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ABSTRACT

This document presents a self-assessment instrument for early childhood programs serving 3- and 4-year-olds in Massachusetts. The self-assessment is intended to provide guidance to program personnel, local early childhood advisory council members, and parents as they evaluate their programs and identify areas for improvement. The instrument also serves as a tool for the State Department of Education early education staff in their meetings with local educational agencies to discuss program implementation and to identify areas in need of assistance. Program standards are provided in 11 areas: (1) curriculum; (2) physical environment; (3) interactions; (4) family involvement; (5) staff qualifications and staff development; (6) staffing; (7) health and safety; (8) nutrition and food service; (9) transportation; (10) administration; and (11) evaluation. The self-assessment begins with instructions for its use. Each program standards area is then presented in turn, with the goal for each program standard area identified. For each of the standards, the sources of information are delineated, and space is included for the rating and for comments. Two appendices list recommended equipment and materials for early childhood education programs and delineate requirements for program health care policies and individual children's health records. (KB)

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Massachusetts Department of Education

Chapter 188

Early Childhood Standards

For

Programs for Three- and Four- Year Olds

Self-Assessment Instrument

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**Chapter 188 EARLY CHILDHOOD STANDARDS
FOR PROGRAMS FOR THREE- AND FOUR-YEAR OLDS
SELF-ASSESSMENT INSTRUMENT**

Instruction for Use

PURPOSE

The purpose of the self-assessment instrument is to provide guidance to program personnel, local early childhood advisory council members, and parents as they evaluate their programs and identify areas in need of improvement. The instrument will also serve as a tool for State Department of Education early childhood staff as they meet with Local Educational Agencies to discuss program implementation and to identify areas in need of technical or financial assistance.

It is the Department's intent that the program standards self-assessment be used in a positive manner to help local and state staff work together to achieve the goal of having high quality early childhood programs for the children of Massachusetts.

PROCESS

All key participants in the early childhood program should be involved in the assessment process. This includes administrators, coordinators, teachers, assistants, parents, and local early childhood advisory council members. The program coordinator should work with interested individuals to determine how they can contribute to the assessment process.

Each program should determine a schedule for review of each of the eleven program standards sections and identify an individual to coordinate the section review. In some instances, the person responsible may not be a direct member of the early childhood program staff. For example, the food services director for the school system may be the best person to coordinate the review of the Nutrition and School Food Service section. Since the assessment is designed to be self-directed, the schedule for review will vary from program to program.

DEFINITION OF TERMS

- 1 **Outstanding:** The standard or an aspect of a standard is particularly well done.
- 2 **Implemented:** The standard is met.
- 3 **Partially Implemented:** The standard in one or more aspects is not met.
- 4 **Not Implemented:** The standard is totally or substantially not met.
- 4 **NA Not Applicable:** The standard does not apply.

For each standard, record a rating (1, 2, 3, 4, or NA) in the narrow column marked Rating #. Use the right side of each page to record comments, recommendations, or observations.

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

RATING SUMMARY FOR CURRICULUM

RATING	DESCRIPTION	TOTAL
1	Outstanding	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	

AREA: CURRICULUM	STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>GOAL: The curriculum encourages children to be actively involved in the learning process. It allows for a variety of learning styles and provides developmentally appropriate activities and materials. Young children learn through active manipulation of the environment, through concrete experiences, and through communicating with peers and adults.</p>				
A.1	<p><u>Individual Needs.</u> Curriculum goals and activities are designed to meet the individual needs and interests of the children in the classroom. Activities are developed to meet the special educational and linguistic needs of the children enrolled.</p>	<p>A.1 - Review of Records - Interview Staff</p>		
A.2	<p><u>Program Planning.</u> At least monthly, direct service staff and administrators meet to consult on early childhood program planning and to plan for individual children. At least weekly, classroom staff discuss the program and plan for individual children's needs and growth. The week's schedule for activities is posted in a place easily seen. When individual children attend other programs for part of the day, coordinated planning is encouraged when possible.</p>	<p>A.2 - Review of Schedules and Staff Meeting Agendas - Staff Survey/Interview</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: CURRICULUM

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>A.3 <u>Daily Schedule.</u> The daily schedule provides a balance of activities on the following dimensions:</p> <ul style="list-style-type: none"> a. indoor/outdoor (as possible) b. quiet/active c. individual/small group/large group d. child-initiated/staff-initiated 	<p>A.3 - Review of Written Daily Schedule - Classroom Observation</p>		
<p>A.4 <u>Activities and Materials.</u> A variety of developmentally appropriate activities, materials, and equipment are selected to emphasize concrete experiential learning and to achieve the following goals:</p> <ul style="list-style-type: none"> a. foster positive self-concept b. respect cultural, family, and economic diversity and individual differences of staff and children c. allow for involvement at differing developmental levels d. encourage children to think, reason, question, and experiment e. encourage language development (in children's native language and English) 	<p>A.4 - Classroom Observation - Staff Interview - Review of Written Curriculum, if available - Review of Daily Schedule and Staff Records</p>		

CHAPTER 186 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: CURRICULUM

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>A.4 <u>Activities and Materials</u> (continued) f. develop social skills g. enhance physical development and skills h. encourage and demonstrate sound health, safety, and nutritional practices i. encourage creative expression and appreciation for the arts</p>			
<p>A.5 <u>Activity Areas.</u> Developmentally appropriate activities are provided so that children have many opportunities to make comparisons, analyze, observe similarities and differences, arrange and rearrange, plan, solve problems, represent, experiment, question, role play, and discuss experiences, observations and feelings. Work areas are provided to accommodate and encourage activities such as block building, dramatic play, art, music, science, math, manipulatives, book reading, sand/water play, woodworking, and indoor and outdoor gross motor activities.</p>	<p>A.5</p> <ul style="list-style-type: none"> - Classroom Observation - Review of Floor Plans - Review of Written Curriculum - Review of Daily Schedule and Staff Records 		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: CURRICULUM

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>A.6 <u>Child Initiated Activities.</u> Materials and time are provided so that children can select their own activities during the day. During the major part of the day children may choose from among several activities which children initiate or the teacher has planned. Staff respect the child's right to choose not to participate at certain times.</p>	<p>A.6 - Classroom Observation - Review of Daily Schedule</p>		
<p>A.7 <u>Transitions.</u> Smooth and unregimented transitions are conducted between activities. Children are not always required to move from one activity to another as a group.</p>	<p>A.7 - Classroom Observation - Staff Interviews</p>		
<p>A.8 <u>Flexible Routines.</u> Planned or routine activities are changed according to the needs or interests of children and to cope with changes in weather or other situations which affect routines.</p>	<p>A.8 - Classroom Observation - Staff Interview</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: CURRICULUM

