

# Strong Beginnings

## QuickStart Guide Section 8: Classroom Requirement

### **Programs must comply with Child Care Licensing rules and notify ISD if change in license or special investigation.**

- Any changes made in required schedule and practices due to COVID 19 regulations or recommendations must be communicated to and approved by CCRESA.

### **Requirements for numbers of days and weeks of instruction are the similar.**

- Cohort 1 must provide 20 weeks (80 days) of in classroom instruction and will receive  $\frac{2}{3}$  of full funding. Cohort 2 must provide at least 30 weeks (120 days) of in classroom instruction and will receive full funding.
- School-day and part-day programs are allowed. Part- day programming must be approved by CCRESA.

### **Philosophy statement, comprehensive programming, and parent handbook are mostly the same.**

- The Parent handbook must also contain an overview of the Family Partnership Process and expectations for Strong Beginnings families as well as health policies and practices related to COVID 19.
- A 1:7 adult child ratio must be maintained at all times. Each classroom must have two consistent adults present even if seven or fewer children are enrolled or present at one time. The maximum class size is 14.

### **Staffing policies including credentialing for lead and associate teachers as well as other classroom staff; staffing noncompliance for lead and associate teachers, and team teaching are somewhat different.**

- Experience and/or education with three-year-old children as well as infants and toddlers is strongly preferred for lead and associate teachers in Strong Beginnings classrooms.
- For the Strong Beginnings pilot, teachers and associate teachers must be appropriately credentialed before they are hired. No one is allowed to be on a compliance plan.

### **Teaching practices and daily routine are mostly the same.**

- Looping, when circumstances allow, and the assignment of primary caregivers to each child are recommended in Strong Beginnings.

- There must be 45 minutes of uninterrupted choice time in Strong Beginnings classrooms and an 80 minute rest time in school-day Strong Beginnings classrooms.
- Three-year-old children generally need longer transition times and more time for bathroom use, eating etc. as their self-help skills are just beginning to develop.
- Children who are using diapers/pullups or just learning to use the toilet must be admitted to the program and programs must have a policy on working cooperatively with families on learning to use the toilet.
- Bathrooms must be in or immediately adjacent to classrooms and have diaper/pullup changing facilities available.
- Diapers/pull-ups, wipes and other necessary supplies must be provided free of charge to Strong Beginnings families.
- Additional consideration for children in Strong Beginnings are delineated in Section 8 of the Strong Beginnings Pilot Implementation Manual.

### **Policies for challenging behavior are the same.**

- Nothing is new or different.

### **Policies for “specials” are different.**

- No “specials” are allowed in Strong Beginnings classrooms.

### **All meal and food related policies are mostly the same.**

- Meals and snacks will generally take longer in Strong Beginnings classrooms and children will need more support with serving, eating and cleaning up.

### **Rest time policies are mostly the same.**

- Children in Strong Beginnings should rest no more than one hour twenty minutes.

### **Transportation policies are somewhat similar.**

- There are legal requirements necessitating the use of child restraint systems when transporting children who are not yet four years of age in school buses. Grantee must follow all legal requirements for three-year-old children.