



## NAEYC Early Childhood Program Standards and Accreditation Criteria & Guidance for Assessment

This document incorporates the language of all NAEYC Early Childhood Program Standards and Accreditation Criteria, including 39 criteria that are not currently assessed by the NAEYC Academy. (For more information about criteria that the Academy does not currently assess, [click here](#)). When applicable, the language of the criteria includes Guidance for Assessment, which both explains how the criteria are assessed by NAEYC and clarifies the intent of the criteria.

On April 1, 2014, five criteria were revised to reflect current best practice. [Read more.](#)

The entries below contain the following information:

|   |   |   |
|---|---|---|
| <b>Age Category</b><br>I = Infant<br>T = Toddler/Two<br>P = Preschool<br>K = Kindergarten | <b>Assessment Category</b><br>Required<br>Always Assessed<br>Randomly Assessed<br>Emerging Practice<br>Not Currently Assessed | <b>Source(s) of Evidence</b><br>O = Observable Criteria<br>PP = Program Portfolio<br>CP = Classroom Portfolio<br>TS = Teaching Staff Survey<br>FS = Family Survey |
|---|---|---|

**Guidance for Overall Rating**  
 Gray background; justified left; applies to overall criterion to indicate when an overall rating is appropriate.

**Guidance for Specific Indicator**  
 Gray background; indented; applies to indicator listed above.

**Guidance for Overall Criterion**  
 Gray background; justified left; applies to entire criterion and all indicators; bolded print indicates new guidance.

| Criterion Number  | Age Category  | Assessment Category | Source(s) of Evidence |
|---|---|---------------------|-----------------------|
| <b>3.B.12</b>   | <b>T-P-K</b>  | <b>Random</b>       | <b>O, FS, PP</b>      |
| <i>Rate 'NoOpp' if no challenging behaviors are observed.</i>   |   |                     |                       |
| Teachers address challenging behavior by  |   |                     |                       |
| <b>a</b>  | assessing the function of the child's behavior.   |                     |                       |
| <b>b</b>  | convening families and professionals to develop individualized plans to address behavior. |                     |                       |
| <i>Rate 'NoOpp' if no evidence is seen in the classroom.<br/>The individualized plans do not have to be formal IEPs, but may consist of informal meetings, phone calls, emails, and/or other modes of communication to discuss plans to address the behaviors.</i>  |   |                     |                       |
| <b>c</b>  | using positive behavior support strategies.   |                     |                       |
| <i>Evidence may include such things as policies, examples of how the program addressed a challenging behavior in the past, or notes between parents and teachers.<br/>           Definition of challenging behavior: "Challenging behavior is any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser &amp; Rasminsky, <i>Challenging Behavior in Young Children</i> (2<sup>nd</sup> Ed.), Pearson Education Inc., 2007, p. 8).<br/>           Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("You can't play with us", verbal bullying), tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.)</i> |   |                     |                       |

When reading guidance, note the possible ratings used by NAEYC Assessors and their definitions below:

- **'Yes'**: Evidence is found; criterion or indicator is met.
- **'No'**: No evidence is found, or evidence is insufficient to meet criterion or indicator.
- **'N/A'** (Not Applicable): The criterion or indicator does not apply to this group. The 'N/A' rating is only available if it is noted.
- **'NoOpp'** (No Opportunity): There was no opportunity to observe the criterion or indicator during the specific observation. The 'NoOpp' rating is only available if it is noted. While 'NoOpp' may be used for a specific, time-limited observation, it is expected that groups display evidence of the criterion sometime throughout the day.
- **'Not Age'**: The criterion or indicator does not apply to the age category being observed. The 'Not Age' rating is only available if it is noted.

Definitions of terms used throughout guidance:

- **'Varied'** or **'Multiple'**: More than one.
- **'Such as'** or **'for example'**: Examples which may be used as evidence but do not necessarily need to be seen to meet the criterion or indicator.

**Standard 1 – Relationships**

**1.A. – Building Positive Relationships among Teachers and Families**

| 1.A.01   |   | I-T-P-K | Random | O, FS, CP |
|--|---|---------|--------|-----------|
| <b>a</b>   | Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication. |         |        |           |
| <i>Look for examples of TWO-WAY communication efforts by teaching staff with families of children in the classroom. Rate 'Yes' if evidence includes clear invitations from staff to receive family communications. Rate 'NoOpp' if no evidence or partial evidence of two-way communication (e.g., parent board with lesson plan, menu, and events calendar) is observed. Rate as 'No' if missed opportunities for two-way communication are observed.</i> |   |         |        |           |

| 1.A.02   |  | I-T-P-K | Random | PP, FS |
|--|--|---------|--------|--------|
| <b>a</b>   | Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure. |         |        |        |
| <i>Evidence may include information from general intake forms or informal communications with families about these issues.</i> |  |         |        |        |

| 1.A.03  |  | I-T-P-K | Random | O, FS, CP |
|---|--|---------|--------|-----------|
| Teachers communicate with family members on an ongoing basis to...  |  |         |        |           |
| <b>a</b>  | learn about children's individual needs and          |         |        |           |
| <b>b</b>  | ensure a smooth transition between home and program. |         |        |           |
| <i>Evidence may include things such as dialogue books, whiteboards that describe what children are doing, or conversations with family members who are in the classroom. At least two examples of communication must be seen, one of which could be part of introductory materials. Rate 'NoOpp' if no examples are seen or if only one example is observed. Rate as 'No' if missed opportunities for communication are observed.</i> |  |         |        |           |

| 1.A.04   |  | I-T-P-K | Not Currently Assessed: Best Practice |  |
|--|--|---------|---------------------------------------|--|
| <b>a</b>   | Teachers are sensitive to family concerns and reassure family members who are concerned about leaving children in non-family care. |         |                                       |  |
| <i>Examples may include conversations with family members.</i> |  |         |                                       |  |

| 1.A.05   |   | I-T-P-K | Random | O, FS, CP |
|--|---|---------|--------|-----------|
| <b>a</b>   | Teachers share information with families about classroom rules, expectations, and routines not only at enrollment but also as needed throughout the year. |         |        |           |
| <i>Evidence may include dialogue books, flyers, whiteboards that describe what children are doing, or conversations or other communication efforts with family members who are in the classroom.</i> |   |         |        |           |

**1.B. – Building Positive Relationships between Teachers and Children**

| 1.B.01   |   | I-T-P-K | Random | O |
|----------|---|---------|--------|---|
| <b>a</b> | Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection. |         |        |   |

| 1.B.02   |   | I-T-P-K | Random | O |
|----------|---|---------|--------|---|
| <b>a</b> | Teaching staff express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles. |         |        |   |

| 1.B.03  |                                 | I-T-P-K | Random | O |
|---|---------------------------------|---------|--------|---|
| Teaching staff are consistent and predictable in their  |                                 |         |        |   |
| <b>a</b>  | physical and                    |         |        |   |
| <b>b</b>  | emotional care of all children. |         |        |   |
| <i>Look for evidence that teaching staff are responsive to the physical and emotional care needs of all the children. Rate as 'Yes' UNLESS there are clear missed opportunities for staff to be responsive to the care needs of the children.</i> |                                 |         |        |   |

| 1.B.04   |   | I-T-P-K | Random | O |
|--|---|---------|--------|---|
| <b>a</b>   | Teaching staff encourage and recognize children’s work and accomplishments. |         |        |   |
| <i>For observation purposes the experience of most of the children is assumed to be equivalent for every child unless there is evidence to the contrary. Watch for teaching staff conversations that (1) encourage children to try new things; and (2) recognize attempts and success in all developmental areas. Evidence may also include such things as photographs, class made books, class displays, and newsletters.</i> |   |         |        |   |

| 1.B.05   |  | I-T-P-K | Random | O |
|--|--|---------|--------|---|
| Teaching staff function as secure bases for children. They respond promptly in developmentally appropriate ways to children’s  |  |         |        |   |
| <b>a</b>   | positive initiations,                          |         |        |   |
| <b>b</b>   | negative emotions, and                         |         |        |   |
| <b>c</b>   | feelings of hurt and fear                      |         |        |   |
| <b>d</b>   | by providing comfort, support, and assistance. |         |        |   |
| <i>Watch for teaching staff’s sensitivity to individual children (versus treating all children basically the same way). When there is not an opportunity to observe all indicators, credit should be given UNLESS there are clear missed opportunities when indicators would be expected to be observed.</i> |  |         |        |   |

| 1.B.06  |   | I-T-P-K | Random | O |
|---|---|---------|--------|---|
| <b>a</b>  | Teaching staff encourage children’s appropriate expression of emotions, both positive (e.g., joy, pleasure, excitement) and negative (e.g., anger, frustration, sadness). |         |        |   |
| <i>Watch for teaching staff’s sensitivity to individual children (versus treating all children basically the same way). Rate as ‘Yes’ UNLESS there are clear missed opportunities for staff to encourage appropriate expressions of emotions.</i> |   |         |        |   |

| 1.B.07   |                      | I-T-P-K | Random | O |
|--|----------------------|---------|--------|---|
| Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to   |                      |         |        |   |
| <b>a</b>   | differing abilities, |         |        |   |
| <b>b</b>   | temperaments,        |         |        |   |
| <b>c</b>   | activity levels, and |         |        |   |
| <b>d</b>   | cognitive and        |         |        |   |
| <b>e</b>   | social development.  |         |        |   |
| <i>Watch for teaching staff’s sensitivity to individual children (versus treating all children basically the same way). When there is not an opportunity to observe all indicators, credit should be given UNLESS there are clear missed opportunities when indicators would be expected to be observed.</i> |                      |         |        |   |

| 1.B.08  |  | I-T-P-K | Random | O |
|---|--|---------|--------|---|
| <b>a</b>  | Teaching staff support children’s competent and self-reliant exploration and use of classroom materials. |         |        |   |
| <i>Evidence may include opportunities for interaction with materials, unstructured activities, free play, etc. A posted schedule indicating there are opportunities for unstructured activities and/or free play etc. would also be acceptable. For infants, teaching staff assisting children with exploration of the environment and materials is acceptable.</i> |  |         |        |   |

| 1.B.09   |   | I-T-P-K | Required | O, PP |
|--|---|---------|----------|-------|
| <b>a</b>   | Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion. |         |          |       |
| <i>Rate ‘No’ if any person employed by or volunteering for the program physically punishes and/or psychologically abuses or coerces a child.</i> |   |         |          |       |

| 1.B.09   | I-T-P-K | Required | O, PP |
|--|---------|----------|-------|
| <p><i>This is a required criterion. If a child is in immediate danger, assessors must immediately notify the program administrator and contact the NAEYC Academy. If the assessor determines that this criterion is not fully met after the observation, assessors must note this on the Required Criterion Report Form. If during the Program Portfolio review, the assessor determines that this criterion is not fully met, the assessor MUST list it on the Missing Evidence Request Form (MERF). If the criterion is still not fully met after the program responds to the MERF, assessors must note this on the Required Criterion Report Form. The Required Criterion Report Form is shared with the program administrator at the Closing Meeting, at which point the Program Administrator will be given a chance to respond in writing directly on the Required Criterion Report Form; OR choose not to respond during the site visit by checking the appropriate box on the form; AND/OR provide additional contextual information to the NAEYC Academy as part of the Administrator Evaluation of the Site Visit.</i></p> |         |          |       |

| 1.B.10   | I-T-P-K  | Always | O, PP |
|--|--|--------|-------|
| <b>a</b>   | Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline. |        |       |
| <p><i>Any instance of threats, derogatory remarks or the withholding of food as discipline will result in rating 'No' on this criterion. Having children experience logical consequences (such as missing snack if they choose not to eat with the group) is not the same as threatening to withhold food. However, if a child is then unable to fully participate in the group due to hunger, some food should be made available.</i></p> |  |        |       |

| 1.B.11   | I   | Random | O |
|--|---|--------|---|
| Teaching staff engage infants in frequent face-to-face social interactions each day. These include both... |   |        |   |
| <b>a</b>   | verbal behaviors (e.g., talking, cooing, repeating infant sounds, singing) and. |        |   |
| <b>b</b>   | nonverbal behaviors (e.g., smiling, touching, holding).                         |        |   |

| 1.B.12   | I  | Random | O |
|--|--|--------|---|
| <b>a</b>   | Teaching staff give one-to-one attention to infants when engaging in caregiver routines. |        |   |
| <p><i>Caregiver routines include feeding (bottle or solids), diaper changing, changing clothes, and cleaning the infant.</i></p> |  |        |   |

| 1.B.13   | I-T  | Random | O |
|--|--|--------|---|
| <b>a</b>   | Teaching staff adjust their interactions to infants' and toddlers'/twos' various states and levels of arousal. |        |   |
| <p><i>Teachers are aware of how their own behavior and voice level affects children, and they modify or modulate their interactions with children based on each child's reactions, for example, if a child is reacting negatively to being held too much or too closely.</i></p> |  |        |   |

| 1.B.14   | I-T  | Random | O |
|--|--|--------|---|
| Teaching staff quickly respond to infants and toddlers/twos' cries or other signs of distress by |  |        |   |
| <b>a</b>   | providing physical comfort and   |        |   |
| <b>b</b>   | [providing] needed care.   |        |   |
| <b>c</b>   | Teaching staff are sensitive to infants' and toddlers'/twos' various signals and learn to read their individual cries. |        |   |
| <p><i>Rate as 'NoOpp' if no cries or other signs of distress are observed.</i></p>               |  |        |   |

| 1.B.15   | T-P-K   | Random | O |
|--|---|--------|---|
| Teaching staff talk frequently with children and listen to children with attention and respect. They...                                    |   |        |   |
| <b>a</b>   | respond to children's questions and requests.                                       |        |   |
| <b>b</b>   | use strategies to communicate effectively and build relationships with every child. |        |   |
| <b>c</b>   | engage regularly in meaningful and extended conversations with each child.          |        |   |
| <p><i>The experience of most of the children is assumed to be equivalent for every child unless there is evidence to the contrary.</i></p> |   |        |   |

