



NC ADDITIONAL NOTES FOR THE ITERS-R

The NC Additional Notes provide supplementary information for the Environment Rating Scales so that participants in the assessment portion of the North Carolina star rated license may correctly interpret and score items found within the scale. A primary aim for the notes is to further define or explain requirements of certain items to improve interrater reliability or consistency among assessors working with the North Carolina Rated License Assessment Project (NCRLAP).

Participants in the NC star rated license system should be aware of the following:

- NCRLAP began using the Updated Edition of the ITERS-R that has a spiral binding on August 1, 2006 for all assessments completed in North Carolina. For assessment purposes this version replaced the earlier version of the ITERS-R.
- The NC Additional Notes are updated (approximately) every 6 months and NCRLAP assessors conduct assessments using the most current notes. Child care professionals are encouraged to download and use the most current version of the notes from www.ncrlap.org.
- NCRLAP assessors use only the NC Additional Notes for the ITERS-R and, due to modifications and additions that occur over time, the NC Additional Notes may differ from notes provided by the scale authors at Frank Porter Graham. Participants in the NC star rated license should replace older notes with the current NC Additional Notes.

The NC Additional Notes were compiled and further developed by members of the NCRLAP's management team, especially by our state anchors and anchor advisors. On September 1, 2003, with permission from Debby Cryer and Thelma Harms, the Additional Notes for Clarification for the ECERS-R, ITERS, ITERS-R, FDCRS, and SACERS were retrieved from the Frank Porter Graham website (<http://www.fpg.unc.edu/~ecers/>) and used for the basis for the NC Additional notes. Since then, NCRLAP has made modifications and additions to the notes as described below. A complete history of modifications to the notes for clarification prior to September 1, 2003 may be found on the FPG website.

RECENT CHANGES:

Date	Where to find the change *Note: The most recent changes are italicized in this document.
3/2009	<i>2, 7, 20</i>
9/2008	11, 16, 35, Formatting and grammatical changes were made to the NC notes for several items, but there were no other additions to provide new scoring information
3/2008	7
9/2007	No changes
4/2007	General notes, 1, 2, 7, 9, 18, 22
10/2006	2, 17, 21, 39

GENERAL NOTES FOR THE ITERS-R

General references: Materials that are frequently used by NCRLAP to assist in decision making are *Caring For Our Children*, 2nd edition (used for health, sanitation, and safety issues) and the *Handbook for Public Playground Safety*, CPSC Publication No. 325 (for gross motor play issues), and ASTM 2373 Standard Consumer Safety Specification for Public Use Play Equipment for Children 6 Months through 23 Months. Links to these resources are found on our website www.ncrlap.org and providers are encouraged to access these.

Gross motor equipment and safety issues: NC assessors use the gross motor safety information sheet titled: “NCRLAP’s Requirements for Gross Motor Space and Equipment”. This document is available at www.ncrlap.org

Handwashing: Since children develop head and body control at individual rates, observers cannot use a chronological age to determine whether handwashing is required for young infants and older children with disabilities. If children are able to hold their own heads steadily upright while sitting or being held by a caregiver then handwashing is required.

In certain situations when a sink with running water is not accessible for the group to use, hand sanitizing products may be used in lieu of handwashing. For example, hand sanitizer may be used while staff is supervising children outdoors if hands are washed upon returning indoors. The following requirements must be met; the waterless wash or wipe must be used according to manufacturer guidelines (i.e., labeled as safe for use by children, used only with adult supervision, allowed to dry properly), and the waterless wash must be stored out of reach of children. Please note that this substitution is only acceptable in certain circumstances and that the requirements for adequate handwashing defined on page 7 of the ITERS-R still apply for routine care activities and general classroom use.

Sanitation: Apply the following requirements any time that sanitizer is needed. For chlorine bleach and water solution to be effective it must be allowed to dry for a minimum of 2 minutes and complete air drying is ideal. Other EPA registered industrial sanitizers, disinfectants, or germicides may be used if these products are non-toxic and instructions for use are followed.

