

ELCIRMO *Virtual* Provider Meeting Agenda - Okeechobee County
October 13, 2021 at 12:00pm

- I. Welcome / Providers sign in – chat box
- II. Guest: FAU CARD, Rosie Portera Vaughn – Autism Resource Guide for Early Educators
- III. Administrative Updates
 - (Marsha Powers – CEO)
 - Sean Lewis – CFO
 - Samantha Reed – Family Services Manager
- IV. Provider Services Dept.
 - PNC Bank – books to support social emotional development
 - Read for the Record – October 28th
 - School Readiness Program
 - Child Assessments, Program Assessments, Contracts, Curriculum Implementation, SR Monitoring, Rilya Wilson Requirements
 - New Transportation law: alarm system requirements
 - Quality Specialist: Initial visits, training and support survey, Trainings scheduled for Oct., Nov., Dec.
 - VPK Program
 - VPK Contracts, expiring documents, VPK Calendars, VPK Assessments: AP1, AP2, AP3; AP1 data chats
 - HB 419 – planning for implementation
 - Inclusion Services – Warmline, Referral Resources, ASQ's
- V. DCF Representative: Linda Halpin
- VI. ELCIRMO Board Representative

Pat Houston

From: Rosie Portera Vaughn <vaughnr@fau.edu>
Sent: Wednesday, October 06, 2021 12:06 PM
To: Rosie Portera Vaughn
Subject: FAU CARD's Early Childhood Autism Resource Guide
Attachments: Flyer EC Pac Sponsors copy.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

PLEASE SHARE WIDELY

FAU Center for Autism & Related Disabilities
Is excited to share our

Early Childhood Autism Resource Guide

Create an educational environment that ALL children can grow and thrive in!

FAU CARD has created this electronic magazine full of targeted information to help early childhood professionals build their knowledge to best support young children with special needs. This Resource Guide will help you prepare your center or preschool class to meet the developmental needs of children with autism successfully.

FAU CARD's Early Childhood Resource Guide contains:

- Tools to support Earlier identification
- Links to FREE Individual and Staff Trainings
- Handouts and links to articles and resources to share with families
- Intervention Tip Sheets and Video demonstrations
- And, Much More

Here's the link to download and save your copy of this electronic resource guide to your desktop:

<https://www.flipsnack.com/FAUCARD/early-childhood-resource-guide.html>

Want more? Contact FAU CARD to set up a staff training to learn more about autism spectrum disorders and the most effective teaching strategies for young children with ASD. Connect with your FAU CARD Clinical Support Specialist: 561-213-5751 or card@fau.edu

Enjoy!

Rosemary Portera, M.S., CCC-SLP
Clinical Support Specialist
Speech Language Pathologist
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www.autism.fau.edu

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AUTISM AUTISM AUTISM

Early Childhood Resource Guide



This guide is full of targeted information to help early childhood professionals build their knowledge to best support young children with special needs. This Resource Guide will help prepare your center or preschool class to meet the developmental needs of children with autism successfully.



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**Joe DiMaggio
Children's Health
Specialty Center**

IN PARTNERSHIP WITH



**Memorial
Healthcare System**

A vibrant illustration featuring a young girl with black hair in pigtails, wearing a pink shirt with a yellow heart and blue shorts, jumping joyfully. A white cat with a blue bow is jumping alongside her. The scene is set against a light green background with stylized yellow and red dragons. The dragons are depicted with traditional Chinese features, including long whiskers and scales. The overall style is colorful and celebratory.

Jumpstart

Read **for the Record**

Join Jumpstart and Simon & Schuster on

October 28, 2021

as we Read for the Record
to support
early literacy for every child.

Learn more at readfortherecord.org.

Join the conversation online!

@jumpstartkids

#readfortherecord

 SIMON & SCHUSTER
Children's Publishing

Read for the Record book selection for 2021:

Amy Wu and the Patchwork Dragon

<https://youtu.be/8zyoKC1BNBs>

for the story read by the author.



READ for the RECORD

JUMPSTART'S 16TH ANNUAL READ FOR THE RECORD DAY OCTOBER 28, 2021

JUMPSTART'S READ FOR THE RECORD IS A GLOBAL CAMPAIGN THAT:



Increases awareness about the critical importance of early literacy



Makes high-quality books accessible for all children



Raises funds to support Jumpstart's work with early learners

Each year *Read for the Record* brings together millions of adults and children as they read the same book on the same day, building an intergenerational community through the power of reading. To date, the campaign has amassed **22 million participants** worldwide and has facilitated the distribution of hundreds of thousands of high-quality books to children in underserved communities.

JUMPSTART CELEBRATES READ FOR THE RECORD BY:



Hosting events on *Read for the Record* day to promote the importance of early language and literacy skills



Promoting the power of reading through partnerships with celebrity literacy champions, corporate sponsors, nonprofit organizations, and others



Building home libraries by donating over 150,000 books to children in underserved communities across the U.S.

