

North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool State Fiscal Year (SFY) 2022-2023

The NC Pre-K Site Monitoring Tool is a checklist used to monitor site information annually for both public schools and private NC Pre-K programs. This tool should provide a summary of all information for NC Pre-K classrooms located at this site. After initial monitoring, any components that require further attention should be monitored again within the same school year. Regular, systematic and focused supervision of NC Pre-K Programs, through use of the Site Monitoring Tool, [NC Child Care Rule .3000 NC Pre-Kindergarten Services](#) and the [NC Pre-K Program Requirements](#) will ensure that sound, high-quality and appropriate services are implemented and maintained for the NC Pre-K Program.

Results from the NC Pre-K Site Monitoring Tool and DCDEE compliance visits should be used to ensure uniformity across programs and to develop local county/regional plans. The NC Child Care Rules are used by Regulatory Child Care Consultants to monitor NC Pre-K sites/classrooms. The NC Pre-K Program Requirements (policy/guidance) are used by the NC Pre-K Program Policy Consultants to guide local NC Pre-K Contracting Agencies and Committees about appropriate operating practices.

NOTE: The 2022-2023 NC Pre-K Site Monitoring Tool has been revised to reflect policy changes and flexibilities that have been implemented this year in response to COVID-19. The 2022-2023 Additional Guidance for NC Pre-K Programs can be found ([here](#)). The timeline for completion and guidance regarding how to conduct site monitoring is provided below.

Instructions

1. Each site administrator or designee must monitor their own program and classrooms on a regular basis using the NC Pre-K Site Monitoring Tool, [NC Pre-K Program Requirements](#) and the [NC Child Care Rule .3000 NC Pre-Kindergarten Services](#).
2. This tool has been revised to include questions that are specific to the mode of instruction being implemented in the NC Pre-K classroom(s) at each site. Site administrators must complete **each** section based on the information for **each** applicable classroom. If there are no classrooms implementing a particular mode of instruction the site administrator should mark "N/A" for those questions and indicate the reason in the "Plan or clarification" column.
3. When an NC Pre-K Program Requirement and/or NC Child Care Rule has not been met, each site should establish a written Action Plan to meet compliance that includes documentation defining who is responsible for accomplishing the task, a timeline and other information to indicate progress toward meeting the requirement. No exceptions to the NC Child Care Rules will be issued by the Division of Child Development and Early Education (DCDEE). The Action Plan should incorporate any action items identified by the DCDEE Regulatory Child Care Consultant and should be aligned with the NC Pre-K Teachers' BK Licensure Professional Development Plans, as applicable, and related to the instructional standards ([NC Professional Teaching Standards](#)), that govern classroom instructional practices. If an item is marked "N/A," written clarification needs to be included in the documentation.
4. By **October 31, 2022** the site administrator or designee should complete the NC Pre-K Site Monitoring Tool, sign/date the Assurance Statement and send an original **OR** scanned copy of the completed NC Pre-K Site Monitoring Tool, to include attaching the Action Plan for items not met, to the local NC Pre-K Contract Administrator.

NOTE: If a designee is assigned, it must be documented in writing and the designee must have the same decision-making authority as the site administrator or public-school principal.

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5. By **January 15, 2023** NC Pre-K contracting agencies must conduct on-site visits **OR** virtual/desktop reviews for **ALL** local NC Pre-K Program sites/classrooms and schedule follow-up visits/reviews as needed. The Site Monitoring Tool must be reviewed and validated by the local contracting agency using the source documents detailed in the tool.
NOTE: Source documents may be provided to the contracting agency during the on-site visit **OR** may be submitted to the contracting agency electronically or via hardcopy. Contracting agencies should communicate with site administrators to provide expectations for how to submit source documents.
6. After the on-site visit or virtual/desktop review has been completed, the contracting agency staff member(s) who conducted the review must complete the "Local Contractor Validation" statement and sign and date the tool.

Information collected with the Site Monitoring Tool should be used by the local Contract Administrator to confirm, record and respond to during monitoring visits made by the Division of Child Development and Early Education, Early Education Branch NC Pre-K Program Policy Consultants and Monitoring Compliance Unit staff. NC Pre-K contracting agencies who will be undergoing Fiscal and Programmatic monitoring this year will be asked to provide documentation that the Site Monitoring process has been completed by the required dates.

