

The Rhode Island Notes: ECERS-R

Date	Type	Item #/ Standard	Item Name	Indicator (if applicable)	Clarification notes
2/17/2016	ECERS	0	General Notes	Access	Clear plastic drawers can be accessible (translucent ok for 4s & 5s but not 3s, opaque not accessible unless 4s and 5s observed using.)
11/24/2015		0	General Notes	Access	Considerations for special needs students who cannot facilitate or engage independently [at interests areas] and require adult assistance throughout: SPoD does not require that children <i>use</i> every material every day, so teachers should not restrict children's time at different centers or apply other rigid barriers to access Access can be demonstrated in other ways, especially if the children are able to indicate their interests and choices. (E.g. a child may be able to point to their choice on a list of interest centers and choose where to go or what to select first; staff can watch for signs of disinterest or check in periodically if the child would like to make a different choice.) Although this child would need more intentional support than some of her peers, her experience would actually be more similar to theirs if she chooses an area and stays there until she is ready for another option, as most children in an ECE setting don't play with every material every day. The program should be careful not to make materials specifically off limits to children who need special support. For example, sand and water play should be set up in a way that it can be used by children in adaptive equipment.
5/13/2015	ECERS-R	0	General Notes	Access	Programs that restrict children's movement between centers by using timers or restricting "switching" centers to certain times will be unlikely to meet the requirements of SPoD. These programs may possibly meet the requirements of access depending on how likely it is children could choose the specific material(s) for the required length of time during the scheduled play times. Every program will handle this differently and a single scoring rule cannot apply to all circumstances.
10/16/2008	ECERS-R	0	General Notes	Access/Substantial portion of the Day	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.

4/30/2015	ECERS-R	0	General Notes	<i>Access/Substantial portion of the day</i>	How frequently can programs change their schedule for special classes (e.g. yoga, art) in a way that affects access or SPoD, before credit cannot be given? BS will not take off for access or SPoD related to a special activity as long as the special affects access or SPoD no more than 2x/month. If the special affects access/SPoD 3x/month or more (for example, weekly yoga class) do not give credit. *If the special class requires separate enrollment/fees and parents must elect for their child to take the class (e.g. all students are not required to participate), the class is treated like a doctor's appointment and the children involved in that class are not considered to be participating in the program day at that time.*
7/23/2015	ECERS-R	0	General Notes	<i>Access/Substantial portion of the Day</i>	How should assessors handle "access" and SPoD calculations (based on total operating hours) if a program runs longer than reported? Determine the calculations based on how long children are actually <u>formally</u> in care (which might include a formal agreement for parents to pick up later.) Don't count time towards or against SPoD or access when a parent is simply running late for pick-up.
11/27/2012	ECERS-R	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.
6/3/2015	ECERS-R	0	General Notes	<i>Ages</i>	If many children in a group are over ECERS-R age, do not consider those children from the perspective of appropriateness for language, materials etc. but do consider their impact on the ECERS-R age children.
1/21/2014	ECERS-R	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. (Please note that these services are considered if the whole group attends the specials outside the classroom.)
1/17/2014	ECERS-R	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.
11/13/2014	ECERS-R	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.

6/11/2013	ECERS-R	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.
2/19/2016	ECERS	0	General Notes	<i>Weather permitting</i>	If a program who regularly goes out in rain or snow reports not going outside <i>up to</i> 3 times per year for other reasons, do not take off for weather permitting. The program must otherwise meet all other weather permitting requirements <i>and</i> must go outside regularly during times of precipitation. (This situation is rare.)
2/18/2016	ECERS	1	Indoor space	<i>3.1 Sufficient indoor space for children, adults, and furnishings. 5.1 Ample indoor space that allows children and adults to move around freely.</i>	When considering space needs, consider for largest of children that could attend, even if enrollment is not that high (consider materials based on actual enrollment)
5/13/2015	ECERS-R	1	Indoor Space	<i>3.4 Space reasonably clean and well maintained.</i>	BS will take off at 3.4 for big messes like sand/water or meals that are not cleaned up promptly (e.g. during transition/clean-up time.) even if the classroom is otherwise generally clean.
5/2/2014	ECERS-R	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.
5/2/2014	ECERS-R	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	ECERS-R	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.
11/17/2014	ECERS-R	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.
10/16/2008	ECERS-R	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	ECERS-R	2	Furniture for routine care, play and learning	<i>3.2 Most furniture is sturdy and in good repair. 5.3 Most soft furnishings are clean and in good repair.</i>	If soft furnishings have exposed foam, indicator 3.2 must be scored "No."

4/7/2016	ECERS-R	3	Furnishings for relaxation and comfort	<i>3.1 Some soft furnishings accessible to children, 7.1 Soft furnishings in addition to a cozy area accessible to children.</i>	Examples of soft furnishings include areas children are allowed to use during play like a block rug, but not a rug under a lunch table, or soft chair in an area children are not allowed.
5/2/2014	ECERS-R	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.
7/21/2015	ECERS-R	3	Furnishings for relaxation and comfort	<i>5.1 Cozy area accessible to children for a substantial portion of the day.</i>	If there are two potential cozy areas, only one must meet the definition of a cozy space. Can also give credit for access towards SPoD if the cozy space is offered as an alternative to group times. (Must be an option for all children and can't be used in a punitive way.)
2/19/2015	ECERS-R	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.
2/18/2016	ECERS	4	Room arrangement for play	<i>3.1 At least two interest centers defined. 5.1 At least three interest centers defined and conveniently equipped. 7.1 At least five different interest centers.</i>	Don't be perfectionistic about what counts as an organized interest centers - can you tell what is supposed to be used there?
5/2/2014	ECERS-R	4	Room arrangement for play	<i>3.2 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 for more than one minute ? 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.
7/21/2015	ECERS-R	4	Room Arrangement	<i>5.2 Quiet and active centers placed to not interfere with one another.</i>	A specific amount of space is not required between active and noisy areas. The issue is whether active play affects the quiet play including whether the noise from the active play is intrusive.
10/16/2008	ECERS-R	5	Space for privacy	<i>3.1 Children are allowed to find or create space for privacy. 3.2 Space for privacy can be easily supervised by staff. 5.1 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.
5/13/2015	ECERS-R	6	Child-related display	<i>7.2 Three-dimensional child-created work displayed as well as flat work.</i>	Credit should only be given if the children's experience in creating the work was three-dimensional. For example, simply painting an object that is already 3-D is not a 3-D art activity. (painting a bird house is not 3D)
5/2/2014	ECERS-R	6	Child-related display	<i>7.2 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, tinker toys, etc., even if displayed, are not sufficient to give credit for this indicator.