JUMPSTART'S READ FOR THE RECORD SPECIAL EDITION CAMPAIGN BOOK

Jumpstart works with our selected publishing partner to create a proprietary special edition which includes: **activity guides and resources** that bring the book to life, **vocabulary words**, **tips for reading** with young children, and **comprehension questions**.



BOOK SELECTION CRITERIA

Sharing high-quality picture books with young children is the core of Jumpstart's mission. Each year, Jumpstart selects a campaign book that:



Fosters language and social-emotional development



Honors the diversity in our world



Has a strong narrative



Appeals to young children

WHY A SPECIAL EDITION?

To increase accessibility to quality books, Jumpstart's special edition is always published in:

Paperback — Publishing in softcover allows Jumpstart to offer the campaign book at a lower price point

English and Spanish — Offering multiple languages broadens the audience of children and families who can read the story together on *Read for the Record* day and beyond



22 MILLION READERS AND COUNTING...JOIN US!

-  Pledge to read on October 28, 2021 at readfortherecord.org
-  Share your commitment on social media to read with a child, local classroom, or in your community using [#ReadfortheRecord](https://twitter.com/ReadfortheRecord)
-  Order copies of Jumpstart's special edition campaign book at readfortherecord.org
-  Partner with Jumpstart to host an event
-  Engage your local school district in Jumpstart's *Read for the Record*
-  Sponsor a *Read for the Record* event or start a peer-to-peer fundraising campaign through CrowdRise

ABOUT JUMPSTART FOR YOUNG CHILDREN

Jumpstart is a national early education non-profit working towards the day when **every child enters kindergarten prepared to succeed**. We recruit and train college student volunteers to deliver our programming in preschool classrooms in underserved communities. Our **research-backed program** helps children develop key literacy and social-emotional skills. Annually, nearly **3,700 Jumpstart volunteers** serve over **12,000 children nationwide**. In addition to direct service, Jumpstart works to improve the early education system through advocacy and leadership. We advocate for policies that support an equitable early education system; we mobilize our alumni to advocate for change; and we provide training and guidance to help our volunteers and alumni enter the early education workforce.

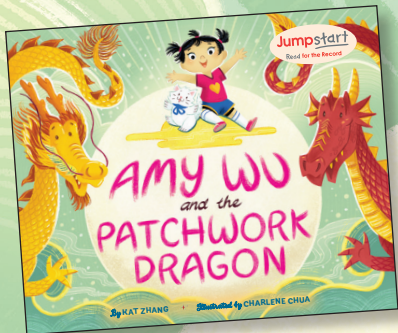
Learn more at jstart.org



@JUMPSTARTKIDS

#READFORTHERECORD





Storytime Event Guide and Activities for Educators

Build Vocabulary

Providing a simple explanation for words that children may not be familiar with can help build their language skills. You can describe the meaning of a word, point to an illustration, or use your tone of voice to convey the word's meaning. Here are some words to talk about while you read *Amy Wu and the Patchwork Dragon*:

- **Patchwork:** something that is made up of different things
- **Enormous:** very, very big
- **Emerge:** to come out where you can see
- **Snout:** an animal's long nose
- **Gleaming:** bright and shiny
- **Sketches:** quick drawings
- **Invite:** ask someone to do something
- **Exactly:** right in every way

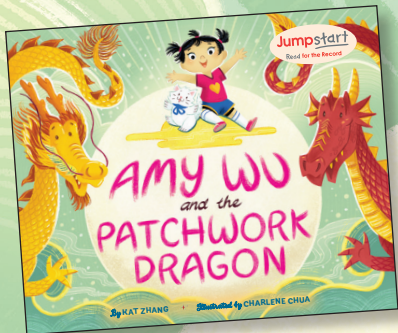


Tell Stories

In *Amy Wu and the Patchwork Dragon*, Amy has difficulty creating her own dragon until she is inspired by a treasure—a dragon costume—in her attic. Encourage children to think about or bring something that is special to them. This can be a small toy, a favorite food, a photograph, or an article of clothing. Share your own treasure, talk to children about why they chose their item, and invite children in the group to tell stories about something special to them. Then, let children draw the item and help them label their picture.

Sing Songs: Circle Time

Try incorporating a song into your Circle Time that connects to the emotions Amy experiences in the story. Encourage children to come up with their own ideas of emotions and corresponding motions for new verses.