Poor repair of materials and books: Materials and books that are in poor repair, meaning that they are not usable as intended, are excluded when determining whether the required numbers or examples for various categories have been provided. However, if there is an inappropriate image accessible to children this is always considered regardless of whether or not a material, picture, or book is in poor repair.

ITEM 1:

Indicator 3.2: The noise level must be comfortable for children and staff. This means that conversation should be easy to hear when normal voice tones are used and high noise levels should not be persistent. Noise from other indoor spaces can impact another classroom and this should be considered when scoring.

ITEM 2:

Indicator 5.2: A seating arrangement with at least two appropriately sized chairs and a table are required for this indicator when two or more toddlers are enrolled. When one toddler is enrolled one appropriately sized chair and table is sufficient. The seating arrangement may be provided in a play area or routine care area.

Indicator 5.5: The adult-sized furnishing(s) must be appropriate for each routine care activity. If children are bottle fed or rocked to sleep then a rocking chair is sufficient; however, if two or more of the children eat at tables then appropriate seating for that purpose is needed. *Credit is earned if adult-sized furniture is used during routine care activities, as needed, or if the furniture is easy to move and conveniently located in the classroom for easy access by staff.*

ITEM 5:

Indicator 5.2: This indicator does not require that hanging display be suspended from the ceiling. Wall attachments such as plant hangers offer a safe means for providing this type of display. Hanging display may also be attached to windows, doorframes, or furnishings (such as backs of chairs, shelves, outside of cribs) so that the items extend over a play or routine care area. Safety for children who are pulling up must always be considered in these circumstances and should be noted in Item 11.

ITEM 6:

Indicator 3.1: If fewer than four children are observed upon arrival do not apply the 75% requirement mentioned in the Notes for Clarification on page 19 for this indicator, instead consider whether most of the children were greeted to score this indicator. For example if two of three children were greeted credit would be earned for indicator 3.1, but not 5.1.

ITEM 7:

Indicator 1.2, 3.2: Portions of each required food component must be placed on each child's plate unless meals or parts of meals are served family style, in which case a sufficient quantity of the food served family-style must be available for all children to serve themselves required amounts. Verbally offering a food or beverage that is not within reach of a child is not sufficient.

Indicator 1.3, 3.3, 5.3: Consider the following components. Each component should be calculated separately and must be met as described in the indicator with only occasional lapses in practice.

- Proper hand washing for adults and children includes use of soap and running water for 5-10 seconds, followed by drying with an individual paper towel or air dryer. In addition to the first 2 bullets on page 19 this component requires handwashing for children who handle or hold their own bottles. Consider adult and child handwashing separately.
- Sanitary eating surfaces must be cleaned with a soapy water solution, wiped dry and then sprayed with the sanitizing solution before and after eating. For bleach/water sanitizing solution to be effective it must be allowed to dry for a minimum of 2 minutes and complete air drying is ideal. Manufacturer instructions for other sanitizers should be followed. Paper towels or a clean cloth, rather than sponges should be used. The same cloth cannot be used to wipe the soapy water and the sanitizing solution. The use of a clean cloth to wipe sanitizing solution from more than one table is acceptable as long as the sanitizing procedure was carried out correctly.
- Uncontaminated foods and beverages are served using sanitary utensils and containers. Other requirements are described in the bullets on page 21.

Indicator 3.1: Solid foods are any food that is not fed from a bottle or cup. To require that water is offered to younger children between meals it must be evident during the observation or teacher interview that a bottle is no longer a child's primary source of nutrition. *Infants should be fed on demand and group schedules for toddlers must be flexible to meet individual needs. Additionally based on program operating hours the following requirements apply:*

- *4 hours or less must serve 1 meal or snack*
- *4-6 hours must serve 1 meal*
- *6-12 hours must serve 2 meals and 1 snack or 2 snacks and 1 meal*
- *12 hours or more must serve at least 2 meals and 2 snacks.*

Indicator 3.5: Written instructions from a child's health care professional for food or beverage substitutions are acceptable. For snacks, two of four nutritional components from the USDA Meal Guidelines must be served. A child with food or beverage allergies may be served any food that counts for a second USDA component

as a substitute. For example, if the snack is milk and crackers, a child who is allergic to milk may be served juice and crackers because the child's allergies are considered and the alternative snack still meets USDA guidelines.