5/2/2014	ECERS-R	7	Space for gross motor	3.1 <i>Some space outdoors or indoors used for gross motor/physical play.</i>	Programs 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.
4/27/2015	ECERS-R	7	Space for gross motor	3.1 <i>Some space outdoors or indoors used for gross motor/physical play.</i>	Challenging behaviors and access to the outdoors: How do we score if a program schedules adequate time for gross motor but on the day of the observation a child with special needs temporarily refuses to go outside? (The child has access if they choose but is adamantly refusing to go out.) Take off for access if <i>teachers</i> restrict access ("You can't go out until you calm down,") but do not take off if a child is just refusing to go out but could join the group whenever they wanted. (This applies to all indicators requiring access to the outdoors.)
3/7/2014	ECERS-R	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."
11/13/2014	ECERS-R	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.
10/6/2014	ECERS-R	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.
11/17/2014	ECERS-R	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	ECERS-R	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	ECERS-R	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.

5/5/2015	ECERS-R	8	Gross motor equipment	<i>1.3 Most of the equipment is not appropriate for the age and ability of the children. 3.3 Most of the equipment is appropriate for the age and ability of the children.</i>	Spiral slides with up to one 360 turn are acceptable equipment for preschoolers - do not score off for these.
1/18/2013	ECERS-R	8	Gross motor equipment	<i>3.1 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	ECERS-R	8	Gross motor equipment	<i>3.1 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	ECERS-R	8	Gross motor equipment	<i>5.2 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	ECERS-R	9	Greeting/departing	<i>3.1 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	ECERS-R	9	Greeting/departing	<i>3.1 Most children greeted warmly.</i>	Children need to perceive the greeting for the greeting to count.
5/2/2014	ECERS-R	10	Meals/snacks	<i>3.2 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.
5/2/2014	ECERS-R	10	Meals/snacks	<i>3.3 Sanitary conditions usually maintained.</i>	Children must wash their hands properly <i>and</i> tables must be properly washed and sanitized to give credit for 3.3. When either procedure isn't followed properly it creates contamination issues.
4/7/2016	ECERS-R	11	Nap/rest	<i>1.1 Nap/rest schedule is inappropriate for most of the children.</i>	Nap/rest periods can be pro-rated (use the same calculations as access) for programs operating between 4 and 8 hours.
5/13/2015	ECERS-R	11	Nap/rest	<i>1.1 Nap/rest schedule is inappropriate for most of the children.</i>	Programs operating 4 hours or longer must provide a scheduled time for nap/rest, including appropriate provisions. If no, take off on 1.1.
10/24/2008	ECERS-R	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.
2/17/2016	ECERS	11	Nap/rest	<i>3.2 Sanitary provisions for nap/rest.</i>	Touching of cots/linens is a sanitary concern, but bags are not specifically required to separate them as long as they are separate and not touching other cots.

2/19/2016	ECERS	12	Toileting/diapering	3.1 Sanitary conditions maintained.	For children in pullup diapers and older children who are changed standing up, a floor cover is not absolutely required if there is no contamination of the floor. Pull-ups need to be removed by pulling them apart at the sides to avoid contamination of skin, clothing and shoes. All other procedures related to diapering are the same, including proper hands-free disposal of the diapers. Neither children nor diapers should be placed directly on the floor. If children have not soiled the pull-up it may be put back on; this instance would simply be considered a diaper check.
4/22/2015	ERS-ECERS-R	12	Toileting/diapering	3.2 Basic provisions made for care of children	If any children in a preschool classroom are in diapers, changing mats that are large enough to prevent contamination of other surfaces are an acceptable changing surface. Mats also meet requirements for sufficient furniture in Item 2. Furniture for routine care, play, and learning. Item 12 is score yes on 1.2 if there's NOTHING and children are sitting on the floor. For Item 2, if that's the only say no to 3.1.
5/2/2014	ECERS-R	12	Toileting/diapering	3.5 Adequate supervision for age and abilities of children.	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.
12/8/2014	ECERS-R	13	Health practices	1.1 Staff usually do not act to cut down on the spread of germs.	3+ issues score 1.1 yes: classrooms lose credit at 1.1 if the issues are severe, beyond normal ECE classroom procedure problems.
5/2/2014	ECERS-R	13	Health practices	1.2 Smoking is allowed in child care areas, either indoors or outdoors.	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.
5/14/2015	ECERS-R	13	Health Practices	3.2 Staff usually take action to cut down on the spread of germs	Do we always take off for indicator 3.2 if we take off for indicator 3.1?
5/2/2014	ECERS-R	13	Health practices	3.2 Staff usually take action to cut down on the spread of germs.	Take off if sponges are used to clean.
7/14/2016	ECERS-R	13	Health practices	5.1 Children are dressed properly for conditions both indoors and outdoors.	If children are taken out to play in direct sunlight and sunscreen is not applied, this is where credit can be taken off.
10/16/2008	ECERS-R	14	Safety practices	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.	All fall zones, indoors and outdoors, are considered in both Item 7 Space for gross motor as well as Item 14 Safety Practices.

2/18/2016	ECERS	14	Safety practices	1.1 Several hazards that could result in serious injury indoors. 1.2 Several hazards that could result in serious injury outdoors.	For preschoolers, hard eyes on toys are not an automatic hazard, but BrightStars will consider whether children are observed mouthing toys to determine whether these toys are hazardous.
7/23/2015	ERS-ALL	14	Safety practices	1.1 Several hazards that could result in serious injury indoors. 1.2 Several hazards that could result in serious injury outdoors.	If children wear shoes with heels (their own shoes) check to see whether this is causing them safety issues. If yes, this would be considered a hazard.
2/19/2015	ECERS-R	15	Books & pictures	3.2 At least one staff-initiated receptive language activity time daily.	Sing along books on tape do not count as a receptive language activity.
5/2/2014	ECERS-R	15	Books & pictures	3.2 At least one staff-initiated receptive language activity time daily.	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.
2/17/2016	ECERS	15	Sand & water	5.2 Variety of toys accessible for play.	Variety of toys/accessories can be provided through rotation - ask during interview if enough to give credit is not observed.
2/17/2016	ECERS	15	Books	5.4 Books, language materials, and activities are appropriate for children in group.	Taking off for books that show solving problems w/ aggression, for example, <i>The Grouchy Ladybug</i> , even if the violence is not graphic.
5/2/2014	ECERS-R	15	Books & pictures	5.4 Books, language materials, and activities are appropriate for children in group.	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	ECERS-R	15	Books & pictures	5.5 Staff read books to children informally.	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.
3/18/2015	ECERS-R	16	Encouraging children to communicate	5.1 Communication activities take place during both free play and group times.	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. Singing along during group time is also a form of communication.
5/5/2015	ECERS-R	16	Encouraging children to communicate	5.1 Communication activities take place during both free play and group times.	Indicator 5.1 emphasizes frequency over quality of language. There should be back and forth observed throughout the observation, but the quality of the questions and child responses is not the primary focus. Singing along during group time is also a form of communication.
8/27/2015	ECERS-R	17	Logic & Reasoning	5.1 Staff talk about logical relationships while children play with materials that stimulate reasoning. 5.2 Children encouraged to talk through or explain their reasoning when solving problems.	Blocks can be considered logic and reasoning materials for the purposes of the 5-level indicators. The quality of language must remain the same as with other materials.

