

**Lower Columbia College Head Start and ECEAP
DST Classroom/Center Preparation Checklist**

DST Team Member Names: _____

School Year: _____ **LOC ID:** _____

Due Date: _____ (Fall – due the Monday before your first day of class, Winter – due 2 weeks after winter break)

Complete and document any materials and/or assistance needed. Turn completed Checklist into your Area Manager for review and follow-up. Area Manager will upload document into shared Google Drive after Fall and Winter completion. Original will be filed in classroom monitoring notebook.
The Area Manager will provide the Fall Checklist for review at the January Area Meeting. A new checklist will be completed for Winter. Return both copies to your Area Manager.

Classroom Environment

(All areas and environments are to be introduced during slow start.

The classroom will be set-up to be ready for children to support self-sufficiency and guide them in learning.)

SPACE AND FURNISHINGS

Indoor Space

Space is in good repair and a plan is in place to keep it clean and well-maintained.

- ☐ What is your process for sanitizing toys/items that have become dirty and ensuring toys and equipment are cleaned on a regular basis? _____
- ☐ Location of Mr. Yuk bucket _____
- ☐ Who will complete the sanitation log and where is it posted? _____
- ☐ What materials do you have for children to help with clean-up? _____

Furnishing for care, play, and learning

- ☐ Furniture is sturdy and in good repair.
- ☐ Furnishing(s) providing substantial amount of softness such as pillows, rug and cushioned couch or other soft furniture in learning centers.
- ☐ Each child has a cubby for their belongings with child's picture and name.

Room arrangement for play and learning

Required Centers:

Art, Blocks, Dramatic Play, Science, Library, Sand and Water, Table Toys, and Manipulatives

- ☐ Each center must be three-sided and materials needed for that center stored in that location.
- ☐ Areas for quiet and active play are separated and toys stored for easy access by children.
- ☐ How will you limit the number of children in each interest area? _____

- ☐ Soft toys are accessible to children?
 - Puppets
 - Stuffed animals
 - Soft dolls
 - Other _____

At least 2 centers will be set up for one or two children to play together.

An indoor space for privacy is accessible and physically set up in the classroom to discourage interruptions (Ex: easel for one child; writing table with one or two chairs, games for two children to play together).

Each area that is defined for a privacy space will have visual signs that show the number of children allowed.

SPACE AND FURNISHINGS CONTINUED

At least 2 centers will be set up for one or two children to play together.

An indoor space for privacy is accessible and physically set up in the classroom to discourage interruptions (Ex: easel for one child; writing table with one or two chairs, games for two children to play together).

Each area that is defined for a privacy space will have visual signs that show the number of children allowed.

☐ List what centers or activities will be protected for 1-2 children:

☐ Furniture is arranged for good visual supervision.

All classrooms will have a Safe Place:

This self-regulation will be available by the first day of class and may have limited materials. A plan will be in place to add new materials as they are taught.

☐ Safe space clearly defined, protected from active play, self-regulation center, and not a play center. It contains Conscious Discipline materials as well as other items that support specific classroom needs. The safe place will start out with the items below and you will add items as you teach them in the first 6 weeks.

- ☐ Soft pillows or items to support comfort
- ☐ Feeling Buddies (Mad, Sad, Scared, Happy)
- ☐ Breathing poster
- ☐ CD Books (Sophie is a S.T.A.R.; Sophie Wants a Turn; Shubert's Big Voice; The Feeling Buddies Book)
- ☐ Five Steps of Regulation (This will support a teacher or assistant in supporting the child in an upset.)
- ☐ Any items needed for returners.

☐ Plan for creating a safe space (Attach your plan to introduce materials from slow start through the next 6 weeks.)

☐ How will you teach the Safe Place to children who join your class later in the year?

Conscious Discipline School Family Planning and Materials

☐ What Conscious Discipline greeting rituals will you use?

☐ Program expectations are posted at child's eye level and with visuals.

☐ Create and post visual daily schedule for children.

☐ Create visual routines for transitions and individualize as needed.

☐ Jobs board is set up and ready to be used as you learn about children and what job will benefit them. A job will be available for every child.

