



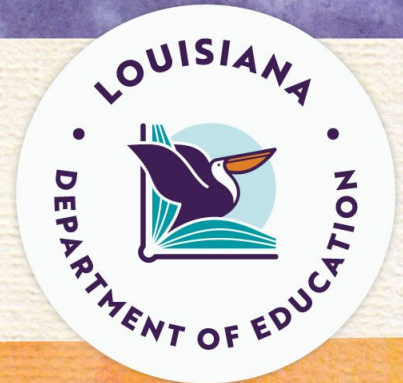
EARLY CHILDHOOD

CONFERENCE 2024

SHAPING LOUISIANA'S FUTURE



Bulletin 137 Licensing - Hot Topics



Objectives

The objective of this session is to provide a better understanding of the requirements of the most commonly cited deficiencies of [Bulletin 137- Louisiana's Early Learning Center Licensing Regulations](#).

Agenda



Agenda

Welcome

Reminders

- Application Processing Times

Reports

- Most Cited Deficiencies
- Total Deficiencies by Inspection Type
- Total Deficiencies by License Type

Bulletin 137 Topics

- Directors
- Supervision
- Behavior Management
- Safe Sleep Practices
- Critical Incidents and Required Notifications
- Motor Vehicle Checks



Welcome Activity

Welcome Activity

Any volunteers would like to share how long you have been employed, owned, or operated a licensed early learning center and what has been your experience thus far.



Reminders

Reminders

In an effort to ensure applications and requests are completed in time for services to be provided to children, see the following time frames. If all required documentation is not submitted, there will be additional delays.

- Application for Licensure or Change of Location — up to 90 days
- Application for Change of Ownership — up to 30 days
- Change Report for Capacity increase — up to 30 days
- Change Report for Age Range — up to 30 days
- Change Report for adding Transportation — up to 30 days
- Change Report for adding a Director/Designee — up to 30 days

Reminders

§ 711. Renewal Applications

- A license must be renewed by the last day of the month in which the current license expires.
- An application for renewal of a license shall be submitted using the Department's online electronic system.
- Each center is solely responsible for timely completing the online license renewal application. Notice of time for renewal shall not be sent by the Department.
- Renewal applications should be submitted prior to the first day of the month in which the current license expires.

Note: Providers do not have until the last day of the month to submit an application for renewal.