2/18/2016	ECERS	19	Fine Motor	5.2 <i>Materials are well orgnaized.</i>	Don't be perfectionistic about organization of materials - all materials do not have to be in one place; its more important that they are stored so children can easily use all required materials.
2/17/2016	ECERS	20	Art	5.1 <i>many and varied art materials accessible a substantial portion of the day.</i>	At least 3-5 of <i>each</i> category of art materials is required, including at least 3-5 3D materials & at least 3-5 different types of paints (different colors are not considered.)
2/18/2016	ECERS	20	Art	5.2 <i>Much individual expression in use of art materials.</i>	Okay for teacher to provide medium or topic. (Providing a prompt by itself or encouraging exploration is fine)
11/17/2014	ECERS-R	21	Music and movement	5.1 <i>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.
11/13/2014	ECERS-R	21	Music and movement	5.1 <i>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."
2/17/2016	ECERS	21	Music/movement	5.1 <i>Many music materials accessible for children's use.</i>	Can give credit for music on a computer - may need to ask interview question.
2/18/2016	ECERS	22	Blocks	3.1 <i>Enough blocks and accessories are accessible for at least two children to build independent structures at the same time. 5.1 Enough space, blocks, and accessories are accessible for three or more children to build at the same time.</i>	Large wheel toys/vehicles can be considered push toys or dramatic play, but not block accessories (unless the program has a truly enormous amount of blocks and space.
5/13/2015	ECERS-R	22	Blocks	5.3 <i>Special block area set aside out of reach with storage and suitable building surface.</i>	Do not give credit for a "special block area" if unrelated materials are stored in the block space. However, credit can be given if the space is set up properly and children independently elect to bring other materials in, provided those materials do not interfere with building.
5/2/2014	ECERS-R	23	Sand/water	5.1 <i>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.)
4/7/2016	ECERS-R	24	Dramatic play	3.1 <i>Some dramatic play materials and furniture accessible, so children can act out family roles themselves.</i>	Indicator 3.1 does not have a time requirement, as long as children are able to use the materials for a meaningful length of time. The time considerations associated with the word, "accessible" appear in indicator 3.2.
5/2/2014	ECERS-R	24	Dramatic play	5.1 <i>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.
2/18/2016	ECERS	24	Dramatic Play	5.1 <i>Many dramatic play materials accessible, including dress-up clothes.</i>	Male costumes: Mailman, Construction worker, Fire man, Post man. Medical profession costumes are gender neutral (though images of women as doctors and veterinarian can still be counted for diversity.)
10/16/2008	ECERS-R	24	Dramatic Play	5.2 <i>Materials accessible a substantial portion of the day.</i>	Cannot give credit unless credit is given for 5.1.

5/2/2014	ECERS-R	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."
5/2/2014	ECERS-R	25	Nature/science	<i>3.1 Some developmentally appropriate games, materials, or activities from two nature/ science categories 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.
5/2/2014	ECERS-R	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 science material.
9/24/2015	ECERS-R	25	Nature/Science	<i>5.2 Materials accessible a substantial portion of the day.</i>	If outdoor time is to be counted towards time with the "many" materials for SPoD in 5.2, at least two <u>categories</u> of nature/science materials must be accessible outdoors.
10/16/2008	ECERS-R	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	ECERS-R	26	Nature/science	<i>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.
10/16/2008	ECERS-R	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.
4/22/2015	ECERS-R	26	Math/number	<i>5.4 Daily activities used to promote math/number learning.</i>	Can give credit for any examples of daily math activities where the primary purpose of the activity is not math learning. (For example, encouraging children to count the number of steps on a path or flowers in the garden, is sufficient.)
7/21/2015	ECERS-R	27	TV, video and/or computers	<i>3.3 Time children allowed to use TV/video is limited.</i>	How should assessors score a material or practice that would be scored low on the tool but is a part of a child's IEP? Technology must actually be used as an adaptation, not a reward. Equipment must be used for a therapeutic purpose and in the case of gross motor equipment (e.g. a therapeutic trampoline) must be used under appropriate considerations.
12/4/2015	ECERS-R	27	TV, video and/or computers	<i>5.3 Most of the materials encourage active involvement.</i>	Active participation is required. If the only technology experiences are related to staff using the iPad to expand on classroom themes, and no active involvement is required from the children (e.g. walking like penguins, signing along with a song etc.) do not give credit at 5.3.

4/30/2015	ECERS-R	28	Promoting acceptance of diversity	<i>3.2 Materials show diversity in a positive way.</i>	In order to give credit for this indicator the contrasts between modern and historical images do not need to be perfectly matched. For example, you do not need to be certain that an image of a person in traditional clothing is definitely the same race or culture as an image of a person in modern clothing. You <i>DO</i> need to see contrasting images of people with similar features or skin tone in modern representation. It may be difficult to definitely determine the race or cultural heritage of an image, but children should not receive only stereotypes of a given image.
4/7/2016	ECERS-R	28	Promoting acceptance of diversity	<i>5.1 Many books, pictures and materials accessible showing people of different races. 5.2 Some props representing various cultures included for use in dramatic play.</i>	No minimum time requirement associated with these indicators as long as the materials credited in 5.1 are located in spaces used by children for a substantial portion of the day, and materials in 5.2 are stored accessibly (within view and easy reach, no verbal or other barriers.)
5/2/2014	ECERS-R	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	ECERS-R	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	ECERS-R	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	ECERS-R	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.
11/5/2015	ECERS-R	30	General Supervision of children (other than Gross motor)	<i>3.1 Sufficient supervision to protect children's safety.</i>	Do not automatically take off for General Supervision in the ECERS because a program goes out of ratio, but the ratio issue may be used as evidence of a larger supervision issue, and can be noted in the BrightStars Assessment and ERS report. (Per previous policy, if a program applying for an SRR is out of ratio during an ERS, this will not affect their rating in their standard.)
7/4/2015	ECERS-R	30	General Supervision of children (other than Gross motor)	<i>3.1 Sufficient supervision to protect children's safety.</i>	Do not automatically take off in indicators 1.1 or 3.1 in General Supervision for brief lapses in visual supervision of toileting, even if the supervision was lax enough to take off at 1.4 in Toileting/diapering. Assessors must make a judgement call based on several factors. For example, what were the ages of the children, where they impulsive or compliant, was the teacher aware that they were in the restroom and follow through with making sure the children flushed, washed hands properly? There are many things to consider to determine the severity of the lapse and whether supervision was sufficient.
12/4/2015	ECERS-R	30	General Supervision of children (other than Gross motor)	<i>3.1 Sufficient supervision to protect children's safety.</i>	Do not take off at 3.1 if children leave the classroom briefly but are supervised by staff, for example, staff supervise from the door while a child goes to a cubby down the hall.

