

## CURRICULUM and INSTRUCTIONAL ASSESSMENT STANDARDS

*The program has a written curriculum or uses a dynamic curriculum framework (e.g. project web) for all major age groups served. The curriculum describes specific developmentally appropriate goals and experiences for children. On-going instructional assessment is used to meet the needs and interests of individual children.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The program can document that it uses a curriculum or curriculum framework that is approved by the Early Learning Coalition of Pinellas.</p>	<p>The program can document that it uses a curriculum or curriculum framework that is approved by the Early Learning Coalition of Pinellas.</p> <p style="text-align: center;">+</p> <p>All lead teachers have completed 6 hours of training to support the implementation of the center’s adopted curriculum for the age group to which the staff member is assigned.</p>	<p>The program can document that it uses a curriculum or curriculum framework that is approved by the Early Learning Coalition of Pinellas.</p> <p style="text-align: center;">+</p> <p>All lead teachers have completed 6 hours of training to support the implementation of the center’s adopted curriculum for the age group to which the staff member is assigned.</p> <p style="text-align: center;">+</p> <p>All teaching staff employed six (6) months or longer have completed 6 hours of training to support the implementation of the center’s adopted curriculum for the age group to which the staff member is assigned.</p>	<p>The program can document that it uses a curriculum or curriculum framework that is approved by the Early Learning Coalition of Pinellas.</p> <p style="text-align: center;">+</p> <p>All lead teachers have completed 6 hours of training to support the implementation of the center’s adopted curriculum for the age group to which the staff member is assigned.</p> <p style="text-align: center;">+</p> <p>All teaching staff employed six (6) months or longer have completed 6 hours of training to support the implementation of the center’s adopted curriculum for the age group to which the staff member is assigned.</p> <p style="text-align: center;">+</p> <p>Written weekly plans are used in each classroom to guide daily curriculum implementation.</p> <p style="text-align: center;">+</p> <p>The program uses instructional assessment to individualize the curriculum. The program uses at least one type of assessment tool.</p>	<p>The program can document that it uses a curriculum or curriculum framework that is approved by the Early Learning Coalition of Pinellas.</p> <p style="text-align: center;">+</p> <p>All lead teachers have completed 6 hours of training to support the implementation of the center’s adopted curriculum for the age group to which the staff member is assigned.</p> <p style="text-align: center;">+</p> <p>All teaching staff employed six (6) months or longer have completed 6 hours of training to support the implementation of the center’s adopted curriculum for the age group to which the staff member is assigned.</p> <p style="text-align: center;">+</p> <p>Written weekly plans are used in each classroom to guide daily curriculum implementation for individual children</p> <p style="text-align: center;">+</p> <p>The program uses an instructional assessment system to individualize the curriculum. The assessment system includes more than one type of tool.</p>

**CURRICULUM and INSTRUCTIONAL ASSESSMENT DOCUMENTATION**

Level 1	Level 2	Level 3	Level 4	Level 5
Copies of cover of teacher manual or teacher guide for each age group served	<p>Level 1 Documentation</p> <p style="text-align: center;">+</p> <p>Training certificates dated and signed for lead teachers documenting 6 hours or more of training on the adopted curriculum.</p>	<p>Level 1 Documentation</p> <p style="text-align: center;">+</p> <p>Training certificates dated and signed for lead teachers documenting 6 hours or more of training on the adopted curriculum.</p> <p style="text-align: center;">+</p> <p>Training certificates dated and signed for all teachers employed six months or more documenting 6 hours of training on the adopted curriculum.</p>	<p>Level 1 Documentation</p> <p style="text-align: center;">+</p> <p>Training certificates dated and signed for lead teachers documenting 6 hours or more of training on the adopted curriculum.</p> <p style="text-align: center;">+</p> <p>Training certificates dated and signed for all teachers employed six months or more documenting 6 hours of training on the adopted curriculum.</p> <p style="text-align: center;">+</p> <p>Weekly lesson plans for each age group served.</p> <p style="text-align: center;">+</p> <p>One instructional assessment tool for each age group served. (birth to five only)</p>	<p>Level 1 Documentation</p> <p style="text-align: center;">+</p> <p>Training certificates dated and signed for lead teachers documenting 6 hours or more of training on the adopted curriculum.</p> <p style="text-align: center;">+</p> <p>Training certificates dated and signed for all teachers employed six months or more documenting 6 hours of training on the adopted curriculum.</p> <p style="text-align: center;">+</p> <p>Weekly lesson plans for each age group served showing written individualized learning plans based on assessment information.</p> <p style="text-align: center;">+</p> <p>Written description of the assessment system in staff manual, policies &amp; procedures manual, etc. Samples of two instructional assessment tools.</p>