☐ Visual rules are created for centers, outdoors, circle time and other times as needed. These will be posted in the area that they will be used.

☐ Safe keeper ritual is planned, visual created and posted.

☐ Wish You Well ritual and visuals are created.

☐ List what other Conscious Discipline activities are planned for: (example: Ways to be Helpful, Caring Board)

Child Related Display

Children's art work will be displayed attractively, respectfully and at the children's eye level. Where will you display children's art work at the child's eye level? _____

Art work will be individualized which means each child has carried out the work in his or her own creative way within guidelines. Art should be focused on the process not the product and not a craft project.

☐ Who will display children's art work weekly? _____
(Children's art work should be displayed at child's eye level and related to current study.)

☐ Where will three-dimensional child-created work be displayed? _____

☐ How/where will children's photographs be utilized in the classroom?

☐ How will you ensure art work relates to the current interest/theme/study?

Space for gross motor play

Outdoor time will be at least 30 minutes for part day and 1 hour for school day unless inclement weather and then gross motor activities will be available in the center.

- ☐ Who will be responsible for playground safety checks prior to children entering the playground?
- ☐ What space and materials are available for indoor gross motor activities?

Outdoor Time and/or Gross Motor will be planned and listed on the Lesson Plan

- ☐ Enough equipment is available to stimulate a variety of skills (7), list outdoor equipment you have available to use to enhance development in each of the following skills:

Balancing _____	Climbing _____
Pulling and Pushing _____	Jumping _____
Tossing _____	Throwing _____
Hopping _____	Pedaling _____
Sliding _____	Other _____

A plan will be in place to ensure enough equipment is available (stationary and portable) to interest all of the children and keep them active and involved.

Who will set up the materials for outdoors daily?

LIBRARY/LITERACY

How will you introduce Letter of the Day? Where will this information be located for children and families to know the letter of the day?

- ☐ How many books are accessible? _____
- ☐ What is your plan to include books that will be related to your current study?
- ☐ Who will rotate books in the library (This should occur a minimum of once a month.)?

A minimum of 30 books of a wide variety of topics will be available for children in the library. Categories of books will include: Fiction and Non-Fiction, Story, Informational, Diversity, Safety, Health, Alphabet, Numbers and Science.

Book topics to support a variety:

- | | | |
|---|--|--|
| ☐ Differing Abilities | ☐ Health | ☐ Nature/Science |
| ☐ Different Cultures | ☐ Jobs/Work | ☐ People |
| ☐ Different Race | ☐ Males and Females | ☐ Sports/Hobbies |
| ☐ Non-traditional Gender Roles | ☐ Math | ☐ Study Related (5 minimum) |
| ☐ Feelings | ☐ Factual | ☐ Other (list) _____ |

Print and Number Awareness

- ☐ Visible Print Combined with pictures.
- ☐ Printed names of children in a variety of places within the classroom.
- ☐ A plan for Artwork/Charts to include written comments (dictation) from the children.
- ☐ Print Numbers in Display *Must have pictures that show what the number means.
- ☐ Posting with Numbers (ex: Signs for number of children allowed in center with stick figures/object to represent the number, class made graphs with numbers, etc.)
- ☐ Play Materials Showing Meaning of Print Numbers (ex: cash register, counting books, telephones, grocery store ads/fliers, etc.)

LEARNING CENTERS**Table Toys and Games/Fine Motor/Take Apart Center**

Required: 10 different choices and at least one out of each area.

Containers and/or accessible storage shelves have picture labels.

The list is examples of what these materials could be but not every class will have the exact items. List materials that you have set out based on the definition of the headings.

Interlocking Building Materials (2-3)	Manipulatives (2-3)		Puzzles
☐ Bristle Blocks ☐ Magnetic Builders ☐ Duplos ☐ Legos ☐ Lincoln Logs ☐ Tinker Toys ☐ Other (list): _____	☐ Gears ☐ Links ☐ Mr. Potato Head ☐ Nuts and Bolts ☐ Pattern Blocks ☐ Pegs with Peg Board ☐ Pop Beads ☐ Sewing Cards ☐ Snap Blocks ☐ Stringing Beads	☐ Table Blocks ☐ Train Tracks ☐ Unifix Cubes Zip, Toys/Vests ☐ Other (list): _____	☐ Floor Puzzles (1-3) ☐ Frame Puzzles (4-5) ☐ Knobbed Puzzles (2-3) ☐ Other (list): _____ ☐ Diversity is reflected in puzzles/fine motor materials

Art Center

Teachers will encourage the expression of free art and children will not be expected to follow an example.