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This section must be completed by the Site Administrator or Designee as part of initial self-monitoring

Site Name:		Date(s) Site/Classroom(s) Monitored:	
Facility ID#:		Number of NC Pre-K Classrooms with Zero (0) NC Pre-K Children Enrolled:	
Number of NC Pre-K Classrooms Monitored:		Did any NC Pre-K Classrooms provide remote learning services for a limited time in response to circumstances outlined in Section 6 and 7 of the 2022-2023 Additional Guidance for NC Pre-K Programs	<input type="checkbox"/> Yes** (How many? _____) <input type="checkbox"/> No <i>**You must complete the "Remote Learning Services" section at the end of the monitoring tool</i>
Site Monitoring Conducted By: (please provide name)		<input type="checkbox"/> Site Administrator: _____ <input type="checkbox"/> Designee: _____	

NC Pre-K Program Requirements and Guidance - Section 3: The NC Pre-K Child

3G. Children with Unique Needs/Challenging Behaviors	Source	Yes	No	N/A	Plan or clarification
G1. If alternative placement has been considered for any child with challenging behaviors, a written plan is on file that documents efforts to maintain enrollment.	<ul style="list-style-type: none"> copy of plan on file copy of the behavior checklist 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G2. Decisions regarding alternative placement for any child with challenging behaviors involve a state level representative from the NC Pre-K Program.	<ul style="list-style-type: none"> written documentation of communication, meetings and resolution with state office representatives 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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NC Pre-K Program Requirements and Guidance - Section 4: The NC Pre-K Site

NC Pre-K Program Requirements and Guidance - Section 4: The NC Pre-K Site					
4B. Official NC Pre-K Day and Year	Source	Yes	No	N/A	Plan or clarification
B1. NC Pre-K classroom provides a minimum of a 6.5 hour instructional day for traditional/in-person learners.	<ul style="list-style-type: none"> classroom schedule or school calendar or operational policies 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
B2. NC Pre-K Program operates 10 months or 36 weeks of which 5 days may be used for professional development.	<ul style="list-style-type: none"> classroom schedule or school calendar or operational policies 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	

Section 5: The NC Pre-K Classroom

A. Child Health Assessment	Source	Yes	No	N/A	Plan or clarification
<p>A1. Health assessments are on file for all NC Pre-K children</p> <p><u>NC Child Care Rule 10A NCAC 09 .3005</u></p> <p>If not, the family/parent given written notice to have the assessment completed within 30 calendar days in accordance with NC Child Care Rule 10A NCAC 09 .3005(a).</p>	<ul style="list-style-type: none"> copy of each child's health assessment or copy of parent notification letter and written documentation of appointment 	<input type="checkbox"/>	<input type="checkbox"/>		

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B. Developmental Screening	Source	Yes	No	N/A	Plan or clarification
<p>B1. All children are screened within 90 days of the first day of attendance using an approved screening tool.</p> <p>Exception:</p> <p>1. Child screened at time of application</p> <p>2. Child has an IEP</p> <p>NC Child Care Rule10A NCAC 09 .3006</p>	<ul style="list-style-type: none"> dated cover sheet of each child's screening or copy of child's IEP 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
C. Early Learning Standards & Curricula	Source	Yes	No	N/A	Plan or clarification
<p>C1. An approved curriculum is used in the NC Pre-K classroom(s) according to the approved curriculum's recommendations.</p> <p>NC Child Care Rule10A NCAC 09 .3007</p>	<ul style="list-style-type: none"> lesson plans (at least one month) and direct observation 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
D. Formative Assessment	Source	Yes	No	N/A	Plan or clarification
<p>D1. Ongoing assessment is conducted according to the approved assessment instrument's recommendations.</p> <p>NC Child Care Rule10A NCAC 09 .3008</p>	<ul style="list-style-type: none"> assessment portfolios or TS Gold checkpoints or anecdotal notes or parent teacher conference notes 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<p>D2. Child growth and development data is documented in the <i>MyTeachingStrategies® platform</i></p>	<ul style="list-style-type: none"> <i>TS GOLD®</i> checkpoints, or assessment portfolios 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		