## FAMILY ENGAGEMENT STANDARDS - COMMUNICATION

*The program communicates regularly and effectively with families and encourages active two-way communication between families and the program.*

Level 1	Level 2	Level 3	Level 4	Level 5
A program handbook is given to families at enrollment.	A program handbook is given to families at enrollment.	A program handbook is given to families at enrollment.	A program handbook is given to families at enrollment.	A program handbook is given to families at enrollment.
+	+	+	+	+
Enrollment forms solicit information about the child’s development, strengths, likes and dislikes, etc.	Enrollment forms solicit information about the child’s development, strengths, likes and dislikes, etc.	Enrollment forms solicit information about the child’s development, strengths, likes and dislikes, etc.	Enrollment forms solicit information about the child’s development, strengths, likes and dislikes, etc.	Enrollment forms solicit information about the child’s development, strengths, likes and dislikes, etc.
	+	+	+	+
	Three methods of communicating with families including the following:	Three methods of communicating with families including the following:	Three methods of communicating with families including the following:	Three methods of communicating with families including the following:
	Individualized daily written communication is sent home with children under age three.	Individualized daily written communication is sent home with children under age three.	Individualized daily written communication is sent home with children under age three.	Individualized daily written communication is sent home with children under age three.
	+	+	+	+
	A weekly summary of classroom activities is posted OR sent home with children over the age of three.	A weekly summary of classroom activities is posted OR sent home with children over the age of three.	A weekly summary of classroom activities is posted OR sent home with children over the age of three.	A weekly summary of classroom activities is posted OR sent home with children over the age of three.
				+
				Families have the opportunity to evaluate the program at least annually.
				+
				If a program serves families who speak different languages, the program has established methods of communicating with families in their primary language.

## FAMILY ENGAGEMENT STANDARDS – FAMILY COMMUNICATION DOCUMENTATION

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Family handbooks containing the following information:</p> <ul style="list-style-type: none"> <li>• Schedule of operations including daily opening-closing hours, holidays, calendar</li> <li>• Program philosophy and goals</li> <li>• Discipline policy</li> <li>• Child sign-in/sign-out procedures</li> <li>• Information regarding parents having unlimited access to their children</li> <li>• Payment policies including payment due dates; fees for late pick-up (if any)</li> <li>• Nutrition policies concerning food provided by center, food brought from home, food allergy precautions, etc.</li> <li>• Illness and medication policies</li> <li>• Emergency procedures</li> <li>• Screening and Assessment of children</li> <li>• Family involvement or support opportunities if offered</li> <li>• Procedures for complaints</li> </ul> <p style="text-align: center;">+</p> <p>Enrollment forms</p>	<p>Level 1 documentation</p> <p style="text-align: center;">+</p> <p>Communication strategies such as:</p> <ul style="list-style-type: none"> <li>• Toddler –Gram</li> <li>• Pictures of bulletin boards (current)</li> <li>• Log of informal communications</li> <li>• Weekly classroom newsletters</li> <li>• Center-wide newsletters</li> <li>• Website: provide web address</li> <li>• Parent bulletin board</li> <li>• Meeting flyer announcing parent meetings</li> </ul>	<p>Level 1 documentation</p> <p style="text-align: center;">+</p> <p>Communication strategies such as:</p> <ul style="list-style-type: none"> <li>• Toddler –Gram</li> <li>• Pictures of bulletin boards (current)</li> <li>• Log of informal communications</li> <li>• Weekly classroom newsletters</li> <li>• Center-wide newsletters</li> <li>• Website: provide web address</li> <li>• Parent bulletin board</li> <li>• Meeting flyer announcing parent meetings</li> </ul>	<p>Level 1 documentation</p> <p style="text-align: center;">+</p> <p>Communication strategies such as:</p> <ul style="list-style-type: none"> <li>• Toddler –Gram</li> <li>• Pictures of bulletin boards (current)</li> <li>• Log of informal communications</li> <li>• Weekly classroom newsletters</li> <li>• Center-wide newsletters</li> <li>• Website: provide web address</li> <li>• Parent bulletin board</li> <li>• Meeting flyer announcing parent meetings</li> </ul>	<p>Level 1 documentation</p> <p style="text-align: center;">+</p> <p>Communication strategies such as:</p> <ul style="list-style-type: none"> <li>• Toddler –Gram</li> <li>• Pictures of bulletin boards (current)</li> <li>• Log of informal communications</li> <li>• Weekly classroom newsletters</li> <li>• Center-wide newsletters</li> <li>• Website: provide web address</li> <li>• Parent bulletin board</li> <li>• Meeting flyer announcing parent meetings</li> </ul> <p style="text-align: center;">+</p> <p>Copy of program evaluation form or survey used</p> <p>Summary data of evaluation/survey results completed in the past year</p> <p style="text-align: center;">+</p> <p>List of community agencies or community members available to translate</p> <p style="text-align: center;">+</p> <p>Written materials and forms in families’ primary language</p>