Storytime Event Guide and Activities for Educators

If You're Excited and You Know It

If you're excited and you know it, wave your arms
If you're excited and you know it, wave your arms
If you're excited and you know it then your face will surely show it
If you're excited and you know it, wave your arms

If you're excited and you know it, wiggle your body
If you're excited and you know it, wiggle your body
If you're excited and you know it then your face will surely show it
If you're excited and you know it, wiggle your body

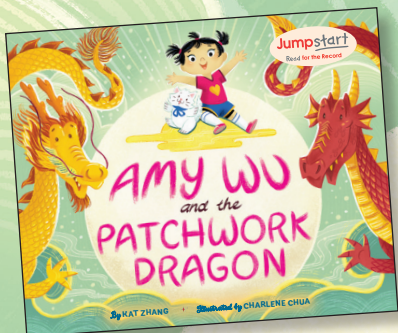
If you're excited and you know it, say, "Hooray!"
If you're excited and you know it, say, "Hooray!"
If you're excited and you know it then your face will surely show it
If you're excited and you know it, say, "Hooray!"

If you're excited and you know it, do all three
If you're excited and you know it, do all three
If you're excited and you know it then your face will surely show it
If you're excited and you know it, do all three



Move Like a Dragon: Music and Movement

We see Amy, her grandmother, and her friends put on the dragon costume and dance all around the house and classroom. Collect some ribbons, scarves, or colorful fabric. You could also use tissue paper or tissues, and help children decorate them with markers. When they are finished, put on some music! Invite children to move like a dragon. They could pretend to blow fire, bring down the rain, and fly without wings. Then, ask children for other ideas of how a dragon might move.



Storytime Event Guide and Activities for Educators

Make Emotion Masks

Throughout the story, Amy's feelings change as she thinks about making a dragon that feels "just right." She's sad when she doesn't finish her dragon, excited when she has an idea, and happy when she finally gets to show her dragon to her classmates. Have children create emotion masks to talk about the feelings Amy shows in the book. Ask each child to make a face and help them identify the emotion it represents—for example, children can show you look of surprise and you can ask them what events would cause them to make that face.

Using paper plates, craft sticks, tape, and markers, let children draw the face on a plate. Tape the stick to the back of the mask so they can hold it in front of their face and then repeat with additional emotions.

Once the faces have been drawn, bring children together to ask how they are feeling. Children can select the mask that represents their mood and show their classmates.

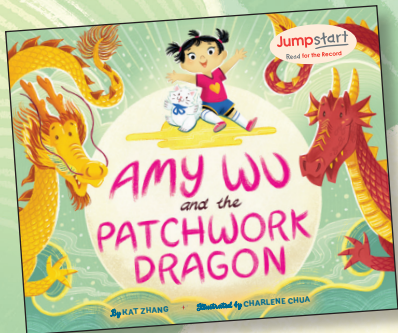
Host a Parade: Dramatic Play

Amy, her grandmother, and her friends all help carry the dragon costume around to dance in a parade. What kind of parade can you host? Add costumes, fabric, accessories, boxes, and seats in the Dramatic Play area. Support children as they plan out what they will wear for the parade, what the parade route might look like, and who they will invite to attend. Support language development by asking children what items they will include in their parade. Then, follow children's ideas and participate in play as they put on their pretend parade.

More Ideas

Keep the celebration going! Here are a few additional ideas for your classroom:

- **Make Dragon Puppets:** Make paper bag puppets of an eastern and western dragon (shown at the end of the book). How are they similar? How are they different?
- **Create a Fire-Breathing Dragon:** Help children decorate a paper towel tube, then glue strips of tissue paper on one end. Once the strips are dry, take a deep breath and blow into the end. What happens?



Storytime Event Guide and Activities for Educators

- **Make a Classroom Patchwork Dragon:** Let each child decorate their own scale and tape it onto a large dragon template. You can use the dragon templates at the end of the book.
- **Pass the Feelings:** Stand in a circle with students and begin by smiling at the child next to you. They “pass” the smile to the child next to them by making eye contact and smiling. Pass the smile all the way around the circle. You can also try it out with a frown, a nod, or other facial expressions.

Keep Reading

Keep exploring the themes of *Amy Wu and the Patchwork Dragon*, by reading more books! Some ideas are:

- Deepen conversations on family relationships by trying:
 - *Eyes that Kiss in the Corners* by Joanna Ho, illustrated by Dung Ho
 - *Where Are You From?* by Yamile Saied Méndez, illustrated by Jaime Kim
 - *Grandpa Grumps* by Katrina Moore, illustrated by Xindi Yan
- Dig into themes of creativity and self-expression by reading:
 - *Julián is a Mermaid* by Jessica Love
 - *Maybe Something Beautiful* by F. Isabel Campoy and Theresa Howell, illustrated by Rafael López
 - *Lola's Fandango* by Anna Witte, illustrated by Micha Archer
- Dive into more books about dragons and cultural symbols by reading:
 - *Dragons Love Tacos* by Adam Rubin, illustrated by Daniel Salmieri
 - *Raising Dragons* by Jerdine Nolen, illustrated by Elise Primavera
- Explore more great books by author Kat Zhang. Try:
 - *Amy Wu and the Perfect Bao*.