Indicator 5.5: Check to be sure the menu represents the current time period. If substitutions are made, the posted menu should be corrected.

ITEM 9:

Indicator 1.1, 3.1, 5.1: The use of wipes during the diaper changing process is considered in these indicators as wipes contribute to reducing the spread of germs to surrounding surfaces. Therefore the original note for clarification on page 25 for indicators 1.3 and 3.3 should be applied to indicators 1.1, 3.1, 5.1. To adequately sanitize the diaper changing surface after cleaning with soapy water, the sanitizing solution must be allowed to dry for 2 minutes and complete air drying is ideal.

ITEM 10:

Indicator 1.3: Provisions must be made for sick children to be separated from the well children and community activity areas; however the sick child may be in the same classroom for this indicator to be met.

Indicator 3.4: This indicator refers to the use of both over-the-counter (OTC) and prescription medications. However, the note for clarification for this indicator on page 25 refers to prescription medication only. Though it would be ideal for a physician to be involved in the decision to administer any types of medication, OTC medications may be given with signed permission from parents as is consistent with licensing rules. Therefore, OTC medication must be in original container and administered according to label instructions, including dosage recommendations based on age or weight of child. Parents requesting deviations from printed instructions must provide written confirmation that they are based on physician's recommendation, including name of physician and date of consultation. Blanket authorization is permissible for certain medications such as diaper cream or sunscreen. Score this indicator N/A only if there are no children in the program currently being given any type of medication.

ITEM 11

Indicator 3.1: There can be no more than five minor safety hazards to earn credit

ITEM 15:

Indicator 3.2: This indicator refers to the materials required in indicator 3.1

ITEM 16:

Indicator 5.5: To earn credit, there can be no major safety hazards and not more than two minor hazards found in any space used for active play.

ITEM 17:

If art materials are used with infants very infrequently (e.g., reported only for isolated special activities but not on a monthly basis) then this item should be marked N/A as long as the activities described are appropriate for the children and the materials are safe. If art materials are used during the observation with infants this item must be scored, regardless of how often art activities occur.

Indicator 5.2: If teacher-directed projects that use art materials occur very infrequently on special occasions (e.g., holiday-related) credit can be earned for this indicator.

ITEM 19:

Indicator 3.3: This indicator refers to the materials required in indicators 3.1 and 3.2.

ITEM 20:

Indicator 3.2: This indicator refers to materials required in indicator 3.1.

Indicator 5.1 *Access for much of the day is required.*

ITEM 21:

Indicator 3.2: If staff supervision of sand/water play is proactive (staff are nearby and aware of children’s behaviors) and staff quickly redirect age appropriate behaviors such as tasting water or sand then credit can be earned for this indicator.

ITEM 22:

Indicator 3.2: This indicator refers to the materials required in indicator 3.1.

Indicator 5.2: The materials required by this indicator must be placed so that they are obvious to children or staff must draw children’s attention to the plants or animals on a daily basis. Credit can be given for outdoor plants or animals if children can easily see the plants or animals from the classroom and staff facilitates children’s awareness of the plants or animals daily.

ITEM 32:

Score this item when there is a child in the group with an identified disability or special need. If the identification process is not complete this item is N/A. If intervention or therapy services occur this indicates that a child has special needs. It is not necessary for a child to have an IFSP to score this item, nor is it necessary to know the identity of a child with a disability. Assume that parents want their privacy protected and simply ask the questions needed to score.

Requirements in this item apply to each child with an identified disability/special need or medical condition requiring special consideration

Indicator 3.1: Upon enrollment or upon learning about a recent diagnosis, staff should seek basic information about the child’s identified disability, medical condition or other special need. Staff should have that information within 30 days. In circumstances where staff report that a parent is reluctant to share this information, staff should be able to explain what continued follow up attempts are occurring including providing explanations about the importance of having this information. This indicator does not require that staff have actual copies of any assessments or developmental plans. The information may be provided by parents/guardians, other staff or specialists who have specific knowledge regarding the child’s needs.