## FAMILY ENGAGEMENT STANDARDS – FAMILY PARTNERSHIPS

*The center offers regular opportunities for family involvement and works to build partnerships with families.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Compliance with licensing: open door policy.</p>	<p>Compliance with licensing: open door policy.</p> <p style="text-align: center;">+</p> <p>A family meeting/ social event/ workshop is offered once per year.</p>	<p>Compliance with licensing: open door policy.</p> <p style="text-align: center;">+</p> <p>A family meeting/ social event/ workshop is offered 3 times per year.</p> <p style="text-align: center;">+</p> <p>Parent-teacher conferences are held once per year.</p>	<p>Compliance with licensing: open door policy.</p> <p style="text-align: center;">+</p> <p>A family meeting/ social event/ workshop is offered <b>3 times</b> per year.</p> <p style="text-align: center;">+</p> <p>Parent-teacher conferences are held <b>twice</b> per year.</p> <p style="text-align: center;">+</p> <p>Program has established at least 2 methods to support children and families transitioning into the program, during transitions within the program, and transitioning out of the program.</p>	<p>Compliance with licensing: open door policy.</p> <p style="text-align: center;">+</p> <p>A family meeting/ social event/ workshop is offered <b>5 times</b> per year.</p> <p style="text-align: center;">+</p> <p>Parent-teacher conferences are held <b>twice</b> per year.</p> <p style="text-align: center;">+</p> <p>Program has established at least 2 methods to support children and families transitioning into the program, during transitions within the program, and transitioning out of the program.</p>

**FAMILY ENGAGEMENT STANDARDS – FAMILY PARTNERSHIP DOCUMENTATION**

Level 1	Level 2	Level 3	Level 4	Level 5
Family handbook containing open door policy. <p style="text-align: center;">+</p>	Family handbook containing open door policy. <p style="text-align: center;">+</p>	Family handbook containing open door policy. <p style="text-align: center;">+</p>	Family handbook containing open door policy. <p style="text-align: center;">+</p>	Family handbook containing open door policy. <p style="text-align: center;">+</p>
	Fliers, announcements, invitations, etc. for any of the following: <ul style="list-style-type: none"> <li>• Open house</li> <li>• Holiday celebration</li> <li>• Family meetings or support groups</li> <li>• Seminars or trainings for parents such as positive discipline, nutrition, child development, parenting, medical or dental topics, etc.</li> <li>• Family book or toy lending library</li> <li>• Transportation to and from the center</li> <li>• Child care during parent conferences or meetings</li> <li>• Family resource library</li> <li>• Extended care during evenings or weekends</li> <li>• Social functions for families and staff</li> <li>• Information and referral to supportive services regarding family issues</li> <li>• Other:</li> </ul>	Fliers, announcements, etc., for <b>3</b> family events. <p style="text-align: center;">+</p> Conference sign-up sheets, with dates for 1 parent conference <p style="text-align: center;">+</p> Sample parent/teacher conference form	Fliers, announcements, etc., for <b>3</b> family events. <p style="text-align: center;">+</p> Conference sign-up sheets with dates for 2 parent/teacher conferences <p style="text-align: center;">+</p> Sample parent/teacher conference form <p style="text-align: center;">+</p> Copies of transition policies; info from parent handbook; sample parent info on kindergarten registration.	Fliers, announcements, etc., for <b>5</b> family events. <p style="text-align: center;">+</p> Conference sign-up sheets with dates for 2 parent/teacher conferences <p style="text-align: center;">+</p> Sample parent/teacher conference form <p style="text-align: center;">+</p> Copies of transition policies; info from parent handbook; sample parent info on kindergarten registration.