Child Assessment Timeline

Child Assessment Timelines					
Assessment Periods-	Child Eligibility Period-	Submission Period-	EFS Mod Data Pull (upload to SSIS)	ELC Review and Technical Assistance Period	OEL Defined System Final Pull (final upload to Family Portal)
Children's skills and abilities should be observed and recorded during this time period.	Child must be enrolled 60 days prior to the end of the assessment period to be eligible.	Providers review and ensure eligible child assessments are uploaded to the assessment system			
One: August 1 through October 31	September 2	October 1 to October 31	November 1	November 1 to December 1	December 2
Two: November 1 through January 31	December 3	January 1 to January 31	February 1	February 1 to March 1	March 2
Three: February 1 through April 30	March 2	April 1 to April 30	May 1	May 1 to June 1	June 2



Rilya Wilson Act

Per Rule 6M-4.500(4)(e) Child Attendance and Provider Reimbursements:

When an at-risk child has an unexcused absence or seven consecutive days of excused absences, the school readiness provider shall notify the Department of Children and Families or community-based lead agency and the early learning coalition prior to the close of business on the day of the absence. This paragraph shall apply to all at-risk children under the age of school entry.

The 2021 Florida Statutes

[Title XXIX](#)

PUBLIC HEALTH

[Chapter 402](#)

HEALTH AND HUMAN SERVICES: MISCELLANEOUS PROVISIONS

[View Entire Chapter](#)

402.305 Licensing standards; child care facilities.—

(1) LICENSING STANDARDS.—The department shall establish licensing standards that each licensed child care facility must meet regardless of the origin or source of the fees used to operate the facility or the type of children served by the facility.

(a) The standards shall be designed to address the following areas:

1. The health, sanitation, safety, and adequate physical surroundings for all children in child care.
2. The health and nutrition of all children in child care.
3. The child development needs of all children in child care.

(b) All standards established under ss. [402.301-402.319](#) must be consistent with the rules adopted by the State Fire Marshal for child care facilities. However, if the facility is operated in a public school, the department shall use the public school fire code, as provided in the rules of the State Board of Education, as the minimum standard for firesafety.

(c) The minimum standards for child care facilities shall be adopted in the rules of the department and shall address the areas delineated in this section. The department, in adopting rules to establish minimum standards for child care facilities, shall recognize that different age groups of children may require different standards. The department may adopt different minimum standards for facilities that serve children in different age groups, including school-age children. The department shall also adopt by rule a definition for child care which distinguishes between child care programs that require child care licensure and after-school programs that do not require licensure. Notwithstanding any other provision of law to the contrary, minimum child care licensing standards shall be developed to provide for reasonable, affordable, and safe before-school and after-school care. After-school programs that otherwise meet the criteria for exclusion from licensure may provide snacks and meals through the federal Afterschool Meal Program (AMP) administered by the Department of Health in accordance with federal regulations and standards. The Department of Health shall consider meals to be provided through the AMP only if the program is actively participating in the AMP, is in good standing with the department, and the meals meet AMP requirements. Standards, at a minimum, shall allow for a credentialed director to supervise multiple before-school and after-school sites.

(2) PERSONNEL.—Minimum standards for child care personnel shall include minimum requirements as to:

(a) Good moral character based upon screening as defined in s. [402.302\(15\)](#). This screening shall be conducted as provided in chapter 435, using the level 2 standards for screening set forth in that chapter, and include employment history checks, a search of criminal history records, sexual predator and sexual offender registries, and child abuse and neglect registry of any state in which the current or prospective child care personnel resided during the preceding 5 years.

(b) Fingerprint submission for child care personnel, which shall comply with s. [435.12](#).

(c) The department may grant exemptions from disqualification from working with children or the developmentally disabled as provided in s. [435.07](#).

(d) Minimum age requirements. Such minimum standards shall prohibit a person under the age of 21 from being the operator of a child care facility and a person under the age of 16 from being employed at such facility unless such person is under direct supervision and is not counted for the purposes of computing the personnel-to-child ratio.

(e) Minimum training requirements for child care personnel.

1. Such minimum standards for training shall ensure that all child care personnel take an approved 40-clock-hour introductory course in child care, which course covers at least the following topic areas:

- a. State and local rules and regulations which govern child care.
- b. Health, safety, and nutrition.
- c. Identifying and reporting child abuse and neglect.
- d. Child development, including typical and atypical language, cognitive, motor, social, and self-help skills development.
- e. Observation of developmental behaviors, including using a checklist or other similar observation tools and techniques to determine the child's developmental age level.

f. Specialized areas, including computer technology for professional and classroom use and early literacy and language development of children from birth to 5 years of age, as determined by the department, for owner-operators and child care personnel of a child care facility.

g. Developmental disabilities, including autism spectrum disorder and Down syndrome, and early identification, use of available state and local resources, classroom integration, and positive behavioral supports for children with developmental disabilities.