**1.C. – Helping Children Make Friends**

| <b>1.C.01</b> |   | <b>I</b> | <b>Random</b> | <b>O</b> |
|---------------|---|----------|---------------|----------|
| <b>a</b>      | Teaching staff facilitate an infant’s social interaction when he or she is interested in looking at, touching, or vocalizing to others. |          |               |          |

| <b>1.C.02</b>   |   | <b>T-P-K</b> | <b>Random</b> | <b>O</b> |
|---|---|--------------|---------------|----------|
| <b>a</b>  | Teaching staff support children’s development of friendships and provide opportunities for children to play with and learn from each other. |              |               |          |
| <i>Evidence could include: staff attempts to bring unengaged children into play, working with children to negotiate materials or rules, or helping children express their feelings and emotions to each other. Evidence may also include schedules that include multiple groupings and clean up times; and environments that provide for small (2 children) and larger groupings.</i> |   |              |               |          |

| <b>1.C.03</b>  |                     | <b>T-P-K</b> | <b>Random</b> | <b>O, CP</b> |
|--|---------------------|--------------|---------------|--------------|
| Teaching staff support children as they practice social skills and build friendships by helping them:  |                     |              |               |              |
| <b>a</b>   | enter into [play],  |              |               |              |
| <b>b</b>   | sustain [play], and |              |               |              |
| <b>c</b>   | enhance play.       |              |               |              |
| <i>Evidence includes staff who are trying to bring unengaged children into play, working with children to negotiate materials or rules, or making play more complex.</i> |                     |              |               |              |

| <b>1.C.04</b>  |                            | <b>T-P-K</b> | <b>Random</b> | <b>O</b> |
|--|----------------------------|--------------|---------------|----------|
| Teaching staff assist children in resolving conflicts by helping them:   |                            |              |               |          |
| <b>a</b>   | identify feelings,         |              |               |          |
| <b>b</b>   | describe problems, and     |              |               |          |
| <b>c</b>   | try alternative solutions. |              |               |          |
| <i>Staff immediately solving conflicts for children without giving children a chance to resolve the issue first is considered as negative evidence. Rate as ‘Yes’ if no evidence of conflicts is observed.</i> |                            |              |               |          |

| <b>1.C.05</b>  |  | <b>T-P-K</b> | <b>Random</b> | <b>O</b> |
|--|--|--------------|---------------|----------|
| <b>a</b>   | Teaching staff guide children who bully, isolate, or hurt other children to learn and follow the rules of the classroom. |              |               |          |
| <i>Rate as ‘Yes’ if no evidence of socially withdrawn children, victims or bullying is observed.</i> |  |              |               |          |

| <b>1.C.06</b>  |  | <b>T-P-K</b> | <b>Random</b> | <b>O</b> |
|--|--|--------------|---------------|----------|
| Teaching staff facilitate positive peer interaction for children who are                             |  |              |               |          |
| <b>a</b>   | socially reserved or withdrawn and     |              |               |          |
| <b>b</b>   | for those who are bullied or excluded. |              |               |          |
| <i>Rate as ‘Yes’ if no evidence of socially withdrawn children, victims or bullying is observed.</i> |  |              |               |          |

**1.D. – Creating a Predictable, Consistent, and Harmonious Classroom**

| <b>1.D.01</b>   |  | <b>I-T-P-K</b> | <b>Always</b> | <b>O, CP</b> |
|---|--|----------------|---------------|--------------|
| Teaching staff counter potential bias and discrimination by...  |  |                |               |              |
| <b>a</b>  | treating all children with equal respect and consideration.  |                |               |              |
| <b>b</b>  | initiating activities and discussions that build positive self-identity and teach the valuing of differences.                                      |                |               |              |
| <i>Evidence includes materials and books that portray children as unique individuals and show different cultures, ethnicities, and backgrounds.</i> |  |                |               |              |
| <b>c</b>  | intervening when children tease or reject others.  |                |               |              |
| <i>Rate ‘Not Age’ for infant groups. Rate as ‘Yes’ if no incidents of teasing or rejection occur during observation.</i>                            |  |                |               |              |
| <b>d</b>  | providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations. |                |               |              |

| 1.D.01   | I-T-P-K                                      | Always | O, CP |
|--|--|--------|-------|
| <i>Evidence may include diversity within the program itself, for example: a male teacher; staff and enrollment reflecting multiple ethnicities; multiple languages spoken; enrollment of a child who uses a wheelchair. Classroom materials do not generalize groups of people based upon ethnicity, gender, ability, geography, or age.</i>   |  |        |       |
| <b>e</b>   | avoiding stereotypes in language references. |        |       |
| <i>Rate as 'Yes' if no instances of stereotypical language are observed. Evidence for avoiding stereotypes in language references may include providing equal opportunities for all children to discuss and participate in leadership roles, and in activities such as dramatic play where children may choose to participate in non-stereotypical roles. References to age, sex, religion, race, ability, etc. should be used only if they are relevant and not in a way the negatively "labels" individuals or groups of people. Written evidence may include policies in the staff and/or parent handbooks regarding language used in the classroom, and/or how to choose materials for the program, lesson plans, pictures and in-service or staff meeting notes or minutes.</i> |  |        |       |

| 1.D.02   | T-P-K       | Random | O, CP |
|--|-------------|--------|-------|
| Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom  |             |        |       |
| <b>a</b>   | rules,      |        |       |
| <b>b</b>   | plans, and  |        |       |
| <b>c</b>   | activities. |        |       |
| <i>Practices for meeting this criterion could include labeling and discussing classroom rules and schedules or offering children choices in selecting areas or materials in which to play.</i> |             |        |       |

| 1.D.03   | T-P-K  | Random | O |
|--|--|--------|---|
| <b>a</b>   | Teaching staff anticipate and take steps to prevent potential behavior problems. |        |   |
| <i>Rate as 'Yes' if no behavior problems are observed.</i> |  |        |   |

| 1.D.04   | T-P-K   | Random | O, CP |
|--|---|--------|-------|
| Teachers help children talk about  |   |        |       |
| <b>a</b>   | their own and   |        |       |
| <b>b</b>   | others' emotions.   |        |       |
| They provide opportunities for children to   |   |        |       |
| <b>c</b>   | explore a wide range of feelings and the different ways that those feelings can be expressed. |        |       |
| <i>Evidence includes books, posters, lesson plans, materials and conversation.</i> |   |        |       |

| 1.D.05   | T-P-K   | Random | O |
|--|---|--------|---|
| Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They |   |        |   |
| <b>a</b>   | model turn taking and sharing as well as caring behaviors.                              |        |   |
| <i>Modeling can be staff-to-staff or staff-to-child interactions.</i>  |   |        |   |
| <b>b</b>   | help children negotiate their interactions with one another and with shared materials.  |        |   |
| <b>c</b>   | engage children in the care of their classroom.   |        |   |
| <b>d</b>   | ensure that each child has an opportunity to contribute to the group.                   |        |   |
| <b>e</b>   | encourage children to listen to one another.  |        |   |
| <b>f</b>   | encourage and help children to provide comfort when others are sad or distressed.       |        |   |
| <i>Rate as 'NoOpp' if no children are observed to be sad or distressed.</i>  |   |        |   |
| <b>g</b>   | use narration and description of ongoing interactions to identify pro-social behaviors. |        |   |

**1.E. – Addressing Challenging Behaviors**

| 1.E.01   | T-P-K  | Random | FS, TS, PP |
|----------|--|--------|------------|
| <b>a</b> | For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success. |        |            |

| 1.E.01  | T-P-K | Random | FS, TS, PP |
|---|-------|--------|------------|
| <p><i>Rate 'N/A' if no children exhibit persistent, serious, challenging behavior.</i></p> <p><i>Definition of challenging behavior: "Challenging behavior is any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser &amp; Rasminsky, <u>Challenging Behavior in Young Children</u> (2<sup>nd</sup> Ed.), Pearson Education Inc., 2007, p. 8).</i></p> <p><i>Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("You can't play with us", verbal bullying), tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.</i></p> |       |        |            |

| 1.E.02   | T-P-K  | Not Currently Assessed: Best Practice |
|--|--|---------------------------------------|
| <b>a</b>   | Teachers observe children who have challenging behavior. They identify events, activities, interactions, and other contextual factors that predict challenging behavior and may contribute to the child's use of challenging behavior. |                                       |
| <p><i>Definition of challenging behavior: "Challenging behavior is any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser &amp; Rasminsky, <u>Challenging Behavior in Young Children</u> (2<sup>nd</sup> Ed.), Pearson Education Inc., 2007, p. 8).</i></p> <p><i>Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("You can't play with us", verbal bullying), tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.</i></p> |  |                                       |

| 1.E.03   | T-P-K  | Random | O |
|--|--|--------|---|
| Rather than focus solely on reducing the challenging behavior, teachers focus on ...   |  |        |   |
| <b>a</b>   | teaching the child social, communication, and emotional regulation skills and  |        |   |
| <p><i>Rate Indicator <u>a</u> as "NoOpp" if no challenging behaviors are observed.</i></p> <p><i>Rate as "No" if teachers fail to respond to challenging behavior; or respond to challenging behavior with negative verbal directives ("No yelling!", "Stop pushing him!"), or suppress the behavior without attempting to teach alternative behavior. Note that some challenging behavior (such as whining) may be deliberately ignored until an opportunity arises to positively reinforce alternate behavior.</i></p>   |  |        |   |
| <b>b</b>   | using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior. |        |   |
| <p><i>Rate Indicator <u>b</u> 'Yes' or 'No' regardless of whether challenging behavior is observed. Look for preventive strategies such as control of number of children in a learning center; well-arranged centers with well-marked boundaries, classroom rules and routines; and use of group projects and cooperative games to promote a cohesive social environment.</i></p> <p><i>Definition of challenging behavior: "Challenging behavior is any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser &amp; Rasminsky, <u>Challenging Behavior in Young Children</u> (2<sup>nd</sup> Ed.), Pearson Education Inc., 2007, p. 8).</i></p> <p><i>Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("You can't play with us", verbal bullying), tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.</i></p> |  |        |   |

| 1.E.04  | T-P-K   | Random | O |
|---|---|--------|---|
| Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that |   |        |   |
| <b>a</b>  | provides for the safety of the child.                       |        |   |
| <b>b</b>  | provides for the safety of others in the classroom.         |        |   |
| <b>c</b>  | is calm.  |        |   |
| <b>d</b>  | is respectful to the child                                  |        |   |
| <b>e</b>  | provides the child with information on acceptable behavior. |        |   |

| 1.E.04   | T-P-K | Random | O |
|--|-------|--------|---|
| <p><i>Rate entire criterion 'NoOpp' if no challenging behaviors are observed.</i></p> <p><i>Definition of challenging behavior: "Challenging behavior is any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser &amp; Rasminsky, <u>Challenging Behavior in Young Children</u> (2<sup>nd</sup> Ed.), Pearson Education Inc., 2007, p. 8).</i></p> <p><i>Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("You can't play with us", verbal bullying), tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.</i></p> |       |        |   |

**1.F. – Promoting Self-Regulation**

| 1.F.01  | T-P-K                        | Random | O |
|---|------------------------------|--------|---|
| Teaching staff actively teach children  |                              |        |   |
| <b>a</b>  | social,                      |        |   |
| <b>b</b>  | communication, and           |        |   |
| <b>c</b>  | emotional regulation skills. |        |   |
| <p><i>Look for teacher interactions with children about learning concepts. Rate as 'Yes' if children exhibit social, communication and emotional regulation skills.</i></p> |                              |        |   |

| 1.F.02   | T-P-K  | Random | O |
|--|--|--------|---|
| Teaching staff help children manage their behavior by guiding and supporting children to...  |  |        |   |
| <b>a</b>   | persist when frustrated  |        |   |
| <b>b</b>   | play cooperatively with other children.                                  |        |   |
| <b>c</b>   | use language to communicate needs.                                       |        |   |
| <b>d</b>   | learn turn taking.   |        |   |
| <b>e</b>   | gain control of physical impulses.                                       |        |   |
| <b>f</b>   | express negative emotions in ways that do not harm others or themselves. |        |   |
| <b>g</b>   | use problem-solving techniques.  |        |   |
| <b>h</b>   | learn about self and others.   |        |   |
| <p><i>It is very important to watch for missed opportunities, otherwise rate these indicators as 'Yes' by default. In addition, rate as 'Yes' if no negative emotions or frustration are observed.</i></p> |  |        |   |