- ☐ All materials will be labeled with a picture/word and well organized.
- ☐ Art materials will be replenished daily. Who will organize and replenish materials? _____
- ☐ What materials do you have to add to the art materials that will support diversity? _____

Art Materials required daily:

Drawing/Writing	Easel and Paints*	3-D	Collage	Tools
☐ Markers ☐ Crayons ☐ Pencils ☐ Paper	☐ Tempera paints/paper/brushes at easel *Tempera Paint will be out daily and must be accessible and ready to use at the easel. Who will set this up daily? _____	☐ Playdough and tools (will be available daily)	☐ Have at least 3 or 4 items from the list below that will be available to children.	☐ Tape ☐ Stapler ☐ Ruler ☐ Scissors ☐ Glue ☐ Glue Sticks

These items can be added as children are ready for new experiences or items are suggested for the study.

• Dot Markers • Chalk • Chalk Boards • Dry Erase Boards	• Fingerpaints • Watercolor	• Pipe Cleaners • Boxes • Wood Scraps • Recyclable Materials (e.g., cardboard tubes, packing materials, etc.) • Egg Cartons • Clay • Modeling Compound	• Cotton Balls • Feathers • Felt Scraps • Glitter • Magazines • Paper Scraps • Paste • Pom-poms • Sequins • Yarn/String • Buttons	• Hole Punchers • Rollers • Sponge Painters • Stamps/Stamp Pad • Stencils
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Music and Movement

Musical instruments will be used at outdoor time and/or group time. If used in group time, at least 1 per child participating.

If instruments are used at learning center time, these need to be instruments that do not interrupt other play. Items like keyboards with headphones, rain sticks or shakers are the type of instruments used during learning center time.

Music may be played at learning center time if it does not overpower the children's voices and conversation happening.

Offer a variety of music and movement throughout different times of the day.

- ☐ Variety of musical choices (classical, popular, jazz, reggae, blues, rap, songs in different languages along children's traditional music, etc.): _____

- ☐ Dance props (scarves, ribbons, streamers, etc.): _____
- ☐ How will you include movement in all areas of your daily schedule?

Select or list materials available for your classroom:

- | | | |
|--|--|---|
| ☐ Bells | ☐ Rain Stick | ☐ Piano |
| ☐ Castanets | ☐ Rhythm Sticks | ☐ Instruments/Music which Reflect Diverse Cultures |
| ☐ Cymbals | ☐ Triangles | ☐ Other (list): _____ |
| ☐ Drums | ☐ Shakers | |
| ☐ Electric Keyboard | ☐ Tambourine | |
| ☐ Hardwood Blocks with Mallet | ☐ Wrist Bells | |
| ☐ Maracas | ☐ Xylophones | |

Block Area

Enough space, blocks and accessories (3 types) for 3 children to build sizeable independent structures at the same time.

Block area is enclosed on three sides and is not in area that children travel through.

Block shelves labeled. Accessory bins AND shelves labeled.

- ☐ Full unit block set 184 blocks (19 shapes)
(You may start out with less but will need to add all by the 2nd month of class.)

At least one other type of block:

- ☐ Hollow Block Set – enough for a child to create a structure.
- ☐ Brick Cardboard Blocks – enough for a child to create a structure.
- ☐ Foam Blocks – 1 set
- ☐ Large Plastic Blocks – 1 set
- ☐ PVC Pipes and Connectors

Props – Choose 2 items from the list below:

- ☐ People Props (multi-ethnic family and community sets) – 1 set each
- ☐ Traffic Signs – 1 to 2 sets
- ☐ Farm Animals, Zoo Animals, Pets – 1 set each
- ☐ Small Transportation Vehicles (cars, trucks, buses, boats) – several of each
- ☐ Wood Train Set with Trains – 1 set

Items that may be added to enhance block play:

- ☐ Paper and Markers
- ☐ Boxes and Containers
- ☐ Children's Picture Books related to construction, buildings, or other types of block area play

Dramatic Play

All items in the list below will be available at slow start.