## LEARNING ENVIRONMENT STANDARDS

*Daily activities and interactions show that the program is providing a safe, healthy and stimulating environment. Daily interactions demonstrate that staff respect, care for and enjoy working with children. The program provides many opportunities for children to learn and practice skills across a broad range of developmental areas including social, emotional, physical, cognitive, and language. The program supports the inclusion of children with disabilities, responds to the cultural and linguistic diversity of the population it serves, and promotes the acceptance of diversity among staff, families, and children.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The director attends training on the Environment Rating Scales (ERS) and completes classroom observations using the appropriate scale(s).</p> <p style="text-align: center;">+</p> <p>Observations are conducted by Quality Counts for Children validators to establish baseline information about the learning environment.</p>	<p>The director attends training on the Environment Rating Scales (ERS) and completes classroom observations using the appropriate scale(s).</p> <p style="text-align: center;">+</p> <p>Observations are conducted by Quality Counts for Children validators. The center uses the information to guide classroom improvements.</p>	<p>The director attends training on the Environment Rating Scales (ERS) and completes classroom observations using the appropriate scale(s).</p> <p style="text-align: center;">+</p> <p>Observations are conducted by Quality Counts for Children validators. The center uses the information to guide classroom improvements.</p> <p style="text-align: center;">+</p> <p>Average ITERS-R, ECERS-R. and or SACERS are above 3.0</p> <p style="text-align: center;">+</p> <p>A Quality Action Plan is developed for each classroom with an ERS score below 3.0</p>	<p>The director attends training on the Environment Rating Scales (ERS) and completes classroom observations using the appropriate scale(s).</p> <p style="text-align: center;">+</p> <p>Observations are conducted by Quality Counts for Children validators. The center uses the information to guide classroom improvements.</p> <p style="text-align: center;">+</p> <p>Average ITERS-R, ECERS-R. and or SACERS are above 3.0</p> <p style="text-align: center;">+</p> <p>A Quality Action Plan is developed for each classroom with an ERS score below 4.0</p>	<p>The director attends training on the Environment Rating Scales (ERS) and completes classroom observations using the appropriate scale(s).</p> <p style="text-align: center;">+</p> <p>Observations are conducted by Quality Counts for Children validators. The center uses the information to guide classroom improvements.</p> <p style="text-align: center;">+</p> <p>Average ITERS-R, ECERS-R. and or SACERS are above 3.0</p> <p style="text-align: center;">+</p> <p>A Quality Action Plan is developed for each classroom with an ERS score below 5.0</p>

## LEARNING ENVIRONMENT STANDARDS DOCUMENTATION

Level 1	Level 2	Level 3	Level 4	Level 5
Director's training certificate +	Director's training certificate +	Director's training certificate +	Director's training certificate +	Director's training certificate +
Copies of learning environment self-assessment(s). +	Copies of learning environment self-assessment(s). +	Copies of learning environment self-assessment(s). +	Copies of learning environment self-assessment(s). +	Copies of learning environment self-assessment(s). +
Copies of ERS observations (i.e. ITERS-R, ECERS-R, and or SACERS). +	Copies of ERS observations (i.e. ITERS-R, ECERS-R, and or SACERS). +	Copies of ERS observations (i.e. ITERS-R, ECERS-R, and or SACERS). +	Copies of ERS observations (i.e. ITERS-R, ECERS-R, and or SACERS). +	Copies of ERS observations (i.e. ITERS-R, ECERS-R, and or SACERS). +
	Copy of Quality Action Plan	Copies of Quality Action Plans for classrooms scoring below a 3.0.	Copies of Quality Action Plans for classrooms scoring below a 4.0.	Copies of Quality Action Plans for classrooms scoring below a 5.0.

## PROGRAM ADMINISTRATION STANDARDS – BUSINESS PRACTICES

*The center follows sound administrative and business practices in order to provide a stable, consistent and good quality program for the children.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The program has a written risk management plan.</p> <p style="text-align: center;">+</p> <p>The administrator maintains personnel files in compliance with Pinellas County Child Care Licensing regulations.</p>	<p>The program has a written risk management plan.</p> <p style="text-align: center;">+</p> <p>The administrator maintains personnel files in compliance with Pinellas County Child Care Licensing regulations.</p>	<p>The program has a written risk management plan.</p> <p style="text-align: center;">+</p> <p>The administrator maintains personnel files in compliance with Pinellas County Child Care Licensing regulations.</p> <p style="text-align: center;">+</p> <p>Information is communicated to staff in <b>two</b> or more ways.</p> <p style="text-align: center;">+</p> <p>Staff meetings are held at least quarterly.</p> <p style="text-align: center;">+</p> <p>The center has a functional computer and printer for administrative use that includes internet access and e-mail.</p>	<p>The program has a written risk management plan.</p> <p style="text-align: center;">+</p> <p>The administrator maintains personnel files in compliance with Pinellas County Child Care Licensing regulations.</p> <p style="text-align: center;">+</p> <p>Information is communicated to staff in <b>two</b> or more ways.</p> <p style="text-align: center;">+</p> <p>Staff meetings are held at least quarterly.</p> <p style="text-align: center;">+</p> <p>The center has a functional computer and printer for administrative use that includes internet access and e-mail.</p> <p style="text-align: center;">+</p> <p>The center has developed public relations materials which project a professional image to maximize enrollment.</p>	<p>The program has a written risk management plan.</p> <p style="text-align: center;">+</p> <p>The administrator maintains personnel files in compliance with Pinellas County Child Care Licensing regulations.</p> <p style="text-align: center;">+</p> <p>Information is communicated to staff in <b>two</b> or more ways.</p> <p style="text-align: center;">+</p> <p>Staff meetings are held at least quarterly.</p> <p style="text-align: center;">+</p> <p>The center has a functional computer and printer for administrative use that includes internet access and e-mail.</p> <p style="text-align: center;">+</p> <p>The center has developed public relations materials which project a professional image to maximize enrollment.</p> <p style="text-align: center;">+</p> <p>Fiscal records are kept as evidence of sound financial management.</p> <p style="text-align: center;">+</p> <p>The administrator is committed to the continuous improvement of business and administrative practices.</p>