Engagement Activity

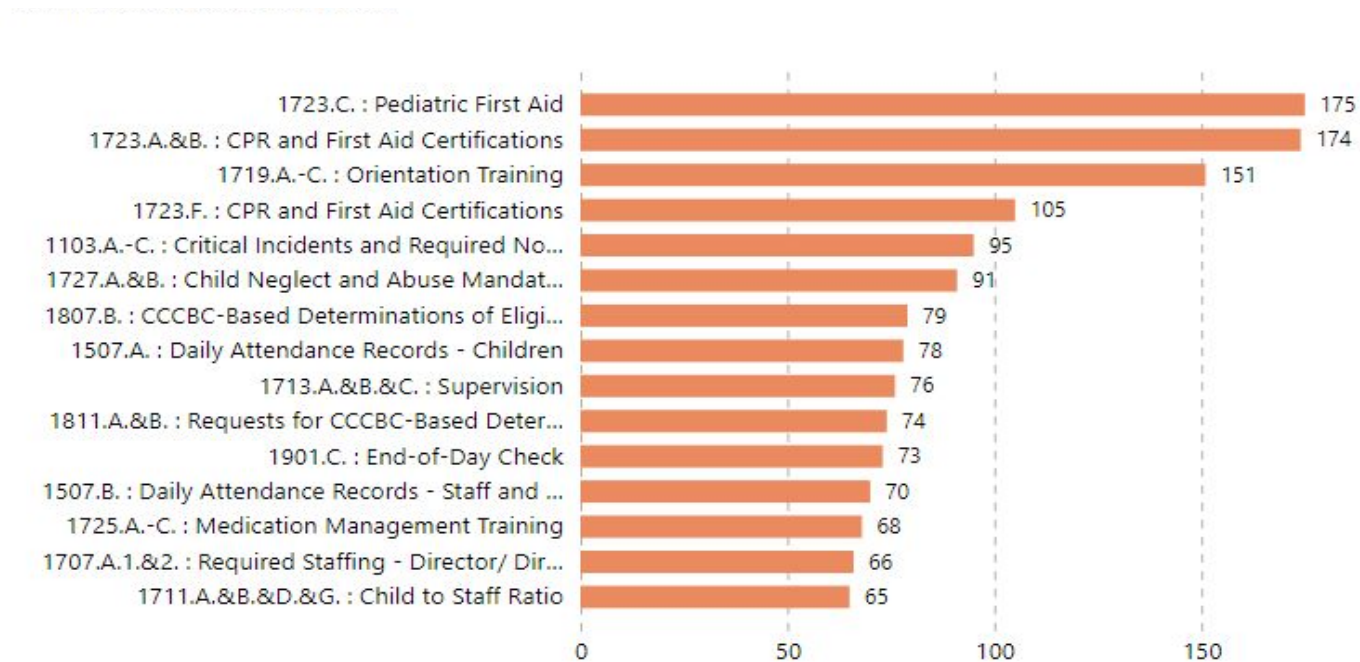
Engagement Activity 1

- When should an application for renewal be submitted?
- What is the timeframe for processing a change request?

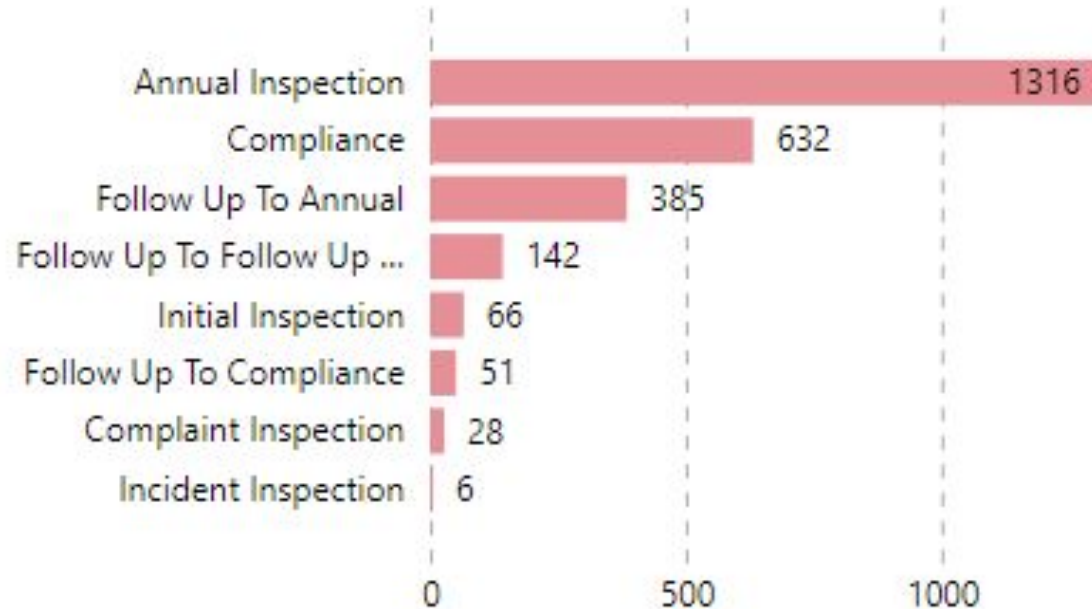
EdLink Reports

The slide features a dark blue, textured background. A large, light beige rectangular area with a fine woven texture is centered on the page. The text "EdLink Reports" is printed in a bold, black, sans-serif font within this beige area. To the right of the beige area, three overlapping, L-shaped decorative bars in dark purple, orange, and teal extend from the bottom edge towards the right edge of the slide.