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E. Staff-to-Child Ratio and Class Size	Source	Yes	No	N/A	Plan or clarification
E1. Class size is 18 children or less regardless of classroom mode of instruction.	<ul style="list-style-type: none"> • direct observation and • attendance roster 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E2. Staff/Child ratio is 1:9 or less regardless of classroom mode of instruction.	<ul style="list-style-type: none"> • direct observation and • attendance roster 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G. Rest Time	Source	Yes	No	N/A	Plan or clarification
G1. Staff/child ratio is 1:18 during rest time. Second staff on premises within calling distance. NC Child Care Rule10A NCAC 09 .3009	<ul style="list-style-type: none"> • direct observation and • attendance roster 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
I. Family Engagement	Source	Yes	No	N/A	Plan or clarification
I1. Opportunities for parents and families to be involved in their child's learning and parent education is made available to the extent feasible. NC Child Care Rule10A NCAC 09 .3010	<ul style="list-style-type: none"> • log of activities/opportunities/communications or • Sign-in sheets from family involvement activities 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I2. All families are enrolled in the ReadyRosie solution	<ul style="list-style-type: none"> • assurance statement on file 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I3. ReadyRosie resources are incorporated into existing written Family Engagement Plan.	<ul style="list-style-type: none"> • log of activities/opportunities/communications or • written family engagement plan 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

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Section 6: The NC Pre-K Staff

A. Site-Level Administrator Licensure and Credentials	Source	Yes	No	N/A	Plan or clarification
A2. Administrators of NC Pre-K sites are not serving as the NC Pre-K Lead Teacher or NC Pre-K Teacher Assistant.	<ul style="list-style-type: none"> assurance statement on file 	<input type="checkbox"/>	<input type="checkbox"/>		
A3. Administrator vacancies do not exceed 12 weeks. NC Child Care Rule10A NCAC 09 .3011 Note: For the 2022-2023 program year, DCDEE is waiving the 12-week limitation for Interim Site Administrators serving at NC Pre-K sites.	<ul style="list-style-type: none"> assurance statement on file 	<input type="checkbox"/>	<input type="checkbox"/>		
D. Substitute Staff	Source	Yes	No	N/A	Plan or clarification
D1. When a member of the NC Pre-K teaching staff is unable to work, a substitute staff person is provided to maintain the staff-to-child ratio regardless of classroom mode of instruction.	<ul style="list-style-type: none"> substitute log by classroom 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D2. Substitute staff that are in the NC Pre-K classroom for 16 or more attendance days have been documented and approved in the NC Pre-K Plan database.	<ul style="list-style-type: none"> NC Pre-K Plan 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. NC Pre-K Teacher and Teacher Assistant Standards	Source	Yes	No	N/A	
E1. NC Pre-K teachers and teacher assistants provide instructional day-to-day learning activities for children enrolled in the NC Pre-K program for at least 32.5-hours a week. NC Child Care Rule10A NCAC 09 .3015	<ul style="list-style-type: none"> classroom schedule or school calendar or operational policies 	<input type="checkbox"/>	<input type="checkbox"/>		

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Section 7: Evaluation and Monitoring

A. ECERS-R Assessments	Source	Yes	No	N/A	Plan or clarification
A1. Classrooms score 5.0 or higher on ECERS-R assessments.	<ul style="list-style-type: none"> ECERS-R assessment reports 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A2. Improvement plans are developed as needed based on ECERS-R assessment less than 5.0.	<ul style="list-style-type: none"> copy of improvement plan 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*****This section must be completed if any NC Pre-K classrooms provided remote learning services for a limited time in response to circumstances outlined in Section 6 and 7 of the 2022-2023 [Additional Guidance for NC Pre-K Programs](#).***

2022-2023 [Additional Guidance for NC Pre-K Programs](#) -Section 6 and 7: Remote Learning Requirement