**Standard 2 – Curriculum**

**2.A. – Curriculum: Essential Characteristics**

| 2.A.01   | I-T-P-K   | Random | PP |
|--|---|--------|----|
| <b>a</b>   | The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development. |        |    |
| <p><i>A purchased curriculum product is not required. A program may choose to develop its own curriculum. However, programs do need to have a clear, written curriculum framework.</i></p> |   |        |    |

| 2.A.02   | I-T-P-K   | Random | PP |
|--|---|--------|----|
| <b>a</b>   | A clearly stated curriculum or curriculum framework provides a coherent focus for planning children's experiences. It allows for adaptations and modifications to ensure access to the curriculum for all children. |        |    |
| <p><i>A purchased curriculum product is not required. A program may choose to develop its own curriculum. However, programs do need to have a clear, written curriculum framework.</i></p> <p><i>"...access to the curriculum for all children": Curriculum should address adaptations or modifications for differences in age and ability, developmental stage, families' needs, and other such factors.</i></p> <p><i>Adaptations for the individual needs of children in the program are not limited to children with identified special needs.</i></p> |   |        |    |



| 2.A.03  |  | I-T-P-K | Random | PP |
|---|--|---------|--------|----|
| <b>a</b>  | The curriculum guides teachers' development and intentional implementation of learning opportunities consistent with the program's goals and objectives. |         |        |    |
| <i>A purchased curriculum product is not required. A program may choose to develop its own curriculum. However, programs do need to have a clear, written curriculum framework. The curriculum includes: goals for the knowledge and skills important to children's development; learning experiences linked to these goals; details about how learning experiences occur through the daily schedule and routines; and the availability and use of materials to children.</i> |  |         |        |    |

| 2.A.04  |   | I-T-P-K | Random | FS, TS, PP |
|---|---|---------|--------|------------|
| The curriculum can be implemented in a manner that reflects responsiveness to   |   |         |        |            |
| <b>a</b>  | family home values, beliefs, experiences, and |         |        |            |
| <b>b</b>  | language.                                     |         |        |            |
| <i>Evidence should demonstrate how the program collects information about family values, beliefs, experiences and/or language (e.g., through questions on enrollment forms, family interviews, home visits) AND evidence should provide examples of how such information has been incorporated into curriculum (e.g., multi-language materials; curriculum units on grandparents, cultural traditions, adoption, or other topics reflecting the experiences and values of the families in care). A purchased curriculum product is not required. A program may choose to develop its own curriculum. However, programs do need to have a clear, written curriculum framework.</i> |   |         |        |            |

| 2.A.05   |  | I-T-P-K | Random | PP |
|--|--|---------|--------|----|
| <b>a</b>   | Curriculum goals and objectives guide teachers' ongoing assessment of children's progress. |         |        |    |
| <i>Evidence could include (1) a copy of the program's written curriculum with the goals and objectives of the program highlighted along with curriculum web or schedule that identifies corresponding activities/experiences for children; or (2) a copy of a program policy from the staff or family handbook which states that curriculum goals and objectives align with assessment of child progress. A purchased curriculum product is not required. A program may choose to develop its own curriculum. However, programs do need to have a clear, written curriculum framework.</i> |  |         |        |    |

| 2.A.06  |  | I-T-P-K | Random | PP |
|---|--|---------|--------|----|
| <b>a</b>  | The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning. |         |        |    |
| <i>Evidence should demonstrate that individual child assessments are considered when planning for learning experiences through which the curriculum goals will be achieved. Examples of evidence may include written curriculum statements, lesson plans, planning webs, notes from planning sessions that indicate that assessment information is considered during curriculum planning, and may include information on how a purchased curriculum (if used) considers assessment of child progress.</i> |  |         |        |    |
| <i>A purchased curriculum product is not required. A program may choose to develop its own curriculum. However, programs do need to have a clear, written curriculum framework.</i>   |  |         |        |    |

| 2.A.07  |   | I-T-P-K | Random | O, CP |
|---|---|---------|--------|-------|
| The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule   |   |         |        |       |
| <b>a</b>  | provides time and support for transitions.            |         |        |       |
| <b>b</b>  | includes both indoor and outdoor experiences.         |         |        |       |
| <b>c</b>  | is responsive to a child's need to rest or be active. |         |        |       |
| <i>"Rest" includes, but is not limited to, scheduled napping times in programs that offer them. "Rest" may also include opportunities for children to quietly rest in a soft and/or semi-private area that is away from active, noisy, or busy areas of the classroom. Examples include a quiet reading/puzzle area, cozy corner/nook, or other intentionally provided space/time for the purpose of resting or engaging in quiet play.</i> |   |         |        |       |
| <i>A purchased curriculum product is not required. A program may choose to develop its own curriculum. However, programs do need to have a clear, written curriculum framework.</i>   |   |         |        |       |

| 2.A.08   |                     | I-T-P-K | Random | O, CP |
|--|---------------------|---------|--------|-------|
| Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society including: |                     |         |        |       |
| <b>a</b>   | gender [diversity], |         |        |       |

| 2.A.08  | I-T-P-K  | Random | O, CP |
|---|--|--------|-------|
| <i>Gender diversity evidence may include men and women in nontraditional roles. For example, men and women are equally capable.</i>   |  |        |       |
| <b>b</b>  | age [diversity],   |        |       |
| <i>Non-stereotypical evidence may include, but is not limited to, conversations and materials that demonstrate older and younger people doing the same jobs and/or a variety of jobs (e.g., not all old people are grandparents), photographs, stories about younger/older siblings or class books that describe events/projects that the class has attended at local elementary or high schools.</i> |  |        |       |
| <b>c</b>  | language [diversity], and  |        |       |
| <i>Language diversity can include bilingual labels in the classroom, bilingual communication, multilingual music selections, and use of sign language.</i>  |  |        |       |
| <b>d</b>  | [diversity of] abilities.  |        |       |
| <i>Diversity in ability refers to range of ability, including but not limited to disability.</i>  |  |        |       |
| <b>a-d</b>  | <i>Rate as 'Yes' if at least one example of each type of diversity (gender, age, language, abilities) is seen during observation or in written evidence.</i> |        |       |
| Materials and equipment...  |  |        |       |
| <b>e</b>  | provide for children's safety while being appropriately challenging.   |        |       |
| <i>Assessors will review activities with consideration to developmental stage of the children and the appropriateness of the activities.</i>  |  |        |       |
| <b>f</b>  | encourage exploration, experimentation and discovery.  |        |       |
| <b>g</b>  | promote action and interaction.  |        |       |
| <i>For Infants look for busy boxes; for older children look for materials that promote trial and error, necessity of more than one child to make it work, or communication devices like telephones.</i>   |  |        |       |
| <b>h</b>  | are organized to support independent use.  |        |       |
| <b>i</b>  | are rotated to reflect changing curriculum and accommodate new interests and skill levels.   |        |       |
| <b>j</b>  | are rich in variety.   |        |       |
| <b>k</b>  | accommodate children's special needs.  |        |       |
| <i>Accommodations for special needs are specific to individual children. Rate 'N/A' if no children with special needs are currently enrolled or if the group's identified special needs do not require material and equipment accommodation.</i>  |  |        |       |
| <i>"Materials" can include 2- and 3-dimensional displays in the learning environment.</i>   |  |        |       |

| 2.A.09   | I-T   | Random | O |
|--|---|--------|---|
| Materials and equipment used to implement the curriculum for infants and toddlers/twos encourage:  |   |        |   |
| <b>a</b>   | exploration, experimentation, and discovery.                                  |        |   |
| <b>b</b>   | sensory and motor learning.   |        |   |
| <b>c</b>   | their practice of developing physical skills through self-initiated movement. |        |   |
| <i>Evidence can include things such as stacking blocks, ring stacking, crawling through tunnels, copying visual cues, completing puzzles, and books.</i> |   |        |   |

| 2.A.10   | T-P-K   | Random | O, CP |
|--|---|--------|-------|
| The curriculum guides teachers to incorporate content, concepts, and activities that foster:   |   |        |       |
| <b>a</b>   | social [development],   |        |       |
| <b>b</b>   | emotional [development],  |        |       |
| <b>c</b>   | physical [development],   |        |       |
| <b>d</b>   | language [development], and   |        |       |
| <b>e</b>   | cognitive development and   |        |       |
| <b>f</b>   | integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health & safety, and social studies. |        |       |
| <i>Rate "Yes" if evidence for at least 3 of the 7 key areas of content is observed. All areas must be addressed in the classroom portfolio to rate yes. Technology is defined broadly to include knowledge and use of tools and machines. Included are computers, video, cameras, and other forms of high technology, as well as simple tools like gears, wheels and levers.</i> |   |        |       |

| 2.A.10  | T-P-K | Random | O, CP |
|---|-------|--------|-------|
| <i>Evidence includes observed activities, materials, written plans and other documentation. A purchased curriculum product is not required. A program may choose to develop its own curriculum but programs do need to have a clear, written curriculum plan.</i> |       |        |       |

| 2.A.11   | T-P-K   | Random | O, CP |
|--|---|--------|-------|
| The schedule   |   |        |       |
| <b>a</b>   | provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for |        |       |
| <b>b</b>   | play,   |        |       |
| <i>Play is characterized by children's active engagement and enjoyment and their ability to determine how the activity is carried out. Teaching staff are expected to encourage and facilitate active play involving physical movement as well as pretend or dramatic play. Children are expected to have opportunities to play individually and with peers.</i> |   |        |       |
| <b>c</b>   | creative expression,  |        |       |
| <b>d</b>   | large-group,  |        |       |
| <b>e</b>   | small-group, and  |        |       |
| <b>f</b>   | child-initiated activity.   |        |       |
| <i>Evidence could include a written schedule or, if these things occur during an observation credit is given.</i>  |   |        |       |

| 2.A.12  | P-K  | Random | O, CP |
|---|--|--------|-------|
| <b>a</b>  | The curriculum guides teachers to plan for children’s engagement in play (including dramatic play and blocks) that is integrated into classroom topics of study. |        |       |
| <i>“Topics of Study” refers to the content of a planned curriculum, for example, seasons, farm animals, places in our neighborhood, etc. Look for evidence that materials and experiences include things specific to topics of study. Play is characterized by children’s active engagement and enjoyment and their ability to determine how the activity is carried out. Teaching staff are expected to encourage and facilitate active play involving physical movement as well as pretend or dramatic play. Children are expected to have opportunities to play individually and with peers.</i> |  |        |       |

**2.B. – Areas of Development: Social-Emotional Development**

| 2.B.01   | I-T-P-K   | Random | O |
|--|---|--------|---|
| Children have varied opportunities to engage throughout the day with teaching staff who                                    |   |        |   |
| <b>a</b>   | are attentive and responsive to them.   |        |   |
| <i>Rate as ‘Yes’ UNLESS there are clear missed opportunities for staff to be attentive and responsive to the children.</i> |   |        |   |
| <b>b</b>   | facilitate their social competence.   |        |   |
| <b>c</b>   | facilitate their ability to learn through interacting with others.  |        |   |
| <b>b-c</b>   | <i>Examples of this may be lesson plans, discussions, and teacher-assisted large and small group opportunities.</i> |        |   |

| 2.B.02  | I-T-P-K           | Random | O |
|---|-------------------|--------|---|
| Children have varied opportunities to recognize and name                                |                   |        |   |
| <b>a</b>  | their own and     |        |   |
| <b>b</b>  | others’ feelings. |        |   |
| <i>For infants, evidence includes teachers who recognize and name babies’ feelings.</i> |                   |        |   |

| 2.B.03  | I-T-P-K   | Random | O |
|---|---|--------|---|
| <b>a</b>  | Children have varied opportunities to learn the skills needed to regulate their emotions, behavior and attention. |        |   |
| <i>Rate as ‘Yes’ if no negative emotions or frustrations are observed. Evidence includes children who are not “in trouble” when they get upset, break rules or are unfocused. Rather, children who are given help to calm down, talk about the rules and become more focused. For infants, consider emotion only, for example, if children are helped to calm down.</i> |   |        |   |

| 2.B.04   |  | I-T-P-K | Always | O |
|--|--|---------|--------|---|
| a  | Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery. |         |        |   |
| <i>For infants, evidence includes signs of engagement and curiosity.</i> |  |         |        |   |

| 2.B.05   |  | T-P-K | Random | O |
|--|--|-------|--------|---|
| a  | Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior. |       |        |   |
| <i>This criterion is about opportunities, not staff support with social skills. Evidence includes schedules that include multiple groupings and clean up times, and for environments that provide for small (2 children) and larger groupings.</i> |  |       |        |   |

| 2.B.06  |   | T-P-K | Random | O |
|---|---|-------|--------|---|
| Children have varied opportunities to   |   |       |        |   |
| a   | interact positively, respectfully, and cooperatively with others. |       |        |   |
| b   | learn from and with one another.                                  |       |        |   |
| c   | resolve conflicts in constructive ways.                           |       |        |   |
| <i>Rate 'Yes' if there are no opportunities to observe conflict resolution.</i> |   |       |        |   |

| 2.B.07   |   | T-P-K | Random | O |
|--|---|-------|--------|---|
| a  | Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives. |       |        |   |
| <i>Includes how well children get along in general. Opportunities for toddlers/twos could include things such as teachers' labeling of children's emotions or simple books or pictures that display or describe different emotions. Preschool and kindergarten children could be helped to understand the feelings of other children or encouraged to write a note to a sick friend.</i> |   |       |        |   |

