

RI NOTES: ECERS-R

Decisions through 3-18-2015

Date	Item #/ Standard	Item Name	Indicator (if applicable)	Clarification notes
10/16/2008	0	General Notes	<i>Access/Substantial portion of the Day</i>	All play areas in programs where children are combined for extended care should be assessed to find out what type of materials children have access to in each room. The experiences the children have in these secondary classrooms that meet the various requirements can be added into the calculation of accessible and also for SPoD.
11/27/2012	0	General Notes	<i>Access/Substantial portion of the Day</i>	Since accessibility is required daily (at the minimal level and for SPoD), the assessor must consider the schedule on days when special activities are offered, even if the observation took place on a day when there were no specials. If specials cut into time that children have to use materials, then this must be considered in scoring, since they are a regular, weekly part of the children's program.
6/11/2013	0	General Notes	<i>Weather permitting</i>	A program must not only go outside for a sufficient length of time on the day of the observation, but must also report during the teacher interview that their weather policy is to go outside everyday unless there is a public health advisory or active precipitation.
1/17/2014	0	General Notes	<i>Substantial portion of the day</i>	Teacher directed activities that occur during free play count against SPoD if the children are <i>required to participate</i> . Count off an average amount of time per child for SPoD.
1/21/2014	0	General Notes	<i>Substantial portion of the day</i>	Intervention services provided outside the classroom do not count against SPoD. This time is handled the same way we consider a parent taking a child out for doctor's appointments or special lessons that parents pay for and the program does not offer.
11/13/2014	0	General Notes	<i>Substantial portion of the day</i>	Will give credit if program is within 1 minute of substantial portion of the day.
5/2/2014	1	Indoor space	<i>5.3 Space accessible to adults and children with disabilities.</i>	The width of door to the playground must be appropriate to give credit for this indicator. However, to give credit for this indicator it is not necessary for the playground to be immediately outside the door as long as the classroom door opens right to playground.
10/16/2008	2	Furniture for routine care, play and learning	<i>3.1 Sufficient furniture for routine care, play, and learning.</i>	If there are enough cubbies for each child but coats hang from underneath and touch one another significantly (not just one or two sleeves grazing that of another) and the cubbies are actually too small to hold the coats (furniture is not completely sufficient) take of for indicator 3.1 <i>and</i> in the Health item. If the cubbies are large enough to accommodate the coats but the program uses hooks instead just consider in the Health item.
5/2/2014	2	Furniture for routine care, play and learning	<i>1.1 Insufficient basic furniture for routine care, play, and learning.</i>	If there are two or more issues with sufficient furniture, score 1.1. yes.
5/2/2014	2	Furniture for routine care, play and learning	<i>3.1 Sufficient furniture for routine care, play, and learning.</i>	If no dividers between cubbies, then hooks need to be far apart. BS will allow sharing between up to 2 siblings.
5/2/2014	2	Furniture for routine care, play and learning	<i>3.2 Most furniture is sturdy and in good repair.</i>	If soft furnishings have exposed foam, indicator 3.2 must be scored "No."
11/17/2014	2	Furniture for routine care, play and learning	<i>3.1 Sufficient furniture for routine care, play, and learning.</i>	Bags for cubbies? It is recommended that programs get appropriate cubbies that are large enough to hold children's possessions without touching. Bags provide dubious protection and must not touch one another. BS will accept bags only if they are completely sealed.
5/2/2014	3	Furnishings for relaxation and comfort	<i>5.1 Cozy area accessible to children for a substantial portion of the day.</i>	Chairs with wooden frames are not adequate to be a cozy space. If no credit is given at 5.1 then no credit for 5.2.
5/2/2014	3	Furnishings for relaxation and comfort	<i>5.3 Most soft furnishings are clean and in good repair.</i>	No exposed foam.
2/19/2015	3	Furnishings for relaxation and comfort	<i>5.1 Cozy area accessible to children for a substantial portion of the day.</i>	What counts as a cozy space? If it is possible for a child to use the space comfortably without having to touch any hardness, then it will be considered an acceptable cozy space.

5/2/2014	4	Room arrangement for play	3.2 <i>Visual supervision of play area is not difficult.</i>	Consider the number of staff in the room; consider also how staff are observed to supervise. Do they move about the room and are observed to monitor children in potentially difficult to supervise spaces or are children able to remain unseen? If the number of staff changes at different times of day, consider how supervision would be handled at that time. Can ask about staffing patterns to determine whether staff are ever alone in the space.