Within 90 days after employment, child care personnel shall begin training to meet the training requirements. Child care personnel shall successfully complete such training within 1 year after the date on which the training began, as evidenced by passage of a competency examination. Successful completion of the 40-clock-hour introductory course shall articulate into community college credit in early childhood education, pursuant to ss. [1007.24](#) and [1007.25](#). Exemption from all or a portion of the required training shall be granted to child care personnel based upon educational credentials or passage of competency examinations. Child care personnel possessing a 2-year degree or higher that includes 6 college credit hours in early childhood development or child growth and development, or a child development associate credential or an equivalent state-approved child development associate credential, or a child development associate waiver certificate shall be automatically exempted from the training requirements in sub-subparagraphs b., d., and e.

2. The introductory course in child care shall stress, to the extent possible, an interdisciplinary approach to the study of children.

3. The introductory course shall cover recognition and prevention of shaken baby syndrome; prevention of sudden infant death syndrome; recognition and care of infants and toddlers with developmental disabilities, including autism spectrum disorder and Down syndrome; and early childhood brain

development within the topic areas identified in this paragraph.

4. On an annual basis in order to further their child care skills and, if appropriate, administrative skills, child care personnel who have fulfilled the requirements for the child care training shall be required to take an additional 1 continuing education unit of approved inservice training, or 10 clock hours of equivalent training, as determined by the department.

5. Child care personnel shall be required to complete 0.5 continuing education unit of approved training or 5 clock hours of equivalent training, as determined by the department, in early literacy and language development of children from birth to 5 years of age one time. The year that this training is completed, it shall fulfill the 0.5 continuing education unit or 5 clock hours of the annual training required in subparagraph 4.

6. Procedures for ensuring the training of qualified child care professionals to provide training of child care personnel, including onsite training, shall be included in the minimum standards. It is recommended that the state community child care coordination agencies (central agencies) be contracted by the department to coordinate such training when possible. Other district educational resources, such as community colleges and career programs, can be designated in such areas where central agencies may not exist or are determined not to have the capability to meet the coordination requirements set forth by the department.

7. Training requirements shall not apply to certain occasional or part-time support staff, including, but not limited to, swimming instructors, piano teachers, dance instructors, and gymnastics instructors.

8. The department shall evaluate or contract for an evaluation for the general purpose of determining the status of and means to improve staff training requirements and testing procedures. The evaluation shall be conducted every 2 years. The evaluation shall include, but not be limited to, determining the availability, quality, scope, and sources of current staff training; determining the need for specialty training; and determining ways to increase inservice training and ways to increase the accessibility, quality, and cost-effectiveness of current and proposed staff training. The evaluation methodology shall include a reliable and valid survey of child care personnel.

9. The child care operator shall be required to take basic training in serving children with disabilities within 5 years after employment, either as a part of the introductory training or the annual 8 hours of inservice training.

(f) Periodic health examinations.

(g) A credential for child care facility directors. The credential shall be a required minimum standard for licensing.

(3) MINIMUM STAFF CREDENTIALS.—For every 20 children in a licensed child care facility, if the facility operates 8 hours or more per week, one of the child care personnel in the facility must have:

(a) A child development associate credential;

(b) A child care professional credential, unless the department determines that such child care professional credential is not equivalent to or greater than a child development associate credential; or

(c) A credential that is equivalent to or greater than the credential required in paragraph (a) or paragraph (b).

The department shall establish by rule those hours of operation, such as during rest periods and transitional periods, when this subsection does not apply.

(4) STAFF-TO-CHILDREN RATIO.—

(a) Minimum standards for the care of children in a licensed child care facility as established by rule of the department must include:

1. For children from birth through 1 year of age, there must be one child care personnel for every four children.

2. For children 1 year of age or older, but under 2 years of age, there must be one child care personnel for every six children.

3. For children 2 years of age or older, but under 3 years of age, there must be one child care personnel for every 11 children.

4. For children 3 years of age or older, but under 4 years of age, there must be one child care personnel for every 15 children.

5. For children 4 years of age or older, but under 5 years of age, there must be one child care personnel for every 20 children.

6. For children 5 years of age or older, there must be one child care personnel for every 25 children.

7. When children 2 years of age and older are in care, the staff-to-children ratio shall be based on the age group with the largest number of children within the group.

(b) This subsection does not apply to nonpublic schools and their integral programs as defined in s. [402.3025\(2\)\(d\)1](#). In addition, an individual participating in a community service program activity under s. [445.024\(1\)\(e\)](#), or a work experience activity under s. [445.024\(1\)\(f\)](#), at a child care facility may not be considered in calculating the staff-to-children ratio.

