



Public Preschool Monitoring Report 2017-2018

School Administrative Unit (SAU):

Date(s) of Site Visit:

Superintendent:

School Address:

Program Contact & Title:

Phone:

Email:

Program Type: New Expansion Preschool Expansion Grant

Monitor:

Maine Public Preschool Monitoring Report 2016-2017

This report is the result of the monitoring visit to the public preschool program(s) named above. The information set forth is directly aligned with Maine Department of Education (DOE) Chapter 124: Basic Approval Standards: Public Preschool Programs. School Administrative Unit (SAU) preschool program(s) either *Meet* or *Do Not Meet* each indicator of compliance.

Each section of the monitoring report contains the following:

Strengths:

Specific strategies, interactions, and documents that were observed during the monitoring visit that exceed Chapter 124 standards.

Recommendations:

Maine DOE suggestions, based on the observation and debrief, for improving the quality of the program.

Findings:

Actual events/evidence that were observed/not observed that are not in compliance with Chapter 124. Information included in *Findings* will need a response from the district administration within 30 days of the receipt of the report and may require an additional monitoring visit to observe or obtain evidence of compliance. Updates on *Findings* will need to be addressed in the Maine Public Preschool Annual Report, completed by the district at the end of the school year.

Report Section 1: Program Overview

Instructional Time: Chapter 124 (Section 5. Instructional time, (5.01) (5.02)

Programs start date/end date:

Program Data	Proposed	Actual	Compliance
Total number of days per week:			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Total number of hours per week: [Section 5. (5.02) requires a minimum of 10 hours per week for 35 weeks]			<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Summary of classrooms and locations observed				
Name of Location, Classroom & Teacher	Number of Students Proposed	Number of Students Enrolled	Operating as proposed?	Notes
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Strengths: Recommendations: Findings:				

Report Section 2: Program Implementation

2.1 Curriculum: Chapter 124 (Section 4. Curriculum and Comprehensive Assessment System, (4.01) (4.02)

Indicators of Compliance: Curriculum		Supporting Evidence	Compliance	Notes
2.1a	Program uses an evidence-based curriculum aligned with the <i>Maine's Early Learning and Development Standards (MELDS)</i> , addressing all key domains of learning and development, as proposed.	<input type="checkbox"/> Site interview <input type="checkbox"/> Curriculum materials <input type="checkbox"/> Professional dev. materials <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
2.1b	Program demonstrates curriculum and instructional practices are developmentally appropriate.	<input type="checkbox"/> Classroom observation <input type="checkbox"/> CLASS report and/or DOE Checklist <input type="checkbox"/> Curriculum materials <input type="checkbox"/> Lesson plans <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
2.1c	Daily schedule is posted and indicates: <ul style="list-style-type: none"> • Balance of individual, small group, whole group activities • Opportunity for movement, fresh air, drinking water • Rest time and equipment for full-day programs • Minimal transitions 	<input type="checkbox"/> Classroom observation <input type="checkbox"/> CLASS report <input type="checkbox"/> Lesson plans <input type="checkbox"/> Sample daily schedule <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
2.1d	Implementation of appropriate accommodations, modifications and supports for special needs and English learners; including accessible equipment, materials and furnishings for children with disabilities.	<input type="checkbox"/> Classroom observation <input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not met <input type="checkbox"/> Developing <input type="checkbox"/> N/A	
2.1e	Space and materials are organized and reflect all content and domains of learning.	<input type="checkbox"/> Classroom observation <input type="checkbox"/> CLASS report and/or DOE Checklist <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
2.1f	Activity areas are offered every session (block building, dramatic play, writing, art, music, science, math, literacy, sand/water, manipulatives, gross motor, etc.)	<input type="checkbox"/> Classroom observation <input type="checkbox"/> CLASS report <input type="checkbox"/> Daily schedule <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
Strengths: Recommendations: Findings:				

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2.2 Screening and Assessment: Chapter 124 (Section 4. Curriculum and Comprehensive Assessment System, (4.03))