2/18/2016	ECERS	31	Discipline	<i>3.3 Expectations for behavior are largely appropriate for age and developmental level of children.</i>	More about impact on children, (negative consequences for kids) must negatively affect the children emotionally or psychologically - take off if the expectations are largely inappropriate. (many issues are better addressed under 5.1 or 5.2)
5/2/2014	ECERS-R	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	ECERS-R	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	ECERS-R	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.
11/24/2015	ECERS-R	32	Staff-child interactions	<i>3.2 Few, if any unpleasant interactions.</i>	Give credit at 3.2, the minimal level if there are not at least a few negative interactions, e.g. if there is only one negative interaction, that is not sufficient.
5/2/2014	ECERS-R	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	ECERS-R	32	Staff-child interactions	<i>5.2 Staff show respect for the children.</i>	If staff seem to be bossy or rude, score No.
5/13/2015	ECERS-R	33	Interactions among children.	<i>3.1 Peer interaction encouraged.</i>	Programs that use timers and discourage movement between centers may not receive credit for this indicator if peer interaction is not encouraged other ways. Programs that do not use timers and are not as strict but generally encourage children to stay at centers a specific amount of time/wait for a switch will probably still receive credit.
5/2/2014	ECERS-R	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	ECERS-R	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	ECERS-R	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 simply are not choosing to leave the group than score yes.
5/2/2014	ECERS-R	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.

The Rhode Island Notes: ITERS-R

Date	Type	Item #/ Standard	Item Name	Indicator (if applicable)	Clarification notes
5/2/2014	ERS-ITERS-R	0	General Notes	<i>Access</i>	Access does not need to be observed to give credit. Reported access is acceptable, but make sure that the required materials and variety specified in the indicator are available in the group.
2/17/2016	ERS-ITERS-R	0	General Notes	<i>Access</i>	To give credit for "daily access" for different materials or experiences, scheduled times throughout the rest of the day can be counted if confirmed by the written schedule or during the follow up questions (this is true for all activities).
5/2/2014	ERS-ITERS-R	0	General Notes	<i>Many & Varied</i>	Materials with dual characteristics can be counted as a material under different categories but not twice under the same category (e.g. push button piano can be counted towards Fine Motor and Music.) Consistent with past guidance and BS practice
5/2/2014	ERS-ITERS-R	0	General Notes	<i>Much of the Day</i>	Assessors can consider "Much of the Day" within specific 3 hour spans. This is considered time sampling and can provide a good idea of what happens beyond those 3 hours. Observations can last longer than this to gather important information that has not been observed but this additional time should not be considered within the context of "Much of the Day."(Reconfirmed by CR on 1/14/15.)
2/19/2015	ERS-ITERS-R	0	General Notes	<i>Much of the Day</i>	Do not count any time after the required 3 hours for ERS observations against a program for MoD. However, note MoD issues observed after the time sample is over as a note on the report if the program would have lost credit after the 3 hour mark.
2/19/2016	ERS-ITERS-R	0	General Notes	Much of the Day	For group times over 20 minutes, start counting time beyond 20 minutes against much of the day even if kids are engaged. (would count off sooner if children are disengaged.)

5/2/2014	ERS-ITERS-R	0	General Notes	<i>Much of the Day</i>	Indoor gross motor time can replace outdoor gross motor time for up to one hour <i>only</i> during periods of inclement weather. The indoor gross motor space must also meet the requirements of Item 16 - Active Physical Play, indicators 5.2 and 5.3 (aka the space must be large, uncluttered, uncrowded and have ample materials and equipment.) If an appropriate indoor space is used in bad weather but for longer than one hour, count the time beyond one hour against much of the day. If the program uses an indoor gross motor space that is inadequately equipped or uses the space during a time where the weather is "permitting", this time is considered a whole group activity and is scored as such in regard to much of the day. (Start counting against much of the day if children are not engaged or if the time lasts too long to be an appropriate group activity.)
5/2/2014	ERS-ITERS-R	0	General Notes	<i>Much of the Day/nap</i>	Handle "much of the day" issues that may arise for toddlers the same way they are handled for infants in cribs. If children need a few minutes to settle or are allowed off their cot when they don't fall asleep, don't count this time against "Much of the Day." However, even if children are happy, they should not wait on cots or in cribs without the required materials for more than 15 minutes, because these children are "awake and ready to play." (See DC email confirming on 11/25/15.)
2/19/2016	ERS-ITERS-R	0	General Notes	Much of the Day/nap	If children are NOT awake and ready to play, do not take off for Much of the Day for the time the child is in a crib, even if it takes them a long time to fall asleep (e.g. they are dozing but periodically fussing.) If it takes a long time and child needs support (rocking) etc. and does not receive it, address these concerns in the appropriate supervision and Nap/rest items.
2/19/2016	ERS-ITERS-R	1	Indoor space	<i>1.3 Space is in poor repair.</i>	Major repairs that impact children's safety (based on children's age + abilities and the location) will be addressed at the 1s level. Regarding health/ safety hazards - ex: tripping on floor tiles, mouthing peeled paint is more significant than water-stained tiles.
2/19/2016	ERS-ITERS-R	1	Indoor space	<i>3.1 Enough indoor space for children, adults, and furnishings.</i>	Cribs affect space available for play. Cribs taking up too much room might mean there is not sufficient space.
11/17/2014	ERS-ITERS-R	2	Furniture for routine care and play	<i>3.1 Enough furniture for routine care.</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	ERS-ITERS-R	2	Furniture for routine care and play	<i>3.1 Enough furniture for routine care.</i>	Clean, unused diapers for different children can be stored together and touching on same shelf, bin etc.
5/2/2014	ERS-ITERS-R	2	Furniture for routine care and play	<i>3.1 Enough furniture for routine care.</i>	Give credit for cubbies being sufficient even if there is minor overlap; just take off under Health practices
5/2/2014	ERS-ITERS-R	2	Furniture for routine care and play	<i>3.1 Enough furniture for routine care.</i>	If cubbies do not have "dividers", then hooks need to be far apart. Cubbies can be shared among siblings. BS will allow sharing between up to 2 siblings.
2/19/2015	ERS - ITERS-R	3	Provision for relaxation and comfort	<i>5.1 Special cozy area accessible for much of the day.</i>	As stated in the tool, cozy spaces must provide a substantial amount of softness. If multiple soft furnishings are combined and it is possible for a child to use the provided soft furnishings comfortably without having to touch any hardness (linoleum floors, cement walls etc.), the space will be considered an acceptable cozy space.
	ERS-ITERS-R	3	Provisions for relaxation and comfort	<i>5.1 Special cozy area accessible much of the day.</i>	No chairs with wooden frames. If no credit at 5.1 then no credit for 5.2
2/11/2016	ERS-ITERS-R	5	Display for children	<i>3.1 At least 3 colorful pictures and/or materials displayed where children can easily see them.</i>	Mirrors are not considered a part of display.
2/19/2016	ERS-ITERS-R	5	Display for children	<i>5.2 Mobiles and/or other colorful hanging objects for children to look at.</i>	Items like 3D paper "lanterns" are counted as 3D display. (Please note that making these lanterns would not be considered a 3D art project.)
2/9/2016	ERS-ITERS-R	6	Greeting/ departing	<i>3.3 Parents bring child into caregiving area as part of daily routine.</i>	Although children should not be "handed over" a gate, if the main play area is gated, but parents still enter the classroom and are greeted by staff, it is not required for the parent to come all the way past the gate. (For example, staff might open the gate so children can enter the play space, or might exit the gated area to come and greet the family.)
5/2/2014	ERS-ITERS-R	6	Greeting/ departing	<i>3.3 Parents bring child into caregiving area as part of daily routine.</i>	Parents may not "drop and go." 100% of parents must enter space and hand off child while in caregiving area. (See 2/9/16 decision for additional info.)
5/6/2015	ERS- ITERS-R	7	Meals/snacks	<i>1.4 Inappropriate feeding practices used.</i>	Take off here at 1.4 children are allowed to walk around while drinking from bottles, even if they only contain water.
5/2/2014	ERS-ITERS-R	7	Meals/snacks	<i>3.1 Meal/snack schedule meets each child's needs.</i>	Infants under 9-10 months do not need to be given water if they are primarily bottle fed. Water should be given to older infants and children consuming solid food.
5/2/2014	ERS-ITERS-R	8	Nap/rest	<i>1.1 Provisions for nap not appropriate. 3.1 Nap is scheduled appropriately for each child.</i>	36" is required between sleepers not between empty cribs. - BS will accept that it is actually 36 inches between cribs as long as the authors reconfirm.