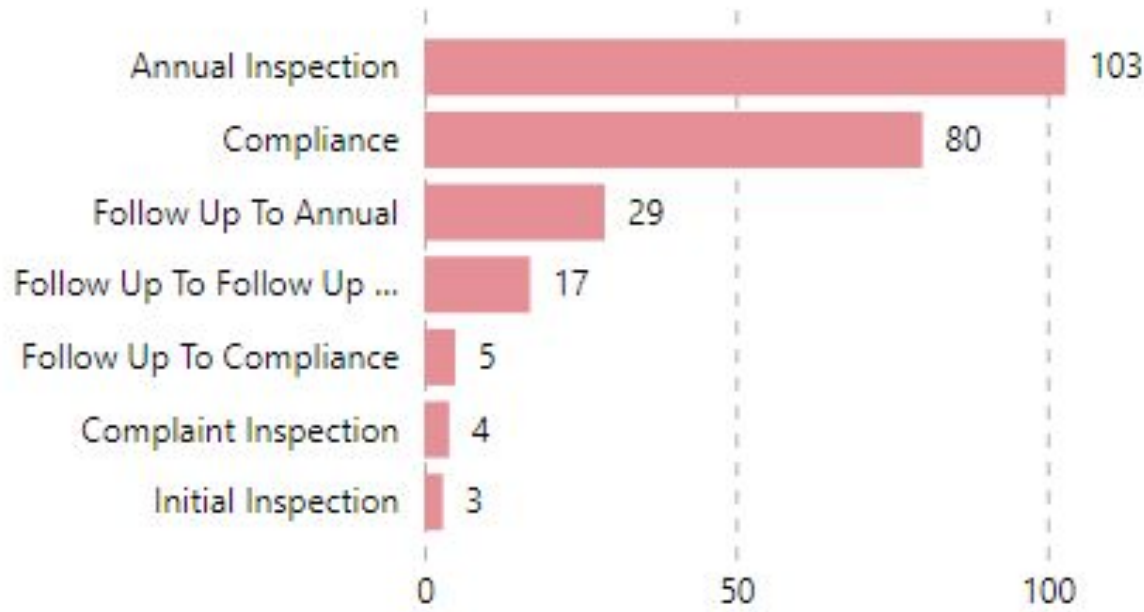
Most Cited Deficiencies for Licensed Centers January 2024 through August 8, 2024



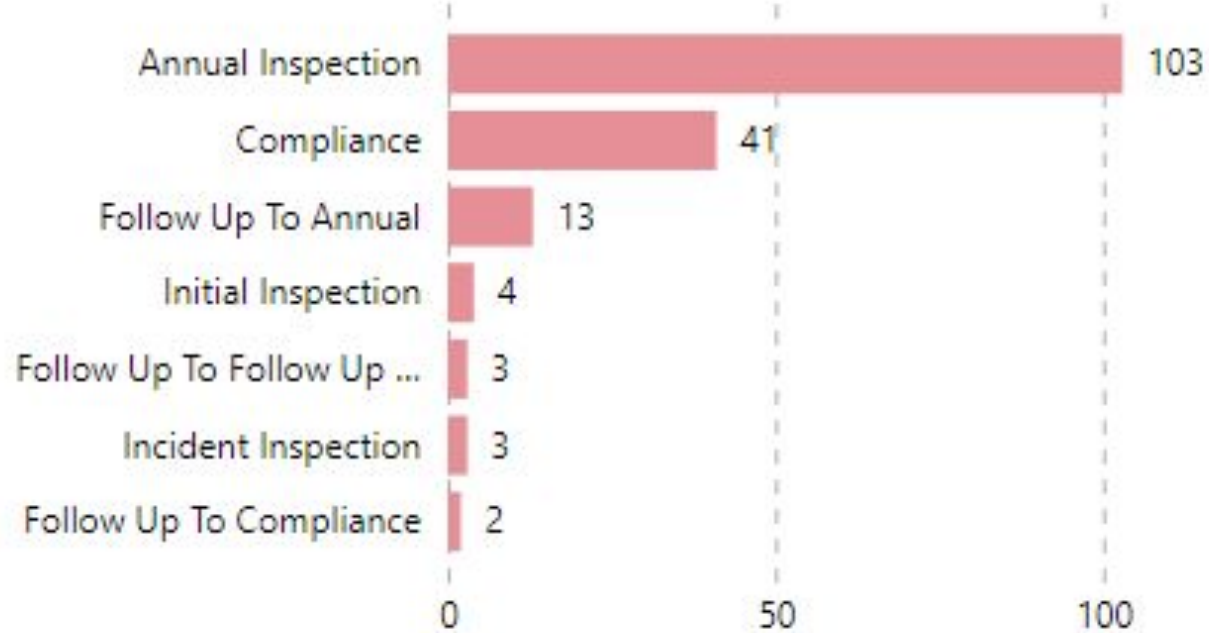
Total Deficiencies by Action Type for Licensed Centers January 2024 through August 8, 2024