Indicators of Compliance: Screening and Assessment		Supporting Evidence	Compliance	Notes
2.2a	All children are screened using a valid and reliable tool proposed within the first 30 days of school; administered as planned and includes hearing and vision.	<input type="checkbox"/> Child records/record of administration <input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Screening tool <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
2.2b	Screening information is used according to response in the application (i.e., referrals made and services provided)	<input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Site interview <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
2.2c	Written Child Find referral policy developed and documented.	<input type="checkbox"/> Copy of policy on record <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
2.2d	A home language survey was administered.	<input type="checkbox"/> Copy of survey <input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
2.2e	Program provides periodic and ongoing research-based assessment of children’s learning and development as planned.	<input type="checkbox"/> Site interview <input type="checkbox"/> Child records/teacher notes <input type="checkbox"/> Assessment framework/material/schedule <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
2.2f	Teacher’s meet individually with child’s parents about their child’s development and learning at least twice a year.	<input type="checkbox"/> Site interview <input type="checkbox"/> Child records/teacher notes <input type="checkbox"/> Conference schedule <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
Strengths: Recommendations: Findings:				

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2.3 Family and Community Engagement: Chapter 124 (Section 10. Family Engagement (10.01) (10.02) and Section 11. Community Engagement)

Indicators of Compliance: Family and Community Engagement		Supporting Evidence	Compliance	Notes
2.3a	Program has a process of partnership-building with families to establish mutual trust and to identify their children’s strengths, goals, and referrals, as planned.	<input type="checkbox"/> Policies/procedures <input type="checkbox"/> Professional learning <input type="checkbox"/> Parent-teacher conference protocol <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
2.3b	Program has fostered relationships with community-based learning resources and agencies, such as libraries, museums, arts programs, family literacy, community services	<input type="checkbox"/> Letters of support/commitment <input type="checkbox"/> Sample events (e.g., fliers, materials, resources) <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
2.3c	Program has written policies and procedures to foster strong reciprocal relationships with families in languages and reading levels appropriate for intended families.	<input type="checkbox"/> Policies/procedures <input type="checkbox"/> Site interview <input type="checkbox"/> Sample materials <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
Strengths: Recommendations: Findings:				

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2.4: Service Coordination and Partnership: Chapter 124 (Section 12. Coordinated Public Preschool Programs (12.01) (12.02) Family Engagement (10.01) (10.02) and Section 11. Community Engagement)

Indicators of Compliance: Service Coordination and Partnerships		Supporting Evidence	Compliance	Notes
2.4a	Program has demonstrated coordination with other early childhood programs and maintains a current MOU signed by all involved parties; updated annually: Including: Roles and responsibilities, budgets, capacity and infrastructure, decision-making, coordination of services and, records controls.	<input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Site interview <input type="checkbox"/> Documentation of shared resources (e.g., co-location, shared planning, professional development, staff specialists, transportation) <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
2.4b	Program has demonstrated coordination with Child Development Services with a current MOU signed by all involved parties; updated annually.	<input type="checkbox"/> Copy(ies) of MOU(s) <input type="checkbox"/> Site interview <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
Strengths: Recommendations: Findings:				

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2.5: Transition and Enrollment: Chapter 124 (Section 13. Transition (13.01) (13.02))

Indicators of Compliance: Transition and Enrollment		Supporting Evidence	Compliance	Notes
2.5a	Program has a clearly articulated enrollment policy into the Public Preschool Program; this includes parental consent for transition of pertinent education records as proposed.	<input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Site interview <input type="checkbox"/> Intake/eligibility forms <input type="checkbox"/> Consent forms <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Developing <input type="checkbox"/> N/A	
2.5b	Program has implemented activities that support transition between four-year old programs to kindergarten (including coordination of transition activities with other service providers, parental consent for transition of pertinent education records), as proposed.	<input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Site interview <input type="checkbox"/> Professional learning (e.g., vertical planning, shared PD) <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Developing <input type="checkbox"/> N/A	
Strengths: Recommendations: Findings:				

Report Section 3: Staffing and Classroom Management

3.1 Teacher Quality and Professional Development: Chapter 124 (Section 7. Quality of Education Personnel (7.01))

Indicators of Compliance: Teacher Quality and Prof. Dev.		Supporting Evidence	Compliance	Notes
3.1a	Teachers hold the required Maine DOE Early Childhood 081 (B-5) endorsement (or Conditional)[All teachers in all classrooms must hold the endorsement for the program to be in compliance]	<input type="checkbox"/> Teacher(s)' Certification Document(s) <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
3.1b	Assistant teachers hold at a minimum, an Educational Technician II Authorization from the Maine DOE who obtains a Level 4 status on the Maine Roads to Quality Registry within 3 years [All assistant teachers in all classrooms must hold the authorization for the program to be in compliance]	<input type="checkbox"/> Educational Technician(s) Document(s): <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
3.1c	All preschool staff have joined the Maine Roads to Quality Registry	<input type="checkbox"/> Maine Roads to Quality Registry Certificate(s)	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Applied	
3.1d	Program's Professional Practice Model is implemented as proposed	<input type="checkbox"/> Classroom visitation schedule <input type="checkbox"/> Teacher goals/plans <input type="checkbox"/> Professional learning (e.g., template linking evaluation to individual teacher support) <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A-Only if teacher(s) is not employed by the district.	
Strengths: Recommendations: Findings:				

