

Illinois Director Credential (IDC) Program Operations and Facilities Management Assessment (Level I) Center/ School Policies & Procedures Project

IDC Competencies	POFM1: Develop plans and procedures that ensure healthy, nutritious, and safe program and facility operations. POFM2: Design, arrange, and evaluate the effective use of space based on principles of environmental psychology, safety, and child development.
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Assessment Guidelines

Part 1:

For this assessment, you will develop the safety, nutrition, wellness, and environmental well-being policies and procedures for your center/ organization. All policies and procedures should represent best practice as well as state, federal and local licensing requirements and regulations. Your policies and procedures should also reflect the specific needs of the children and families you serve. Your policies and procedures should include but not be limited to:

- Nutrition
 - Mealtime expectations & menu cycles (per DCFS, Food Program and best practice guidelines)
 - Children with food allergies and food sensitivities
 - Purchase, storage, maintenance and daily preparation of food.
 - Sanitation practices and handwashing
 - Requirements for employees handling food (i.e. food sanitation certification)
 - Family communication regarding menus, menu changes etc.
 - Snacks and treats from outside for celebrations and special occasions
 - Adaptations for children and families who are culturally and ability diverse
- Wellness
 - Sending ill children home, parent notification
 - Isolating children who become ill
 - Communicable disease handling & reporting
 - Well check/return to school policy
 - Child abuse and neglect reporting- parent communication/ employee expectations
 - Emergency, health and accident plans and reports
 - Emergency information for all children, storage, protection and viable use
- Safety
 - Indoor safety/equipment expectations/schedule or check and repairs
 - Outdoor safety/equipment expectations/ schedule of check & repairs

- Center building security/access
- Employee requirements for employment (i.e. first-aid certification, Infant/Child CPR Certification, etc.)
- Excursion safety procedures
- Disaster Plan (fire, tornado, threatening persons)
- Documentation and schedule of emergency drills
- Review and updating of classroom first aid kits
- Risk management plan (policies and procedures designed to maintain the safety of people, facilities, equipment, and materials)
- Environmental Well-being

Part 2:

Center/Facility Plan for Physical Space

- Using the specifics of your center/organization or a clinical setting, develop two facility drawings for options for use of indoor and outdoor space to meet the needs of the population being served. Your plan should consider:
 - Best practice guidelines in instructional indoor and outdoor space required
 - Licensing standards for indoor and outdoor square footage for specific age groups
 - Toileting, personal items, food preparation, storage and employee spaces
 - Parent check in and out
 - Security and access
- For each area, provide a justification for your choices by providing:
 - Licensing, regulatory and best practice sources
 - An overview of how the environmental design is inclusive of child and adult developmental needs

Assessment Rubric (pulled from IDC Master Rubrics)

IDC Program Operations and Facilities Management Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>POFM1:</u> Develop plans and procedures that ensure healthy, nutritious, and safe program and facility operations.</p>	<p>Elaborates and expands plans and procedures that ensure healthy, nutritious, and safe program and facility operations. Can articulate strategies for logistical implementation of plans and procedures.</p>	<p>A comprehensive budgetary plan to support maintenance, refurbishment, and enhancement of the physical facility is developed.</p> <p>A risk management plan, inclusive of comprehensive procedures designed to maintain the safety of people, facilities, equipment, and materials.</p> <p>Nutritious food service plan, nutrition program, and health programs are comprehensive and evidence-based, and include adaptations for culturally and ability diverse young children and their families is developed.</p> <p>Child abuse and neglect prevention plan is effective, comprehensive, and focused on prevention.</p>	<p>A budgetary plan to support maintenance, refurbishment, and enhancement of the physical facility is developed.</p> <p>Risk management plan developed includes procedures designed to maintain the safety of people, facilities, equipment, and materials.</p> <p>Nutritious food service plan, nutrition program, and health program are developed.</p> <p>Child abuse and neglect prevention plan is developed.</p>	<p>A budgetary plan to support maintenance, refurbishment, and enhancement of the physical facility is developed.</p> <p>Risk management plan developed includes procedures designed to maintain the safety of people, facilities, equipment, and materials.</p> <p>Nutritious food service plan, nutrition program, and health program are developed.</p> <p>Child abuse and neglect prevention plan developed is incomplete or inaccurate.</p>	
<p><u>POFM2:</u> Design, arrange, and evaluate the effective use of space based on principles of environmental psychology, safety, and child development.</p>	<p>Models and supports effective use of classroom and center space which reflect the needs of children and families as well as staff. Can justify choices using established principles of environmental psychology, safety, and child development</p>	<p>Environmental design is inclusive of children’s developmental needs.</p> <p>Environmental design is inclusive of adult developmental needs.</p> <p>Environmental safety assessment/evaluation is comprehensive and reflects the evidence-base.</p>	<p>Environmental design is partially inclusive of children’s developmental needs.</p> <p>Environmental design is partially inclusive of adult developmental needs.</p> <p>Environmental safety assessment/evaluation is comprehensive.</p>	<p>Environmental design is does not reflect children’s developmental needs.</p> <p>Environmental design does not reflect adult developmental needs.</p> <p>Environmental safety assessment/evaluation lacks comprehensiveness.</p>	

Level I—Beige