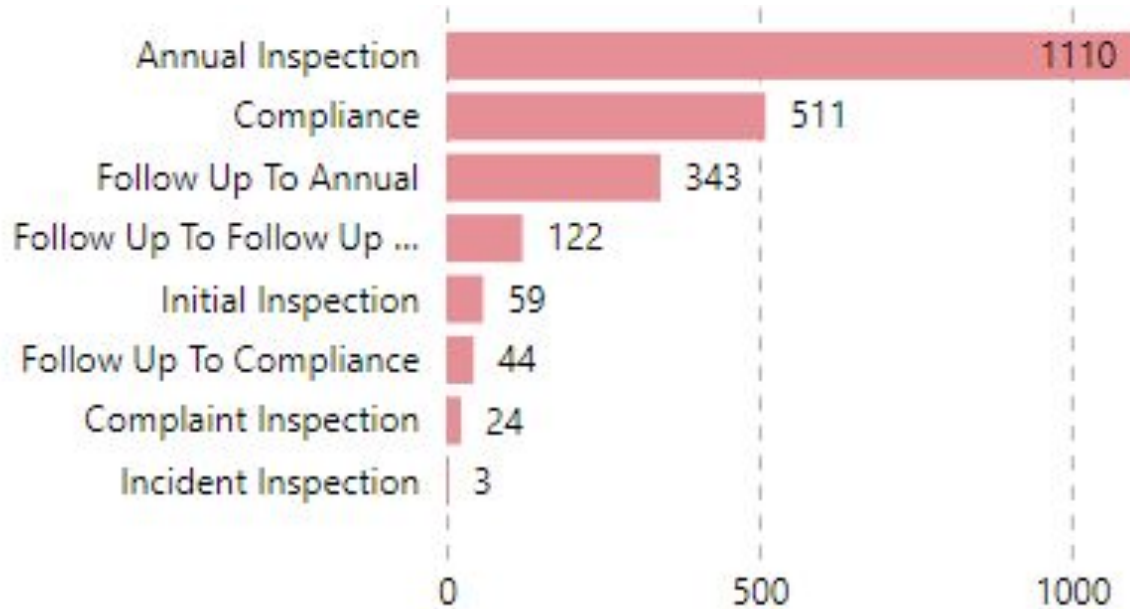
Total Deficiencies by Action for Type I Centers January 2024 through August 8, 2024



Total Deficiencies by Action for Type II Centers January 2024 through August 8, 2024



Total Deficiencies by Action for Type III Centers January 2024 through August 8, 2024





Director or Director Designee

Director or Director Designee

The director or director designee plays an important role in ensuring the day-to-operations of the facility runs smoothly. It is important to appoint a person who is dependable and able to respond to long-range and immediate needs.

The well-being of the children, the confidence of the parents/guardians of children in the facility's care, and the consistent professional growth of the staff depend largely upon the knowledge, skills, and presence of a director.

Director or Director Designee

One of the most important skills a director should have is management skills. It can be viewed mainly as a means of support for the key role of educational leadership that a director provides. A skilled director should know how to use early care and education consultants such as health, education, mental health, and community resources and to identify specialized personnel to enrich the staff's understanding of health, development, behavior, and curriculum content.

Past experience working in an early childhood setting is essential to running a facility.

Director or Director Designee

The director or director designee shall be responsible for planning, managing, and controlling the center's daily activities, as well as responding to parental concerns and ensuring that minimum licensing requirements are met.

- Each center must have a director or director designee that has been qualified ([Bulletin 137 Section 1709](#)) and approved by the Department.
- The director/director designee shall be at least 21 years of age.
- The director or director designee shall be an on-site, full-time staff person at the center during the daytime hours of operation (prior to 9 p.m.).
 - Note full-time is defined as at least 32 hours a week.
- When the director is not an on-site full-time employee at the licensed location, there shall be a qualified director designee who is an on-site full-time employee at the licensed location.