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>A.9 <u>Self-Help Skills</u>. Routine tasks are incorporated into the program as a means of furthering children's learning, selfhelp, and social skills such as toileting, eating, and dressing. These are handled in a positive relaxed, reassuring, and individualized manner.</p>	<p>A.9 - Classroom Observation - Staff Interview</p>		
<p>A.10 <u>Rest or Quiet Activity</u>. Programs where children are in school for less than four hours provide a mid-session rest or quiet activity appropriate to the needs of the children. Programs where children are in school for more than four hours provide a rest, quiet activity, or sleep period of not less than forty-five minutes in addition to the mid-session rest or quiet activity. See B.7 for extended rest period requirements.</p>	<p>A.10 - Review of Written Daily Schedule - Classroom Observation</p>		
<p>A.11 <u>Integrated Services</u>. Therapy and special services are developmentally appropriate and are integrated into the classroom setting with non-special needs peers whenever possible.</p>	<p>A.11 - Classroom Observation - Staff Interview</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

RATING SUMMARY FOR PHYSICAL ENVIRONMENT

AREA: PHYSICAL ENVIRONMENT		RATING	DESCRIPTION	TOTAL
GOAL: The indoor and outdoor physical environment is accessible to young children with special needs and children's growth and development through opportunities for exploration and learning.		1	Outstanding	
		2	Implemented	
		3	Partially Implemented	
		4	Not Implemented	
		A		
		T		
		I		
		N		
		G		
STANDARD	SOURCES OF INFORMATION	#	COMMENTS	
B.1 <u>Outdoor Play Area.</u> The program maintains or has access to an outdoor play area, accessible to children with special needs, with a minimum of 75 square feet per child for the number of children who are outside at any one time. If in a hazardous area, the play area is fenced by a barrier at least four foot high. The play area is checked daily for glass or other hazards.	B.1 - Observation of Outdoor Area - Review of Playground Layout and Size			
B.2 <u>Cushioning Materials.</u> Sufficient quantities of cushioning materials such as mats, wood chips, pea gravel, or raked soft sand are used under climbers, slides, swings, or see-saws. Climbing equipment, swings, and very large or top-heavy pieces of indoor furniture are securely anchored.	B.2 - Playground Observation			

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: PHYSICAL ENVIRONMENT

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>B.3 <u>Indoor Environment.</u> The indoor environment is safe, clean, and physically accessible to children with special needs. There is a minimum of 35 square feet per child of usable indoor classroom activity space, excluding hallways, lockers, bathrooms, kitchens, closets, and offices.</p>	<p>B.3 - Classroom Observation - Review of Floor Plans</p>		
<p>B.4 <u>Classroom Arrangement.</u> Indoor activity areas are defined clearly by spatial arrangement. Space is subdivided into areas so that children can work individually, together in small groups, and in a large group and to accommodate the variety of activities described in Section A. Space is arranged to provide clear pathways for movement from one area to another, to separate noisy activities from quieter ones, and to provide for visual supervision.</p>	<p>B.4 - Classroom Observation</p>		
<p>B.5 <u>Materials and Equipment.</u> Programs use developmentally appropriate materials and equipment which represent a variety of racial, cultural, linguistic, and age attributes. Materials and equipment of sufficient quantity, variety, range of textures</p>	<p>B.5 - Classroom Observation</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: PHYSICAL ENVIRONMENT

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p><u>Materials and Equipment</u> (continued) including softness, and durability are readily accessible to children and are arranged on low, open shelves to promote independent use by children. Materials which require teacher supervision are stored out of children's reach.</p>			
<p>B.6 <u>Personal Belongings.</u> Individual spaces are provided for children and adults to hang their clothing and store their personal belongings.</p>	<p>B.6 - Classroom Observation</p>		
<p>B.7 <u>Rest or Sleep Periods.</u> Programs that provide extended rest or sleep periods minimize noise and disturbances during the rest time. A separate mat, cot or bed, and blanket is made available for each child. All cots, mats, blankets and sheets are individually marked, in good repair, kept clean and stored so as to prevent communicable diseases. The sleeping area is arranged so that there is a minimum of two feet between children. Pathways are clear for emergency evacuation. See A.10.</p>	<p>B.7 - Classroom Observation - Staff Interview</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: PHYSICAL ENVIRONMENT

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>B.8 <u>Eating Areas and Utensils.</u> Areas used for eating are large enough to accommodate tables and chairs in an uncrowded manner. Tables and nondisposable dishes and utensils used for eating are thoroughly washed and sanitized before reuse. Tables, chairs, and eating utensils used by children are in good condition and are appropriate to the size and developmental needs of young children.</p>	<p>B.8 - Classroom Observation - Review of Cleaning Procedures - Observation of Food Preparation Area</p>		
<p>B.9 <u>Safety Requirements.</u> The environment protects the health and safety of children. a. All rooms are well-lighted and ventilated. b. Room temperature is no less than 65° Fahrenheit. c. Stairways are well-lighted and equipped with handrails. d. Screens are placed on all windows which are opened. e. Unused electrical outlets are covered with protective covers. f. Floor coverings are attached to the floor or backed with nonslip materials and are kept clean.</p>	<p>B.9 - Classroom Observation - Review Documentation of Building Materials</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: PHYSICAL ENVIRONMENT

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p><u>Safety Requirements</u> (continued)</p> <p>g. The program is kept clean and free from insects and rodents.</p> <p>h. Suitable guards are provided across the inside of windows above the first floor and across the outside of basement windows in the play area. In programs where children have direct access to the kitchen or stairways, gates or guards are placed at the kitchen entrance and at the top and bottom of stairways.</p> <p>i. Hot pipes and radiators are covered or inaccessible to children.</p> <p>Major housekeeping and repair activities in the classroom are done when children are not present.</p>			
<p>B.10 <u>Lead Paint.</u> The program obtains a lead paint inspection from the local health department, the State Department of Public Health, or a private lead paint detection service. All lead paint or plaster containing lead is totally removed or otherwise made inaccessible from all chewable surfaces up to five feet from the bottom</p>	<p>B.10 - Current Certificate of Lead Inspection on File</p>		

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>Lead Paint (continued) of interior or exterior surfaces. Such chewable surfaces include, but are not limited to window sills, windows, including mouldings; door frames; doors; stair rail spindles; stair treads; and porch railings. All chipping, flaking or otherwise loose paint is removed or adequately covered.</p>			
<p>B.11 Bathrooms. Bathrooms are readily accessible to all children including children with special needs. A minimum of one toilet and washbasin is provided for every twenty children in one or more well ventilated bathrooms. Hot and cold running water is available. When adult toilets and washbasins are used, nontip-able stairs or stools are provided to permit access by those children who are able to use them.</p>	<p>B.11 - Classroom Observation</p>		
<p>B.12 Safety Inspection. The program has a certificate of inspection from the Department of Public Safety or the local building inspector.</p>	<p>B.12 - Current Certificate of Inspection on File</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