All materials labeled with a picture/word and kept well organized.

- Who will maintain and organize this center on a daily basis? _____

- ☐ Homelike furniture: small table and chairs; child-size refrigerator, stove, sink, hutch (not required), chest of drawers or shelves, small couch, full-length mirror, doll bed, high chair, child-size cleaning set (broom, mop, dustpan, etc.)
- ☐ Pots, pans, dishes, and cooking utensils
- ☐ Plastic food; empty food boxes common to different cultures, representing nutritious food
- ☐ Dress-up clothes for men and women (e.g., hats, shoes, boas, jewelry, pocketbooks, briefcases)
- ☐ Props that represent different occupations and cultures, especially those of the children's families (e.g., uniforms, hats, fabrics, jewelry)
- ☐ Storage units or stands for dress-up clothes
- ☐ Dolls representing different ethnic groups with clothes and blankets
- ☐ Telephones
- ☐ Materials to add homelike touches (e.g., curtains, tablecloth, photographs, small rug, plants)

Add materials and prop boxes through-out the year that will be based on children's interests, study, cultures of families and developmental skills that you want to enhance. Here are some examples of things to add and document on lesson plans:

- Materials for creating new settings for dramatic play throughout the year (e.g., supermarket: tables or crates to create sections of store, signs for store sections, cash register, paper bags for groceries, crayons and markers, price tags, paper or plastic money, coupons, supermarket ad; post office: telephone books, zip code directories, junk mail, letters, greeting cards, envelopes, stationery, ink pads and stamps, stickers, address labels, letter-weighting scale, clock)
- Calendars, memo pads, address book, phone book, pencils, cookbooks, message board and marker to encourage writing and understanding print has meaning.

Nature/Science

At least 15 materials with some from each of the 5 categories, including at least 5 nature/science books.

Requires one or more pets/plants that children can observe, help care for, and that are talked about with children. Select or list materials available (this list is just examples of what you may have in each category). As you implement your study, materials should be rotated to support children in exploring the study:

Living Things Children Can Observe Closely or Care For (1)	Natural Objects (2-3)	Factual Books/Nature-Science Picture Games (1 game and 5 books)	Nature/Science Tools (3-4)
☐ Ant Farm ☐ Aquarium with fish, snails or other animals ☐ Butterfly Hatching Kit ☐ Class Pet ☐ Eggs that Hatch ☐ Plants ☐ Window Bird Feeder ☐ Worm Farm ☐ Other (list) _____ _____	☐ Birds' Nest ☐ Collections of Seeds ☐ Different Types of Wood ☐ Insects in Transparent Plastic ☐ Leaves ☐ Nuts ☐ Pinecones ☐ Rocks ☐ Seashells ☐ Other (list) _____ _____	☐ Books ☐ Science-themed Board Games ☐ Matching Game (e.g., body parts) ☐ Puzzles with nature pictures or natural sequences ☐ Matching Texture Boards ☐ Smelling cans with different things (to match or sort) ☐ Other (list) _____ _____	☐ Binoculars/Viewers ☐ Balance scales with natural objects to weigh ☐ Color Paddles ☐ Kaleidoscope ☐ Lifting objects with levers/pulleys ☐ Magnets with magnetic/non-magnetic things ☐ Magnifying Glasses ☐ Microscope and Slides to look at ☐ Prisms ☐ Sensory Bottles* (oil and water, etc.) ☐ Tornado Tubes* ☐ Using a rain gauge to record how much rain fell ☐ Other (list) _____ _____

Sand and Water

Sand and water will be available daily in the classroom. At outdoor time: sand or water will be available as weather permits.

☐ Who will be responsible for setting up Sand and Water play items and materials daily in the classroom?

☐ Who will be responsible for setting up Sand or Water and play items daily outdoors?

What materials does your classroom have to be able to use with sand and water play?