**2.C. – Areas of Development: Physical Development**

| 2.C.01   |   | I-T | Random | O, CP |
|--|---|-----|--------|-------|
| Infants and toddlers/twos are provided:  |   |     |        |       |
| a  | an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. |     |        |       |
| They have multiple opportunities to practice emerging skills in:   |   |     |        |       |
| b  | coordination, movement and balance, and   |     |        |       |
| c  | perceptual-motor integration.   |     |        |       |
| <i>Perceptual motor integration relates to the manner by which a child takes in sensory information, processes and interprets the information, and then responds automatically to it. Some examples of "perceptual motor integration" could include stacking blocks, ring stacking, crawling through tunnels, copying visual cues or completing puzzles.</i> |   |     |        |       |

| 2.C.02 |  | I-T | Random | O, CP |
|--------|--|-----|--------|-------|
| a      | Infants and toddlers/twos have multiple opportunities to develop fine-motor skills by acting on their environments using their hands and fingers in a variety of age-appropriate ways. |     |        |       |

| 2.C.03  |   | T-P-K | Random | O, CP |
|---|---|-------|--------|-------|
| a   | Children are provided varied opportunities and materials that support fine-motor development. |       |        |       |
| <i>Varied means two or more. "Fine motor development" refers to the improvement of small muscle movements (usually in the fingers) that enable such functions as writing, grasping small objects, and fastening clothing.</i> |   |       |        |       |

| 2.C.04   |  | P-K | Random | O, CP |
|--|--|-----|--------|-------|
| Children have varied opportunities and are provided equipment to engage in large motor experiences that: |  |     |        |       |
| a  | stimulate a variety of skills.                                 |     |        |       |
| b  | enhance sensory-motor integration.                             |     |        |       |
| c  | develop controlled movement (balance, strength, coordination). |     |        |       |

| 2.C.04   |   | P-K | Random | O, CP |
|--|---|-----|--------|-------|
| <b>d</b>   | enable children with varying abilities to have large-motor experiences similar to those of their peers.   |     |        |       |
| <b>e</b>   | range from familiar to new and challenging.   |     |        |       |
|  | <i>New and challenging: Look for evidence of movable or temporary large motor opportunities (e.g., traffic cone bike courses, impromptu obstacle courses, sprinklers to run through in the summer) in addition to regular (e.g., bikes) and/or stationary (e.g., climbers) equipment.</i>   |     |        |       |
| <b>f</b>   | help them learn physical games with rules and structure.  |     |        |       |
|  | <i>Games with rules and structure include turn-taking and other expected behaviors (for example, Hokey Pokey or Simon Says or an activity invented by the children themselves). Evidence for this indicator may also be seen in lesson plans or photos, or indicated by game equipment such as bean bags, bowling sets, or hopscotch squares. Rate as 'NoOpp' if no large motor activity is observed.</i> |     |        |       |
| <i>Large motor experiences may include indoor and outdoor opportunities.</i> |   |     |        |       |

**2.D. – Areas of Development: Language Development**

| 2.D.01   |   | I-T-P-K | Random | FS, TS, PP |
|--|---|---------|--------|------------|
| Children are provided with opportunities for language acquisition that |   |         |        |            |
| <b>a</b>   | align with the program philosophy.  |         |        |            |
| <b>b</b>   | consider family perspectives.   |         |        |            |
|  | <i>Evidence of considering family perspective may include information from results of family survey, child intake or enrollment forms, or other communications with families regarding preferences with regard to language acquisition, especially when the home language is other than English.</i>  |         |        |            |
| <b>c</b>   | consider community perspectives.  |         |        |            |
|  | <i>Community perspectives may include legislative requirements or community traditions (for example, a program serving a tribal community working to preserve its traditional language) when applicable. Examples may include discussions about activities done outside of the classroom as well as highlighting vocabulary specific to community events and ethnic traditions.</i> |         |        |            |

| 2.D.02   |  | I-T-P-K | Random | O, FS, TS, CP |
|--|--|---------|--------|---------------|
| <b>a</b>   | Children are provided opportunities to experience oral and written communication in a language their family uses or understands. |         |        |               |
| <i>If English is the only language spoken by families rate as 'Yes'.</i> |  |         |        |               |

| 2.D.03  |   | I-T-P-K | Random | O |
|---|---|---------|--------|---|
| Children have varied opportunities to develop competence in verbal and non verbal-communication by... |   |         |        |   |
| <b>a</b>  | responding to questions.  |         |        |   |
|   | <i>Rate 'Not Age' for infant groups.</i>  |         |        |   |
| <b>b</b>  | communicating needs, thoughts and experiences.  |         |        |   |
| <b>c</b>  | describing things and events.   |         |        |   |
|   | <i>For infants and toddlers, the development of competence includes adults' narration of things and events.</i> |         |        |   |

| 2.D.04  |                                   | I-T-P-K | Random | O, CP |
|---|-----------------------------------|---------|--------|-------|
| Children have varied opportunities to develop vocabulary through  |                                   |         |        |       |
| <b>a</b>  | conversations,                    |         |        |       |
| <b>b</b>  | experiences,                      |         |        |       |
| <b>c</b>  | field trips, and                  |         |        |       |
|   | <i>Field trips include walks.</i> |         |        |       |
| <b>d</b>  | books.                            |         |        |       |
| <i>Evidence includes children's access to age-appropriate books and field trips or other experiences with follow-up activities that explore what was seen, for example, exploring leaves collected or worms observed in the play yard or on a neighborhood walk, trips to see (or visits from) farm and zoo animals, or visits with community service workers such as police or fire fighters. Other evidence might include dictated stories and documentation boards about children's experiences.</i> |                                   |         |        |       |

|               |  |  |
|---------------|--|--|
| <b>2.D.05</b> | <b>T-P-K</b>   | <b>Not Currently Assessed: Best Practice</b> |
| <b>a</b>      | Children who are non-verbal are provided alternative communication strategies. |  |

|  |  |               |              |
|--|--|---------------|--------------|
| <b>2.D.06</b>  | <b>P-K</b>   | <b>Random</b> | <b>O, CP</b> |
| Children have varied opportunities and materials that encourage them to have discussions to solve problems that are  |  |               |              |
| <b>a</b>   | interpersonal and<br><i>Interpersonal = interactions between children or between staff and children.</i>                 |               |              |
| <b>b</b>   | related to the physical world.<br><i>Physical world = discussions surrounding problem solving with everyday objects.</i> |               |              |
| <i>The intent is to help children talk through their thoughts and feelings to solve problems with others and with the physical world. Opportunities include staff providing guidance on appropriate emotions. Watch for missed opportunities. Rate on interactions among children and/or between children and staff.</i> |  |               |              |

|               |  |  |
|---------------|--|--|
| <b>2.D.07</b> | <b>P-K</b>   | <b>Not Currently Assessed: Best Practice</b> |
| <b>a</b>      | Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.<br><i>Dramatic play props (telephones, dolls, clothes), puppets, flannel boards, language board games, and small animal figures are examples of materials that promote discussion when used.</i> |  |

**2.E. – Curriculum Content Area for Cognitive Development: Early Literacy**

|  |   |               |              |
|--|---|---------------|--------------|
| <b>2.E.01</b>  | <b>I</b>  | <b>Always</b> | <b>O, CP</b> |
| Infants have varied opportunities to experience songs, rhymes, routine games and books through |   |               |              |
| <b>a</b>   | individualized play that includes simple rhymes, songs and interactive games (e.g., peek-a-boo).  |               |              |
| <b>b</b>   | daily opportunities for each child to hear and respond to various types of books, including picture books, wordless books, and books with rhymes.<br><i>Evidence of each type of book listed (picture books, wordless books and books with rhymes) must be seen. "Wordless" books include books with few words in which information or narrative is conveyed primarily through imagery.</i> |               |              |
| <b>c</b>   | access to durable books that enable children's independent exploration.   |               |              |

|   |  |               |              |
|---|--|---------------|--------------|
| <b>2.E.02</b>   | <b>T</b>   | <b>Always</b> | <b>O, CP</b> |
| Toddlers/twos have varied opportunities to experience books, songs, rhymes, and routine games through |  |               |              |
| <b>a</b>  | individualized play that includes simple rhymes, songs and sequences of gestures (e.g., finger plays, peek-a-boo, patty-cake, This Little Piggy).  |               |              |
| <b>b</b>  | daily opportunities to hear and respond to various types of books, including picture books, wordless books, and books with rhymes.<br><i>Evidence of each type of book listed (picture books, wordless books and books with rhymes) must be seen. "Wordless" books include books with few words in which information or narrative is conveyed primarily through imagery.</i> |               |              |
| <b>c</b>  | access to durable books that enable independent exploration.   |               |              |
| <b>d</b>  | experiences that help them understand that pictures can represent real things in their environment.<br><i>Books, songs, etc. should be linked to concrete objects and direct experiences in the home or learning environment.</i>  |               |              |

|  |  |               |              |
|--|--|---------------|--------------|
| <b>2.E.03</b>  | <b>T-P-K</b>   | <b>Random</b> | <b>O, CP</b> |
| Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: |  |               |              |
| <b>a</b>   | Items belonging to a child are labeled with his or her name.   |               |              |
| <b>b</b>   | Materials are labeled.   |               |              |
| <b>c</b>   | Print is used to describe some rules and routines.<br><i>Hand washing instructions count if they are developmentally appropriate and posted where children can see them.</i> |               |              |
| <b>d</b>   | Teaching staff help children recognize print and connect it to spoken word.  |               |              |

| 2.E.04   | P-K   | Always | O, CP |
|--|---|--------|-------|
| Children have varied opportunities to  |   |        |       |
| <b>a</b>   | be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. |        |       |
| <i>Posted schedule may be used as evidence of 2 reading periods. Programs that end at or before 3 PM daily are considered half-day programs for the purpose of assessing this indicator. If there is a reading center and scheduled free choice time or reading center time, count as one reading time.</i>  |   |        |       |
| <b>b</b>   | be read to regularly in individualized ways including one-to-one or in small groups of two to six children.   |        |       |
| <i>The intent is that children have opportunities to be read to that are not just in big groups or on their own; and that they have a chance to interact with the story and ask questions. Evidence may include posted schedules, pictures, as well as observation. Rate no if children access books but staff do not read individually, rate 'NoOpp' if books are not accessed by individuals during the observation or no small group reading is observed.</i> |   |        |       |
| <b>c</b>   | explore books on their own and have places that are conducive to the quiet enjoyment of books.  |        |       |
| <b>d</b>   | have access to various types of books including storybooks, factual books, books with rhymes, alphabet books, and wordless books.                               |        |       |
| <i>Evidence of each type of book listed (storybooks, factual books, rhyming, alphabet and wordless) must be seen. "Wordless" books include books with few words in which information or narrative is conveyed primarily through imagery.</i>   |   |        |       |
| <b>e</b>   | be read the same book on repeated occasions.  |        |       |
| <b>f</b>   | retell and reenact events in storybooks.  |        |       |
| <b>g</b>   | engage in conversations that help them understand the content of the book.  |        |       |
| <i>Rate 'NoOpp' if no book is read during observation.</i>   |   |        |       |
| <b>h</b>   | be assisted in linking books to other aspects of the curriculum.  |        |       |
| <b>i</b>   | identify the parts of books and differentiate print from pictures.  |        |       |
| <i>If children are read a story, you must see some evidence of this to rate as 'Yes'. Rate as 'NoOpp' if no book is read during observation.</i>   |   |        |       |

| 2.E.05   | P-K  | Random | O, CP |
|--|--|--------|-------|
| Children have multiple and varied opportunities to write:  |  |        |       |
| <b>a</b>   | Writing materials and activities are readily available in art, dramatic play, and other learning centers.                          |        |       |
| <i>Learning centers include any area of the classroom or outdoor play area arranged to promote children's learning, for example, the art area, book corner, block area, or dramatic play center. Writing materials must be present in at least two learning centers.</i> |  |        |       |
| <b>b</b>   | Various types of writing are supported, including scribbling, letter-like marks, and developmental spelling.                       |        |       |
| <b>c</b>   | Children have daily opportunities to write or dictate their ideas.   |        |       |
| <b>d</b>   | Children are provided needed assistance in writing the words and messages they are trying to communicate.                          |        |       |
| Children are given the support they need to write on their own, including access to the  |  |        |       |
| <b>e</b>   | alphabet and   |        |       |
| <b>f</b>   | to printed words about topics of current interest,   |        |       |
| both of which are made available at eye level or on laminated cards.   |  |        |       |
| <b>g</b>   | Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life. |        |       |

| 2.E.06   | P-K  | Not Currently Assessed: Best Practice |
|--|--|---------------------------------------|
| Children are regularly provided multiple and varied opportunities to develop phonological awareness: |  |                                       |
| <b>a</b>   | Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays. |                                       |
| <b>b</b>   | Children are helped to identify letters and the sounds they represent.   |                                       |
| <b>c</b>   | Children are helped to recognize and produce words that have the same beginning or ending sounds.  |                                       |
| <b>d</b>   | Children's self-initiated efforts to write letters that represent the sounds of words are supported.   |                                       |
| <i>Evidence include lesson plans, schedules, charts, and conversations.</i>                          |  |                                       |

| 2.E.07                              | P-K            | Random | O, CP |
|-------------------------------------|----------------|--------|-------|
| Children are given opportunities to |                |        |       |
| <b>a</b>                            | recognize and  |        |       |
| <b>b</b>                            | write letters. |        |       |

| 2.E.08  | P-K  | Random | O |
|---|--|--------|---|
| Children have access to   |  |        |   |
| <b>a</b>  | books [throughout the classroom] and         |        |   |
| <b>b</b>  | writing materials [throughout the classroom] |        |   |
| throughout the classroom.   |  |        |   |
| <i>Look for books and writing materials in at least two areas of the classroom, do not include centers specific to reading and writing.</i> |  |        |   |

| 2.E.09  | K                         | Random | O, CP |
|---|---------------------------|--------|-------|
| Kindergarteners have varied opportunities to learn to read familiar |                           |        |       |
| <b>a</b>  | words,                    |        |       |
| <b>b</b>  | [familiar] sentences, and |        |       |
| <b>c</b>  | simple books.             |        |       |

| 2.E.10  | K           | Random | O, CP |
|---|-------------|--------|-------|
| Kindergartners are encouraged to identify phonemes in words through varied activities, including  |             |        |       |
| <b>a</b>  | writing and |        |       |
| <b>b</b>  | games.      |        |       |
| <i>A phoneme is an individual sound within a spoken word. For example, the word "cat" is made up of 3 phonemes -- the /k/, /ah/ and /t/ sounds.</i> |             |        |       |

| 2.E.11  | K   | Random | O, CP |
|---|---|--------|-------|
| <b>a</b>  | Each kindergartner is encouraged to write independently each day. |        |       |
| <i>Rate as 'Yes' if children are given the opportunity to write daily even if children do not choose to do so. Evidence may include schedules indicating journal time, a writing center, or writing materials available throughout the classroom.</i> |   |        |       |