10/16/2008	5	Space for privacy	3.1 <i>Children are allowed to find or create space for privacy.</i> 3.2 <i>Space for privacy can be easily supervised by staff.</i> 5.1 <i>Space set aside for one or two children to play, protected from intrusion by others.</i>	The dramatic play area can be considered space for privacy for 5.1 only if it is formally restricted to use by 1 or 2 children and is protected from intrusion by others. It would be acceptable as space for privacy in 3.1 and 3.2 if any child plays there alone or with a friend without intrusion.
5/2/2014	6	Child-related display	7.2 <i>Three-dimensional child-created work.</i>	If 3D display is up on shelf where children cannot easily see, score 7.2 "No." (Artwork must be easily observable.) Legos, tinkler toys, etc., even if displayed, are not sufficient to give credit for this indicator.
3/7/2014	7	Space for gross motor	3.2 <i>Gross motor space is generally safe</i>	Individual elements of gross motor equipment do not make the entire stationary structure unsafe - judgement is required to determine whether a hazard is "major" or a space is "generally safe."
5/2/2014	7	Space for gross motor	3.1 <i>Some space outdoors or indoors used for gross motor/physical play.</i>	Need to offer some indoor gross motor experiences (dancing, marching, etc.) if weather is bad for a week or more. However, the program does not need to have a formal indoor gross motor space; the classroom is sufficient.
10/6/2014	7	Space for gross motor	3.2 <i>Gross motor space is generally safe.</i>	4 inch spaces between <i>fence slats</i> specifically are <i>not considered</i> entrapment hazards. This size gap <i>is</i> an entrapment hazard if found on gross motor equipment or if there are wholes in the fence.
11/13/2014	7	Space for gross motor	3.2 <i>Gross motor space is generally safe.</i>	Bollards need to encompass the whole playground; if bollards have gaps for vehicles to pass through, credit cannot be given for adequate vehicle barriers.. Newsletter from LISC states that "where vehicle access is required into the secure site for parking, maintenance, emergencies or deliveries, active vehicle barriers may be employed; these can include plate barriers, wedge barriers, retractable bollards or gates." Please see updated guidance from LISC for more information. Information is also available in the Unified Facilities Criteria and WBDG's "The Bollard: Crash- and Attack-Resistant Models.
11/17/2014	7	Space for gross motor	3.2 <i>Gross motor space is generally safe.</i>	Are mulch/pea gravel considered hazards? Mulch would be a hazard for children under the age of 3. Pea gravel can be a problem even for older children. They may put it in nose and ears. Observe carefully to see if it is a problem in any way; if yes, score accordingly in Item 7 and in Item 14 Safety Practices.
12/8/2014	7	Space for gross motor	3.2 <i>Gross motor space is generally safe.</i>	Fence height should be measured from the height of the ground within the space children use the fence.
3/18/2015	7	Space for gross motor, Gross motor equipment	<i>Multiple</i>	See attached handout for guidance on how assessors will score access to gross motor spaces and equipment in the event that the playground is inaccessible due to extreme snow conditions. Also applies to Item 8 Gross motor equipment.
1/18/2013	8	Gross motor equipment	3.1 <i>Some gross motor equipment accessible to all children for at least one hour daily.</i>	A child kept indoors during gross motor due to cold weather per parental request should be offered indoor gross motor space and equipment. Technically, the center should also have a doctor's note if they are to keep a child indoors due to illness. Without adequate documentation and appropriate indoor alternatives, credit cannot be given for this indicator.
12/20/2013	8	Gross motor equipment	3.1 <i>Some gross motor equipment accessible to all children for at least one hour daily.</i>	A school "lockdown" can be handled as a weather advisory for scoring purposes. However, children must still have access to gross motor activities/equipment for the amount of time required, since this indicator has no weather permitting exception. If "lockdown" continues for more than a week, assessors should take off for indicators that require that children have access to outdoors.
5/2/2014	8	Gross motor equipment	5.2 <i>Equipment stimulates a variety of skills.</i>	The skills credited must be supported by equipment. Hopping, steering and pedaling count as skills; count one skill per type of ball.
5/2/2014	9	Greeting/departing	3.1 <i>Most children greeted warmly.</i>	Children need to perceive the greeting for the greeting to count.
5/2/2014	9	Greeting/departing	3.1 <i>Most children greeted warmly.</i>	All new staff who enter to participate in the care of children must greet group (e.g. floaters, interventionists.) Maintenance staff etc. are not required to greet the group.