4/2/2015	ERS-ITERS-R	9	Diapering/toileting	<i>3.1 Sanitary conditions are maintained at least half of the time.</i>	Staff should fold over paper after a child's diaper is removed and the child has been cleaned. If not, take off at 3.1 (or 1.1. if there are many issues or severe issues with diapering sanitation.)
3/7/2014	ERS-ITERS-R	9	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.
4/22/2015	ERS-FCCERS-R	9	Meals/snacks	<i>3.2 Well-balanced age-appropriate food served for meals and snacks.</i>	Children must be offered water between meals - water offered with a meal does not count.
2/18/2016	ERS-ITERS-R	10	Health practices	<i>3.3 Extra clothes available and children changed when needed.</i>	Children's clothes should be changed if the child is uncomfortable or wants to be changed, or there are health concerns like feces/vomit. Also take off if children are being dressed very inappropriately for the weather.
5/2/2014	ERS-ITERS-R	10	Health practices	<i>3.4 All medications administered properly.</i>	Doctor's notes not required for over-the-counter meds as long as parents give permission/instructions, and for RX, need the parental permission and original container with instructions.
6/11/2013	ERS-ITERS-R	11	Safety Practices	<i>1.1 Four or more hazards that could result in serious injury indoors 3.1 No more than 3 safety hazards that could result in serious injury indoors and outdoors combined. 5.1 No safety hazards that could cause serious injury indoors or outdoors.</i>	Safety considerations for a loft inside a classroom? Stairs are usually considered gross motor equipment and require a fall zone.
5/2/2014	ERS-ITERS-R	11	Safety Practices	<i>1.1 Four or more hazards that could result in serious injury indoors. 3.1 No more than 3 safety hazards that could result in serious injury indoors and outdoors. 5.1 No safety hazards that could cause serious injury indoors or outdoors.</i>	No Styrofoam allowed because it is a choking hazard.
11/17/2014	ERS-ITERS-R	11	Safety Practices	<i>1.1 Four or more hazards that could result in serious injury indoors. 3.1 No more than 3 safety hazards that could result in serious injury indoors and outdoors combined. 5.1 No safety hazards that could cause serious injury indoors or outdoors.</i>	To determine whether secure hard eyes on a stuffed animal are a major or minor hazard, consider the age and characteristics of children using the toys and how stringent the supervision is.

5/2/2014	ERS-ITERS-R	11	Safety Practices	<p>1.1 <i>Four or more hazards that could result in serious injury indoors.</i></p> <p>3.1 <i>No more than 3 safety hazards that could result in serious injury indoors and outdoors combined.</i></p> <p>5.1 <i>No safety hazards that could cause serious injury indoors or outdoors.</i></p>	<p>Apart from cushioning, there are no specific guidelines for climbing equipment up to 18" high. Assessors can take off if they observed children actually hurting themselves on equipment. Includes tripping on available equipment.</p>
5/2/2014	ERS-ITERS-R	11	Safety Practices	<p>1.1 <i>Four or more hazards that could result in serious injury indoors.</i> 3.1 <i>No more than 3 safety hazards that could result in serious injury indoors and outdoors combined.</i></p> <p>5.1 <i>No safety hazards that could cause serious injury indoors or outdoors.</i></p>	<p>Helmets are not required for wheeled toys</p>
2/18/2016	ERS-ITERS-R	14	Using books	<p>3.2 <i>Almost all books are in good repair.</i></p>	<p>If a book was ripped <i>during</i> the observation and the teacher is unaware the book was just damaged <i>or</i> the teacher notices and removes the book, do not count this as a book in disrepair</p>
5/2/2014	ERS-ITERS-R	16	Active physical play	<p>3.2 <i>Some space for outdoor physical play used by infants/toddlers at least 3 times a week, year-round, except in very bad weather.</i></p> <p>5.1 <i>Easily accessible outdoor area where infants/toddlers are separated from older children is used at least 1 hour daily year-round, except in very bad weather.</i></p>	<p>If an infant sleeps through outdoor GM, credit can still be given for access to gross motor, unless there is strong evidence that the child in question never gets to go outside.</p>
5/2/2014	ERS-ITERS-R	16	Active physical play	<p>3.2 <i>Some space for outdoor physical play used by infants/toddlers at least 3 times a week, year-round, except in very bad weather.</i></p> <p>5.1 <i>Easily accessible outdoor area where infants/toddlers are separated from older children is used at least 1 hour daily year-round, except in very bad weather.</i></p>	<p>There is no meaningful different between "very bad weather" and "weather permitting" in the ITERS-R. However, if the weather is frigid, the time for the outdoors could be adjusted for young infants. 5.1 requires that the program meets the full definition of weather permitting every day.</p>
2/18/2016	ERS-ITERS-R	16	Active physical play	<p>3.3 <i>Some appropriate materials and equipment used daily; materials/equipment generally in good repair.</i></p>	<p>Some means vast majority of gross motor equipment is appropriate.</p>