RATING SUMMARY FOR INTERACTIONS

AREA: INTERACTIONS		RATING	DESCRIPTION	TOTAL
GOAL: Interactions among children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness. Staff facilitate interactions among children to provide opportunities for development of language, social skills and intellectual growth.		A	Outstanding	
		T	Implemented	
		I	Partially Implemented	
		N	Not Implemented	
		G		
STANDARD	SOURCES OF INFORMATION	#	COMMENTS	
C.1 <u>Peer Interactions.</u> The classroom environment is designed to encourage peer interaction for the major part of the child's day.	C.1 - Classroom Observation - Review of Daily Schedule			
C.2 <u>Staff/Child Interactions.</u> Staff assist children to be comfortable and involved, and encourage them to share experiences, ideas, and feelings. They converse frequently with children, asking openended questions and speaking individually to children (as opposed to the whole group) most of the time. Staff often speak with children at the child's eye level.	C.2 - Classroom Observation - Review of Daily Schedule			

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: INTERACTIONS

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>C.3 <u>Equity.</u> Staff regard children and adults of both sexes, all races, ages, religions, and cultures with equal respect and consideration. Staff provide all children, including those with special needs, with equal opportunities to take part in classroom activities. Non-English speaking children have opportunities to participate in activities with monolingual English-speaking peers as much as possible.</p>	<p>C.3 - Classroom Observation - Staff and Parent Interviews - Review Materials that are provided in native language, if appropriate - Review of Written Curriculum</p>		
<p>C.4 <u>Fostering Independence.</u> Staff encourage developmentally appropriate independence in children. Staff foster independence in routine activities such as wiping spills, personal hygiene (toileting, hand washing), obtaining and caring for materials, and other self-help skills.</p>	<p>C.4 - Classroom Observation of such times as Mealtimes, Transitions, Toileting, and Clean-up Time - Staff Interview</p>		
<p>C.5 <u>Fostering Cooperation.</u> Staff foster cooperation and responsible behaviors among children. Staff encourage group cohesiveness while respecting individual members.</p>	<p>C.5 - Classroom Observation - Staff Interview</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: INTERACTIONS

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>C.6 <u>Guidance and Discipline.</u> Staff use positive techniques of guidance, including modeling, redirection, positive reinforcement, and encouragement rather than competition, comparison, or criticism. Consistent, developmentally appropriate clear rules are developed with children. Verbal abuse or humiliation and denial of food and outdoor time are not used for punishment. Children are not punished for soiling, wetting or not using the toilet.</p>	<p>C.6 - Classroom Observation - Review Discipline or Behavior Management Policies</p>		

CHAPTER 186 EARLY CHILDHOOD PROGRAM STANDARDS

RATING SUMMARY FOR FAMILY INVOLVEMENT

AREA: FAMILY INVOLVEMENT

GOAL: Parents are supported as prime educators of their children. Families are well informed about and welcomed as observers and contributors to the program.

RATING	DESCRIPTION	TOTAL
1	Outstanding	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>D.1 <u>Information to Parents.</u> Information about the program is given to parents. The information includes:</p> <ul style="list-style-type: none"> a. written descriptions of the program's goals, philosophy, and services including special education services and services for children from linguistic minority families; b. procedures for parent conferences, visits, and sharing information about children's progress; c. opportunities for parent involvement including input to program policy and operation; d. procedures relating to children's records; e. procedures for providing emergency health care; f. the program's child management policy; g. written descriptions of procedures for referring children for evaluation and use of specialists in the classroom; 	<p>D.1 - Review of Documentation - Parent Interview/ Survey</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: FAMILY INVOLVEMENT

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p><u>Information to Parents</u> (continued) h. policy for visitors and volunteers in the classroom. Prior to enrollment, this information should be given to parents in their preferred language, if possible or required.</p>			
<p>D.2 <u>Orientation to Program.</u> A process is developed for orienting children and parents to the program. This process includes the opportunity for parents to visit the classroom prior to enrollment of the children. Programs with non-English speaking families provide bilingual staff or translators to help facilitate the process as necessary.</p>	<p>D.2 - Review of Documentation - Parent Interview/Survey - Staff Interview/Survey</p>		
<p>D.3 <u>Family/Child Information.</u> A process is developed to enable the program to learn about the child and family's interests and needs including child care arrangements. A developmental history for each child is completed by or with parents and placed in the child's file.</p>	<p>D.3 - Review of Documentation - Parent Interview/Survey - Staff Interview/Survey</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: FAMILY INVOLVEMENT

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>D.4 <u>Parent Education.</u> Programs provide opportunities for parents to further develop their skills as their child's principal educator. Such opportunities might include participation on local early childhood advisory councils, parenting workshops, adult literacy courses, development of toy lending libraries, play/support groups and other school enrichment activities.</p>	<p>D.4 - Review of Documentation - Parent Interview/ Survey</p>		
<p>D.5 <u>Parent Participation.</u> Parents are welcome visitors and contributors in the school (for example to share skills, interests, and their cultures in the classroom, or to observe, or eat lunch with their child).</p>	<p>D.5 - Parent Interview/ Survey - Staff Interview/ Survey</p>		
<p>D.6 <u>Parent/Staff Communication.</u> A verbal and/or written system in the parents' preferred language, if possible or required, is established for sharing information between the staff and the parents. Changes in a child's physical or emotional state are discussed in a timely fashion. Parents also are informed about the program through</p>	<p>D.6 - Review of Documentation - Parent Interview/ Survey - Staff Interview/ Survey</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: FAMILY INVOLVEMENT

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p><u>Parent/Staff Communication</u> (continued) regular newsletters, bulletin boards, frequent notes, telephone calls, and other similar measures.</p>			
<p>D.7 <u>Written Progress Reports.</u> Written descriptions in the parents' preferred language, if possible or required, of their child's progress, accomplishments, and difficulties in the program are recorded at least twice during the school year. Parents are provided with a copy of the progress reports or are given the information verbally at a conference. Reports are maintained in the child's file. Reports may be given to other caregivers, e.g. child care providers, with the written consent of the parents.</p>	<p>D.7 - Review of Documentation - Staff Interview/Survey - Parent Interview/Survey</p>		
<p>D.8 <u>Parent Conferences.</u> Conferences are held at least twice a year and at other times, as requested by parents, to discuss each child's progress, accomplishments, and difficulties at home and the school. Interpreters are provided as needed.</p>	<p>D.8 - Review of Documentation and Conference Schedule - Staff Interview/Survey - Parent Interview/Survey</p>		

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>D.9 Parental Consent. Written informed consent or authorization which is signed and dated is obtained annually from each child's parent for:</p> <ul style="list-style-type: none"> a. any activity unrelated to the child's direct care such as research, fund raising, or publicity b. emergency first aid and transportation c. names of people/programs authorized to take child from program or receive child at end of day d. information on where to reach parent or alternative in case of emergency and on the name of the child's physician or clinic e. transportation to/from the program f. special diet requirements or food allergies (see H.5) 	<p>D.9 - Review of Documentation</p>		
<p>D.10 Transition. When a child is leaving the program during the year for any reason, staff and parents help prepare the child and other children for this event in a manner consistent with the children's ability to understand. Parents are provided information and referrals for other services as requested.</p>	<p>D.10 - Review of Documentation - Staff Interview/ - Survey - Parent Interview/ - Survey</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

RATING SUMMARY FOR STAFF QUALIFICATIONS/DEVELOPMENT

AREA: STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

GOAL: The program is staffed by qualified adults who understand child development and who recognize and provide for children's individual needs and differences. The staff participate regularly in ongoing staff development.