More than 42 Children in Care

- When the number of children present at an early learning center exceeds 42, the duties of the director or director designee must consist only of performing administrative duties.

OR

- There must be an individual present whose job duties consist solely of administrative duties and of ensuring that staff members working with children do not leave their classrooms to handle administrative duties.

Staff-In-Charge

- When the director or director designee is not on the premises due to a temporary absence, there must be an individual appointed as staff-in-charge.
 - Note: A temporary absence is an absence of less than 11 consecutive business days, or during nighttime care hours.
- The staff-in-charge must be at least age 21.
- The staff-in-charge must have the authority to respond to emergencies, inspections, parental concerns, and have access to all required information.

Staff

- Staff age 18 or older may be included in the child-to-staff ratio and may work without the direct supervision of another adult staff member.
- Staff age 16 and 17 may be included in the child-to-staff ratio if the person works under the direct supervision of an adult staff member.



Engagement Activity

Engagement Activity 3

Scenario #1

The director is going to a conference for 2 days. There is no qualified director designee.

- Who should be in charge of operations until the director's return?
- What should the person in charge of the operations have access to?
- What should be the age of the person in charge?

Supervision



Supervision

Supervision is basic to safety, prevention of injury, and maintaining quality child care.

Staff must directly supervise children in care by sight and hearing at all times:

- When the children are going to sleep
- Sleeping
- Beginning to wake up
- Indoors
- Outdoors

Supervision

Staff should regularly count children (name to face on a scheduled basis, at every transition, and whenever leaving one area and arriving at another), going indoors or outdoors, to confirm the safe whereabouts of every child at all times. Additionally, staff must be able to state how many children are in their care at all times.

Many critical incident reports have been submitted where a child has hidden when the group was moving to another location or when a child wandered off when a door was opened for another purpose. Regular counting of children (name to face) will alert the staff to begin a search before the child gets too far, into trouble, or slips into an unobserved location.

Staff should record the count on an attendance sheet along with notations of any children joining or leaving the group. The counts should be conducted before the group leaves an area and when the group enters a new area.

Supervision

The importance of supervision is not only to protect children from physical injury, but from harm that can occur from topics discussed by children or by teasing/bullying/inappropriate behavior.

It is the responsibility of caregivers/ teachers to monitor what children are talking about and intervene when necessary.

Bulletin 137 Supervision Requirements

Supervision is defined as the function of observing, overseeing, and guiding a child or group of children, that includes awareness of and responsibility for the ongoing activity of each child and being near enough to intervene if needed. Supervision requires physical presence with visual contact, accountability for care of the children, knowledge of activity requirements, and knowledge of the abilities and needs of the children.

Bulletin 137 Supervision Requirements

Children shall be supervised at all times:

- in the center,
- on the playground,
- on field trips,
- on non-vehicular excursions, and
- during all water activities and water play activities.

Bulletin 137 Supervision Requirements

Children shall not be left alone in any room, (except the restroom as indicated in Subsection G of this Section or when being provided services by therapeutic professionals, as defined in [§103](#)), outdoors, or in vehicles, even momentarily, without staff present.

There must be staff person assigned to supervise specific children whose names and whereabouts that staff person has to know and with whom the staff person must be physically present. The staff must be able to state how many children are in their care at all times.

Bulletin 137 Supervision Participation Requirements

While supervising a group of children, staff must devote their time to supervising the children, meeting the needs of the children, and participating with them in their activities.

Staff duties that include cooking, housekeeping or administrative functions cannot interfere with the supervision of children.

Bulletin 137 Restroom Supervision Requirements

Children who are developmentally able may be permitted to go to the restroom independently at an early learning center, provided that:

- A staff member is in proximity to and can see the children to ensure immediate intervention to safeguard a child from harm while in the restroom.
- Individuals who are not staff members may not enter the center restroom area while in use by any child other than their own child.

A child age four and older may be permitted to go and return from the restroom without staff.

Bulletin 137 Restroom Supervision Requirements

Staff members should be ready to provide help and guidance when children are ready to use the toilet correctly and independently.

Older preschool children and school-age children may use toilet facilities without direct visual observation but must remain within hearing range in case children need assistance and to prevent inappropriate behavior.