	ERS-ITERS-R	16	Active physical play	<i>5.1 Easily accessible outdoor area where infants/toddlers are separated from older children is used at least 1 hour daily, year-round, except in very bad weather.</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.
2/19/2016	ERS-ITERS-R	17	Art	<i>3.2 All art materials used with children are non-toxic, safe and appropriate.</i>	As long as the material is not toxic or an obvious choking hazard (e.g. Barbasol shaving cream, pom poms, cotton balls), a material observed in use can be considered appropriate if supervised properly (e.g. if children are watched to ensure they don't eat playdoh, mouth markers etc.)
1/7/2014	ERS-ITERS-R	20	Dramatic play	<i>3.1 Some age-appropriate dramatic play materials accessible; 5.1 Many and varied age-appropriate dramatic play materials accessible daily.</i>	Small toy people would count as dolls only for toddlers. For infants we will require typical baby dolls.
2/19/2016	ERS-ITERS-R	22	Nature/ Science	<i>5.2 Some daily experiences with living plants or animals indoors.</i>	Requires more than just having a plant or pet in classroom. Staff must point it out to children/or otherwise reference it at some point during the 3 hours. BS will give credit if incorporation of plants or pets are referenced unprompted during follow questions.
2/20/2016	ERS-ITERS-R	23	Use of TV, video, and/or computer	<i>1.3 Television, video, and/or computer used with children under 24 months of age.</i>	Do not give credit if the program mentions using technology with children under 24 months, even if its use is infrequent.
5/2/2014	ERS-ITERS-R	24	Promoting acceptance of diversity	<i>3.1 At least 3 examples of racial or cultural diversity observed in materials.</i>	Contrasts in pictures do not need to be placed directly next to one another as long as the contrast can be easily viewed/experienced
5/2/2014	ERS-ITERS-R	24	Promoting acceptance of diversity	<i>5.1 Many books, pictures, and materials showing diversity.</i>	Only need 10 total examples of diverse materials in books, pictures and materials, 4 of 5 categories represented. (E.g., 7 books, 1 material and 2 pictures would suffice to give credit.)
2/18/2016	ERS-ITERS-R	24	Promoting acceptance of diversity	<i>5.1 Many books, pictures, and materials showing diversity.</i>	Small block people can be counted as a "material" for this indicator OR as dolls for 5.2 (provided they are age-appropriate) but cannot be counted for both.
1/7/2015	ERS-ITERS-R	24	Promoting acceptance of diversity	<i>5.2 Dolls representing at least 3 races accessible.</i>	Small toy people would count as dolls only for toddlers. For infants typical baby dolls (hard or soft) are required.
5/2/2014	ERS-ITERS-R	26	Peer interaction	<i>1.1 Little or no appropriate peer interaction possible, 3.1 Peer interaction is possible much of the day.</i>	Credit can be given for peer interactions being possible if children are in restrictive devices as long as the device is close enough and low enough that this kind of interaction is reasonable.
2/19/2016	ERS-ITERS-R	27	Staff-child interaction	<i>3.3 No harsh verbal or physical staff-child interaction.</i>	Staff may physically restrain children interaction if the must have a negative impact on child to take off.

2/17/2016	ERS-ITERS-R	27	Staff-child interaction	<i>3.3 No harsh verbal or physical staff-child interaction.</i>	When considering "harshness" weigh the child's perception of the interaction first, then tone, then content. It is acceptable to use the word, "No," with young children; the scale considers the tone and impact on the child.
5/2/2014	ERS-ITERS-R	27	Staff-child interaction	<i>3.3 No harsh verbal or physical staff-child interaction.</i>	Saying, "You're fine," or "You're safe" is not always dismissive - check whether the child feels reassured and quickly recovers from their upset.
5/2/2014	ERS-ITERS-R	27	Staff-child interaction	<i>3.3 No harsh verbal or physical staff-child interaction.</i>	Take off for significantly negative or unsympathetic reactions even if the issue is not with your specific staff or group (for example, other staff are negative with their students while your group is also on the playground.) This only applies in instances of significant negativity, and only during times where the groups are sharing space and supervision.
11/5/2015	ERS-ITERS-R	28	Discipline	<i>3.2 Staff usually maintain enough control to prevent problems.</i>	Must stop most major issues (75%) before children are hurt. (At 5.1 must stop all major issues.)
2/18/2016	ERS-ITERS-R	29	Schedule	<i>3.2 Staff provide play activities as part of the daily schedule.</i>	"Play activities" can include group time if play activities are included as part of the group time. This indicator does not require free play for much of the day.

The Rhode Island Notes: FCCERS-R

Date	Type	Item #/ Standard	Item Name	Indicator (if applicable)	Clarification notes
10/13/2014	ERS - FCCERS-R	0	General Notes	<i>Access</i>	Materials for school age children do not have to be accessible if no SA children are present. Ask provider to show materials if not in view.
2/19/2015	ERS-FCCERS-R	0	General Notes	<i>Much of the Day</i>	Do not count any time after the required 3 hours for ERS observations against a program for MoD. However, mention the MoD issues as a side note on the report if the program would have lost credit after the 3 hour mark.
12/22/2013	ERS - FCCERS-R	0	General Notes	<i>Much of the day</i>	If a provider redirects children from an activity of their choice to an activity of her choice, do not count against much of the day if the children are allowed to play with materials in their own way and quickly engage.
10/13/2014	ERS - FCCERS-R	1	Indoor space used for child care	<i>3.4 Space is reasonably clean and well maintained.</i>	Look for dust; walls and rugs must not be visibly dirty.
5/2/2014	ERS - FCCERS-R	2	Furniture for routine care, play, and learning	<i>3.2 Enough furniture for play and learning for all ages/abilities of children enrolled.</i>	If cubbies do not have "dividers," then hooks need to be far apart. Cubbies can be shared among siblings. BS will allow sharing between up to 2 siblings.
10/13/2014	ERS - FCCERS-R	2	Furniture for routine care, play, and learning	<i>3.2 Enough furniture for play and learning for all ages/abilities of children enrolled.</i>	If materials are stored on high shelves or out of reach, they are only considered accessible during the times the provider has taken them out and children can reach and use them. Must take into account "Much of the Day" as materials that are only accessible for a limited time cannot be considered accessible for much of the day. However, if there are sufficient numbers and variety of other materials within children's reach these materials may not be needed for MOD.
11/17/2014	ERS - FCCERS-R	2	Furniture for routine care, play, and learning	<i>3.2 Enough furniture for play and learning for all ages/abilities of children enrolled.</i>	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 non-porous and completely sealed (grocery bags are not acceptable.)
1/2/2015	ERS - FCCERS-R	3	Provision for relaxation and comfort	<i>5.2 Children using soft furnishings for relaxation are protected from active play.</i>	5.2 Can still be given credit even if 5.1 is scored NO as children may have access to some furnishings even if not for much of the day.