RATING	DESCRIPTION	TOTAL
1	Outstanding	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	

SOURCES OF INFORMATION

STANDARD

STAFF QUALIFICATIONS

Until the new early childhood certificate is adopted by the Board of Education, public school Chapter 188 funded preschool classrooms have staff with the qualifications listed below.

E.1 Teacher.

Public School Preschool Programs a K-3, K-8, or Teacher of Young Children with Special Needs Certificate OR or a related field such as child study, child psychology, child development, early childhood special education, or elementary education AND

- minimum of three months of at least half-time experience with 3-5 year old children in a group program. At least two of the three months must be at

E.1 - Review Documentation of Staff Qualifications

COMMENTS



CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS AREA: STAFF QUALIFICATIONS/DEVELOPMENT

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>E.1 Teacher (continued) the preschool level. (300 hours of practicum and/or pre-practicum experience at this level may fulfill this requirement. At least 140 of the 300 hours must be at the preschool level), and</p> <ul style="list-style-type: none"> • four courses in early childhood education, and • as appropriate, Bilingual or English as a Second Language credentials. 			
<p>E.2 Associate Teacher. <u>Public School Preschool Programs</u> an Associate's degree in early childhood education or a related field such as child study, child psychology, child development, early childhood special education</p> <p style="text-align: center;"><input type="checkbox"/> OR <input type="checkbox"/></p> <ul style="list-style-type: none"> • a minimum of three months of at least half-time experience with 3-5 year old children in a group program. 	<p>E.2 - Review Documentation of Staff Qualifications</p>		

AND

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: STAFF QUALIFICATIONS/DEVELOPMENT

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>E.3 Assistant Teacher. <u>Public School Preschool Programs</u> Assistant teachers work under the direct supervision of a teacher and are at least 18 years old with:</p> <ul style="list-style-type: none"> • a high school diploma or equivalent, and • two courses in early childhood education or scheduled participation in ongoing early childhood staff development program 	<p>E.3 - Review Documentation of Staff Qualifications</p>		
<p>E.4 Early Childhood Coordinator. A classroom teacher who meets the qualifications listed below may be designated as Early Childhood Coordinator. In these situations, the Teacher/ Early Childhood Coordinator must be provided with sufficient nonteaching time to carry out the Coordinator's responsibilities. Each school system has or designates an individual to be the Early Childhood Coordinator with:</p> <ul style="list-style-type: none"> • a K-3, K-8, or Teacher of Young Children with Special Needs teaching certificate, and • two years teaching experience at the pre-school and/or kindergarten level, preferably with at least 140 hours experience at the pre-school level, and • four courses in early childhood education, and 	<p>E.4 - Review Documentation of Staff Qualifications</p>		

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CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS **AREA: STAFF QUALIFICATIONS/DEVELOPMENT**

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<ul style="list-style-type: none"> • experience and training in working with families and community groups <p>Responsibilities for the Early Childhood Coordinator may include but not be limited to:</p> <ul style="list-style-type: none"> • developing and maintaining the early childhood curriculum and program • observing in the classroom and consulting with teaching staff • encouraging family involvement in programs • working with the local early childhood advisory council • collaborating with other human service agencies and other early childhood programs • collaborating with special education and early elementary programs • planning staff development programs 			

CHAPTER 168 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: STAFF QUALIFICATIONS/DEVELOPMENT

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>E.5 Consulting Resource Teacher. Programs serving children with special needs have access to a consulting resource teacher with:</p> <ul style="list-style-type: none"> • appropriate special education certificate such as Teacher of Young Children with Special Needs, and • eighteen months of at least half-time experience (or nine months with a Master's degree) teaching or providing services to young children with special needs and their families. <p>The consulting resource teacher:</p> <ul style="list-style-type: none"> • supervises the implementation of any individualized educational plan • provides specific educational services/consultation • participates in TEAM evaluation and monitoring activities for children identified as needing evaluation and/or services. 	<p>E.5 - Review Documentation of Staff Qualifications</p>		

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>E.6 Health Care Consultant (or School Nurse). The program has access to a health care consultant who is:</p> <ul style="list-style-type: none"> • a physician or a registered nurse, such as a public health nurse or a school nurse • trained in and has experience with the unique developmental and health needs of preschool children <p>The health care consultant:</p> <ul style="list-style-type: none"> • approves and assists in developing health care policies • approves the plan for first-aid training of staff • participates in development of nutritional policies • is available for consultations <p>The health care services are coordinated with the School Health Services Program.</p>	<p>E.6 - Review Documentation of Staff Qualifications</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: STAFF QUALIFICATIONS/DEVELOPMENT

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p><u>STAFF DEVELOPMENT</u></p> <p>E.7 <u>Staff Development.</u> The program provides a minimum of two hours per month or twenty-four hours per calendar year of ongoing staff development for staff to improve their skills in working with young children and families. Staff development programs are planned by the staff scheduled to participate in the training. Staff development programs are encouraged to include a variety of experiences such as classroom observations and individual consultations, group workshops, visits to other programs, and attendance at conferences. The staff development program may be done in conjunction with other training opportunities being offered throughout the system and the community.</p>	<p>E.7 - Staff Interview/ Survey - Review of Documentation of Staff Development Activities</p>		
<p>E.8 <u>Staff Orientation.</u> New staff are oriented to the goals and philosophy of the program, emergency health and safety procedures, special needs of individual children assigned to the staff member's care, guidance and classroom management techniques, and planned daily activities.</p>	<p>E.8 - Staff Interview/ Survey - Review Documentation of Staff Development Activities</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS **AREA: STAFF QUALIFICATIONS/DEVELOPMENT**

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>E.9 <u>Volunteers/Interns.</u> Volunteers and student interns are provided with orientation, training, and supervision.</p>	<p>E.9 - Staff Interview/ - Survey - Review Documentation of Staff Development Activities</p>		
<p>E.10 <u>Staff Support.</u> The program provides technical assistance and support as needed to assist staff in providing services for children with special needs and children from linguistic minority families.</p>	<p>E.10 - Staff Interview/ - Survey - Review Documentation of Staff Development Activities</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