Younger children who request privacy and have shown capability to use toilet facilities properly should be given permission to use separate and private toilet facilities.

Bulletin 137 Rest Time Supervision Requirements

If there are two rooms that share a common doorway, one staff member may supervise the resting children in both rooms.

If the view of the staff supervising the children is obstructed by an object such as a low shelving unit, children shall be checked by sight by staff circulating among the resting children.

Methods of Supervision of Children

Active and positive supervision on the playground involves:

- Knowing each child's abilities
- Establishing clear and simple safety rules
- Being aware of and scanning for potential safety hazards
- Placing yourself in a strategic position so you are able to adapt to the needs of the child
- Scanning play activities and circulating around the area
- Focusing on the positive rather than the negative to teach a child what is safe for the child and other children
- Teaching children the developmentally appropriate and safe use of each piece of equipment (e.g., using a slide correctly—feet first only—and teaching why climbing up a slide can cause injury, possibly a head injury).
- Regular counting of children



Engagement Activity

Engagement Activity 4

True or False:

- Children must be supervised at all times.
- One method of supervision is regularly counting of children.
- It is okay to leave children unsupervised for a second while a teacher grabs a piece of paper.

Share supervision techniques for transitions:

- To and from the playground
- To and from the cafeteria
- To and from different classrooms

Behavior Management

The image features a central white rectangular area with a fine, woven texture. This area is set against a dark purple, marbled background. To the right and bottom of the white area, there are several overlapping, L-shaped decorative elements. These elements are colored in a sequence from top to bottom: dark blue, orange, and teal. Each shape is slightly offset to the right and down from the one above it, creating a layered, 3D effect.

Behavior Management

[Bulletin 137](#) defines behavior management as the ongoing positive process of helping children develop inner control so that they can manage their own behavior in an appropriate and acceptable manner by using corrective action to change the inappropriate behavior.

Caring For Our Children National Health and Safety Performance Standards Guidelines for Early Care and Education Programs Fourth Edition suggests that discipline should be an ongoing process to help children learn to manage their own behavior in a socially acceptable manner, and should not just occur in response to a problem behavior. Rather, the adult's guidance helps children respond to difficult situations using socially appropriate strategies.

Behavior Management

To develop self-control, children should receive adult support that is individual to the child and adapts as the child develops internal controls.

This process should include:

- Forming a positive relationship with the child
- Basing expectations on children's developmental level
- Establishing simple rules children can understand
- Creating a predictable daily routine and schedule
- Using encouragement and descriptive praise
- Using clear, direct, and simple commands
- Showing children positive alternatives rather than just telling children "no"

Bulletin 137 Behavior Management Requirements

Each center must have a behavior management policy established in writing, that is prominently posted or show parent's signature of receipt.

The policy must prohibit the following:

- Physical or corporal punishment
- Verbal abuse
- The threat of a prohibited action even if there is no intent to follow through with the threat
- Being disciplined by another child
- Being bullied by another child
- Being deprived of food or beverages
- Being restrained by devices such as high chairs or feeding tables for disciplinary purposes
- Having active play time withheld for disciplinary purposes

Please keep in mind that no child not even your own child can be subject to any of the prohibited behaviors while in an early learning center.

Bulletin 137 Time Out Requirements

The behavior management policy must also address whether or not the center makes use of time out.

If the center uses time out, the policy must address the minimum requirements and cannot be used for children under age two.

- Time out must take place within sight of staff.
- The length of each time out shall be based on the age of the child and shall not exceed one minute per year of age.
- For children over age six, a time out may be extended beyond one minute per year of age, if a signed and dated statement, including a maximum time limit, from the parent granting such permission, is on file at the center.

Bulletin 137 Addressing Behaviors Requirements

Additionally, the behavior management policy must establish steps for addressing behaviors identified by the site as dangerous and/or out of control behaviors.

Suspension or expulsions should only be considered as a final action after the implementation of behavior support strategies, including at a minimum:

- Engaging parents by written communication and/or parent conference
- Providing a referral to EarlySteps, Child Search, and/or mental health consultant if appropriate



Safe Sleep

Safe Sleep Practices

Safe sleep practices help reduce the risk of sudden unexpected infant deaths (SUIDs).