- | | |
|--|--|
| ☐ Buckets | ☐ Sifters/Sieve |
| ☐ Funnels | ☐ Spray Bottles |
| ☐ Measuring Cups/Spoons | ☐ Turkey Baster |

- ☐ Pails
- ☐ Rakes
- ☐ Sand Molds
- ☐ Scoops
- ☐ Shovels

- ☐ Trowels
- ☐ Unbreakable Containers (e.g., plastic bowls)
- ☐ Other (list) _____

Math Materials and Activities

Math materials will be located within each center in the classroom and will enhance development in a real and meaningful way.

- ☐ Each day you will have a number of the day. How will you introduce this number to children and where will it be posted?

- ☐ What is the plan to add math materials/activities related to the study? _____

Select or list materials available and where they are located:

Counting/Comparing Quantities	Measuring/Comparing Sizes and Parts of Whole (Fractions)	Familiarity with Shapes
☐ Abacus ☐ Chart and graph for activities for children to use by placing materials into cells ☐ Dice/Dominoes ☐ Five/Ten Frame Cards ☐ Games that require children to figure out more or less ☐ Games with Dice ☐ Pegboards with numbers printed and holes to match ☐ Playing Cards ☐ Puzzles where written numbers are matched to quantities ☐ Small objects to count into numbered containers ☐ Unifix Cubes	☐ Balance scale with things to weigh ☐ Height chart if regularly used to measure children's growth or bathroom scales ☐ Games where halves are matched to the whole (fractions) ☐ Games with parts to divide and put back together to make the whole ☐ Math Links ☐ Measuring cups and spoons with materials to measure or nested cups ☐ Graduated Puzzles ☐ Rulers, yardsticks, tape measures ☐ Shapes-matching games where geometric shapes are divided into parts (fractions) ☐ Thermometer	☐ 3D Shapes ☐ Attribute blocks of different sizes, shapes, colors ☐ Geoboards (boards with pegs to which rubber bands are attached to make shapes) ☐ Magnetic Shapes ☐ Parquetry Block with Patterns ☐ Puzzles with different geometric shapes ☐ Shape Sorters ☐ Shape Stencils ☐ Unit blocks with image/outline labels on shelves

Appropriate Use of Technology

Screen time must be educational, developmentally appropriate, non-violent and culturally sensitive.

Children will be given opportunity to learn the key-board and to use the computer to learn.

Screen time must be limited to 15 minutes or less per child in a 3-hour period.

Staff actively involved with children in use of electronics.

- ☐ There is a working computer/tablet for children's use. _____
- ☐ What is the plan to ensure children stay within time limit and receive equal opportunity? _____

PERSONAL CARE ROUTINES

Meals/Snacks

First meal will be served upon arrival and all meals will be served family style.

Proper Sanitary requirements usually followed

- ☐ Where will you store bottles for the 3-step sanitation process?

- ☐ Who will be responsible for sanitizing tables?

- ☐ Who will be responsible for filling the sanitation bottles with the correct bleach/water solution and document the date on the bottle? (These bottles must be emptied at the end of the day.) _____
- ☐ Hand washing posters posted next to all sinks.
- ☐ Allergies and dietary restrictions posted on cabinets near tables and kept current.
- ☐ A seating chart will be created for mealtimes. Where is this posted?

- ☐ Daily Schedule is posted providing a balance of teacher directed and child directed activities and group times, **with minimal transitions and no long waiting periods**, refer to daily schedule procedure (EDUC 9I).

Toileting/Diapering

Supervision is positive with expectations stated assertively and ensures that children carry out toileting/diapering procedures correctly. A plan will be created for children who are potty training or for those children needing support with bathroom needs.

- ☐ Bathroom Procedure (EDUC 7a) completed and posted (Copy to Area Manager)
- ☐ Supervision/Bathroom Plan (EDUC 7c1) completed and posted (Copy to Area Manager)

Health Practices

Staff help children carry out hygiene practices correctly such as handwashing, toothbrushing, toileting, etc. Describe who will do what on your Zoning Plan.