**2.F. – Curriculum Content Area for Cognitive Development: Early Mathematics**

| 2.F.01   | I-T  | Random | O, CP |
|--|--|--------|-------|
| Infants and toddlers/twos are provided varied opportunities and materials to |  |        |       |
| <b>a</b>   | use language, gestures, and materials to convey mathematical concepts such as more and less and big and small. |        |       |
| <b>b</b>   | see and touch different shapes, sizes, colors, and patterns.   |        |       |
| <b>c</b>   | build number awareness, using objects in the environment.  |        |       |
| <b>d</b>   | read books that include counting and shapes.   |        |       |

| 2.F.02   | T-P-K  | Always | O, CP |
|--|--|--------|-------|
| <b>a</b>   | Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols. |        |       |
| <i>Evidence includes (but is not limited to):</i>  |  |        |       |
| <i>Toddlers/Twos – teaching staff count, for example, when giving napkins to a small group of children; simple number books are provided</i>   |  |        |       |
| <i>Preschool – children count, the following items are accessible to children and organized for their use: number puzzles, books, matching games and counting bears.</i>                             |  |        |       |
| <i>Kindergarteners – children count, in addition to those for preschool there are also items such as calendars and rulers or measuring tapes accessible to children and organized for their use.</i> |  |        |       |



| 2.F.03  |   | T-P-K | Random | O, CP |
|---|---|-------|--------|-------|
| <b>a</b>  | Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color. |       |        |       |
| <i>Evidence may include such things as manipulative materials (e.g. counting bears, sea shells lesson plans, curriculum webs, photographs, sorting bins, and classroom graphs or charts).</i> |   |       |        |       |

| 2.F.04   |  | T-P-K | Random | O |
|--|--|-------|--------|---|
| <b>a</b>   | Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation. |       |        |   |
| <i>Examples of mathematical terms: more, less, big, little, longer, round, square, add, plus, inch, measure, take away, equals, volume, mass, how many, five, first.</i> |  |       |        |   |

| 2.F.05   |                                    | P | Random | O, CP |
|--|------------------------------------|---|--------|-------|
| Children are provided varied opportunities and materials that help them understand the concept of measurement by using   |                                    |   |        |       |
| <b>a</b>   | standard and                       |   |        |       |
| <i>Evidence includes such things as rulers, yard sticks, tape measures, measuring cups and spoons, and displays of measurements of children's heights.</i>   |                                    |   |        |       |
| <b>b</b>   | non-standard units of measurement. |   |        |       |
| <i>Evidence includes use of things such as unit blocks, rods, counting manipulatives, squirt bottles, pitchers, or displays of cutouts of children's feet used to count as units of measurement.</i> |                                    |   |        |       |

| 2.F.06  |   | P-K | Random | O, CP |
|---|---|-----|--------|-------|
| <b>a</b>  | Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three-dimensional shapes and recognizing how figures are composed of different shapes. |     |        |       |
| <i>Evidence may include lesson plans; a classroom materials list; posters and other displays of shapes; unit blocks, legos, and other geometric play materials.</i> |   |     |        |       |

| 2.F.07  |  | P-K | Random | O, CP |
|---|--|-----|--------|-------|
| <b>a</b>  | Children are provided varied opportunities to build an understanding of time in the context of their lives, schedules, and routines. |     |        |       |
| <i>Evidence may include such things as dramatic play props or authentic materials (clocks, watches, stop watches, timers), developmentally appropriate class schedules posted, curriculum webs, or lesson plans. Staff conversation with children about time or routine is evidence of opportunity.</i> |  |     |        |       |

| 2.F.08   |  | P-K | Random | O, CP |
|--|--|-----|--------|-------|
| <b>a</b>   | Children are provided varied opportunities and materials that help them recognize and name repeating patterns. |     |        |       |
| <i>Repeating patterns are sequences of colors, shapes, sounds or other attributes that occur again and again. Evidence includes such things as: clapping or beating a drum LOUD-LOUD-SOFT; lining up blocks in repeating color or shape sequences; learning dance steps; using an abacus or playing Connect 4.</i> |  |     |        |       |

| 2.F.09   |   | K | Random | O, CP |
|--|---|---|--------|-------|
| Kindergarteners are provided varied opportunities and materials to use   |   |   |        |       |
| <b>a</b>   | standard [units of measurement] and         |   |        |       |
| <i>Evidence includes things such as rulers, yard sticks, tape measures or displays of measurements of children's height.</i>   |   |   |        |       |
| <b>b</b>   | nonstandard units of measurement, and       |   |        |       |
| <i>Evidence includes use of things such as unit blocks, rods, counting manipulatives, or displays of cutouts of children's feet used to count as units of measure.</i> |   |   |        |       |
| <b>c</b>   | to assign numerical values to measurements. |   |        |       |
| <i>Graphing or other documentation of measurements would also serve as evidence.</i>   |   |   |        |       |

| 2.F.10   | K   | Random | O, CP |
|--|---|--------|-------|
| Kindergartners are provided varied opportunities and materials to  |   |        |       |
| <b>a</b>   | create [repeating and growing patterns],      |        |       |
| <b>b</b>   | represent [repeating and growing patterns],   |        |       |
| <b>c</b>   | discuss [repeating and growing patterns], and |        |       |
| <b>d</b>   | extend repeating and growing patterns.        |        |       |
| <i>In a repeating pattern, a certain sequence of colors, shapes, sounds or other elements is repeated again and again, for example, circle, circle, square, circle, circle, square. Growing patterns change from one value to another in a predictable manner, for example, stacks of 2 blocks, 4 blocks, and 6 blocks (“add 2” is the pattern). Evidence may include classroom materials such as beads, blocks, counting cubes, lesson plans, photographs, curriculum webs, classroom materials list, and displays. The clapping song “Bingo” is an example of a growing pattern.</i> |   |        |       |

| 2.F.11  | K   | Random | O, CP |
|---|---|--------|-------|
| <b>a</b>  | Kindergartners are provided varied opportunities and materials that encourage them to use written mathematical representations in everyday experiences. |        |       |
| <i>Evidence includes such things as flashcards, calendars, or math being applied to daily routines or daily messages.</i> |   |        |       |

| 2.F.12  | K  | Random | O, CP |
|---|--|--------|-------|
| <b>a</b>  | Kindergartners are provided varied opportunities and materials to use numerical symbols and to explore operations on quantities, such as adding, taking away, and dividing into equal and unequal subsets. |        |       |
| <i>Evidence may include lesson plans, photographs, flashcards and other classroom materials. Conversations regarding these concepts can be evidence of opportunity. Evidence MUST include reference to numerical symbols (1, 2, 3) and numerical operators ( + - x = ).</i> |  |        |       |

| 2.F.13   | K   | Random | O, CP |
|--|---|--------|-------|
| <b>a</b>   | Kindergartners are provided varied opportunities and materials that introduce them to conventional tools for understanding time such as a calendar and a clock. |        |       |
| <i>Materials MUST include two or more conventional tools for understanding time such as clocks, calendars, watches, stop watches, and timers. Evidence may also include lesson plans, displays, or photographs that refer to these conventional tools.</i> |   |        |       |

**2.G. – Curriculum Content Area for Cognitive Development: Science**

| 2.G.01   | I-T  | Random | O, CP |
|--|--|--------|-------|
| Infants and toddlers/twos are provided varied opportunities and materials to |  |        |       |
| <b>a</b>   | use their senses to learn about objects in the environment.          |        |       |
| <b>b</b>   | discover that they can make things happen and solve simple problems. |        |       |
| <i>This is the learning of cause-and-effect relationships.</i>               |  |        |       |

| 2.G.02   | P-K   | Random | O, CP |
|--|---|--------|-------|
| Children are provided varied opportunities and materials to learn key content and principles of science such as        |   |        |       |
| <b>a</b>   | the difference between living and non-living things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans).   |        |       |
| <b>b</b>   | earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon and stars).   |        |       |
| <b>c</b>   | structure and property of matter (e.g., characteristics that include concepts such as hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting). |        |       |
| <i>Exploration of sound (loud/soft), speed (fast/slow), magnets, or light and shadows is also considered evidence.</i> |   |        |       |

| 2.G.03  | P-K  | Random | O, CP |
|---|--|--------|-------|
| <b>a</b>  | Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena. |        |       |
| <i>Evidence related to at least 3 out of the 5 senses should be observed in order to give credit.</i> |  |        |       |

| 2.G.04  |   | P-K | Random | O, CP |
|---|---|-----|--------|-------|
| a   | Children are provided varied opportunities to use simple tools to observe objects and scientific phenomena. |     |        |       |
| <i>Simple tools include materials such as bug boxes, binoculars, magnifying glasses, gears, levers and can be many other tools as well.</i> |   |     |        |       |

| 2.G.05  |  | P-K | Random | O, CP |
|---|--|-----|--------|-------|
| Children are provided varied opportunities and materials to   |  |     |        |       |
| a   | collect data and to  |     |        |       |
| b   | represent and document their findings (e.g., through drawing or graphing). |     |        |       |
| <i>The process of data collection and documentation is inherently scientific; the subject matter of what is collected and documented does not have to refer to science topics such as biology or physics.</i> |  |     |        |       |

| 2.G.06   |  | P-K | Random | O, CP |
|--|--|-----|--------|-------|
| a  | Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena. |     |        |       |
| <i>Evidence includes such things as science experiments and materials that encourage children to ask "What would happen if" questions.</i> |  |     |        |       |

| 2.G.07   |   | P-K | Random | O |
|--|---|-----|--------|---|
| a  | Children are provided varied opportunities and materials that encourage them to discuss scientific concepts in everyday conversation. |     |        |   |
| <i>Scientific concepts include things such as life cycles of organisms; structure and property of matter (hard, soft; floating/not floating; transformation of liquids and solids); speed; weather, seasons, time; light and shadow. Credit should be given for provision of materials that encourage conversations that involve topics such as these as well as for evidence of children's conversations about these topics in the classroom portfolio.</i> |   |     |        |   |

| 2.G.08  |  | P-K | Random | O, CP |
|---|--|-----|--------|-------|
| a   | Children are provided varied opportunities and materials that help them learn and use scientific terminology and vocabulary associated with the content areas. |     |        |       |
| <i>Evidence may include such things as photographs, books, lesson plans, labeling of classroom materials, materials lists, and curriculum webs. Conversations that include use of scientific terminology (e.g., melt, freeze, hot, cold, sink, float, earth, insect, life, seed, weather) can be evidence of opportunity.</i> |  |     |        |       |

**2.H. – Curriculum Content Area for Cognitive Development: Technology**

| 2.H.01  |  | T-P-K | Random | O, TS |
|---|--|-------|--------|-------|
| a   | The use of passive media such as television, film, videotapes, and audiotapes is limited to developmentally appropriate programming. |       |        |       |
| <i>Rate 'Yes' if no use of passive media is observed. The intent of this criterion is that these types of media be selected with intentionality and that they are used to expand, enrich, and implement the overall goals and curriculum. Other examples of media include: DVDs, digital music files, CDs, etc.</i> |  |       |        |       |

| 2.H.02  |                                   | P-K | Random | O |
|---|-----------------------------------|-----|--------|---|
| All children have opportunities to access technology (e.g., tape recorders, microscopes, computers) that they can use   |                                   |     |        |   |
| a   | by themselves.                    |     |        |   |
| b   | collaboratively with their peers. |     |        |   |
| c   | with teaching staff or a parent.  |     |        |   |
| <i>Technology is defined broadly to include knowledge and use of tools and machines, not simply computers and other forms of high technology but also things such as tape recorders, cameras, and video as well as simple tools like gears, wheels, and levers. Technology can be used too by teachers or children, and includes use of technology in dramatic play (e.g., disconnected computer keyboard).</i> |                                   |     |        |   |

| 2.H.03  | P-K                                   | Random | O, CP |
|---|---------------------------------------|--------|-------|
| Technology is used to   |                                       |        |       |
| <b>a</b>  | extend learning within the classroom. |        |       |
| <i>Technology seen in shared program spaces can be understood to “extend learning within the classroom” if it is intended for use by children.</i>  |                                       |        |       |
| <b>b</b>  | integrate and enrich the curriculum.  |        |       |
| <i>Technology is defined broadly to include knowledge and use of tools and machines, not simply computers and other forms of high technology but also things such as tape recorders, cameras, and video as well as simple tools like gears, wheels, and levers. Technology can be used too by teachers or children, and includes use of technology in dramatic play (e.g., disconnected computer keyboard).</i> |                                       |        |       |