10/13/2014	ERS - FCCERS-R	4	Arrangement of indoor space for child care	<i>3.2 Arrangement of space allows adequate supervision of children without major difficulties.</i>	Children cannot be left alone. Lapses of no longer than 3 minutes can occur but children must be within hearing range, and children 18-24 months must be somewhere safe, like an appropriate play or sleeping structure such as a crib. These lapses can never occur during high-risk activities and infants under 18 months can never be left alone/unsupervised.
4/22/2015	ERS-FCCERS-R	7	Greeting/departing	<i>3.1 Most children greeted warmly.</i>	New staff entering the FCC home (such as assistants) must greet at least some of the children when the staff arrives.
10/13/2014	ERS - FCCERS-R	7	Greeting/departing.	<i>3.4 Some sharing of child related information between parents and provider.</i>	Information shared does not have to be about child in all cases. (i.e. If child is dropped off by a relative, information shared can be about the child's parents).
4/22/2015	ERS-FCCERS-R	9	Meals/snacks	<i>3.2 Well-balanced age-appropriate food served for meals and snacks.</i>	Children of all ages must be offered water between meals.
10/13/2014	ERS - FCCERS-R	16	Fine motor	<i>3.1 Some appropriate fine motor materials for each age group, accessible for daily use. 5.1 Many and varied appropriate fine motor materials for each age group accessible for much of the day.</i>	SA materials do not have to be accessible if No SA children are present during the observation. Ask provider to show you school age materials if none are accessible and proceed with interview questions about the use for this materials.
10/13/2014	ERS-FCCERS-R	19	Blocks	<i>5.3 Enough space provided for block play, out of traffic, with a steady surface.</i>	There can be other materials stored in this area and credit can be given as long as there is no conflict among children due to space restrictions.
10/13/2014	ERS-FCCERS-R	20	Dramatic play	<i>3.2 Some appropriate materials accessible for each age group.</i>	School age material do not need to be accessible unless SA children are present. Ask provider to see materials if not in view.
10/13/2014	ERS-FCCERS-R	23	Sand and water play	<i>3.2 supervision of sand/water play is appropriate for ages and abilities of children.</i>	If not observed base supervision on what you see.
10/13/2014	ERS-FCCERS-R	24	Promoting acceptance of diversity	<i>3.1 At least 3 examples of racial/cultural diversity observed in materials.</i>	All 3 examples or diversity can be found within the same book.

ERS-ALL - These notes are organized/numbered in relation to the ECERS-R for ease of perusal. Some notes apply to several - but not all - scales. In these instances the specific scales are noted.

Date	Type	Item	Item/Standard Name	Indicator (if applicable)	Clarification notes	Setting
12/4/2015	ERS-ALL	0	General Notes	Access	If a child misses a few minutes of time with free play materials or outdoor play because they returned late from intervention services and needed to complete another routine like snack, do not count this against the program, as long as the time lost was minimized. Consider whether the program was actively preventing time with materials (like with a firm time limit) or was simply trying to be flexible to meet the child's needs around intervention services.	
11/24/2015	ERS	0	General Notes	Access/Much of the Day	Do not count off for access or Much of the Day if the only children unable to access a certain material are too young to be required access. For example, if a child under 12 months is the only one who did not have access to blocks, and all other children had sufficient access, give credit for access to blocks.	ITERS-R, FCCERS-R
7/23/2015	ERS-ALL	0	General Notes	SPoD	If a program runs longer than reported on the day of an observation base both "access and "SPoD" calculations on how long children are actually formally in care (this time might include a formal agreement for parents to pick up later.) However, don't count time towards or against SPoD or access when a parent is simply running late for pick-up.	
8/27/2015	ERS-ALL	0	General Notes	Weather permitting	Child Care Weather Watch chart does not meet the requirements of weather permitting.	
4/30/2015	ERS-ALL	1	Indoor Space		If key fob reader are at the right height and the fobs are "tap & go" and can be worn on a bracelet or mounted to a device like a wheelchair, they can be considered accessible.	
2/19/2016	ECERS	2	Furniture for routine care and play	3.1	Small children (under preschool age) in diapers need diapering table or other appropriate diapering furniture. (All age groups need provisions to reduce contamination & respect child's dignity)	
2/19/2016	ERS-ITERS-R	2	Furniture for routine care and play	3.2 Enough furniture for play	If accessible materials in classroom are stacked & therefore not accessible because there aren't shelves, then we can say there aren't enough shelves, even if it only affects a few materials.	
4/7/2016	ERS-ITERS-R	2	Furniture for routine care and play	3.4 Seats for children are comfortable and supportive	Footrests are needed for any seat that allows children's legs to dangle. Footrests are not required for chairs or highchairs where most of the child's leg is actually supported by the seat... e.g. Deep seats and short legs!	ITER-R, FCCERS-R

9/19/2015	ECERS-R	3	Furnishings for relaxation and comfort		A cozy space and a library/reading area may exist in the same space. However, the requirements of each must be met to give credit for these spaces, and the area would be considered <i>one</i> interest center under Item 4 Room arrangement.
12/3/2015	ERS ALL	4	Room arrangement	5.2	Reminder: Fine motor and art are quiet areas in addition to books, cozy and listening.
9/15/2015	ERS-ALL	4	Room arrangement	Interest centers	Cozy spaces and library can be the same area. Can be an interest center but only counts as one.
10/6/2014	ERS - ECERS-R	7	Space for gross motor	<i>3.2 Gross motor space is generally safe.</i>	Don't take off for acceptable-looking poured surfaces. Ask for the documentation. If not available, make a note in the far-right column of the program's ERS report.
1/25/2014	ERS - ECERS-R	7	Space for gross motor	<i>3.2 Gross motor space is generally safe.</i>	Fences and curbs are not adequate replacements for bollards. Fences can be crashed through by cars and curbs do not stop cars that are moving at most speeds. Hence bollards of some sort are required unless the play area is separated from the road by a significant distance (more than 30 feet) or is surrounded by trees or natural barriers that protect the fence from vehicles. Please see updated guidance from LISC for more information.
12/4/2015	ERS-ALL	8	Gross motor equipment	<i>1.1 Very little gross motor equipment used for play; 3.1 Some gross motor equipment accessible to all children for at least one hour daily.</i>	"Scooting" on a low scooter can be considered a distinct skill.
6/19/2014	ERS - ECERS-R	8	Gross motor equipment	<i>3.3 Most of the equipment is appropriate for the age and ability of children</i>	CPSC reports that dome climbers would be considered inappropriate for preschool children because, like arch climbers, preschoolers may not have the cognitive ability to manage climbing down safely.
2/19/2016	E&I	9	Greeting/departing	3.1	Greeting by new staff entering can be very subtle if all are in group. At least 2-3 kids should be greeted, but don't be picky. Intent Important.
4/7/2016	ERS-ALL	9	Greeting/departing	<i>3.1 Most children greeted warmly.</i>	Eye contact can be considered a greeting if the child perceives it as a welcome to the class. Eye contact from across the room would not meet this standard and therefore would not count.