**PROGRAM ADMINISTRATION STANDARDS – BUSINESS PRACTICES DOCUMENTATION**

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Risk management plan containing the following:</p> <ul style="list-style-type: none"> <li>plans that designate how and when to either shelter in place or evacuate and specify a location for the evacuation</li> <li>plans for handling lost or missing children, security threats, utility failure, and natural disasters such as severe weather, hurricanes, flood and intruders</li> <li>arrangements for emergency transport and escort from the program</li> <li>monthly practice of evacuation procedures with at least yearly practice of other emergency procedures</li> <li>emergency care plans for children with known medical or developmental problems that might require special care in an emergency</li> <li>a written policy for reporting child abuse and neglect</li> <li>procedures to be followed if a staff member is accused of abuse or neglect of a child</li> </ul> <p style="text-align: center;">+</p> <p>Personnel records that include employment applications, background screening information, and documentation of educational credentials and staff trainings.</p>	<p>Risk management plan</p> <p style="text-align: center;">+</p> <p>Personnel records that meet the standards in Level 1.</p>	<p>Risk management plan</p> <p style="text-align: center;">+</p> <p>Personnel records that meet the standards in Level 1.</p> <p style="text-align: center;">+</p> <p>Samples of two forms of staff communication such as:</p> <ul style="list-style-type: none"> <li>In-house newsletters</li> <li>Staff bulletin board</li> <li>Internal memos</li> <li>Wipe-off boards</li> <li>Monday morning memos</li> </ul> <p style="text-align: center;">+</p> <p>Staff meeting agendas with dated sign-in sheet (required)</p>	<p>Risk management plan</p> <p style="text-align: center;">+</p> <p>Personnel records that meet the standards in Level 1.</p> <p style="text-align: center;">+</p> <p>Samples of two forms of staff communication such identified in Level 3.</p> <p style="text-align: center;">+</p> <p>Staff meeting agendas with dated sign-in sheet (required)</p> <p style="text-align: center;">+</p> <p>Director’s e-mail address</p> <p style="text-align: center;">+</p> <p>Contact log documenting following up on enrollment inquiries</p> <p style="text-align: center;">+</p> <p>Copies of promotional materials</p> <ul style="list-style-type: none"> <li>Letterhead</li> <li>Brochure</li> <li>Logo</li> <li>Business card</li> <li>Signage</li> <li>Newsletter</li> <li>Advertising copy</li> <li>Website</li> </ul>	<p>Risk management plan</p> <p style="text-align: center;">+</p> <p>Personnel records that meet the standards in Level 1.</p> <p style="text-align: center;">+</p> <p>Samples of two forms of staff communication such identified in Level 3.</p> <p style="text-align: center;">+</p> <p>Staff meeting agendas with dated sign-in sheet (required)</p> <p style="text-align: center;">+</p> <p>Director’s e-mail address</p> <p>Contact log documenting following up on enrollment inquiries</p> <p style="text-align: center;">+</p> <p>Copies of promotional materials identified in Level 4</p> <p style="text-align: center;">+</p> <p>Annual budget</p> <p>Record of revenue and expenditures</p> <p>Quarterly reconciliation of expenditures and revenue to budget</p> <p>Copy of the director’s training documentation for the completion of Program Administration Scale (PAS) training. Training must be a training approved by the Early Learning Coalition of Pinellas.</p>

**PROGRAM ADMINISTRATION STANDARDS – PROFESSIONAL ENVIRONMENT for STAFF**

*The center assures a professional working environment for staff through the hiring of competent and committed staff, the provision of consistent supervision..*

Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>NA</b></p>	<p>The center has written job descriptions for all staff employed in the center that includes “reporting relationships”.</p> <p style="text-align: center;">+</p> <p>The center maintains documentation that each staff member has received a copy of his/her job description.</p> <p style="text-align: center;">+</p> <p>The center has a written plan for staff orientation.</p>	<p>The center has written job descriptions for all staff employed in the center that includes “reporting relationships”.</p> <p style="text-align: center;">+</p> <p>The center maintains documentation that each staff member has received a copy of his/her job description.</p> <p style="text-align: center;">+</p> <p>The center has a written plan for staff orientation.</p> <p style="text-align: center;">+</p> <p>All staff is evaluated at least annually by an appropriate supervisor. Performance appraisal criteria differ by role and are tied to the specific responsibilities detailed in each job description. Teaching staff is observed as part of the supervision and performance appraisal process.</p>	<p>The center has written job descriptions for all staff employed in the center that includes “reporting relationships”.</p> <p style="text-align: center;">+</p> <p>The center maintains documentation that each staff member has received a copy of his/her job description.</p> <p style="text-align: center;">+</p> <p>The center has a written plan for staff orientation.</p> <p style="text-align: center;">+</p> <p>All staff is evaluated according to the Level 3 standards.</p> <p style="text-align: center;">+</p> <p>All staff receive written policies and procedures that guide center operations.</p>	<p>The center has written job descriptions for all staff employed in the center that includes “reporting relationships”.</p> <p style="text-align: center;">+</p> <p>The center maintains documentation that each staff member has received a copy of his/her job description.</p> <p style="text-align: center;">+</p> <p>The center has a written plan for staff orientation.</p> <p style="text-align: center;">+</p> <p>All staff is evaluated according to the Level 3 standards.</p> <p style="text-align: center;">+</p> <p>All staff receive written policies and procedures that guide center operations.</p> <p style="text-align: center;">+</p> <p>The center has a salary scale that is differentiated by role, education, specialized training and years of experience.</p> <p style="text-align: center;">+</p> <p>An individual professional development plan is generated from the staff-evaluation process and is updated at least annually.</p>

**PROGRAM ADMINISTRATION STANDARDS – PROFESSIONAL ENVIRONMENT DOCUMENTATION**

Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>NA</b></p>	<p>Sample job descriptions for each type of staff employed in the center.</p> <p style="text-align: center;">+</p> <p>Written job description signed by each employee is contained in center personnel files.</p> <p style="text-align: center;">+</p> <p>Copy of the center’s employee orientation plan.</p>	<p>Sample job descriptions for each type of staff employed in the center.</p> <p style="text-align: center;">+</p> <p>Written job description signed by each employee is contained in center personnel files.</p> <p style="text-align: center;">+</p> <p>Copy of the center’s employee orientation plan.</p> <p style="text-align: center;">+</p> <p>Sample performance appraisal forms for teachers, assistant teachers, cook, etc.</p> <p style="text-align: center;">+</p> <p>Personnel files contain evaluation signed by employee and supervisor.</p>	<p>Sample job descriptions for each type of staff employed in the center.</p> <p style="text-align: center;">+</p> <p>Written job description signed by each employee is contained in center personnel files.</p> <p style="text-align: center;">+</p> <p>Copy of the center’s employee orientation plan.</p> <p style="text-align: center;">+</p> <p>Sample performance appraisal forms for teachers, assistant teachers, cook, etc.</p> <p style="text-align: center;">+</p> <p>Personnel files contain evaluation signed by employee and supervisor.</p> <p style="text-align: center;">+</p> <p>Staff handbook containing:</p> <ul style="list-style-type: none"> <li>• compensation schedules and benefits (if offered)</li> <li>• professional development opportunities</li> <li>• guidance and discipline</li> <li>• program philosophy</li> <li>• professional ethics</li> <li>• grievance procedures</li> <li>• emergency procedures</li> <li>• exclusion for illness</li> <li>• organizational chart</li> </ul>	<p>Sample job descriptions for each type of staff employed in the center.</p> <p style="text-align: center;">+</p> <p>Written job description signed by each employee is contained in center personnel files.</p> <p style="text-align: center;">+</p> <p>Copy of the center’s employee orientation plan.</p> <p style="text-align: center;">+</p> <p>Sample performance appraisal forms for teachers, assistant teachers, cook, etc.</p> <p style="text-align: center;">+</p> <p>Personnel files contain evaluation signed by employee and supervisor.</p> <p style="text-align: center;">+</p> <p>Staff handbook containing information meeting Level 4 standards.</p> <p style="text-align: center;">+</p> <p>Salary scale that is differentiated by role, education, specialized training and years of experience.</p> <p style="text-align: center;">+</p> <p>A signed and dated professional development plan for each employee containing specific training, education or credential that will lead to the achievement of established goals.</p>