**2.J. – Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts**

| 2.J.01  | I-T-P-K  | Random | O, CP |
|---|--|--------|-------|
| <i>Rate each indicator as ‘Yes’ if at least one opportunity in that indicator includes an element of cultural diversity.</i>  |  |        |       |
| Children are provided varied opportunities to gain appreciation of  |  |        |       |
| <b>a</b>  | art [in ways that reflect cultural diversity],       |        |       |
| <i>Evidence can include posters, sculptures, art supplies, art projects. Crayons that represent varying skin tone do not need to say “multi-cultural” on them in order to receive credit. Examples could include making art specific to a culture, discussing and viewing art from different cultures, and books that include art from across the world.</i>  |  |        |       |
| <b>b</b>  | music [in ways that reflect cultural diversity],     |        |       |
| <i>Evidence can include songs, CDs, tapes, musical instruments.</i>   |  |        |       |
| <b>c</b>  | drama [in ways that reflect cultural diversity], and |        |       |
| <i>Drama is defined in the broadest sense and includes dramatic play or pretend play (ex. Block people, foods in housekeeping, etc.).</i>   |  |        |       |
| <b>d</b>  | dance [in ways that reflect cultural diversity],     |        |       |
| <i>Rate as ‘NoOpp’ unless evidence of culturally diverse dance is seen on a schedule, is posted as a picture, if there are props, or if dancing occurs during the observation. Evidence can include, clapping or swaying, pictures of dancers, or dance props/scarves that may reflect varying cultures. Materials should be grouped or utilized in such a way that it promotes exploration of dance in diverse ways.</i> |  |        |       |
| in ways that reflect cultural diversity.  |  |        |       |
| <i>Opportunities include access to materials. Look for evidence of art, music, drama and dance and at least one representation of cultural diversity for each (art, music, drama, dance).</i>   |  |        |       |

| 2.J.02   | I-T  | Random | O, CP |
|----------|--|--------|-------|
| <b>a</b> | Infants and toddlers/twos are provided varied opportunities to explore and manipulate age-appropriate art materials. |        |       |

| 2.J.03   | I-T   | Random | O, CP |
|----------|---|--------|-------|
| <b>a</b> | Infants and toddlers/twos have varied opportunities to express themselves creatively through freely moving to music.<br>Toddlers/twos have varied opportunities to engage in pretend or imaginative play. |        |       |

| 2.J.04   | T-P-K      | Random | O, CP |
|--|------------|--------|-------|
| Children are provided varied opportunities to learn new concepts and vocabulary related to   |            |        |       |
| <b>a</b>   | art,       |        |       |
| <i>Evidence of opportunities can include posters, sculptures, art supplies, art projects. Examples of concepts and vocabulary can include vocabulary/concepts such as “texture” “smooth”, “bumpy”, “media”, “paint”, “sculpture”, “collage”, “brushes”, “watercolors”, “clay”, “Picasso”, “DaVinci”.</i> |            |        |       |
| <b>b</b>   | music,     |        |       |
| <i>Evidence of opportunities can include songs, CDs, tapes, musical instruments. Examples of vocabulary/concepts include “tempo”, “musician”, “rhythm”, “jazz”, “classical”, “reggae”, “instruments”, “drum”, “flute”, “Bach”, “Raffi”, “Bob Marley”.</i>  |            |        |       |
| <b>c</b>   | drama, and |        |       |

| 2.J.04   | T-P-K  | Random | O, CP |
|--|--------|--------|-------|
| <i>Drama includes dramatic or pretend play. Drama is defined in the broadest sense and includes dramatic or pretend play (ex. doll house people, foods in housekeeping, lawn mowers). Examples of opportunities include props for dramatic play, puppets or a puppet stage. Examples of vocabulary/concepts include “pretend”, “imagine”, “emotions”, “act”, “make believe”.</i> |        |        |       |
| <b>d</b>   | dance. |        |       |
| <i>Evidence of opportunities can include dance CDs, dance tapes, clapping or swaying, pictures of dancers, scarves or other dance props. Examples of vocabulary/concepts include “movements” “slide”, “jump”, “wiggle”, “ballet”, “tap”, “roll”, “float”, “Swan Lake”.</i>   |        |        |       |
| <i>Conversations and lesson plans about these things can be evidence of opportunity. Varied means two or more for each indicator.</i>  |        |        |       |

| 2.J.05   | T-P-K  | Random | O, CP |
|--|--|--------|-------|
| <b>a</b>   | Children are provided varied opportunities to develop and widen their repertoire of skills that support artistic expression (e.g., cutting, gluing, and caring for tools). |        |       |
| <i>Conversations about these things can be evidence of opportunities. Varied means two or more. Evidence may include scissors, play dough, clay, tools, painting, glue, lesson plans, art projects, lists of materials, clean-up routines.</i> |  |        |       |

| 2.J.06  | P- K                            | Random | O, CP |
|---|---------------------------------|--------|-------|
| Children are provided many and varied open-ended opportunities and materials to express themselves creatively through   |                                 |        |       |
| <b>a</b>  | music,                          |        |       |
| <i>Evidence can include songs, CDs, tapes, musical instruments.</i>   |                                 |        |       |
| <b>b</b>  | drama,                          |        |       |
| <i>Drama is defined in the broadest sense and includes dramatic or pretend play (ex. block people, foods in housekeeping, etc.).</i>  |                                 |        |       |
| <b>c</b>  | dance and                       |        |       |
| <i>Evidence can include dance CDs, tapes, clapping or swaying, pictures of dancers, scarves or other dance props.</i>   |                                 |        |       |
| <b>d</b>  | two- and three-dimensional art. |        |       |
| <i>Evidence can include posters, sculptures, art supplies, art projects, lesson plans. Evidence must include one example of each type of art.</i>   |                                 |        |       |
| <i>Conversations about these things can be evidence of opportunity. Varied means two or more. The intent of this criterion is that children have time and materials to openly explore these activities. Evidence can include a schedule that provides time for children to work with materials in a way that is not designed to achieve a specific product or goal.</i> |                                 |        |       |

| 2.J.07  | P-K                | Random | O, CP |
|---|--------------------|--------|-------|
| Children have opportunities to respond to the art of  |                    |        |       |
| <b>a</b>  | other children and |        |       |
| <b>b</b>  | adults.            |        |       |
| <i>Evidence may include: Conversations, lesson plans, individual child sharing time, posters/books about famous artists or invitations/interactions with local artists.</i> |                    |        |       |

**2.K. – Curriculum Content Area for Cognitive Development: Health and Safety**

| 2.K.01  | T-P-K   | Random | O, CP |
|---|---|--------|-------|
| <b>a</b>  | Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing. |        |       |
| <i>“Varied” means two or more. Look for two or more examples of <u>different</u> health practices, such as exercise AND nutrition. Conversations about these things can be evidence of opportunity. Evidence may include such things as books, posters, lesson plans, posted schedules, and materials that address the benefits of good health practices.</i> |   |        |       |

| 2.K.02   | T-P-K                           | Random | O, CP |
|--|---------------------------------|--------|-------|
| Children are provided varied opportunities and materials to help them learn about nutrition, including   |                                 |        |       |
| <b>a</b>   | identifying sources of food and |        |       |
| <b>b</b>   | recognizing,                    |        |       |
| <b>c</b>   | preparing,                      |        |       |
| <b>d</b>   | eating, and                     |        |       |
| <b>e</b>   | valuing healthy foods.          |        |       |
| <i>Conversations about these things can be evidence of opportunity. "Varied" means two or more. Evidence may include such things as posted menus, lesson plans, books, posters, play foods, field trips to agricultural farms/orchards, growing a vegetable garden, etc.</i> |                                 |        |       |

| 2.K.03  | T-P-K  | Random | O, CP |
|---|--|--------|-------|
| Children are provided varied opportunities and materials that increase their awareness of safety rules in their   |  |        |       |
| <b>a</b>  | classroom,   |        |       |
|   | <i>"Classroom" here includes shared outdoor and indoor program spaces used by groups on a regular basis.</i> |        |       |
| <b>b</b>  | home, and community.   |        |       |
| <i>Materials must be presented in a developmentally appropriate manner to give credit. Evidence of safety rules includes things such as procedures to follow in fire, hurricane, or earthquake drills that may be followed in the classroom and/or at home, and safety procedures relevant to the community (such as preparing for a hurricane in a coastal community). Additional evidence includes visits from community helpers, and materials such as books, pretend stop signs and lights, and community helper figures.</i> |  |        |       |

| 2.K.04  | T-P-K  | Random | O, PP |
|---|--|--------|-------|
| <b>a</b>  | Children have opportunities to practice safety procedures. |        |       |
| <i>Evidence of opportunities to practice safety procedures includes things such as fire, hurricane, or earthquake drills or crossing a street safely. Evidence also includes daily safety procedures such as staying clear of swings and using "walking feet" in halls and on stairs.</i> |  |        |       |

| 2.K.05   | P-K   | Not Currently Assessed: Best Practice |  |
|--|---|---------------------------------------|--|
| <b>a</b>   | Children are provided opportunities to discuss, ask questions, and express fears about visiting the doctor, clinic, hospital, or dentist; getting shots; and taking medicine. |                                       |  |
| <i>Examples may include conversations, books, posters and materials related to these topics.</i> |   |                                       |  |

**2.L. – Curriculum Content Area for Cognitive Development: Social Studies**

| 2.L.01  | I-T-P-K  | Random | O, CP |
|---|--|--------|-------|
| Children are provided varied learning opportunities that foster positive identity and an emerging sense of  |  |        |       |
| <b>a</b>  | self and   |        |       |
|   | <i>Evidence may include self portraits, family pictures, "all about me" books/activities, dramatic play props that reflect the cultural backgrounds of the children, displays/posters celebrating differences, etc. For infants look for mirrors and opportunities for self exploration.</i> |        |       |
| <b>b</b>  | others.  |        |       |
|   | <i>Evidence may include team/group activities, job/responsibility charts, books and props that are reflective of the community, ie: post office, grocery store, fire department, etc.</i>  |        |       |
| <i>Conversations, books, and lesson plans addressing positive identity of self and others can be evidence of opportunity. "Varied" means two or more.</i> |  |        |       |

| 2.L.02  | T-P-K   | Random | O, CP |
|---|---|--------|-------|
| <b>a</b>  | Children are offered opportunities to become a part of the classroom community so that each child feels accepted and gains a sense of belonging |        |       |
| <i>Evidence includes such things as lesson plans, job/responsibility charts, names on displays/artwork, activities that provide opportunities for all children to participate fully. Children have opportunities to provide input to determine materials, themes, and/or activities in the classroom.</i> |   |        |       |

| 2.L.03  | T-P-K   | Random | O, CP |
|---|---|--------|-------|
| <p>Rate <u>each</u> indicator as ‘Yes’ if at least one opportunity <u>in that indicator</u> includes a non-stereotypical example. “Varied” means two or more.</p>   |   |        |       |
| <p>Children are provided varied opportunities and materials to build their understanding of diversity in</p>  |   |        |       |
| <b>a</b>  | <p>culture [in non-stereotypical ways],</p> <p><i>Evidence may include, but is not limited to, conversations, books, posters, and other materials that demonstrate people of various cultures in non-stereotypical representations.</i></p>   |        |       |
| <b>b</b>  | <p>family structure [in non-stereotypical ways],</p> <p><i>Non-stereotypical evidence may include but is not limited to recognition of variations in family structure (ex. Photographs of children’s families, etc).</i></p>  |        |       |
| <b>c</b>  | <p>ability [in non-stereotypical ways],</p> <p><i>Diversity in ability refers to range of ability, including but not limited to disability.</i></p>   |        |       |
| <b>d</b>  | <p>language [in non-stereotypical ways],</p> <p><i>Language diversity can include bilingual labels in the classroom, bilingual communication, multilingual music selections, and use of sign language. Credit for one “opportunity” can be given if no instances of stereotypical language are observed. Evidence for avoiding stereotypes in language references may include providing equal opportunities for all children to discuss and participate in leadership roles, and in activities such as dramatic play where children may choose to participate in non-stereotypical roles. References to age, sex, religion, race, ability, etc. should be used only if they are relevant and not in a way that negatively “labels” individuals or groups of people.</i></p> |        |       |
| <b>e</b>  | <p>age [in non-stereotypical ways], and</p> <p><i>Non-stereotypical evidence may include, but is not limited to, conversations and materials that demonstrate older and younger people in the same roles and/or a variety of roles (e.g., not all old people are grandparents).</i></p>   |        |       |
| <b>f</b>  | <p>gender</p> <p><i>Non-stereotypical evidence may include men and women in nontraditional jobs or roles. For example, men and women are equally capable of leadership roles, nurturing roles, physically active jobs.</i></p>  |        |       |
| <p>in non-stereotypical ways.</p> <p><i>Conversations about these things can be evidence of opportunity. Books, music, musical instrument, toys, play food, posters, ability aids (glasses, crutches), dolls, field trips and dress-up clothing may all present opportunities and materials relevant to diversity. Group made books or displays that illustrate diversity among children and/or their families can be evidence of this criterion.</i></p> |   |        |       |