- ☐ Tooth brushing procedures completed and posted in classroom (Copy to Area Manager)
 - What is your system for tooth brushing? ____Small Group Toothbrushing ____Large Group Toothbrushing
Describe your plan:

 - Who will sanitize the tooth brush holders (not tooth brushes) and replace tooth brushes with child's name when needed? _____
- ☐ Each DST Member has the following up-to-date and posted. If inside a cabinet ensure cabinet clearly labeled.
 - Current Food Handlers Card
 - Current First Aid/CPR Card
- ☐ Where will extra clothing be stored and how will you ensure clothing available for children?

- ☐ Communicable disease boards are labeled in English and Spanish, 'Communicable Disease Board' and include, 'your child has been exposed to.' Boards must be placed in a location visible upon entry into the classroom. Information is kept for 30 days and cannot list individuals. The person responsible to keep this current is:

Medication:

- ☐ Emergency Response Notebook contains: Medication Authorization forms and Medication Administration forms for all student medications present in the classroom (*HLTH 5b, HLTH 5c, HLTH 5d*)
- ☐ Where is medication stored? _____
 - Non-emergency medication must be labeled and locked in a cabinet where children cannot reach. Medication needs to be stored according to oral and topical, etc.
 - Emergency Medication (Epi Pen Jr., etc.) stored in a labeled cabinet out of reach of children.
- ☐ What is the plan for monitoring the medication storage area to assure that no discontinued, outdated or completed medication is kept and who will send the medication forms to the Health Specialist?

- ☐ List of children currently on medication (both school medication and home medication):

Safety Practices/Active Supervision**Questions to use when planning for Active Supervision**

- How do we teach active supervision strategies to classroom TA's and volunteers? When will this happen?
 - How do we arrange the space to create a safe environment in classrooms, playgrounds, and other areas so it is easy for staff to observe children?
 - How do we physically position ourselves to see and hear children at all times and move quickly to children who need assistance?
 - How do we make sure all staff continuously scan and count children during both indoor and outdoor play?
 - How do staff assess individual children's skills and abilities, adapt activities to avoid potential injuries, and use their observational skills to anticipate times when a child may need closer supervision?
 - How do staff engage and redirect children who need additional support?
- ☐ What is your plan for counting children in your classroom and using the Active Supervision Name to Face Attendance Tracking form (EDUC 7c2a) on the red clipboard? This will ensure that all staff are aware of the number of children present when transitioning or moving from one place to another?
-
- ☐ Where is the white board located that lists the number of children attending for the day at any given time and what is the plan for updating as children arrive or depart?
-
- ☐ How will you ensure that staff and volunteers are aware of the whole group of children even when working with one child or a small group? Describe how your team will supervise children during class time, transitions gross motor activities and outdoor play?
-
- ☐ Location of your Zoning Plan (EDUC 9k) for staff and volunteers? And how will you inform them of the plan?
-
- ☐ How will the specialists and others be reminded to list the name of the child they will be removing from the classroom? _____
- ☐ If a new whiteboard is needed what is your plan to purchase and install it?
-
- ☐ All staff trained in safety and emergency procedures with regards to your classroom and center.
- ☐ Emergency Response Procedures Notebook kept in locked cabinet and clearly labeled. The Emergency Response Notebook contains the following:
- School Building Data Sheet (Copy to Area Manager and Health Specialist)
 - Disaster Preparedness Outline (Copy to Area Manager and Health Specialist)
 - Emergency Evacuation Information Form (Copy to Parents, Area Manager and Health Specialist)
 - Medication Authorization forms and Medication Administration forms for all student medications present in the classroom
 - Current Classroom Allergy/Medical Concerns List
- ☐ The following individuals are responsible for safety checks prior to children present:
- Classroom: _____ Outdoors: _____
- ☐ Plan for completing the Monthly Health and Safety Checklist (FACI 1c): _____
-

TS/Gold Observation Plan

Observations will be taken daily and entered into TS Gold at least weekly. These observations will be anecdotal, narrative, pictures, checklists, tally marks with description, videos, audio clips and samples of children's work. What is your system for collecting objective observations?

Who will enter observations into TS Gold (these need to be entered at a minimum of weekly)?

How will the plan be shared with TA's and how will the system will be implemented?

