhood professional credentials and certifications.

	1★	2★	3★	4★	5★	
1.1	Operator does not meet minimum age requirements		3.1	Operator is at least 21 years of age (center); at least 18 years of age (FCCH)	5.1	All staff members have three hours (preferably six hours*) of training on the developmentally appropriate curriculum chosen by the program
1.2	There are time lapses where none of the staff members on premises has a current First Aid and CPR certificate		3.2	At least one staff person is on premises at all times with a current First Aid and CPR certificate	5.2	50% of child care center lead teachers have a verified staff credential (DCF Form CF-FSP 5206); family child care home owner/operator has a verified staff credential (DCF Form CF-FSP 5206)
1.3	One or more staff members have not met the DCF training requirements of a Family Child Care Home or Licensed Child Care Center as applicable		3.3	All staff meets the DCF training requirements of a Family Child Care Home or Licensed Child Care Center as applicable	5.3	50% of child care center staff have a valid First Aid and CPR certificate; 100% of family child care home staff and approved substitutes have a valid First Aid and CPR certificate
1.4	One or more staff members do not have a confidentiality statement on file		3.4	All staff members have a confidentiality statement on file		
1.5	One or more instructors do not have at least one hour of training on a developmentally appropriate curriculum		3.5	All instructors have at least one hour of training on a developmentally appropriate curriculum		
1.6	The program does not have at least one staff member with a verified staff credential for Child Care Centers for every 20 children		3.6	The child care center has at least one staff member with a verified staff credential (DCF Form CF-FSP 5206) for Child Care Centers for every 20 children (not applicable to family child care homes)		

Questions

3.2 (Director) Can I see the CPR/First Aid certification of a staff member currently on premises?

Notes for clarification

3.3 DCF Training Requirements

3.5 Evidence can be a certificate of completion. The curriculum does not necessarily have to be the one used by the program.

3.6, 5.2 Evidence of Staff Credential must be in the form of a DCF Staff Credential Verification (DCF Form CF-FSP 5206)