RATING SUMMARY FOR STAFFING

AREA: STAFFING		R	RATING	DESCRIPTION	TOTAL
GOAL: The program is sufficiently staffed to provide individual attention and to promote the physical, social, emotional, and cognitive development of children.		A	1	Outstanding	
		T	2	Implemented	
		I	3	Partially Implemented	
		N	4	Not Implemented	
		G			
STANDARD		#	SOURCES OF INFORMATION		COMMENTS
F.1 Staff-Child Ratio. Staff to child ratios are maintained at all times including lunch and outdoor times. For preschool programs, staff ratios and group size meet the following requirements: a. Group size is no larger than fifteen b. Each classroom has at a minimum a teacher and an assistant teacher or a teacher and an associate teacher.			F.1 - Review Documentation of Staffing Pattern - Classroom Observation		
F.2 IEP Provisions. Group size, staff ratios, and provision of other services meet the specifications of the Individualized Educational Plans (IEP) of children with special needs and are in accordance with the regulations of Chapter 766.			F.2 - Review IEP Records - Classroom Observation - Staff Interview - Parent Interview/Survey		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

RATING SUMMARY FOR HEALTH AND SAFETY

AREA: HEALTH AND SAFETY	RATING	DESCRIPTION	TOTAL
GOAL: The program is operated in a manner which enhances the health and safety of children, protects them from abuse and neglect, and educates staff, children, and families concerning health and safety practices.	A	Outstanding	
	T	Implemented	
	I	Partially	
	N	Implemented	
G	4	Not Implemented	
STANDARD	#	SOURCES OF INFORMATION	COMMENTS
G.1 <u>Health Care Policy.</u> A written health care policy is provided to each staff member and to families, as requested. The health policy is approved by the health care consultant.		G.1 - Review of Policy - Parent and Staff Interview/Survey	
G.2 <u>Staff Physical Examinations.</u> Staff receive a pre-employment physical examination which certifies that the staff member is free from communicable disease and indicates any limitations in working with young children due to health problems. Staff provide appropriate evidence of negative tuberculosis tests and immunity to vaccine preventable diseases per Massachusetts Department of Public Health guidelines.		G.2 - Review of Staff Records	

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: HEALTH AND SAFETY

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>G.3 <u>Child Health Records.</u> A written health record is maintained for each child. Staff are informed of allergy and other such essential health information for individual children. Written health records are current.</p>	<p>G.3 - Review of Children's Records</p>		
<p>G.4 <u>Health Screening.</u> The program provides vision, hearing, and developmental screening for each child enrolled. Height and weight are charted on a growth chart yearly. Documentation of lead screening results are provided either by parents or by the program.</p>	<p>G.4 - Review of Children's Records</p>		
<p>G.5 <u>Policy for Sick Child Attendance.</u> The program has a written policy specifying guidelines for attendance of sick children and the protection of well children. The program notifies parents of all communicable diseases per recommendation of the Massachusetts Department of Public Health. The local Board of Health is notified of reportable diseases and/or outbreaks of communicable diseases as appropriate.</p>	<p>G.5 - Review of Policy - Parent and Staff Survey/Interviews</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: HEALTH AND SAFETY

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>G.6 <u>Child Injury Reporting.</u> Individual medical problems and injuries are recorded and reported to staff and parents. Parents are informed immediately of any injury or illness which requires medical attention other than minor first aid. Programs maintain centralized logs of injuries and other health and safety concerns.</p>	<p>G.6 - Review of Accident Log - Parent and Staff Interviews</p>		
<p>G.7 <u>Child Abuse/Neglect.</u> Suspected incidents of child abuse and/or neglect by parents, staff or others are verbally reported by the end of the day to the Department of Social Services. Staff receive training regarding policies, procedures and staff's legal and professional responsibilities about reporting suspected child abuse/neglect.</p>	<p>G.7 - Staff Interviews - Review of Staff Training Schedule</p>		
<p>G.8 <u>First Aid Training.</u> At least one staff member who has certification in emergency first aid treatment and CPR is available at all times. All staff are trained in approved first aid procedures, including mouth to mouth resuscitation, treatment of convulsions and choking.</p>	<p>G.8 - Review of Staff First Aid Certification - Review of Staff Training Schedule</p>		

CHAPTER 186 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: HEALTH AND SAFETY

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>G.9 <u>Medical Emergency Plan.</u> A plan exists for dealing with medical emergencies. Adequate first aid supplies are readily available to each classroom but out of children's reach. First aid supplies are checked regularly for completeness and outdated expiration dates.</p>	<p>G.9 - Review of First Aid Supplies - Review of Medical Emergency Procedures</p>		
<p>G.10 <u>Children's Clothing.</u> Children are dressed appropriately for indoor and outdoor activities. A supply of clean dry children's clothing is kept on hand. A waterproof container is available for storage of soiled clothes.</p>	<p>G.10 - Classroom and Playground Observation - Staff Interview</p>		
<p>G.11 <u>Cleaning.</u> The facility is cleaned daily to wash and disinfect bathroom fixtures and remove trash. Frequently used surfaces are washed at least daily. All toys are washable; stuffed animals or other such fabric toys are used only if machine washable.</p>	<p>G.11 - Review of Cleaning Procedures - Classroom Observation</p>		



CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: HEALTH AND SAFETY

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>G.12 <u>Personal Hygiene of Staff/Children.</u> Children are helped to wash their hands after toileting and before eating or handling food. Staff wash their hands before food handling and after assisting children with toileting. Dispensable soap and disposable towels are provided. Hot water temperature does not exceed 120°F (43°C) at outlets accessible to children.</p>	<p>G.12 - Classroom, Kitchen, and Bathroom Observation.</p>		
<p>G.13 <u>Building/Equipment Safety.</u> The building and all equipment are maintained in a safe, clean condition and in good repair (for example, there are no sharp edges, splinters, protruding or rusty nails, or missing parts). Staff members or parents monitor at least monthly the health and safety of the program.</p>	<p>G.13 - Classroom and Play-ground Observation - Staff Interview</p>		
<p>G.14 <u>Bedding.</u> (Requirements for bedding apply only to programs in which children are present for more than four hours.) Individual bedding is sent home to be washed once a week, or more often if necessary, and used by only one child between washings. Individual cots, mats or bedding are washed if soiled. Soiled</p>	<p>G.14 - Classroom Observation - Review of Laundry Procedures and Schedule</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: HEALTH AND SAFETY

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>Bedding (continued) items are sealed in a plastic bag and sent home for laundering. Bedding is stored separately, so as not to spread communicable diseases.</p>			
<p>G.15 Medication. Nonprescription and prescription medication is given only with written parental consent and a written order of a physician (such as a prescription label) which indicates the medication is for the specific child. A medication log for each child is maintained. All medicine is labelled with the child's name, name of drugs, and instructions for administration. The medication log of prescribed medication includes time and date of administration, name of staff member administering the medication and name of child. When no longer needed, the medicine is returned to parents or destroyed.</p>	<p>G.15 - Review of Medication Logs for Children - Review of Medication Procedures and Labelling - Review of Parental Consent Forms</p>		
<p>G.16 Storage of Hazardous Substances. All poisons, including poisonous plants, are put out of children's reach. All chemicals and potentially dangerous products such as medicines or cleaning supplies are stored in</p>	<p>G.16 - Observation of Location and Labelling of Hazardous Substances and Objects</p>		



CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: HEALTH AND SAFETY

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p><u>Storage of Hazardous Substances (continued)</u> original, labelled containers in locked cabinets inaccessible to children. All commercial art materials should have a manufacturer's label with A.P. (Approved Product) or C.P. (Certified Product) designation to insure they are nontoxic. All sharp objects, matches and adult personal belongings, such as staff pocketbooks, are out of children's reach. No hot beverages are allowed in the classroom.</p>			
<p><u>G.17 Evacuation Procedures.</u> All staff are familiar with primary and secondary evacuation routes and practice evacuation procedures at least twice per year with children. Written emergency procedures are posted in conspicuous places.</p>	<p>G.17 - Staff Interviews - Review of Evacuation Procedures and Posted Plans</p>		
<p><u>G.18 Emergency Procedures.</u> Staff are familiar with emergency procedures such as operation of fire extinguishers and procedures for severe storm warnings. Smoke or heat detectors and fire extinguishers are periodically checked.</p>	<p>G.18 - Staff Interviews - Observation of Smoke Detectors and Fire Extinguishers</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: HEALTH AND SAFETY

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>G.19 <u>Posting of Health Care Policy.</u> The written health care policy is posted near the telephone used for making emergency calls. Emergency telephone numbers including police, fire, rescue, and poison control services are posted by phones. The staff have access to a non-coin operated telephone.</p>	<p>G.19 - Classroom Observation</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS RATING SUMMARY FOR NUTRITION AND FOOD SERVICE

AREA: NUTRITION AND FOOD SERVICE		RATING	DESCRIPTION	TOTAL
GOAL: The nutritional needs of children are met in a manner that promotes physical, social, emotional, and cognitive development. Children are provided with adequate nutrition and are educated concerning good eating habits.		1	Outstanding	
		2	Implemented	
		3	Partially Implemented	
		4	Not Implemented	
STANDARD	SOURCES OF INFORMATION	#	COMMENTS	
H.1 <u>Food Services Program.</u> The school food services program conforms to the National School Lunch Program regulations.	H.1 - Review of Documentation			
H.2 <u>Meals and Snacks.</u> Meals and/or snacks are planned to meet the child's nutritional requirements as recommended by the Child Care Food Program of the United States Department of Agriculture in proportion to the amount of time the child is in the program each day. One person is assigned responsibility for the food program. For children in care for less than four hours, nutritional snacks are provided mid-morning or mid-afternoon. Children in care longer than four hours have regularly scheduled meals, in addition to snacks.	H.2 - Review of Sample Monthly Menu - Review of Meal Schedules			

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: NUTRITION AND FOOD SERVICE

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>H.3 <u>Food From Home.</u> When parents provide meals, they are given a written list of nutritious foods. Food brought from home is stored appropriately until consumed. If the parents fail to send food, the program provides a nutritious meal or snack, as appropriate, for the child.</p>	<p>H.3 - Staff and Parent Interview/Survey</p>		
<p>H.4 <u>Menus.</u> Menu information is provided to parents. Menus are reviewed periodically by a nutritionist. Menus are posted weekly and kept on file.</p>	<p>H.4 - Parent Interview/ - Survey - Review of Menu Planning Procedures</p>		
<p>H.5 <u>Special Diets/Allergies.</u> Staff are informed in writing of any special dietary and feeding needs and/or food allergies of individual children and arrange to meet those needs. Children with special diets or food allergies are fed in accordance with physician orders. Food allergy information is posted in the eating area.</p>	<p>H.5 - Review of Records and Posting of Child Allergies/Special Diets</p>		
<p>H.6 <u>Meal Settings.</u> Meals and snack times are social and provide learning experiences for children. Food is served family style when possible. Foods indicative of children's cultural backgrounds are</p>	<p>H.6 - Mealtime Observation - Staff Interview - Review of Menus for Ethnic Diversity</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: NUTRITION AND FOOD SERVICE

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p><u>Meal Settings (continued)</u> served periodically. Food is not used as a reward or a punishment. Children are encouraged but not coerced to eat a well-balanced diet.</p>			
<p>H.7 <u>Food Storage.</u> Food is stored in clean covered containers. Readily perishable or readily contaminated food or drink is refrigerated at or below 45°F (7°C). All readily perishable or readily contaminated hot food is kept at 140°F (60°C) or above. Frozen foods are stored at 0°F (-17°C) or below. All unfinished food products are disposed of properly. All garbage containers used in the kitchen are emptied and cleaned daily and are maintained in a sanitary condition.</p>	<p>H.7 - Observation of Food Storage Areas - Staff Interview</p>		
<p>H.8 <u>Preparation of Food.</u> Where meals are prepared on the premises, the program conforms to the Department of Public Health Sanitation Regulations (105 CMR 590.000 Article X Minimum Sanitation Standards for Food Establishments). Food may be prepared at an approved facility and transported to the program in appropriate sanitary containers and at appropriate</p>	<p>H.8 - Observation of Food Preparation Areas - Review of Food Service Permit</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: NUTRITION AND FOOD SERVICE

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p><u>Preparation of Food (continued)</u> A Food Service Permit from the local Board of Health is required.</p>			
<p>H.9 Sanitary Drinking Water. A convenient source of sanitary drinking water is provided for children and staff.</p>	<p>H.9 - Observation of Drinking Facilities</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

RATING SUMMARY FOR TRANSPORTATION

AREA: TRANSPORTATION

GOAL: When provided, transportation is safe and efficient.

R	RATING	DESCRIPTION	TOTAL
A	1	Outstanding	
T	2	Implemented	
I	3	Partially Implemented	
N			
G	4	Not Implemented	

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>I.1 <u>Transportation Plan.</u> The program has a written plan for the transportation of the children. A copy of the plan is given to staff and to parents in the native language, as needed. The plan includes:</p> <ul style="list-style-type: none"> a. the program's emergency transportation procedures b. transportation eligibility requirements 	<p>I.1 - Review of Written Transportation Plan</p> <ul style="list-style-type: none"> - Parent and Staff Interview/Survey 		
<p>I.2 <u>Transportation Vehicles.</u> Vehicles used for transportation conform to Massachusetts pupil transportation requirements contained in Chapter 90 of the General Laws; and the "Rules and Regulations Establishing Minimum Standards for Construction and Equipment of School Buses," Registry of Motor Vehicles, (540 CMR 2.17); and any pertinent federal rules and regulations.</p>	<p>I.2 - Review of Appropriate Insurance Policies, Vehicle Inspection Certificates, and Drivers' Licenses</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: TRANSPORTATION