CLASSROOM POSTINGS

The following are to be posted in your classroom prior to the first day of class:

- ☐ Emergency Procedure located on a ring by classroom telephone:
 - Emergency Medical/Dental Procedures (HLTH 2b)
 - Opioid-Related Overdose Policy and Procedure (HLTH 5g)
 - Emergency Care for Seizure (HLTH 2c)
 - Bump to the Head Handout (HLTH 2d)
 - Procedure for Completing and Accident Report or Incident Summary Report (HLTH 9b)
 - Classroom Lockdown Procedure (FACI 1p)
 - Building Lockdown Procedure (FACI 1q)
- ☐ Classroom Fire Drill/Evacuation Plan for Specific Classroom/Center
- ☐ Exit signs by each Exit Door
- ☐ Fire/Earthquake/Lockdown Drill Record Form (HLTH 2j)
- ☐ Emergency Phone Numbers for Police, etc. (*Post by your telephone.*)
- ☐ Phone Location Sign
- ☐ Germ Buster Poster (*Handwashing Poster*)
- ☐ Dental Health Poster(s)
- ☐ First Aid Kit Location Sign
- ☐ Emergency Light Source Location Sign
- ☐ First Aid Poster (*Layperson CPR & First Aid for Choking; seizure plan*)
- ☐ Food Health & Sanitation Checklist for Staff & Volunteers (NUTR 2c)
- ☐ Diaper/Pull-Ups Changing Procedure (HLTH 4c) (*Post by changing table or in bathroom.*)
- ☐ Toothbrushing Procedure (EDUC 7f)
- ☐ Bathroom Procedure (EDUC 7a) (*HS/ECEAP only*)
- ☐ Bleach Solutions & Three-Step Process (HLTH 4e)
- ☐ Dietary Restrictions List (*ChildPlus Health Report*)

CENTER POSTINGS

The following are to be posted at your center prior to the first day of class:

- ☐ Smoke Free Environment Policy (FACI 1g)
- ☐ Annual Fire Inspection (*If questions, please see Area Manager.*)
- ☐ Annual Fire Alarm/Smoke Detector Sensitivity Testing (*If questions, please see Area Manager.*)
- ☐ Health Department Food Program Permit (*Posted in Center Kitchen or Kitchen Area. See Kitchen Manager if Needed or Expired*)
- ☐ Building for the Future (*USDA*)
- ☐ WIC
- ☐ Justice for All Poster

PARENT ENGAGEMENT/FAMILIES SERVICES

- ☐ Completed by Family Advocate and reviewed with teacher and assistant.
- ☐ Location of locked confidential files: _____
 - Individuals Having Access to Records (MSYS 7C) completed and attached to front of the file drawer.
- ☐ Site has a well-defined parent board with the following required postings:
 - Current Policy Council Packet
 - Parent Committee Meeting Minutes

- Adult Education Opportunities (HS 21 and GED)
- Job Opportunities to include internal and LCC Postings
- Dental Provider Information
- Health Services Information
 - Washington Health Plan Finder (Medicaid) or wahealthplanfinder.org
- Childcare Assistance Information
 - Working Child Care Connections (WCCC)
- Current Food Assistance List
- Washington Poison Control Center Toll Free Phone Number
- DCYF Toll Free Phone Number
- CPS Flier
- Mental Health Services
- WIC Information
- Current Program and Community Events
- Community Resources

☐ What system is in place to maintain the Center Notebook and ensure the following items are included?

-
- Parent/Family Night Agendas
 - Attendance Sheets
 - Monthly Classroom Newsletters/Calendars
 - Information given out in the month. Ensure month/year and loc ID noted.
 - Menus

☐ Where is the Center Notebook located for easy accessibility to parents? _____

☐ What is your case management and communication plan with your DST?

Day of the week _____ Time: _____ Plan to staff every child in the month
(rotating children every week?) _____

DST Needs/Supports:

Area Manager Follow-up:

Teacher Signature: _____

Date: _____

Teacher Assistant Signature: _____

Date: _____

Family Advocate Signature: _____

Date: _____

Area Manager Signature: _____

Date: _____