

Authors Additional Notes and Montana Notes for PAS

General Notes:

The Montana Notes for all Items are additional notes only and are meant to clarify the indicators in the book.

Current practices mean within the last 12 months.

1. Staff Orientation

Authors Additional Notes:

- 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.

2. Supervision and Performance Appraisal

Authors Additional Notes:

- **1.1-3.1** The word annual should be deleted from each of these indicators.
- **5.1** Another example of staff participation in the performance appraisal process is “providing written or verbal input before the appraisal is finalized.”
- **5.3-7.3** Credit can be received if feedback is given individually or to a teaching team.
- **7.3** This indicator should read, “A system is implemented to provide ongoing feedback and support to all teaching staff.” In order to receive credit for this indicator feedback and support needs to happen at least monthly.

3. Staff Development

Review Date 9/06/13- no updates or changes.

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Review Date 9/13/2016- no revisions or additions

This item is to be omitted from MT scoring.

4. Compensation

Authors Additional Notes:

- 1.1 There should be one asterisk (*) after the indicator.
- 1.1-7.1 and 1.2-7.2 The salary scale must include all teaching roles at the center.
- 7.3 A merit increase refers to an increase to the base salary.

Montana Notes:

- 3.1 Only starting ranges required.
- 5.2 Written salary scale is aligned with the Early Care and Education practitioner levels.
- 7.1 Written salary scale is aligned with the Early Care and Education practitioner levels and they are reviewed every 3 years.
- 7.2 This should occur whether or not the staff is getting paid with a different funding stream i.e. program receives private pay versus public funds.

5. Benefits

General 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.

Authors Additional Notes:

- 1.1-7.1 and 1.4-7.4 Administrators are employees; specifically ask about the full-time status of the administrator(s) before rating these strands N/A.

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- **1.3-7.3** (when a center separates sick/personal days from vacation days) There is a prerequisite of 6 paid holidays to receive credit in this strand. If a center offers more than 6 paid holidays, any additional paid holidays over the required six can be counted as extra vacation days. If a center combines sick, personal, vacation and/or holidays days, often referred to as **Paid Time Off (PTO)**, use the Alternative Item 5 Scale page at the end of the Additional Notes to rate the indicators and score the item.
- **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.

6. Staffing Patterns and Scheduling

Authors Additional Notes:

- **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.

Montana Notes:

- **3.1** Does not count beginning or end of the day.

7. Facilities Management

Authors Additional Notes:

- **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.

Montana Notes:

- **5.2** The space needs to be reasonably convenient and accessible.
- **7.3** 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.

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8. Risk Management

Authors Additional Notes:

- **1.1-7.1** A risk management plan can be a part of another document (e.g., operational handbook), but must be clearly labeled risk management plan.
- **5.1 and 7.1** must be rated negatively if 3.1 is rated no.
- **1.2-7.2** Credit can be received when information on children’s allergies and chronic medical conditions is posted in a confidential manner.
- **7.2** This indicator should read, “A system is in place to ensure that all teaching staff (including substitute teachers) are made aware of necessary medical information.**”

Montana Notes:

- **1.3, 3.3** To receive credit programs must have completed 8 fire drills within the past year.
- **1.1-7.1** 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.
- **3.3 ** change is wording from severe storm to indoor emergency drills.**
- 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.
- **5.1** The entire Risk Management plan must be available in each classroom and labeled “Risk Management.”

9. Internal Communications

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- **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.
- **7.5** should have *** following the indicator language.

10. Screening and Identification of Special Needs

This item is to be omitted from MT scoring.

11. Assessment in Support of Learning

Authors Additional Notes: None

Montana Notes: None

12. Budget Planning

Authors Additional Notes:

- **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.)
- **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.

Montana Notes:

- **5.3** Willing to take one of these; deferred maintenance, Capital improvements, Equipment replacement.
- **7.1** Operating budget must show goals are addressed; documentation such as a quality improvement budget or minutes would suffice.

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13. Accounting Practices

Authors Additional Notes:

- **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.

14. Program Evaluation

Authors Additional Notes: None

Montana Notes: None

15. Strategic Planning

Authors Additional Notes:

- **1.2-7.2** 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.
- **5.1-7.1 and 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.
- **5.2 and 7.2** must be rated negatively if 3.2 is rated negatively.

Montana Notes:

- **5.2** Reference to staff can include the director. However, more than one staff member is required.

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16. Family Communications

Authors Additional Notes:

- **3.1** for “☐ fees” listed under the *, N/A is allowed only for a center/site at which no tuition of fees are charged.
- **3.1 *** “Calendar” is defined minimally as a list of holidays and/or other days that program is closed each year.
- **1.2** This indicator should read, “A staff member does not ask families about their beliefs, culture, and childrearing practices.”
- **3.2** This indicator should read, “A staff member asks families about their beliefs, culture, and childrearing practices during the intake process.”
- **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).
- **1.4-7.4** These indicators apply to all age ranges served by the program. However, N/A is allowed for a program serving only school-age children.

Montana Notes:

- **1.3/3.3** Do not have to communicate in family’s primary language if they also speak English.
- **7.2** 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.
- **3.4** Rely on the director’s response regarding convenience.

17. Family Support and Involvement

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- **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.

18. External Communications

Authors Additional Notes:

- **7.2** Multiple stakeholders refers to at least one person from at least two stakeholder groups (e.g., families, staff, board). Representatives do not need to be on-site.

19. Community Outreach

Authors Additional Notes:

- **1.1-7.3** "Center staff" should be "a center staff member."
- **3.1** Should not have a D for documentation verification.

20. TECHNOLOGICAL RESOURCES

Montana Notes:

- **1.2, 3.2, 5.2, 7.2, 5.3, 7.3** Internet access requirement can be omitted in rural locations. In these cases score the item without the internet requirement.

21. Use of Technology

Authors Additional Notes:

- **1.1-7.1** Administrative staff refers to center administrative staff only.
- **5.3** This indicator should read, "The written technology policy includes the acceptable or unacceptable use of computer, e-mail, and cell phone or other mobile device."

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22. Administrator Qualifications

This item is to be omitted for MT scoring.

23.

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24.

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25.

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