## SCREENING AND IDENTIFICATION OF SPECIAL NEEDS STANDARDS

*The program works collaboratively with families to identify and seek services for children with developmental delays or disabilities. Developmental screening is a systematic process designed to identify children who may have a developmental delay or disability and require further evaluation. Developmental screenings are conducted regularly to provide multiple snapshots of development over time.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>At least one staff member has received training on Ages &amp; Stages Questionnaire (ASQ) from the Coordinated Child Care Special Services Department</p> <p style="text-align: center;">+</p> <p>The ASQ is completed on every School Readiness child within the agreed upon time frame. Parents participate in the completion of the Ages and Stages Questionnaire (ASQ) and are informed of the results.</p>	<p>Meets Level 1 screening requirements</p> <p style="text-align: center;">+</p> <p>Any child whose parent has indicated a concern about their child's development, in addition to the children required at Level 1.</p> <p style="text-align: center;">+</p> <p>All lead teachers have completed training on the ASQ.</p>	<p>The ASQ is completed on 50% of all other children enrolled in the program, in addition to the children required at Levels 1 and 2. Results of the ASQ are shared with parents.</p> <p style="text-align: center;">+</p> <p>The program provides written information to all parents regarding developmental milestones.</p>	<p>The ASQ is completed on 75% of all other children enrolled in the program, in addition to the children required at Levels 1 and 2. Results of the ASQ are shared with parents.</p> <p style="text-align: center;">+</p> <p>The center has a written developmental screening plan that includes all of the following:</p> <ul style="list-style-type: none"> <li>• conditions under which children will be screened</li> <li>• timelines associated with screening that occur throughout the year</li> <li>• procedures to keep individual child records confidential, ways to involve families in planning</li> <li>• implementing developmental screening, and methods to effectively communicate information to families</li> </ul>	<p>The ASQ is completed on 75% of all other children enrolled in the program, in addition to the children required at Levels 1 and 2. Results of the ASQ are shared with parents.</p> <p style="text-align: center;">+</p> <p>The center's written plan includes all of the following:</p> <ul style="list-style-type: none"> <li>• conditions under which children will be screened</li> <li>• timelines associated with screening that occur throughout the year</li> <li>• procedures to keep individual child records confidential, ways to involve families in planning</li> <li>• implementing developmental screening, and methods to effectively communicate information to families</li> </ul> <p style="text-align: center;">+</p> <p>All teaching staff complete at least 3 hours of training on children with special needs annually. This may include training on inclusion, positive behavior support and medical issues.</p>

## SCREENING AND IDENTIFICATION OF SPECIAL NEEDS DOCUMENTATION

Level 1	Level 2	Level 3	Level 4	Level 5
Training certificate +	Training certificate +	Training certificate +	Training certificate +	Training certificate +
Signed copies of the ASQ for 100% of the children enrolled in the School Readiness Program (parent/guardian signature) +	Signed copies of the ASQ for 100% of the children enrolled in the School Readiness Program (parent/guardian signature) +	Signed copies of the ASQ for 100% of the children enrolled in the School Readiness Program (parent/guardian signature) +	Signed copies of the ASQ for 100% of the children enrolled in the School Readiness Program (parent/guardian signature) +	Signed copies of the ASQ for 100% of the children enrolled in the School Readiness Program (parent/guardian signature) +
Samples of referral forms +	Samples of referral forms +	Samples of referral forms +	Samples of referral forms +	Samples of referral forms +
	Signed ASQs for parents who have indicated a concern about their child's development +	ASQ is completed on 50% of all children not enrolled in the School Readiness Program +	ASQ is completed on 75% of all children not enrolled in the School Readiness Program +	ASQ is completed on 75% of all children not enrolled in the School Readiness Program +
			Written developmental screening plan +	Written developmental screening plan +
				Teaching Staff's training certificates +

## STAFF-CHILD RATIO and GROUP SIZE STANDARDS

**Staff-Child Ratio:** Classrooms have enough staff members to supervise the children and to support learning and development.

Level 1	Level 2	Level 3	Level 4	Level 5
1:3 for infants (6 weeks to 12 months)	1:3 for infants (6 weeks to 12 months)	1:3 for infants (6 weeks to 12 months)	1:3 for infants (6 weeks to 12 months)	1:3 for infants (6 weeks to 12 months)
1:5 for toddlers (13 to 24 months)	1:5 for toddlers (13 to 24 months)	1:5 for toddlers (13 to 24 months)	1:5 for toddlers (13 to 24 months)	1:4 for toddlers (13 to 24 months)
1:10 for two year olds	1:9 for two year olds	1:7 for two year olds	1:6 for two year olds	1:5 for two year olds
1:15 for three year olds	1:12 for three year olds	1:11 for three year olds	1:9 for three year olds	1:8 for three year olds
1:20 for four year olds	1:15 for four year olds	1:12 for four year olds	1:10 for four year olds	1:9 for four year olds
1:25 for school age	1:20 for school age	1:18 for school age	1:15 for school age	1:12 for school age

**Group Size:** Children are cared for in a small group separate from other groups of children in order to promote the development of stable, positive relationships.