(5) PHYSICAL FACILITIES.—Minimum standards shall include requirements for building conditions, indoor play space, outdoor play space, napping space, bathroom facilities, food preparation facilities, outdoor equipment, and indoor equipment. Because of the nature and duration of drop-in child care, outdoor play space and outdoor equipment shall not be required for licensure; however, if such play space and equipment are provided, then the minimum standards shall apply to drop-in child care. With respect to minimum standards for physical facilities of a child care program for school-age children which is operated in a public school facility, the department shall adopt the State Uniform Building Code for Public Educational Facilities Construction as the minimum standards, regardless of the operator of the program. The Legislature intends that if a child care program for school-age children is operated in a public school, the program need not conform to standards for physical facilities other than the standards adopted by the Commissioner of Education.

(6) SQUARE FOOTAGE PER CHILD.—Minimum standards shall be established by the department by rule.

(a) A child care facility that holds a valid license on October 1, 1992, must have a minimum of 20 square feet of usable indoor floor space for each child and a minimum of 45 square feet of usable outdoor play area for each child. Outdoor play area shall be calculated at the rate of 45 feet per child in any group using the play area at one time. A minimum play area shall be provided for one half of the licensed capacity. This standard applies as long as the child care facility remains licensed at the site occupied on October 1, 1992, and shall not be affected by any change in the ownership of the site.

(b) A child care facility that does not hold a valid license on October 1, 1992, and seeks regulatory approval to operate as a child care facility must have a minimum of 35 square feet of usable floor space for each child and a minimum of 45 square feet of usable outdoor play area for each child.

The minimum standard for outdoor play area does not apply in calculating square footage for children under 1 year of age. However, appropriate outdoor infant equipment shall be substituted for outdoor play space. The centers shall provide facilities and equipment conducive to the physical activities appropriate for the age and physical development of the child.

(7) SANITATION AND SAFETY.—

(a) Minimum standards shall include requirements for sanitary and safety conditions, first aid treatment, emergency procedures, and pediatric cardiopulmonary resuscitation. The minimum standards shall require that at least one staff person trained in cardiopulmonary resuscitation, as evidenced by current documentation of course completion, must be present at all times that children are present.

(b) In the case of a child care program for school-age children attending before and after school programs on the public school site, the department shall use the public school fire code, as adopted in the rules of the State Board of Education, as the minimum standard for firesafety. In the case of a child care program for school-age children attending before-school and after-school programs on a site operated by a municipality, the department shall adopt rules for such site and intended use.

(c) Some type of communications system, such as a pocket pager or beeper, shall be provided to a parent whose child is in drop-in child care to ensure the immediate return of the parent to the child, if necessary.

(8) **NUTRITIONAL PRACTICES.**—Minimum standards shall include requirements for the provision of meals or snacks of a quality and quantity to assure that the nutritional needs of the child are met.

(9) **ADMISSIONS AND RECORDKEEPING.**—

(a) Minimum standards shall include requirements for preadmission and periodic health examinations, requirements for immunizations, and requirements for maintaining emergency information and health records on all children.

(b) During the months of August and September of each year, each child care facility shall provide parents of children enrolled in the facility detailed information regarding the causes, symptoms, and transmission of the influenza virus in an effort to educate those parents regarding the importance of immunizing their children against influenza as recommended by the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention.

(c) During the months of April and September of each year, at a minimum, each facility shall provide parents of children enrolled in the facility information regarding the potential for a distracted adult to fail to drop off a child at the facility and instead leave the child in the adult's vehicle upon arrival at the adult's destination. The child care facility shall also give parents information about resources with suggestions to avoid this occurrence. The department shall develop a flyer or brochure with this information that shall be posted to the department's website, which child care facilities may choose to reproduce and provide to parents to satisfy the requirements of this paragraph.

(d) Because of the nature and duration of drop-in child care, requirements for preadmission and periodic health examinations and requirements for medically signed records of immunization required for child care facilities shall not apply. A parent of a child in drop-in child care shall, however, be required to attest to the child's health condition and the type and current status of the child's immunizations.

(e) Any child shall be exempt from medical or physical examination or medical or surgical treatment upon written request of the parent or guardian of such child who objects to the examination and treatment. However, the laws, rules, and regulations relating to contagious or communicable diseases and sanitary matters shall not be violated because of any exemption from or variation of the health and immunization minimum standards.

(10) **TRANSPORTATION SAFETY.**—

(a) Minimum standards shall include all of the following:

1. Requirements for child restraints or seat belts in vehicles used by child care facilities and large family child care homes to transport children.
2. Requirements for annual inspections of such vehicles.
3. Limitations on the number of children that may be transported in such vehicles.
4. Procedures to ensure that children are not inadvertently left in vehicles when transported by the facility or home and that systems are in place to ensure accountability for children transported by such facilities and homes.

