PAS Post It Note / Sticky Note: 3” X 3”

1. PRINT THIS PAGE ONLY FIRST
2. Place sticky notes over the top of each square.
3. Print page 2
4. Remove sticky notes
5. Repeat step 2 and print 1 page at a time.

PAS Post It Note / Sticky Note: 3” X 3”

**Item 5:** Montana Note**:**

For Full-time employees refer to the authors definition in the booklet (Seasonal employees and work-study employees who work less than 20 hours per week are excluded). “All staff” refers to full-time staff who work 35 hours or more per week. If employees receive paid time off that is a combination of sick leave and vacation/personal leave, then the second and third strand are considered together when determining the ratings for 1.2-7.2 and 1.3-7.3.

For programs that are not open 12 months/year, the requirements in the second and third strand can be prorated for the number of months they are open.

**Item 3:**

This item is to be omitted from Montana scoring.

**Item 1:**

Staff orientation refers to a process that occurs after a new employee is hired with a focus on supporting the new employee to effectively transition into the child care program and assume the responsibilities of the position.

5.2 and 7.2 must be rated negatively if 3.2 is rated no.

7.3: The purpose of this feedback is to provide newly hired staff the opportunity to improve the orientation process for future employees.

**Item 2:**

This item is concerned with the supervision and performance appraisal of teaching staff only.

5.1: Another example of staff participation in the performance appraisal process is “providing written or verbal input before the appraisal is finalized.”

7.3: In order to receive credit for this indicator feedback and support needs to happen at least monthly.

**Item 5:**

1.1-7.1 & 1.4-7.4: Administrators are employees; specifically ask about the full-time status of the administrator(s) before rating this strand N/A.

5.5 & 7.5: Documentation needs to be a policy, meeting minutes, or memo that indicates the benefit amount ($100 at 5.5 or $200 at 7.5) is available to all employees.

**Item 4:**

The salary scale must include all teaching roles at the center.

3.1 MT note: Only starting ranges required.

5.2 MT note: Written salary scale is aligned with the Early Care and Education practitioner levels.

7.2 MT note: Written salary scale is aligned with the Early Care and Education practitioner levels and they are reviewed every 3 years.

This should occur whether the staff is getting paid with a different funding stream i.e. program receives private pay versus public funds.

Indicator 7.3:

A merit increase refers to an increase to the base salary.

Post It Note / Sticky Note: 3” X 3”

**Item 6:**

3.1 MT note: Does not count beginning or end of the day.

5.1:“Floating teacher” is defined as an employee who meets the minimum requirements for a teacher in licensing/regulations and whose job description includes an assigned duty of substituting in classrooms as needed.

1.2 & 3.2: "Regularly scheduled" refers to paid planning time that occurs at least once a week.

Item 9:

1.2 & 3.2:"Centerwide staff meetings" refers to meetings that occur at a time when all staff are together. Meetings may involve a training component, but training is not the main purpose of the meeting.

1.4-7.4: "Minutes" refers to written records of what occurs at staff meetings.

5.4 & 7.4: An action plan must identify at least three of the following: person responsible, specific activities to be completed, resources needed, timeline, evaluation checkpoints.

**Item 8:**

1.1-7.1 MT Note: Credit can be received if the Risk Management plan is part of another document (e.g., operational handbook) but it must be clearly labeled “Risk Management” in order to receive credit.

5.1 and 7.1 must be rated negatively if 3.1 is rated no.

1.2-7.2: 1.2: Credit can be received when information on children’s allergies and chronic medical conditions is posted in a confidential manner.

1.3 MT Note: To receive credit programs must have completed 8 fire drills within the past year.

**Item 7:**

5.2 MT note: The space needs to be reasonably convenient and accessible.

5.3: This indicator is not met if the only space available for private conversations and meetings requires an employee to be displaced from his or her space.

7.3 MT note: Cell-phone is allowed as long as the cell phone is a separate business phone that stays at the facility. It is permissible to take the cell phone off the premises (Ex. fieldtrip) if all the children and all the staff have also left the premises.

**Item 8:**

3.3 MT Note: Both fire drills and indoor emergency drills must be practiced. Programs must regularly practice and prepare for appropriate natural disasters or human generated events such as: fire, tornadoes, floods, earthquakes, hurricanes, threatening person outside or inside the facility, power outage, rabid animal, toxic chemical spill, or nuclear event. Depending on the type of disasters, there should be a plan to remain in the facility as well as a plan to evacuate children and staff to another location. To receive credit there must be at least 8 fire drills recorded and at least two indoor emergency drills recorded.

Item 10:

This item is to be omitted from MT scoring.

Post It Note / Sticky Note: 3” X 3”

**Item 16:**

1.2-7.2: This strand is concerned with program staff learning about a family’s childrearing practices and preferences (e.g., eating, toileting, sleeping, discipline, celebrations) in order to achieve consistency in practices between the center and home whenever possible. “Ask” includes soliciting information through written communication (e.g., enrollment form).

7.2 MT note: Center makes changes to be more consistent with home. Must demonstrate how consistency between the center and home has been implemented. Must provide 2 examples.

**Item 13:**

1.1-5.1: Credit is given if income and expense statements are generated quarterly or more frequently (i.e., monthly).

7.1: Income and expense statements as well as cash-flow projections must be generated quarterly.

5.3: Credit is given if the review happens quarterly or more frequently (i.e., monthly).

**Item 12:**

5.1: To receive credit, the Administrator must be able to articulate how needs assessment and goals setting are integral to the program’s budget-planning process. (The Administrator needs to address the linkages between conducting a needs assessment, setting goals based on the needs assessment, and reviewing these goals when engaged in budget planning to make the case that needs assessment and goals setting are key components of the budget planning process.)

7.1 MT Note: Operating budget must show goals are addressed; documentation such as a quality improvement budget or minutes would suffice.

**Item 12:**

5.3: Credit can be received if there is a line item on the budget for deferred maintenance, equipment replacement, and/or capital improvements or if there is other evidence of a fiscal plan to pay for any unexpected maintenance, equipment replacement, or capital expenses.

MT Note: Willing to take one of these; deferred maintenance, capital improvements, equipment replacement.

**Item 15:**

5.1, 7.1. 5.2, 7.2: An advisory board is defined as a group of three or more people (e.g., current parent, past parent, corporate representative, community representative) who provide strategic advice to the management of the early childhood organization. This provides the benefit of multiple perspectives without the formality of a governing board.

1.2: A written business or strategic plan differs from an annual program improvement plan because its depth and/or scope require multiple years to achieve long-term goals.

5.2 and 7.2 must be rated negatively if 3.2 is rated negatively.

**Item 16:**

1.3 & 3.3 MT note: Do not have to communicate in family’s primary language if they also speak English.

7.4 MT note: To meet the requirements for this indicator, a system for two-way, daily communication between each child's teaching team and his or her family must be in place. The system supports daily communication and is initiated from teaching team-to-families and from families-to-teaching team.

PAS Post It Note / Sticky Note: 3” X 3”

**Montana Note**

Items 22, 23, 24, 25 are to be omitted for MT scoring.

**Item 17:**

7.3: An advisory board is defined as a group of three or more people (e.g., current parent, past parent, corporate representative, community representative) who provide strategic advice to the management of the early childhood organization. This provides the benefit of multiple perspectives without the formality of a governing board.

**Item 19:**

5.3: This indicator is about networking opportunities to communicate and collaborate with others in the early childhood field; meetings may involve a training component, but training is not the main purpose of the meeting.