Level 1	Level 2	Level 3	Level 4	Level 5
6 for infants (0-12 months)	6 for infants (0-12 months)	6 for infants (0-12 months)	6 for infants (0-12 months)	6 for infants (0-12 months)
10 for toddlers (13-23 months)	10 for toddlers (13-23 months)	10 for toddlers (13-23 months)	10 for toddlers (13-23 months)	8 for toddlers (13-23 months)
18 for two year olds	18 for two year olds	14 for two year olds	12 for two year olds	10 for two year olds
24 for three year olds	24 for three year olds	22 for three year olds	18 for three year olds	16 for three year olds
30 for four year olds	30 for four year olds	24 for four year olds	20 for four year olds	18 for four year olds
40 for school age	40 for school age	36 for school age	30 for school age	24 for school age

## STAFF QUALIFICATIONS STANDARDS

*Educational Qualifications: Teachers with primary responsibility for a group of children have been formally educated and are professionally prepared to work with children in their assigned age group. The program administrator responsible for the program has been formally educated and is professionally prepared to manage the program.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>All teachers meet licensing requirements for educational qualifications – 100% of teaching staff enroll and complete the DCF 40 Clock Hour training in the required time frame.</p> <p style="text-align: center;">+</p> <p>Director holds Florida Director’s Credential</p>	<p>100% of lead teachers have H.S. diploma or GED</p> <p style="text-align: center;">+</p> <p>50% of lead teachers have DCF staff credential or higher</p> <p style="text-align: center;">+</p> <p>25% of assistant teachers are enrolled in DCF Staff Credential</p> <p style="text-align: center;">+</p> <p>Director holds Florida Director’s Credential</p>	<p>100% of lead teachers have H.S. diploma or GED</p> <p style="text-align: center;">+</p> <p>100% of lead teachers have DCF staff credential or higher</p> <p style="text-align: center;">+</p> <p>50% of assistant teachers are enrolled in DCF Staff Credential</p> <p style="text-align: center;">+</p> <p>Director holds Florida Director’s Credential</p>	<p>100% of lead teachers have H.S. diploma or GED</p> <p style="text-align: center;">+</p> <p>100% of lead teachers have DCF Staff Credential or higher</p> <p style="text-align: center;">+</p> <p>25% of lead teachers have Associate degree (or 60 credits) or higher with 18 credits in ECE</p> <p style="text-align: center;">+</p> <p>75% of assistant teachers have HS diploma-GED</p> <p style="text-align: center;">+</p> <p>25% of assistant teachers have DCF Staff Credential or higher</p> <p style="text-align: center;">+</p> <p>Director holds FL Advanced Level Director Credential</p>	<p>100% of lead teachers have H.S. diploma or GED</p> <p style="text-align: center;">+</p> <p>100% of lead teachers have DCF Staff Credential or higher</p> <p style="text-align: center;">+</p> <p>50% of lead teachers have Associate degree (or 60 credits) or higher with 18 credits in ECE</p> <p style="text-align: center;">+</p> <p>100% of assistant teachers have HS diploma-GED</p> <p style="text-align: center;">+</p> <p>50% of assistant teachers have DCF Staff Credential or higher</p> <p style="text-align: center;">+</p> <p>Director holds FL Advanced Level Director Credential</p> <p style="text-align: center;">+</p> <p>Director has Associate degree (or 60 credits) or higher with 18 credits in ECE</p>

## PROFESSIONAL DEVELOPMENT STANDARDS

### *Ongoing professional development of teachers and administrators: Teachers and administrators*

*maintain and improve their professional practice through an array of effective professional development activities.*

Level 1	Level 2	Level 3	Level 4	Level 5
All staff complete 10 hours of in-service annually.	50% of staff complete 15 hours of in-service annually.  + For all teaching staff, 6 hours is in age specific child development and/or curriculum practices.  + The director completes 15 hours of in-service annually.  + For directors, at least 5 hours of annual training is in program management.	50% of staff complete 20 hours of in-service annually.  + For all teaching staff, 6 hours is in age specific child development and/or curriculum practices.  + The director completes 15 hours of in-service annually.  + For directors, at least 7 hours of annual training is in program management.  + For teaching staff and administrators, at least 5 hours per year of training must be through external workshops, conferences, or credit-bearing courses.	All teaching staff completes 15% of in-service annually.  + 50% of teaching staff completes 15 hours of in-service.  + For all teaching staff, 8 hours is in age specific child development and/or curriculum practices.  + The director completes 20 hours of in-service annually.  + For directors, at least 10 hours of annual training is in program management.  + For teaching staff and administrators, at least 5 hours per year of training must be through external workshops, conferences, or credit-bearing courses.	50% of staff complete 30 hours of in-service annually.  + For teaching staff, 8 hours is in age specific child development and/or curriculum practices.  + All teaching staff complete at least 3 hours of annual training in child observation and assessment, or practices to support the inclusion of children with special needs.  + The director completes 25 hours of in-service annually.  + For directors, at least 10 hours of annual training is in program management  + For teaching staff and administrators, at least 7 hours per year of training must be through external workshops, conferences, or credit-bearing courses.