(b) By January 1, 2022, all vehicles used by child care facilities and large family child care homes to transport children must be equipped with a reliable alarm system approved by the department which prompts the driver to inspect the vehicle for children before exiting the vehicle. The department shall adopt by rule minimum safety standards for such systems and shall maintain a list of approved alarm manufacturers and alarm systems that meet or exceed those standards.

(c) A child care facility or large family child care home is not responsible for the safe transport of children when they are being transported by a parent or guardian.

(11) **ACCESS.**—Minimum standards shall provide for reasonable access to the child care facility by the custodial parent or guardian during the time the child is in care.

(12) **CHILD DISCIPLINE.**—

(a) Minimum standards for child discipline practices shall ensure that age-appropriate, constructive disciplinary practices are used for children in care. Such standards shall include at least the following requirements:

1. Children shall not be subjected to discipline which is severe, humiliating, or frightening.
2. Discipline shall not be associated with food, rest, or toileting.
3. Spanking or any other form of physical punishment is prohibited.

(b) Prior to admission of a child to a child care facility, the facility shall notify the parents in writing of the disciplinary practices used by the facility.

(13) **PLAN OF ACTIVITIES.**—Minimum standards shall ensure that each child care facility has and implements a written plan for the daily provision of varied activities and active and quiet play opportunities appropriate to the age of the child. The written plan must include a program, to be implemented periodically for children of an appropriate age, which will assist the children in preventing and avoiding physical and mental abuse.

(14) **URBAN CHILD CARE FACILITIES.**—Minimum standards shall include requirements for child care facilities located in urban areas. The standards must allow urban child care facilities to substitute indoor play space for outdoor play space, if outdoor play space is not available in the area, and must set forth additional requirements that apply to a facility which makes that substitution, including, but not limited to, additional square footage requirements for indoor space; air ventilation provisions; and a requirement to provide facilities and equipment conducive to physical activities appropriate for the age of the children.

(15) **TRANSITION PERIODS.**—During the periods of time in which children are arriving and departing from the child care facility, notwithstanding local fire ordinances, the provisions of subsection (6) are suspended for a period of time not to exceed 30 minutes.

(16) **EVENING AND WEEKEND CHILD CARE.**—Minimum standards shall be developed by the department to provide for reasonable, affordable, and safe evening and weekend child care. Each facility offering evening or weekend child care must meet these minimum standards, regardless of the origin or source of the fees used to operate the facility or the type of children served by the facility. The department may modify by rule the licensing standards contained in this section to accommodate evening child care.

(17) SPECIALIZED CHILD CARE FACILITIES FOR THE CARE OF MILDLY ILL CHILDREN.—Minimum standards shall be developed by the department, in conjunction with the Department of Health, for specialized child care facilities for the care of mildly ill children. The minimum standards shall address the following areas: personnel requirements; staff-to-child ratios; staff training and credentials; health and safety; physical facility requirements, including square footage; client eligibility, including a definition of “mildly ill children”; sanitation and safety; admission and recordkeeping; dispensing of medication; and a schedule of activities.

(18) TRANSFER OF OWNERSHIP.—

(a) One week prior to the transfer of ownership of a child care facility or family day care home, the transferor shall notify the parent or caretaker of each child of the impending transfer.

(b) The department shall, by rule, establish methods by which notice will be achieved and minimum standards by which to implement this subsection.

History.—s. 5, ch. 74-113; s. 3, ch. 76-168; s. 1, ch. 77-457; ss. 2, 3, ch. 81-318; ss. 1, 6, 7, ch. 83-248; s. 3, ch. 84-551; s. 24, ch. 85-54; s. 41, ch. 87-225; s. 23, ch. 87-238; s. 25, ch. 89-379; s. 2, ch. 90-35; s. 2, ch. 90-225; s. 35, ch. 90-306; s. 10, ch. 91-33; s. 28, ch. 91-57; s. 92, ch. 91-221; s. 2, ch. 91-300; s. 56, ch. 92-58; ss. 1, 2, ch. 93-115; s. 14, ch. 93-156; s. 22, ch. 94-134; s. 22, ch. 94-135; s. 1060, ch. 95-148; s. 18, ch. 95-152; s. 15, ch. 95-158; s. 22, ch. 95-195; s. 41, ch. 95-228; s. 131, ch. 95-418; ss. 76, 77, ch. 96-175; s. 12, ch. 96-268; s. 2, ch. 97-63; s. 2, ch. 98-165; s. 1, ch. 99-241; s. 10, ch. 99-304; s. 164, ch. 2000-165; s. 19, ch. 2000-253; s. 18, ch. 2000-337; ss. 21, 26, ch. 2001-170; s. 2, ch. 2002-300; s. 40, ch. 2003-1; s. 1, ch. 2003-131; s. 3, ch. 2003-146; s. 10, ch. 2004-41; s. 1, ch. 2004-49; s. 58, ch. 2004-267; s. 15, ch. 2004-269; s. 32, ch. 2004-357; s. 7, ch. 2005-71; s. 12, ch. 2007-6; s. 3, ch. 2007-197; s. 1, ch. 2009-147; s. 3, ch. 2010-224; s. 24, ch. 2013-252; s. 16, ch. 2018-103; s. 68, ch. 2019-3; s. 2, ch. 2021-120.