Facilities should consider developing a written policy describing the practices to be used to promote safe sleep for infants. The policy should explain that these practices aim to reduce the risk of SUIDs, including sudden infant death syndrome (SIDS), suffocation and other deaths that may occur when an infant is in a crib or asleep.

Safe Sleep Practices

Required Safe Sleep Practices recommended by the American Academy of Pediatrics (AAP).

- Infants up to twelve months of age should be placed for sleep on their back for every nap or sleep.
- Infants should be placed for sleep in safe sleep environments; which include a firm crib mattress covered by a tight-fitting sheet in a safety-approved crib.
- Infants should not nap or sleep in any other type of furniture/equipment that is not a safety-approved crib.
- If an infant arrives at the facility asleep in a car safety seat, the parent/guardian or caregiver/teacher should immediately remove the sleeping infant.

Safe Sleep Practices

- If an infant falls asleep in any place that is not a safe sleep environment, staff should immediately move the infant.
- Soft or loose bedding should be kept away from sleeping infants and out of safe sleep environments.
- Swaddling infants when they are in a crib is not necessary or recommended, but rather one-piece sleepers should be used.
- Toys, including mobiles and other types of play equipment that are designed to be attached to any part of the crib should be kept away from sleeping infants and out of safe sleep environments

Safe Sleep Practices

- When placing infants in their crib for sleep, they should check to ensure that the temperature in the room is comfortable for a lightly clothed adult, check the infants to ensure that they are comfortably clothed (not overheated or sweaty), and that bibs, necklaces, and garments with ties or hoods are removed.
- Infants should be directly observed by sight and sound at all times, including when they are going to sleep, are sleeping, or are in the process of waking up;
- Bedding should be changed between children, and if mats are used, they should be cleaned between uses.

Bulletin 137 Safe Sleep Practices Requirements

Only one infant shall be placed in a crib.

All infants shall be placed on their backs for sleeping.

- Written authorization from a physician is required for any other sleeping position.
- Written notice of the specifically authorized sleeping position shall be posted on or near the crib.

Infants shall not be placed in positioning devices, unless the center has written authorization from a physician to use a positioning device.

Bulletin 137 Safe Sleep Practices Requirements

Written authorization from a physician is required for a child to sleep in a car seat or other similar device and shall include the amount of time that the child is allowed to remain in said device.

- “Back To Sleep” signs shall be posted in the room where infants sleep.
- Infants who use pacifiers shall be offered their pacifier when they are placed to sleep, but it shall not be placed back in the mouth once the child is asleep.
- Bibs shall not be worn by any child while asleep.
- Nothing shall be placed over the head or face of an infant.
- A safety approved crib shall be available for each infant.

Bulletin 137 Safe Sleep Practices Requirements

Children are prohibited from sleeping in playpens or cribs with mesh sides.

Cribs shall be free of toys and other soft or loose bedding, including comforters, blankets, sheets, bumper pads, pillows, stuffed animals and wedges when the child is in the crib.



Engagement Activity

Engagement Activity 6

Volunteer to demonstrate of safe sleep practice using baby doll.



Critical Incidents and Required Notifications

Critical Incidents and Required Notifications

Emergency situations are not conducive to calm and composed thinking. Have you thought about a written plan for reporting and managing critical incidents?

A written plan would provide the opportunity to prepare and prevent poor judgements made under the stress of an emergency. Just like conducting practice drills, mock drills for critical incidents can help ease tension and build confidence in the staff's ability to respond calmly in the event of a real critical incident.

Critical Incidents and Required Notifications

The following types of critical incidents involving children in care require notification:

- Death
- Serious injury or illness that required medical attention
- A child left unsupervised for any amount of time
- Use of prohibited behavior management as described in §1509
- Allegations or suspicion of child abuse or neglect by center staff
- An accident involving the transportation of children
- Any child given the wrong medication or an overdose of the correct medication

Critical Incidents and Required Notifications

- A physical altercation between adults in the presence of children on the premises;
- Reportable infectious diseases and conditions outlined in LAC 51:II.105;
- Any other significant event relating to the health, safety, or well-being of any child, including but not limited to a lost child, an emergency situation, fire or other structural damage, or closure of the center.