5/2/2014	10	Meals/snacks	3.2 <i>Well-balanced meals/snacks.</i>	If children have 2 out of 3 nutritional components, give credit at 1.2 but take off at 3.2. Applies whether children bring their own lunch or the program provides it.

10/24/2008	11	Nap/rest	<i>3.2 Sanitary provisions for nap/rest.</i>	Do not take off for cot storage if cots don't touch. It is best to store linens in a bag in each child's cubby and then put the linens on just prior to child's use. This will help reduce the spread of disease. There are no requirements for spacing between cots when stacked as long as they don't touch one another.
	11	Nap/rest		Programs operating 4 hours or longer must provide a scheduled time for nap/rest, including appropriate provisions.
3/7/2014	12	Toileting/diapering	<i>3.1 Sanitary conditions maintained.</i>	Diapering procedure states one wipe per swipe. It was clarified that if the child only urinated then one wipe can be used for the cleaning as it is not as messy.
5/2/2014	12	Toileting/diapering	<i>3.5 Adequate supervision for age and abilities of children.</i>	Staff must be able to see children, regardless of age, to supervise bathroom routines. If the children are not even in line of sight, score 1.4 "yes." If staff are checking in but children are not constantly supervised, take off at 3.5. If there are stall doors, staff must position themselves to see children's feet/over the stall etc. This is consistent with old practices and with DCYF regulations, which require "Children are under the direct supervision of child care staff at all times," including during toileting.
5/2/2014	13	Health practices	<i>1.2 Smoking is allowed in child care areas, either indoors or outdoors.</i>	If program has own playground and there is evidence of smoking score 1.2 yes. If the program uses a public playground and there is evidence of smoking take off at 3.3.
5/2/2014	13	Health practices	<i>3.2 Staff usually take action to cut down on the spread of germs.</i>	Take off if sponges are used to clean.
12/8/2014	13	Health practices	<i>1.1 Staff usually do not act to cut down on the spread of germs.</i>	3+ issues score 1.1 yes: classrooms lose credit at 1.1 if the issues are severe, beyond normal ECE classroom procedure problems.
10/16/2008	14	Safety practices	<i>1.1 Several hazards that could result in serious injury indoors. 1.2 Several hazards that could result in serious injury outdoors. 3.2 Adequate supervision to protect children's safety indoors and outdoors.</i>	All fall zones, indoors and outdoors, are considered in both Item 7 Space for gross motor as well as Item 14 Safety Practices.
5/2/2014	15	Books & pictures	<i>3.2 At least one staff-initiated receptive language activity time daily.</i>	The receptive language activity does not have to be a story but must be a purposeful activity/conversation; would not give credit for casual conversations.
5/2/2014	15	Books & pictures	<i>5.4 Books, language materials, and activities are appropriate for children in group.</i>	BS will take off if using or aiming weapon, blood, guts, gore including pictures of animals eating prey (lions eating antelopes is not appropriate but frogs eating flies is okay) or violent descriptions like "I will eat you." (For example, <i>Curious George Goes to Jail</i> and <i>Tiki Tiki Timbo</i> are inappropriate.) Please see BrightStars' book list for a complete list of books BS has determined to be appropriate or inappropriate.
11/13/2014	15	Books & pictures	<i>5.4 Books, language materials, and activities are appropriate for children in group.</i>	Informal reading must be meaningful - for preschool children. Reading level can be adjusted to the child's developmental level in order to meet their needs.
2/19/2015	15	Books & pictures	<i>3.2 At least one staff-initiated receptive language activity time daily.</i>	Sing along books on tape do not count as a receptive language activity.
3/18/2015	16	Encouraging children to communicate	<i>5.1 Communication activities take place during both free play and group times.</i>	Communication activities should take place more often than not during both free play and group times. However, the quality of the conversations is less important than children being encouraged to communicate regularly.
11/13/2014	21	Music and movement	<i>5.1 Many music materials accessible for children's use.</i>	What counts as music to listen to? CD player with CDs or computer programs with musical content, radios if appropriate music is used, iPods and tape players. Children playing musical instruments is not "music to listen to."
11/17/2014	21	Music and movement	<i>5.1 Many music materials accessible for children's use.</i>	Dance props are counted at 3.1 but not counted in 5.1. Only instruments and music to listen to are credited in 5.1.
5/2/2014	23	Sand/water	<i>5.1 Provisions for sand and water play.</i>	To give credit for "provisions" the group must use sand <i>and</i> water regularly throughout the year. Children should have an experience with both sand and water approximately every 2 weeks. (Must score this indicator "no" if programs only use water in the summer.)