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Child Care Alarm Manufacturing Companies

The following is the final list of approved alarm manufacturing companies for child care facilities and large family child care homes who provide transportation for children. Pursuant to Senate Bill 252, child care facilities and large family child care homes are required to have alarm systems installed in every vehicle used to transport children by January 1, 2022.

The Office of Child Care Regulation's provision of the below list of manufacturers does not constitute an express or implied endorsement of any of the listed companies or their products. This is a list of manufacturing companies that meet the minimum requirements. As required by Senate Bill 252, the Department of Children and Families must adopt minimum safety standards for reliable alarm systems and maintain a list of alarm manufacturers and alarm systems that are approved to be installed in vehicles.

Options for installation companies will not be provided. Providers are to follow the installation and maintenance guidelines provided by the manufacturing company.

1. Doran Manufacturing
Website: [Doran \(doranmfg.com\)](http://Doran(doranmfg.com))
Phone Number: (866) 816-7233
Product Type: SCC-AM-00
2. Ride N Remind
Website: [Welcome - Ride and Remind \(ridenremind.com\)](http://Welcome - Ride and Remind(ridenremind.com))
Phone Number: 1-877-987-8877
Product Type: Ride N Remind System REV2.1
3. ATWEC
Website: ATWEC KV-3 Child Reminder System
Phone Number: (901) 435-6849 or (901) 289-2621
Product Type: KV-3 or KV-4
4. Child Check-Mate System, Inc.
Website: www.childcheckmate.com
Phone Number: 1-877-494-8222
Product Type: A007 ETW + AC01
5. RTI Bus Scan
Website: <https://www.centralstatesbus.com/busscan>
Phone Number: (800) 825-8273
Product Type: Bus Scan 300
6. DST America
Website: <https://www.drivekopilot.com/childcare>
Phone Number: (415) 910-8677
Product Type: Kopilot Child Care 2020R501

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Story Book STEM



What does STEM and Stories have in common? More than you might think!
Join us as we discover how to make story time magic with STEM.

When? October 28, 2021 6:00-7:30 PM

Where? Peace Lutheran

Why? If you love children's stories (and who doesn't?) we will show you how to extend those stories in a fun way the children won't soon forget.

Who? This workshop is for children ages 2-5

How? Register at www.elcirmo.org Last day to register is 10/25/21

Workshop is limited to 25 participants. Contact Pat Hickman for more information. phickmana@elcirmo.org

CLASS OVERVIEW

Pre-K



- When? November 4, 2021 12:00-1:30 PM
- Where? Virtual
- Who? Preschool/VPK Teachers
- What? A deeper look into CLASS and what to expect during an observation visit.
- How? Register at our website www.elcirmo.org

Deadline to register is November 3, 2021

Class is limited to 25 participants.

Challenges? or Opportunities?



It's all about your perspective. Let's talk about it....

When? November 9, 2021 6:00-7:30 PM

Where? Peace Lutheran Preschool

Who? Teachers working with children ages 2-5.

How? Sign up on our webpage www.elcirimo.org

Social and Emotional Literacy



The power of a story. It is amazing what a simple story can do. Want to know more? Come and see some of these great stories and how they can impact your class.

When? December 7, 2021 6:00-7:30 PM

Where? Peace Lutheran Preschool

How? Sign up on our webpage www.elcirmo.org

Who? Anyone wanting to know more.

Using The Data from Your VPK Assessment -AP1's



Now that you have your AP1 results what do you do?

Let's meet together to discuss and look at some successful strategies using Frog Street and other resources to help your children learn the necessary skills for school readiness.

Interested? Call or email Pat Hickman so that we can schedule a time for you and your teachers to meet and go over these strategies.

phickman@elcirmo.org 863-357-1154

POP Providers must complete AP1, AP2, & AP3	
Assessment periods	VPK Assessment administering deadlines are based on the VPK classroom start and end date.
AP1 (required)	Administer assessment no later than 30 calendar days from the first day of VPK start date and submit into BrightBeginnings no later than 15 calendar days
AP2	Administer assessment during the mid-program year
AP3 (required)	Administer assessment no later than 30 calendar days prior to the last day of VPK and submit into BrightBeginnings no later than 15 calendar days after the last day of VPK class.
Assessment periods	Online submission deadlines are based on the VPK classroom start and end date.
AP1	Submit within forty-five (45) calendar days of the first day of the VPK class schedule
AP2	Submit assessment during the mid-program year
AP3	Submit no later than fifteen (15) calendar days after the last day of the VPK class schedule