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p><u>Transportation Vehicles</u> (continued)</p> <p>a. Any vehicle (such as vans, station wagons or sedans) transporting eight or fewer children meets specific guidelines for attaching "SCHOOL BUS" signs, as stated in Section 7D of Chapter 90.</p> <p>b. The driver of any vehicle transporting children is licensed in accordance with Massachusetts laws.</p> <p>c. Any vehicle used for transportation of children is inspected bi-annually in accordance with Massachusetts laws.</p> <p>d. Staff members' vehicles used to transport children are adequately insured (as minimums, injury per person: \$100,000; injury per accident: \$300,000; property damage: \$5,000)</p>			
<p>I.3 <u>Transporting Children with Special Needs.</u> Transportation services for young children with special needs meet the requirements of each child's Individualized Educational Plan and are in accordance with the provisions of Chapter 766.</p>	<p>I.3 - Staff Interview - Review of IEPs and Arrangements for Individual Children</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: TRANSPORTATION

STANDARD	SOURCES OF INFORMATION	COMMENTS
<p>I.4 <u>Seating and Seatbelts.</u> The number of people riding in any vehicle used for a program related activity does not exceed the number of seats in the vehicle. All passengers are seated while the vehicle is moving.</p> <p>a. Suitable carriers, restraints or seatbelts are provided for in accordance with Massachusetts law and used properly by each child. All restraints meet the 1981 Standards of Physicians for Automotive Safety or Consumer Union guidelines and are crash tested and child approved.</p> <p>b. When more than nine children are being transported, an attendant other than the driver is present.</p>	<p>I.4 - Interview Transportation Staff - Review of Bussing Assignments</p>	
<p>I.5 <u>Transportation Safety.</u> The program works with parents to insure the health and safety of children being transported.</p> <p>a. The driver and the attendant are informed, in writing, of any needs or problems which may cause a child difficulty while being transported (such as seizures, motion sickness, and special needs).</p>	<p>I.5 - Staff and Parent Interviews</p>	

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p><u>Transportation Safety</u> (continued)</p> <p>b. Children are released by the driver only to designated persons or programs authorized by the parents (see D.9). Programs may include extended day care and family day care programs.</p> <p>c. Children are not in transit for more than forty-five minutes one way between home and the location of the program.</p> <p>d. Children are not left unattended in the vehicle. The vehicle is not left running if a driver is not seated in the driver's seat.</p> <p>e. The vehicle is equipped with a communication system (such as a CB, two-way radio, walkie-talkie, or beeper)</p> <p>f. The vehicle is refueled only when passengers are not on board.</p> <p>g. There is no smoking in the vehicle.</p> <p>h. All sharp, heavy or potentially dangerous objects are securely restrained in vehicles transporting children.</p>			

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

RATING SUMMARY FOR ADMINISTRATION

AREA: ADMINISTRATION		R RATING	DESCRIPTION	TOTAL
<p>GOAL: Program administrators provide leadership and support for staff in their efforts to provide a high quality early childhood program. The program has a nondiscrimination policy. It integrates children from racial and linguistic minority families, children with identified or suspected special needs, and children at risk of developing special needs.</p>		A	Outstanding	
		1	Implemented	
		2	Partially Implemented	
		3	Implemented	
		4	Not Implemented	
		G		

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>J.1 <u>Program Policy and Procedures.</u> The program has written policies and procedures which are given to parents and staff. Enrollment policy and any fee for services are explained to parents in their preferred language. Policies and procedures include information on: a. child, family, and staff orientation programs b. medical emergency and sick child procedures (see G.1) c. classroom management/discipline techniques d. calendar, program closings, hours of operation e. schedule of daily routine f. curriculum goals and philosophy g. program evaluation h. child screening and assessment i. child records requirements j. supervision of children</p>	<p>J.1 - Review of Written Policies and Procedures - Interview with Staff/Parents</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: ADMINISTRATION

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>J.2 <u>Personnel Policies.</u> The program has written personnel policies. Hiring practices are non-discriminatory. Efforts are made to attract a diversity of qualified applicants including males, individuals with handicaps, and individuals who reflect the linguistic and cultural diversity of the children being served. Staff are hired at the district's rate for comparable positions and receive comparable benefits.</p>	<p>J.2 - Review of Personnel Policies - Interview with Staff</p>		
<p>J.3 <u>Child Records.</u> Individual files are maintained for each child in accordance with the state's Student Records Regulations. The child's participation in a Chapter 188 Early Childhood program is noted in the permanent record.</p>	<p>J.3 - Review of Children's Records - Staff Interviews</p>		
<p>J.4 <u>Publicity/Recruitment.</u> Programs include in their publicity (fliers, press releases, orientation, etc.) reference to their policy to serve children from diverse backgrounds.</p>	<p>J.4 - Review of Fliers, Press Releases, etc.</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: ADMINISTRATION

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>J.5 <u>Community Resources.</u> The program administrator is familiar with and makes appropriate use of community resources including social services; child care resource and referral agencies; mental and physical health agencies; and educational programs such as museums, libraries, and neighborhood centers. Staff make appropriate professional referrals when necessary and maintain written records.</p>	<p>J.5 - Review of Referral Documentation - Staff Interviews</p>		
<p>J.6 <u>Hiring/Supervision of Staff.</u> Hiring practices include careful checking of personal references of all potential new employees. New staff members undergo a probationary period of employment in accordance with local policies during which they are observed for success in working with young children and their families. Staff members who work directly with children are periodically evaluated.</p>	<p>J.6 - Review of Documentation - Staff Interviews</p>		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: ADMINISTRATION

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>J.7 Staff Records. Individual files are maintained for each staff member. Accurate and current records are kept of staff qualifications including verification of prior work experience, transcripts, certificates, or other documentation of continuing inservice education.</p>			

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

RATING SUMMARY FOR

AREA: EVALUATION		RATING	DESCRIPTION	TOTAL
GOAL: Systematic assessment of the effectiveness of the program in meeting its goals for children, families and staff is conducted to ensure that high quality care and education are provided and maintained.		1	Outstanding	
		2	Implemented	
		3	Partially Implemented	
		4	Not Implemented	
		#	COMMENTS	
STANDARD	SOURCES OF INFORMATION			
K.1 <u>Child Observation.</u> Teacher observations of each child's development are written and compiled on an ongoing basis. Staff review observations with other classroom staff and professionals and develop appropriate learning activities for individual children. Information is shared regularly with parents and is available to parents upon request. With parental consent and upon request, information is shared with a child's other caregivers. Observations may consist of such methods as anecdotal records, regular classroom and playground observations, and dated compilations of children's work. Staff are aware of the need to protect the confidentiality of personally identifiable communications about children.	K.1 - Review of Documentation - Staff and Parent Interview			