| 2.L.04   | T-P-K  | Random | O, CP |
|----------|--|--------|-------|
| <b>a</b> | <p>Children are provided opportunities and materials to explore social roles in the family and workplace through play.</p> <p><i>Evidence could include conversations about social roles, lesson plans, books, and access to materials and props which provide children the ability to assume a number of roles in the family and workplace.</i></p> |        |       |

| 2.L.05   | T-P-K   | Random | O, CP |
|----------|---|--------|-------|
| <b>a</b> | <p>Children are provided varied opportunities and materials to learn about the community in which they live.</p> <p><i>Opportunities and materials should include some specific to the actual community in which children live. Evidence includes things such as information about community workers, visits by community workers, or opportunities to visit local libraries, parks or markets, or ride a bus. Generic books and posters about community resources and helpers/workers are insufficient to meet this criterion.</i></p> <p><i>“Community” need not be a town or neighborhood. Military bases, workplaces, or academic campuses are all examples of communities within which a program might function.</i></p> <p><i>“Varied” means two or more.</i></p> |        |       |

| 2.L.06   | P-K                    | Random | O, CP |
|--|------------------------|--------|-------|
| <p>Children have varied opportunities to engage in discussions about</p> |                        |        |       |
| <b>a</b>   | <p>fairness,</p>       |        |       |
| <b>b</b>   | <p>friendship,</p>     |        |       |
| <b>c</b>   | <p>responsibility,</p> |        |       |
| <b>d</b>   | <p>authority, and</p>  |        |       |
| <b>e</b>   | <p>differences.</p>    |        |       |

| 2.L.06  | P-K | Random | O, CP |
|---|-----|--------|-------|
| <p><i>Evidence includes things such as: books about these issues, anecdotal notes, posted class rules. Consider children's general responses to, and compliance with, teaching staff requests and class rules; classroom jobs and children's participation in keeping the classroom neat and clean; conflict resolution; and teaching staff's support in helping children negotiate problems.</i></p> |     |        |       |

| 2.L.07  | P-K  | Random | O, CP |
|---|--|--------|-------|
| <b>a</b>  | <p>Children are provided varied opportunities and materials to learn about physical characteristics of their local environment as a foundation for learning geography.</p> |        |       |
| <p><i>Rate 'Yes' if examples that children are learning about the physical geography of their community are observed. Examples may include rivers, gardens, mountains, parks, buildings, community businesses, and neighborhood layout. Varied means two or more.</i></p> |  |        |       |

| 2.L.08   | P-K                                     | Random | O, CP |
|--|---|--------|-------|
| <p>Children are provided varied opportunities and materials to learn how people affect their environment in</p>  |   |        |       |
| <b>a</b>   | <p>Positive (e.g., recycling) and</p>   |        |       |
| <b>b</b>   | <p>Negative (e.g., polluting) ways.</p> |        |       |
| <p><i>Evidence could include conversations teachers have with children about positive and negative consequences of littering and recycling. Evidence could also include books, posters, displays, and lesson plans that address these issues, a classroom recycling program, efforts to reduce pollution and/or energy use, planning and/or planting a garden, field trips to local parks to collect litter or visit a recycling center. "Varied" means more than one.</i></p> |   |        |       |

| 2.L.09  | P-K   | Not Currently Assessed: Best Practice |  |
|---|---|---------------------------------------|--|
| <p>Children are provided varied opportunities and materials that allow them to contribute to the well-being of</p>  |   |                                       |  |
| <b>a</b>  | <p>their classroom and</p>  |                                       |  |
| <b>b</b>  | <p>the community, including care for the social and physical environments in which they live.</p> |                                       |  |
| <p><i>The intent of this criterion is to teach and provide materials so that children can positively contribute in creating a harmonious environment within both their classrooms and their community. The program itself may be included as part of the community; program wide initiatives in which children participate can be used to meet this criterion. Examples include, but are not limited to: Lesson plans, pictures, materials of sending out get-well cards to sick classmates, helping out younger children in their center, child-developed rules, and job-charts, food drives, clothing collections, etc.</i></p> |   |                                       |  |

| 2.L.10   | P-K  | Random | O, CP |
|----------|--|--------|-------|
| <b>a</b> | <p>Children are provided opportunities and materials that build a foundation for understanding economic concepts (e.g., playing restaurant, managing a store, and identifying and exchanging money).</p> |        |       |

| 2.L.11  | K   | Random | O, CP |
|---|---|--------|-------|
| <b>a</b>  | <p>Kindergartners are provided opportunities and materials that help them link learning about their hometown, their state, the United States and their country of origin to previous learning, as a foundation for learning geography, history, and social studies.</p> |        |       |
| <p><i>The intent of the criteria is for kindergartners to be provided opportunities to learn geography, history, and social studies in concrete ways that provide a meaningful connection of these broader topics to their personal daily experiences. Evidence could include such things as conversations, books, lesson plans, and self made book/maps that expand upon their daily experiences with these topics and relate these experiences to broader world concepts. Look for at least two examples.</i></p> |   |        |       |



**Standard 3 – Teaching**

**3.A. – Designing Enriched Learning Environments**

| <b>3.A.01</b>  |  | <b>I-T-P-K</b> | <b>Always</b> | <b>O, TS, CP</b> |
|--|--|----------------|---------------|------------------|
| <b>a</b>   | Teaching staff, program staff or both <b>work as a team</b> to implement daily teaching and learning activities, included Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and other individual plans as needed. |                |               |                  |
| <i>The intent of this criterion is <u>teamwork</u> in daily practices. Evidence includes things such as how staff functions together in the classroom, and may include (but does not have to include) scheduled meetings for IEPs or IFSPs required for children diagnosed with special needs. Rate as 'N/A' if only one teaching staff member works with the group.</i> |  |                |               |                  |

| <b>3.A.02</b>   |   | <b>I-T-P-K</b> | <b>Random</b> | <b>O</b> |
|---|---|----------------|---------------|----------|
| <b>a</b>  | Teachers design an environment that protects children’s health and safety at all times. |                |               |          |
| <i>Rate ‘Yes’ if teaching staff take steps to prevent children from encountering situations that may be harmful to their health and safety.</i> |   |                |               |          |

| <b>3.A.03</b>  |                      | <b>I-T-P-K</b> | <b>Random</b> | <b>O</b> |
|--|----------------------|----------------|---------------|----------|
| Teaching staff support children’s needs for:   |                      |                |               |          |
| <b>a</b>   | physical movement,   |                |               |          |
| <b>b</b>   | sensory stimulation, |                |               |          |
| <b>c</b>   | fresh air.           |                |               |          |
| <i>If children do not go outside to play during the observation, posted daily schedules or other material evidence may be used to rate this indicator. Rate ‘No’ if you see no outside play AND no schedule or other evidence that the children get fresh air.</i>   |                      |                |               |          |
| <b>d</b>   | rest, and            |                |               |          |
| <i>“Rest” includes, but is not limited to scheduled napping times in programs that offer them. “Rest” may also include opportunities for children to quietly rest in a soft and/or semi-private area that is away from active, noisy, or busy areas of the classroom. Examples include a quiet reading/puzzle area, cozy corner/nook, or other intentionally provided space/time for the purpose of resting or engaging in quiet play.</i> |                      |                |               |          |
| <b>e</b>   | nourishment.         |                |               |          |
| <i>A posted schedule or other material evidence may be used to rate these indicators. Rate ‘No’ if you do not observe these activities take place AND there are no schedules or other evidence that the children have opportunities to engage in these activities.</i>   |                      |                |               |          |

| <b>3.A.04</b>   |  | <b>I-T-P-K</b> | <b>Random</b> | <b>O</b> |
|---|--|----------------|---------------|----------|
| Teachers organize space and select materials in all content and developmental areas to stimulate  |  |                |               |          |
| <b>a</b>  | exploration, experimentation, discovery, and |                |               |          |
| <b>b</b>  | conceptual learning.                         |                |               |          |
| <i>The intent of this criterion is that teachers will be intentional when organizing and presenting materials in the classroom. Evidence may include: a variety of materials in all learning centers in the classroom; materials for core content areas are logically grouped together to convey concepts; materials are given sufficient space that they are easy for children to access and explore, experiment and discover.</i> |  |                |               |          |

| <b>3.A.05</b>  |  | <b>T-P-K</b> | <b>Random</b> | <b>O</b> |
|--|--|--------------|---------------|----------|
| Teachers work to prevent challenging or disruptive behaviors through |  |              |               |          |
| <b>a</b>   | environmental design.                                    |              |               |          |
| <b>b</b>   | schedules that meet the needs and abilities of children. |              |               |          |
| <b>c</b>   | effective transitions.                                   |              |               |          |
| <b>d</b>   | engaging activities.                                     |              |               |          |

| 3.A.05   | T-P-K | Random | O |
|--|-------|--------|---|
| <p>Rate 'Yes' if no challenging behaviors are seen.</p> <p>Evidence could include but is not limited to schedules, lesson plans, photos of classroom layouts.</p> <p>Definition of challenging behavior: "Challenging behavior is any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser &amp; Rasminsky, <i>Challenging Behavior in Young Children</i> (2<sup>nd</sup> Ed.), Pearson Education Inc., 2007, p. 8).</p> <p>Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("You can't play with us", verbal bullying), tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.</p> |       |        |   |

| 3.A.06  | T-P-K  | Random | O, CP |
|---|--|--------|-------|
| <b>a</b>  | Teachers create classroom displays that help children reflect on and extend their learning.  |        |       |
| <b>b</b>  | They ensure that children's recent works predominate in classroom displays (e.g., art, emergent writing, graphic representation, and three-dimensional creations) and that |        |       |
|   | <i>"Predominate" means appears in the majority or in more than half of the displays.</i>   |        |       |
| <b>c</b>  | some displays are at children's eye level.   |        |       |
|   | <i>One or more display areas are at children's eye level.</i>  |        |       |
| <p>Evidence could include but is not limited to: current works of art/expression on display, display areas that are created around current curriculum topics or areas of interest for children.</p> |  |        |       |

| 3.A.07  | T-P-K  | Random | O, CP |
|---|--|--------|-------|
| <b>a</b>  | Teaching staff and children work together to arrange classroom materials in predictable ways so children know where to find things and where to put them away. |        |       |
| <p>Rate this criterion as 'No' if: teachers are doing all of the clean-up; most of the children, most of the time do not help in clean-up activities or do not know (show confusion about) where to store classroom materials.</p> <p>Children are allowed to join in the decision making process about where items and classroom materials are going to be stored. Materials currently in use are stored in areas that are accessible to children and may be labeled with words or pictures.</p> |  |        |       |

**3.B. – Creating Caring Communities for Learning**

| 3.B.01  | I-T-P-K  | Random | O, FS |
|---|--|--------|-------|
| Teaching staff's daily interactions demonstrate their knowledge of... |  |        |       |
| <b>a</b>  | the children they teach.   |        |       |
| <b>b</b>  | the children's families.   |        |       |
| <b>c</b>  | the social, linguistic, and cultural context in which the children live. |        |       |

| 3.B.02  | I-T-P-K             | Random | O, FS, CP |
|---|---------------------|--------|-----------|
| Teaching staff create and maintain a setting in which children of differing abilities can progress, with guidance, toward increasing levels of:   |                     |        |           |
| <b>a</b>  | autonomy,           |        |           |
| <b>b</b>  | responsibility, and |        |           |
| <b>c</b>  | empathy.            |        |           |
| <p>Teaching staff differentiate their responses to individual children and help them as needed to be independent, learn to take care of themselves and their own needs, and pay attention to the needs and feelings others. For infants, this may include encouraging them to roll over or reach things on their own as signs of autonomy and responsibility.</p> |                     |        |           |

| 3.B.03   | I-T-P-K     | Random | O, FS |
|--|-------------|--------|-------|
| Teaching staff develop individual relationships with children by providing care that is: |             |        |       |
| <b>a</b>   | responsive, |        |       |
| <b>b</b>   | attentive,  |        |       |
| <b>c</b>   | consistent, |        |       |
| <b>d</b>   | comforting, |        |       |

| 3.B.03  |                       | I-T-P-K | Random | O, FS |
|---|-----------------------|---------|--------|-------|
| e   | supportive, and       |         |        |       |
| f   | culturally sensitive. |         |        |       |
| <i>Evidence of culturally sensitive care includes teaching staff's attention to materials, books, music, or artifacts that reflect the diversity of children and families who make up the classroom population.</i> |                       |         |        |       |

| 3.B.04  |   | I-T-P-K | Always | O |
|---|---|---------|--------|---|
| a   | Teaching staff are active in <b>identifying and countering</b> any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture. |         |        |   |
| <i>Books and materials should not reflect stereotypical characterizations of cultures and ethnicities, for example, cartoon caricatures, images that only depict male Caucasian executives and non-Caucasian workers, or images limited to two-parent families.</i> |   |         |        |   |

| 3.B.05  |   | I-T-P-K | Random | O, FS |
|---|---|---------|--------|-------|
| a   | Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development. |         |        |       |
| <i>Look for staff members guiding children into social encounters, helping children understand how other children are feeling, using "please", "thank you", "excuse me", how to be friends, etc. For infants, listen for staff members' narration of events and feelings.</i> |   |         |        |       |