Indicator 3.3: Both parents and staff must contribute to developing goals for the child. This may occur informally or during specific meetings. The phrase “goals” in this indicator does not refer exclusively to those outlined in an IFSP, but also includes more generalized developmental outcomes.

Indicator 5.1: If not observed staff must provide examples of ways that they communicate with specialists and then implement the ideas.

Indicator 5.2: If a child spends much of his/her time away from the group requirements of this indicator are not met.

ITEM 33:

Information to score this indicator should be obtained during the teacher interview and should be based on the teacher's understanding of the program practices and policies. For staff that has not completed a thorough orientation (has been employed less than 6 weeks) this information may be provided by the supervisor if staff is unsure of answers to questions.

Indicator 5.3: Information about children must be shared by both parents and program staff. There must be a combination of methods used by staff to facilitate home-school communication including both formal and informal strategies, at least one of which encourages parents to share information.

Indicator 5.4: Variety means that there are at least three different ways for parents to participate in the program, including at least one option for families who do not have flexible work schedules. For example, parents are encouraged to provide materials for classroom activities or there is an at-home reading program in place.

ITEM 34:

Information to score this indicator should be obtained during the teacher interview and should be based on the teacher's understanding of the program practices and policies. For staff that has not completed a thorough orientation (has been employed less than 6 weeks) this information may be provided by the supervisor if staff is unsure of answers to questions.

Indicator 5.3: If teachers prefer to leave early or take a longer lunch break rather than taking breaks, then score this indicator Yes. To be considered a break, staff must have the chance to leave the classroom and relax briefly (10-15 minutes) as compared to a quick restroom break.

ITEM 35:

Information to score this indicator should be obtained during the teacher interview and should be based on the teacher's understanding of the program practices and policies. For staff that has not completed a thorough orientation (has been employed less than 6 weeks) this information may be provided by the supervisor if staff is unsure of answers to questions.

Indicator 3.1: Staff must have access to a phone that is provided by the program. A provision to access the phone (e.g., through walkie-talkies, intercom) is acceptable if in the classroom.

Indicator 5.3: The group meeting space and the space for conferences may have dual uses as long as each space is readily available when needed. The group meeting space must be comfortable for adults and the space for individual conferences must be comfortable and private.

ITEM 36:

Some information to score this item may be based on teacher report of how communication between classroom staff is handled during times not observed, but much of this item is observable and will be scored accordingly.

ITEM 37:

Information to score this indicator should be obtained during the teacher interview and should be based on the teacher's understanding of the program practices and policies. For staff that has not completed a thorough orientation (has been employed less than 6 weeks) this information may be provided by the supervisor if staff is unsure of answers to questions.

Indicator 1.2, 3.2, 5.2, 7.2 These indicators are scored based on the children’s typical experiences related to changes in staff and group while in the program across all of the ages considered in the ITERS-R (birth to 30 months).

ITEM 38:

Information to score this indicator should be obtained during the teacher interview and should be based on the teacher’s understanding of the program practices and policies. For staff that has not completed a thorough orientation (has been employed less than 6 weeks) this information may be provided by the supervisor if staff is unsure of answers to questions.

Indicator 5.2: In addition to verbal review of the evaluation, staff must have access to the written information (e.g., are provided with a copy of the evaluation or are able to access their employee file).

Indicator 7.1: This should occur as a matter of program policy.

ITEM 39:

Information to score this indicator should be obtained during the teacher interview and should be based on the teacher’s understanding of the program practices and policies. For staff that has not completed a thorough orientation (has been employed less than 6 weeks) this information may be provided by the supervisor if staff is unsure of answers to questions.

Indicator 7.2: Internet access for staff is considered as a resource material since many early childhood periodicals and curriculum resources may be obtained on-line; however, internet access alone does not meet the requirement of this indicator. Other items such as those described in the note for clarification are required.