10/16/2008	24	Dramatic Play	<i>5.2 Materials accessible a substantial portion of the day.</i>	Cannot give credit unless credit is given for 5.1.
5/2/2014	24	Dramatic play	<i>5.1 Many dramatic play materials accessible, including dress-up clothes.</i>	Gender specific can be clothes stereotypically associated with a gender, such as police officers or doctors for male-specific dress-ups and nurse costumes for female-specific.

5/2/2014	24	Dramatic play		<i>5.4 Dramatic play area clearly defined, with space to play and organized storage.</i>	If during the course of normal play, materials are spread out on the floor and children are having trouble maneuvering around the materials and/or dramatic play furniture (such as a table) then there is not enough space to play and 5.4 is a "no."
10/16/2008	25	Nature/science		<i>5.2 Materials are accessible a substantial portion of the day.</i>	Cannot give credit unless credit is given for 5.1.
5/2/2014	25	Nature/science		<i>3.1 Some developmentally appropriate games, materials, or activities from two nature/science categories accessible. 5.1 Many developmentally appropriate games, materials, and activities from three categories accessible.</i>	Light tables can be considered a nature science material.
10/16/2008	26	Math/number		<i>3.2 Materials accessible daily. 5.2 materials are accessible for a substantial portion of the day.</i>	Cannot give credit for 3.2 unless credit is given for 3.1; cannot give credit for 5.2 unless credit is given for 5.1.
5/2/2014	28	Promoting acceptance of diversity		<i>5.2 Some props representing various cultures included for use in dramatic play.</i>	Diverse foods include different breads, pizza, tacos, shish kabob, corn w/peppers, beans, molded rice, spaghetti and diverse cheeses, sushi
5/2/2014	29	Supervision of gross motor activities		<i>3.2 Some positive staff-child interaction.</i>	Must have at least two positive interactions; many other interactions can be neutral,
10/16/2008	30	General Supervision of children (other than Gross motor)		<i>1.1 Inadequate supervision of children</i>	If children are sent out of the classroom alone/unsupervised, supervision related items would usually be scored a 1.
12/8/2014	30	General Supervision of children (other than Gross motor)		<i>3.1 Sufficient supervision to protect children's safety.</i>	Any lapses in supervision longer than 1 minute should be addressed at level 3 . Momentary lapses should be addressed at level 5.
5/2/2014	31	Discipline		<i>5.2 Program is set up to avoid conflict and promote age-appropriate interaction.</i>	Consider long transitions and watch for interactions during those times.
5/2/2014	31	Discipline		<i>5.2 Program is set up to avoid conflict and promote age-appropriate interaction.</i>	If children not engaged in group time, score No.
5/2/2014	32	Staff-child interactions		<i>3.1 Staff usually respond to children in a warm, supportive manner.</i>	Must have very little ignoring or responding in a neutral way; most interactions should be positive.
5/2/2014	32	Staff-child interactions		<i>3.2 Few, if any unpleasant interactions.</i>	If there are any minorly unpleasant interactions the impact to the child has to be mild. However, but if negative tones throughout day, score No.
5/2/2014	32	Staff-child interactions		<i>5.2 Staff show respect for the children.</i>	If staff seem to be bossy or rude, score No.
5/2/2014	33	Interactions among children		<i>5.2 Staff help children develop appropriate social behavior with peers.</i>	If conflict not observed then can ask, "If there is a conflict, how do you handle it?"
3/7/2014	34	Schedule		<i>3.3 At least one indoor and one outdoor play period (weather permitting) occurs daily.</i>	Children going on a walk outside counts as an outside play period. However, it will not count as free play because it does not include any choices to make it true free play.
5/2/2014	36	Group time		<i>5.1 Whole group gatherings limited to short periods, suited to age and individual needs of children.</i>	If children are not engaged but it is clear that children have other activity options and just aren't choosing to leave the group than score yes.
5/2/2014	36	Group time		<i>5.1 Whole group gatherings limited to short periods, suited to age and individual needs of children.</i>	If group time is over 20 minutes but children remain engaged then can score yes.
5/2/2014	25 , 26	Nature/science /Number	Math	<i>3.1 Some developmentally appropriate games, materials, or activities from two nature/ science categories accessible. 3.1 Some developmentally appropriate math/ number materials accessible.</i>	Certain materials - such as a balance scale with things to measure can be counted in more than one area (science and Math) but the material must be used or set up to use properly. Also, materials cannot be counted across more than one category in the same item.