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: EVALUATION

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>K.2 <u>Evaluation of Children's Progress.</u> Developmental screening and classroom observation are used to provide initial data on a child's development and abilities and to identify children at risk of developing or having special needs. Developmental assessment is used to further evaluate children identified through the screening process. Developmental screening and assessment are not used to prohibit entrance to programs nor are results used as the sole criterion for recommending enrollment, placement or retention in a program. Whenever developmental norms are used, they are age-matched, and sex, region, culture, linguistic, and socioeconomically appropriate.</p>	<p>K.2</p> <ul style="list-style-type: none"> - Review of Screening and Assessment Tools - Staff and Parent Interviews - Review of Staff-Recorded Observations 		
<p>K.3 <u>Program Evaluation.</u> At least annually, parents, staff, local advisory council members, resource and referral staff, and other professionals are involved in evaluating the program's effectiveness in meeting the needs of children, families and staff and to identify program areas needing improvement.</p>	<p>K.3</p> <ul style="list-style-type: none"> - Review of Completed Program Standards Self-Assessment Checklist - Staff and Parent Interview/Survey 		

CHAPTER 188 EARLY CHILDHOOD PROGRAM STANDARDS

AREA: EVALUATION

STANDARD	SOURCES OF INFORMATION	#	COMMENTS
<p>The evaluation consists of:</p> <ul style="list-style-type: none"> a. the program's degree of compliance with Board of Education's Early Childhood Program Standards. b. the program's effectiveness in meeting its stated goals and objectives for children, families and staff using locally designed or chosen evaluation instruments and methods. <p>Personally identifiable information about children is not used for program evaluation purposes.</p>			

APPENDIX A:
EQUIPMENT AND MATERIALS

Sufficient quantity and variety of developmentally appropriate play materials, equipment, and furnishings is necessary for the number of children enrolled. Play materials and equipment representative of each category listed below is recommended:

Art Materials:

- Paint (tempera, poster, fingerpaint)
- Paper (newsprint, construction, recycled paper)
- Easels
- Crayons, markers, colored pencils, colored chalk, craypas
- Blunt scissors.
- Paste and glue
- Clay, playdough and modelling tools
- Collage materials
- Stickers and stamps

Blocks and Accessories:

- Large blocks (wood and/or cardboard)
- Unit blocks
- Boats
- Cars, planes, trains, trucks
- Rubber or wood figures of people
- Animals of various sizes

Books and Posters:

- Picture and story books on topics such as:
 - literature (poetry, rhyme and verse)
 - fantasy, folk tales, and fairy tales
 - pretend, fun and nonsense (magic, jokes, and monsters)
 - social studies (families, myself, community, cultures)
 - recreation (sports, hobbies, toys and playtime)
 - science (weather, seasons, astronomy, earth, human life)
 - animals (zoo, farm and house pets)
- Flannel boards

Dramatic Play Materials:

- Doll beds
- Dolls
- Telephones
- Toy stove, sink, refrigerator, cabinets, table, chairs
- Dishes, pots, pans
- Ironing board and iron
- Cleaning equipment (mop and brooms)
- Dress-up clothes (both men's and women's)
- Full-length unbreakable mirror placed at child's level
- Puppets
- Materials for costumes
- Plastic food and empty food boxes
- Clothes rack or hooks

Large Motor Equipment:

- Boxes and boards
- Saw horses and barrels
- Climbers and ladders
- Workbench, hammers, saws, nails and wood funnels, pails
- Sand box, shovels, spoons, sifters,
- Water table, bottles, tubes, siphons, funnels, sponges
- Wheel toys (large enough to sit in and ride on)
- Swings and slides
- Balls, frisbees and jump ropes
- Rocking boat

EARLY CHILDHOOD PROGRAM STANDARDS**Manipulative Materials:**

- Pegs and pegboards
- Beads, lacing strings, snaps and buttons
- Board games (e.g. lotto games, candyland)
- Puzzles (wooden and cardboard)
- Building toys (e.g. tinker toys, legos, lincoln logs)
- Typewriter
- Variety of counting and sorting pieces
- Attribute blocks, cuisinaire rods, dominos

Musical Instruments:

- Autoharp, guitar and recorder
- Records and record player
- Tapes and tape recorder
- Drums, cymbals, bells, rhythm sticks, triangles
- Musical shakers, tambourines, xylophone
- Dance accessories (scarves, etc.)

Science Materials:

- Aquarium with fish or reptiles
- Pets or small animals (do not have if children are allergic)
- Non-poisonous seeds and flower pots, growing plants
- Gardening tools and dirt
- Dry batteries, magnets, compass, and thermometer
- Rope and pulleys
- Magnifying glass, kaleidoscope and prisms
- Balance scale and weights
- Measuring tape and rulers

EARLY CHILDHOOD PROGRAM STANDARDS**APPENDIX B:****HEALTH AND SAFETY****I. HEALTH CARE POLICY REQUIREMENTS**

The written health care policy includes:

- a) the name, address and telephone number of the physician or registered nurse available for emergencies and consultation
- b) the telephone number of the fire department, police station, poison control center, and ambulance service serving the program
- c) the name and telephone number of any hospital where children will be taken in emergencies
- d) the procedures to be followed in case of fire, illness or other emergencies, including transportation methods and notification of parent
- e) the procedures to be followed in case of illness or emergency when parent(s) cannot be reached
- f) the procedures for using first aid equipment
- g) a plan for dispensing medication, including the recording of any administration of prescribed medication
- h) a plan for the prevention and management of the spread of communicable diseases, including notification procedures*
- i) a plan for the care of mildly ill children including the provision of a quiet area†
- j) the procedure for identifying children's allergies and protecting children from exposure to foods, chemicals or other materials to which they are allergic
- k) a plan for toileting; a plan for diapering, if applicable
- l) the procedure for reporting suspected child abuse or neglect to the Massachusetts Department of Social Services
- m) a statement which provides for the granting of exceptions in instances where such health practices are against the religious beliefs of the family

*Children should be excluded for communicable diseases such as meningococcal disease or Hib disease, diarrhea with fever and/or vomiting, chicken pox, or hepatitis A. Exclusion until treatment is begun is warranted for strep infections, head lice, scabies, impetigo and conjunctivitis. The local Board of Health may assist the program in the management of outbreaks of communicable disease.

†Given the appropriate resources, mildly ill children need not be excluded for uncomplicated respiratory illness. Often children are no longer contagious when they become symptomatic. To exclude or isolate them can cause an unfair and unwarranted hardship on the parents and the child.

EARLY CHILDHOOD PROGRAM STANDARDS

II. HEALTH RECORDS REQUIREMENTS

Individual children's health records include but are not limited to:

- a) the results of a complete health evaluation by a physician within one year prior to each year's enrollment
- b) record of immunizations
- c) emergency contact information
- d) updated list of the names of people authorized to pick up the child
- e) pertinent health history (such as allergies or chronic conditions)
- f) log of medications administered, injury reports, staff health observations
- g) screening results and health-related referrals.

Children receive the necessary immunizations as required by the Massachusetts Department of Public Health.



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