7A. Method and Duration of Delivery	Source	Yes	No	N/A	Plan or clarification
A1. NC Pre-K teachers provide activities and learning opportunities which includes direct instruction via remote learning (such as Remote Moments), nap time, snacks, transitions, child-initiated play, outdoor play, family-led engagement activities, and 1:1 family check-ins that total approximately 6.5 hours on days when children receive remote learning instruction.	<ul style="list-style-type: none"> lesson plans (for the time when remote learning is offered) or activity samples (remote moment recordings, materials shared with families, etc.) or family communications & activities log 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7B. Remote Instruction: 'Remote Moments'	Source	Yes	No	N/A	Plan or clarification
B1. NC Pre-K Teachers Plan for and deliver five (5) discrete Remote Moments with different activities throughout the week utilizing Teaching Strategies Distance Learning Solutions resources. Remote Moment content addresses the five developmental domains from the North Carolina Foundations for Early Learning and Development.	<ul style="list-style-type: none"> lesson plans (for the time when remote learning is offered) or family communications & activities log 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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B2. Teachers offer Remote Moments at least once per day if remote learning is being provided individually to specific children who are unable to attend in-person (ex. If a child must quarantine at home due to a COVID-19 exposure).	<ul style="list-style-type: none"> • lesson plans (for the time when remote learning is offered) or • family communications & activities log 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B3. Teachers offer Remote Moments at least twice per day if remote learning is being provided to ALL children. Teachers offer at least two (2) sessions with the same content at different times of the to increase families' ability to attend the session. (ex. If the whole classroom must close in response to a COVID-19 outbreak)	<ul style="list-style-type: none"> • lesson plans (for the time when remote learning is offered) or • family communications & activities log 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B4. Teachers offer Remote Moment materials to families based on family needs, such as reliable access to technology or primary home language.	<ul style="list-style-type: none"> • lesson plans (for the time when remote learning is offered) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7C. Family Engagement: 'Check-ins'	Source	Yes	No	N/A	Plan or clarification
C1. Teachers offer Family Check-ins at least once per week if remote learning is being provided individually to specific children who are unable to attend in-person (ex. If a child must quarantine at home due to a COVID-19 exposure)	<ul style="list-style-type: none"> • phone logs or • anecdotal notes or • emails or • other written documentation showing date, method of communication, and content of family check-ins 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<p>C2. Teachers offer Family Check-ins at least twice per week if remote learning is being provided to ALL children (ex. If the whole classroom must close in response to a COVID-19 outbreak)</p>	<ul style="list-style-type: none"> • phone logs or • anecdotal notes or • emails or • other written documentation showing date, method of communication, and content of family check-ins 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>C3. Teachers prepare for and document every Check-in in writing</p>	<ul style="list-style-type: none"> • phone logs or • anecdotal notes or • emails or • other written documentation showing date, method of communication, and content of family check-ins 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>C4. Teachers make every reasonable effort to communicate with the family in an accessible manner such as:</p> <ul style="list-style-type: none"> • Adjust the timing of family check-ins to meet family's needs • Attempt to contact a family member through multiple formats (text message, phone call, in-person socially distanced visit with all people wearing face coverings) if other avenues are unsuccessful • For non-English dominant families, provide communication through an interpreter (e.g., staff, family member, etc.) 	<ul style="list-style-type: none"> • phone logs or • anecdotal notes or • emails or • other written documentation showing date, method of communication, and content of family check-ins 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<p>C5. Provide Teaching Strategies family engagement resources every day to children and their families.</p> <p>Highlight opportunities for families to submit evidence of learning remotely through the Teaching Strategies Platform or through other methods (ex: sharing pictures or videos of child engagement).</p>	<ul style="list-style-type: none"> • Teaching Strategies family engagement resources daily log or • Lesson Plans or • documented evidence of remote family engagement materials and activities 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Assurance Statement – to be completed by the NC Pre-K Site Administrator or Designee

All NC Pre-K classrooms at this site were monitored for SFY 2022-2023 on _____
Date(s)

by _____ , _____
(Site Administrator or Designee who conducted the initial self-monitoring) (Site Administrator or Designee title)

Monitoring results have been documented on this monitoring tool and will be submitted to the local NC Pre-K Contractor in accordance with the [2022-2023 NC Pre-K Program Requirements and Guidance](#) and the [2022-2023 Additional Guidance for NC Pre-K Programs](#).

Site Administrator or Designee Signature

Date

Local Contractor Validation – to be completed by the NC Pre-K Contracting Agency

The local NC Pre-K site has been monitored for SFY 2022-2023 via _____ on _____
(on-site visit or virtual/desktop review) (Date(s))

By _____
(NC Pre-K Contracting Agency staff member name(s)) (NC Pre-K contract agency staff member title(s))

☐ All requirements have been met or plans for achieving compliance are in place. Additional follow-up (visits, email communication, telephone technical assistance) will be made, as needed, to document compliance.

NC Pre-K Contracting Agency Staff Member Signature(s)

Date