Critical Incidents and Required Notifications

The following shall be notified immediately and in the order listed below as applicable:

1. Emergency personnel when dealing with any medical incident.
2. Law enforcement.
3. Parent.

Critical Incidents and Required Notifications

The following shall be notified via email within 24 hours of the incident, or no later than the next business day if the incident occurred on a Friday or on a recognized state holiday:

- LDOE. The written notification must be
 - made for all of the critical incidents identified
 - made on the LDOE critical incidents report form
 - contain all information requested on the form
- DCFS. Report all incidents such as child endangerment and examples provided in mandated reporting training
- LDH. Report all incidents such as safety and sanitation issues as well as infectious diseases and conditions.
- OSFM. Report all incidents related to OSFM regulations.
- Any other appropriate agencies, including but not limited to, local or city fire marshal or the Department of Environmental Quality.

Motor Vehicle Checks



Motor Vehicle Passenger Checks

A visual passenger check of a vehicle is required to ensure that no child is left in the vehicle.

1. A staff person shall physically walk through the vehicle and inspect all seat surfaces, under all seats, and in all enclosed spaces and recesses in the interior of the vehicle.
2. The staff member shall record the time of the visual passenger check and sign the log, indicating that no child was left on the vehicle.

For field trips, each vehicle shall have a visual passenger check and a face-to-name count conducted at all of the following times:

1. Prior to leaving center for destination
2. Upon arrival at and prior to departure from each destination
3. Upon return to center

For daily transportation services, the vehicle shall have a visual passenger check made at the completion of each trip or route, prior to the staff member exiting the vehicle.



Bulletin 137 July 2024 Revisions

Bulletin 137 July 2024 Revisions

In March 2024, the Board of Elementary and Secondary Education approved revisions to [Bulletin 137](#).

- Chapter 1- Clarifies Provisionally Employed Staff, and adds a definition for a Supplement.
- Chapter 7 - Clarifies requirements for validity of licenses.
- Chapter 9 - Requires verification of compliance with licensing regulations before a change in location or change of ownership could take place
- Chapter 11 - Requires forms being submitted to be located indicated on critical incident form.
- Chapter 15 - Update attendance records to require the date is captured and technical change to monitor policy for provisionally employed staff
- Chapter 17 - Updates to child to child-to-staff ratio requirements for children age 2 years old and to Health and Safety training requirements. Additional information to be provided by October 2024.
- Chapter 18 - Clarifies requirements for monitoring of provisionally employed staff.
- Chapter 19 - Updates safety requirements regarding prohibited items and adds requirements for supplements.



Closing

Closing Activity

Participants to share one topic that is more clear that was not as clear before this session.

Closing



Thank you for your attention and participation in this session for Bulletin 137 Hot Topics for licensed early learning centers.

We hope you were provided with a better understanding of the rules and regulations regarding the most commonly cited deficiencies.



Early Childhood Contacts

Contact Information

Each Early Learning Center has a Licensing Consultant.

First Letter of Center's Name	Licensing Consultant
L, T	alicia.bourgeois2@la.gov
M, S	alicia.brown@la.gov
D, J, K	autumn.sullivan@la.gov
A, N, O, U, V, W	curieni.jackson2@la.gov
C, I, Y, Z	daryneshia.weaver2@la.gov
B, E, F, H, Q, X	nyshekita.travis@la.gov
G, R, P	phyllis.politz@la.gov

Contact Information

Child Care Licensing

- Call 225-342-9905
- Email ldelicensing@la.gov
- Email licensing consultants directly

Child Care Assistance Program (CCAP)

- Call 225-250-7635 or 225-614-5917
- Email ldeccap@la.gov or enter a [ticket](#) at the Provider Help Desk

Child Care Provider Certification

- Email providercertification@la.gov

Child Care Criminal Background Checks (CCCBCs)

- Call 225-342-2716 or 225-342-5311
- Email ldcccbbcprocessing@la.gov


General Early Childhood Support

- Email earlychildhood@la.gov





Thank you



EARLY CHILDHOOD
CONFERENCE 2024
SHAPING LOUISIANA'S FUTURE



LOUISIANA DEPARTMENT OF
EDUCATION