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3.2 Class Size, School Administrative Unit Organization and School Size and Transportation: Chapter 124 (Section 3.01, 6.01, 8.01, 14.01)

Indicators of Compliance: Class size and Facilities		Supporting Evidence	Within Compliance	Notes
3.2a	All classrooms do not exceed a class size of 16. [Section 3 (3.01)]	<input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Classroom/attendance charts <input type="checkbox"/> Classroom observation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
3.2b	All classrooms maintain adult: child ratio of 1:8 or better. [Section 6 (6.01) (A (1))]	<input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Classroom/attendance charts <input type="checkbox"/> Classroom observation	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
3.2c	All indoor and outdoor spaces utilized by preschool students meet minimum standards outlined in Section 9 (9.01) and (9.02)	<input type="checkbox"/> Reviewer observation <input type="checkbox"/> Review of facility inspections	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
3.2d	Program provides nutritious meals and snacks in accordance with Section 8 (8.01) and (8.02) in an environment conducive to interactions between adults and children.	<input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Daily schedule <input type="checkbox"/> Meal time observation <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
3.2e	Programs providing transportation meet safety requirements outlined in Section 14 (14.01)	<input type="checkbox"/> Written policies/procedures <input type="checkbox"/> Program records/inspections <input type="checkbox"/> Other:	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A- SAU does not provide transportation.	
Strengths: Recommendations: Findings:				

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Report Section 4: Environment, Materials and CLASS Outcomes

4: Environment; Materials, Classroom Organization: Chapter 124 (Section 4.02 A, B, C)

Indicators of Compliance: Classroom Quality and Quality of Teacher-Child Interactions						Completed
4.1	Environmental/Materials Checklist					<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2	Program's CLASS scores (if conducted):					ES: /7 CO: /7 IS: /7
1. Clearly Defined Activity Centers Check if observed	Dramatic Play	Library, Reading, Books	Writing	Listening	Science	Social Studies
	Blocks and Building	Math	Art	Music	Other:	
2. Organization of Materials and Objects	<input type="checkbox"/> Furnishings, supplies and materials are clean, designated locations, stored, accessible <input type="checkbox"/> Learning centers are well-equipped with appropriate amount of materials <input type="checkbox"/> Free of clutter, but not well-equipped or organized <input type="checkbox"/> Messy, disorganized					
3. Space Availability	<input type="checkbox"/> Space includes area for whole group meeting, small group meetings, and one-to-one <input type="checkbox"/> Space for quiet areas and active areas are separated <input type="checkbox"/> Space includes comfortable areas; most furniture is child-sized, sturdy <input type="checkbox"/> Room arrangement is child-centered and functional <input type="checkbox"/> Children can move freely and are observed by teachers/assistants/volunteers <input type="checkbox"/> Space is adequate, some freedom of movement <input type="checkbox"/> Space is very limited; no designated areas					
4. Print Environment	<input type="checkbox"/> Examples of children's work is displayed <input type="checkbox"/> Children's names are displayed <input type="checkbox"/> Functional print/writing materials throughout activity centers <input type="checkbox"/> Alphabet cards posted at children's level <input type="checkbox"/> Alphabet/word toys/puzzles <input type="checkbox"/> Limited print environment					
5. Books/Reading	<input type="checkbox"/> Appropriate number of books on display for children to explore <input type="checkbox"/> Books/texts attractively displayed at children's level <input type="checkbox"/> Range of book/text types (informational, narrative, picture, etc.) <input type="checkbox"/> Diverse people represented in books <input type="checkbox"/> Book/text extend beyond library/reading corner into other centers <input type="checkbox"/> Limited books and/or book choices; limited access for children to explore					
Strengths: Recommendations: Findings:						

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Based on the information provided in this final monitoring report your public preschool program:

Does not require written follow-up

Does require written follow-up for response to findings noted throughout the report. Please provide this to the department within in 30 calendar days from the date noted below.

Today's date:

School Administrative Unit:

Please sign and date below and return this page to:

Maine Department of Education
C/O Nicole Madore
111 Sewall St. 23 SHS
Augusta, ME 04333
Or scan and email to nicole.madore@maine.gov

Signature

Printed Name

Date