4/22/2015	ERS-ALL	9	Greeting/departing	3.1 Most children greeted warmly.	New staff entering a child care space (such as assistants) must greet at least some of the children when the staff arrives (as would be appropriate for the ongoing activities.) Staff should announce themselves and greet children in a way that is appropriate to the ongoing activities of the children, but the greeting should be directed to the group, either all together or at an individual level. This includes maintenance staff who may be cleaning something in the classroom.
8/27/2015	ERS-ALL	10	Meals/snacks		If programs have less than 1/2 the components required for a meal or snack, take off at the 1s. If they have half but not all, take off at the 3s.
4/27/2015	ERS-ALL	10	Meals/snacks		The use of placemats does not replace the need to wash and sanitize tables (and the placemats!) properly.
9/15/2015	ERS-ALL	11	Nap/rest	Sanitary conditions	Take off for a lack of bottom sheets at 3.2 in the ECERS and ITERS.
4/22/2015	ERS-ALL	12	Toileting/diapering	3.2 Basic provisions made for care of children	If any children in a preschool classroom are in diapers, changing mats that are large enough to prevent contamination of other surfaces are an acceptable changing surface. Mats also meet requirements for sufficient furniture in Item 2. Furniture for routine care, play, and learning. Item 12 is score yes on 1.2 if there's NOTHING and children are sitting on the floor. For Item 2, if that's the only say no to 3.1.
7/23/2015	ERS-ALL	13	Health Practices		Do we take off for bare feet in the sandbox? If only in the sandbox this is okay. Children should have some kind of covering on their feet when using the classroom or rest of the playground. (Socks and slippers are acceptable alternatives indoors.)
7/23/2015	ERS-ALL	13	Health Practices		If children wear shoes with heels (their own shoes) check to see whether this is causing them safety issues.
4/14/2015	ERS-ALL	14	Safety Practices		Bleach and water and soap and water solutions, if mixed according to directions on the bleach container, need to be stored out of reach but not locked. Other chemicals including medication and sunscreen do need to be locked away.
4/7/2016	ERS	14	Safety practices		BrightStars will take off if loose plastic bags are clearly visible and within reach of the children.
4/22/2015	ERS-ALL	14	Safety Practices		Do not automatically count off for stroller rides on busy streets. Consider how the walk is handled (based on observation or report) and only take off for significant issues.

4/30/2015	ERS-ALL	14	Safety Practices		How to view plastic bags as hazards? Size of bags? Ages of children? For example, we do not usually take off for large ziplock bags of linens stored on cots. Bags left around carelessly are hazards for infants and toddlers. For other circumstances and older age groups, check impulsiveness of children and overall supervision.	
4/30/2015	ERS-ALL	14	Safety Practices		If a paper towel holder requires children to pump the lever after handwashing is this a recontamination hazard? What if the program practices proper handwashing consistently? Paper towel holders that require touching the handle are a recontamination hazard.	
4/30/2015	ERS-ALL	14	Safety Practices		Is it a safety hazard to use real (but empty) prescription or medicine bottles in dramatic play? This is not an ideal practice. For now, BrightStars will leave a note in the "Comment"s section of reports indicating that this may be confusing and unsafe.	
4/27/2015	ERS-ALL	14	Safety Practices		Microwaves are specifically a hazard for infants and toddlers because they may cause hot spots in food, but do not take off if used with preschoolers.	
11/5/2015	BS Policy	14	Safety practices		Pacifiers are not a hazard when used for sleeping children - these actually reduce SIDs	
4/28/2015	ERS-ALL	14	Safety Practices		Safety covers on plugs - some kinds do not look like they are protected but they are (see picture examples.)	
7/23/2015	ERS	14	Sand/water		Beans are not an acceptable sensory materials for children under age 3. Kidney beans are not acceptable for any age group because they are toxic. The authors have acknowledged the art and sand/water indicators are inconsistent on the issue of food materials.	
12/4/2015	ERS	22	Blocks	<i>5.3 Special block area set aside out of traffic, with storage and suitable building surface</i>	Do not take off for books stored in the block area, as long as they are not observed taking up needed floor space/causing traffic problems and there is another dedicated space for reading. For additional items like hard hats, play tools or a play house, that might be okay in small quantities or if stored out of the way, it is critical to consider how those materials might be used in the space and whether they would interfere. If not clear during the observation, ask.	

					<p>FCC requirements are not any different from Center based programs. Fences and curbs are not adequate replacements for bollards. Fences can be crashed through by cars and curbs do not stop cars that are moving at most speeds. Hence bollards of some sort are required unless the play area is separated from the road by a significant distance (more than 30 feet) or is surrounded by trees or natural barriers that protect the fence from vehicles. Please see updated guidance from LISC for more information.</p>	
1/25/2014	ERS-FCCERS-R	26	Active physical Play	<p>3.2 Spaces for active physical play are generally safe.</p>		
5/8/2015	ERS-ALL	27	TV, video and/or computers		<p>Are there any considerations for staff using a voice-projecting device (as observed by Sharon)? None at this time, but BS will observe to see how it may affect children.</p>	
2/18/2016	ERS	28	Promoting acceptance of diversity	<p>5.1 Many books, pictures, and materials showing diversity.</p>	<p>Music from different countries and cultural instruments can count as diversity material if accessible.</p>	
7/6/2016	ERS - ALL	36	Group time		<p>"Not engaged" is defined by the observed behaviors exhibited by children and staff. For example, children observed to need constant reminders to participate, or who are rolling on the ground, trying to play with other materials, or causing problems for peers are not considered to be engaged.</p>	
12/22/2013	ERS-ITERS; ERS-FCCERS	36	Group time		<p>If only one child is enrolled or only one child is present during observation, score this item n/a as no group gatherings occur.</p>	