| 3.B.06   |  | I-T-P-K | Random | O |
|--|--|---------|--------|---|
| Teachers:  |  |         |        |   |
| a  | manage behavior and  |         |        |   |
| <i>Rate 'Not Age' for infants. Managing behavior means that teachers establish a harmonious environment without threats, bribes, or raised voices.</i> |  |         |        |   |
| b  | implement classroom rules and expectations in a manner that is consistent and predictable. |         |        |   |
| <i>For infants, consider the consistency and predictability of responses by teaching staff.</i>  |  |         |        |   |

| 3.B.07   |                 | I-T-P-K | Not Currently Assessed: Best Practice |  |
|--|-----------------|---------|---------------------------------------|--|
| Teachers' responses to challenging, unpredictable, or unusual behavior are informed by their knowledge of children's   |                 |         |                                       |  |
| a  | home and        |         |                                       |  |
| b  | classroom life. |         |                                       |  |
| <i>Examples may include conversations with the parent and/or child, lesson plans, and narration, etc.</i>  |                 |         |                                       |  |
| <i>Definition of challenging behavior: "Challenging behavior is any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser &amp; Rasminsky, Challenging Behavior in Young Children (2nd Ed.), Pearson Education Inc., 2007, p. 8).</i> |                 |         |                                       |  |
| <i>Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("You can't play with us", verbal bullying), tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.</i>  |                 |         |                                       |  |

| 3.B.08   |   | I-T-P-K | Not Currently Assessed: Best Practice |  |
|--|---|---------|---------------------------------------|--|
| a  | Teachers notice patterns in children's challenging behaviors to provide thoughtful, consistent, and individualized responses. |         |                                       |  |
| <i>Definition of challenging behavior: "Challenging behavior is any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser &amp; Rasminsky, Challenging Behavior in Young Children (2nd Ed.), Pearson Education Inc., 2007, p. 8).</i> |   |         |                                       |  |
| <i>Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("You can't play with us", verbal bullying), tantrums, whining, testing limits, refusal to follows directions or observe classroom rules.</i>   |   |         |                                       |  |

| 3.B.09   |                 | I | Random | O |
|--|-----------------|---|--------|---|
| Teaching staff create a climate of respect for infants by looking for as well as listening and responding to |                 |   |        |   |
| <b>a</b>   | verbal and      |   |        |   |
| <b>b</b>   | nonverbal cues. |   |        |   |

| 3.B.10   |  | I-T | Random | O |
|--|--|-----|--------|---|
| <b>a</b>   | Teaching staff individualize routine care (e.g., learning to use the toilet and to feed oneself) by incorporating family practices whenever possible and by respecting the home culture and the family’s preferred language. |     |        |   |
| <i>Rate ‘Yes’ if staff individualize routine care, even if you are not able to assess home culture and language.</i> |  |     |        |   |

| 3.B.11  |                  | T-P-K | Random | O, CP |
|---|------------------|-------|--------|-------|
| Teaching staff create a climate of mutual respect for children by being interested in their |                  |       |        |       |
| <b>a</b>  | ideas,           |       |        |       |
| <b>b</b>  | experiences, and |       |        |       |
| <b>c</b>  | products.        |       |        |       |

| 3.B.12  |   | T-P-K | Random | O, FS, PP |
|---|---|-------|--------|-----------|
| <i>Rate ‘NoOpp’ if no challenging behaviors are observed.</i>   |   |       |        |           |
| Teachers address challenging behavior by  |   |       |        |           |
| <b>a</b>  | assessing the function of the child’s behavior.   |       |        |           |
| <b>b</b>  | convening families and professionals to develop individualized plans to address behavior. |       |        |           |
| <i>Rate ‘NoOpp’ if no evidence is seen in the classroom.<br/>The individualized plans do not have to be formal IEPs, but may consist of informal meetings, phone calls, emails, and/or other modes of communication to discuss plans to address the behaviors.</i>  |   |       |        |           |
| <b>c</b>  | using positive behavior support strategies.   |       |        |           |
| <i>Evidence may include such things as policies, examples of how the program addressed a challenging behavior in the past, or notes between parents and teachers.<br/>Definition of challenging behavior: “Challenging behavior is any behavior that (1) interferes with children’s learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure.” (Kaiser &amp; Rasminsky, <u>Challenging Behavior in Young Children</u> (2<sup>nd</sup> Ed.), Pearson Education Inc., 2007, p. 8).<br/>Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression (“You can’t play with us”, verbal bullying), tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.)</i> |   |       |        |           |

| 3.B.13  |                     | P-K | Not Currently Assessed: Best Practice |  |
|---|---------------------|-----|---------------------------------------|--|
| Teachers provide children opportunities to affect what happens in the classroom through participation in decision making about issues concerning  |                     |     |                                       |  |
| <b>a</b>  | classroom behavior, |     |                                       |  |
| <b>b</b>  | plans, and          |     |                                       |  |
| <b>c</b>  | activities.         |     |                                       |  |
| <i>Examples may include children creating classroom rules, talking about behavior, contributing to lesson plans (i.e. what projects to do that day, week or month) or choosing classroom activities during free choice/free play. Lesson plans, photos and posted materials may also be examples of such opportunities.</i> |                     |     |                                       |  |

**3.C. – Supervising Children**

| 3.C.01   |   | I-T-P-K | Random | O |
|----------|---|---------|--------|---|
| <b>a</b> | Teaching staff supervise by positioning themselves to see as many children as possible. |         |        |   |

| 3.C.02   |   | I-T | Required | O, PP |
|--|---|-----|----------|-------|
| <b>a</b>   | Teaching staff supervise infants and toddlers/twos by sight and sound at all times. |     |          |       |
| <p><i>Teaching staff who are responsible for the care of the children enrolled in the group need to be able to hear all infants and toddlers at all times. All infants and toddlers should be easily seen (if not in the direct line of sight, then by looking up or slightly adjusting one's position) by at least one member of the teaching staff. Staff does not need to be directly looking at each child at all times to meet the requirement for sight supervision.</i></p> <p><i>The program should have a written policy stating that staff need to be able to see and hear all infants and toddlers at all times. A statement that infants and/or toddlers "are never left unattended" is not sufficient to meet this criterion.</i></p>   |   |     |          |       |
| <p><i>This is a required criterion. If a child is in immediate danger, assessors must immediately notify the program administrator and contact the NAEYC Academy. If the assessor determines that this criterion is not fully met after the observation, assessors must note this on the Required Criterion Report Form. If during the Program Portfolio review, the assessor determines that this criterion is not fully met, the assessor MUST list it on the Missing Evidence Request Form (MERF). If the criterion is still not fully met after the program responds to the MERF, assessors must note this on the Required Criterion Report Form. The Required Criterion Report Form is shared with the program administrator at the Closing Meeting, at which point the Program Administrator will be given a chance to respond in writing directly on the Required Criterion Report Form; OR choose not to respond during the site visit by checking the appropriate box on the form; AND/OR provide additional contextual information to the NAEYC Academy as part of the Administrator Evaluation of the Site Visit.</i></p> |   |     |          |       |

| 3.C.03  |  | I-T | Always | O, PP |
|---|--|-----|--------|-------|
| <b>a</b>  | When infants and toddlers/twos are <b>sleeping</b> , mirrors, video, or sound monitors may be used to augment supervision in sleeping areas, but such monitors may not be relied on in lieu of direct visual and auditory supervision. |     |        |       |
| <p><i>Rate as 'NoOpp' if no children are sleeping during the observation.</i></p> <p><i>Teaching staff must supervise infants and toddler/twos by sight and sound at all times, including when children are sleeping. Mirrors, videos or sound monitors may be used to augment supervision. To augment supervision means that a teaching staff member does not rely only on a mirror, video or sound monitor to see and/or hear all children but that such devices enhance the ability to see or hear each child.</i></p> |  |     |        |       |
| <b>b</b>  | Sides of cribs are checked to ensure that they are up and locked.  |     |        |       |
| <p><i>Rate as 'N/A' if cribs are not used, or if crib sides do not move. Rate as 'NoOpp' if no children are sleeping during the observation.</i></p>  |  |     |        |       |
| <b>c</b>  | Teachers, assistant teachers, or teacher aides are aware of, and positioned so they can hear and see, any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.      |     |        |       |
| <p><i>Rate as 'NoOpp' if no children are sleeping during the observation.</i></p> <p><i>Teaching staff members must position themselves in such a way that they can see and hear all children at all times. When infants and toddlers are sleeping in an area or room that is directly connected through open doors, windows and/or half walls to where the teaching staff members are located, an adult does not need to be present in the sleeping area but must be able to see and hear children at all times.</i></p> |  |     |        |       |
| <p><i>If infants or toddler/twos sleep in a separate room that opens into a hallway and is not directly connected to the room in which the teaching staff and awake children are located, a member of the teaching staff or other adult must be present in the same room with the sleeping children and must be able to see and hear all children at all times.</i></p>   |  |     |        |       |

| 3.C.04  |   | P-K | Required | O, PP |
|---|---|-----|----------|-------|
| <b>a</b>  | Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in a library area, or who are napping). |     |          |       |
| <p><i>Preschool and kindergarten aged children: Teaching staff who are responsible for the care of the children enrolled in the group must be aware of where children are at all times. The structural design for any classroom, restroom or other program space must not interfere with teacher's ability to observe children according to criterion 3.C.04.</i></p> <p><i>When an ancillary or allied professional (such as a music teacher, art teacher, or librarian, special education consultant) is working with one or more children, that person may be considered a member of the teaching staff for supervision purposes only.</i></p> <p><i>Preschool aged children: Preschool children (defined as children enrolled in a group of children ages 30 months to 5 years) may be momentarily out of sight and sound (e.g., if a child leaves the playground to go into an adjoining classroom alone to get something) as long as the child is back in sight and sound within one minute. Note that it is permissible for staff members to supervise preschool children by sound for up to five minutes only before regaining both sight and sound observation.</i></p> <p><i>Kindergarten aged children: Kindergarten aged children (defined as children enrolled in a public or private kindergarten group) may be out of sight and sound for no longer than 10 minutes.</i></p> |   |     |          |       |
| <p><i>This is a required criterion. If a child is in immediate danger, assessors must immediately notify the program administrator and contact the NAEYC Academy. If the assessor determines that this criterion is not fully met after the observation, assessors must note this on the Required Criterion Report Form. If during the Program Portfolio review, the assessor determines that this criterion is not fully met, the assessor MUST list it on the Missing Evidence Request Form (MERF).</i></p> <p><i>If the criterion is still not fully met after the program responds to the MERF, assessors must note this on the Required Criterion Report Form. The Required Criterion Report Form is shared with the program administrator at the Closing Meeting, at which point the Program Administrator will be given a chance to respond in writing directly on the Required Criterion Report Form; OR choose not to respond during the site visit by checking the appropriate box on the form; AND/OR provide additional contextual information to the NAEYC Academy within 5 business days of the site visit.</i></p>   |   |     |          |       |

| 3.C.05  |   | K | Always | O, PP |
|---|---|---|--------|-------|
| <b>a</b>  | Teaching staff allow kindergarten children who are doing tasks in a safe environment to be out of the teacher's sight and sound supervision for a short period of time (e.g., when taking the attendance report to the office). Teachers check on children if those children do not return promptly to the group or if the adult at a child's destination does not confirm the child's arrival. |   |        |       |
| <p><i>Teaching staff must be aware of where children are at all times. The structural design for any classroom, restroom or other program space must not interfere with a teacher's ability to observe children according to criterion 3.C.05.</i></p> <p><i>When an ancillary or allied professional (such as a music teacher, art teacher, or librarian, special education consultant) is working with one or more children, that person may be considered a member of the teaching staff for supervision purposes only.</i></p> <p><i>This is not a required criterion. Kindergarten aged children (defined as children enrolled in a public or private kindergarten group) may be out of sight and sound, or supervised only by sound, as long as the child is back in sight and sound supervision within 10 minutes.</i></p> <p><i>Staff may include members of the teaching staff other than the teaching team in the child's classroom. For example, if a kindergarten aged child goes down to the office, he/she may be in sight and sound supervision by the office staff rather than the teaching team in his/her regular classroom. Teaching staff members check on the child if he/she does not return promptly, i.e. by calling the office, or if the adult does not confirm arrival at the destination.</i></p> |   |   |        |       |

**3.D. – Using Time, Grouping, and Routines to Achieve Learning Goals**

| 3.D.01  |  | I-T-P-K | Random | O, PP |
|---|--|---------|--------|-------|
| Teachers provide time daily for   |  |         |        |       |
| <b>a</b>  | indoor and   |         |        |       |
| <b>b</b>  | outdoor activities (except when conditions pose a health risk as defined by local health officials.) |         |        |       |
| <p><i>Schedules may be used as evidence of meeting this criterion. Documentation of "...health risk as defined by local health officials" may include evidence such as communications with local health authorities and reports received from the local or state health authority (downloaded press releases, for example).</i></p> |  |         |        |       |

| 3.D.02  | I-T-P-K             | Random | O |
|---|---------------------|--------|---|
| Teaching staff use routine care to facilitate children's  |                     |        |   |
| <b>a</b>  | self-awareness,     |        |   |
| <b>b</b>  | language, and       |        |   |
| <b>c</b>  | social interaction. |        |   |
| <i>Routine care includes diapering, hand washing, feeding, taking to the restroom, tooth brushing, nap time, etc.</i> |                     |        |   |

| 3.D.03  | I-T-P-K  | Random | O |
|---|--|--------|---|
| <b>a</b>  | Teachers provide time and materials daily for children to select their own activities. |        |   |
| <i>Evidence would include time for free choice playing on the daily schedule, and open, accessible learning or activity centers in the classroom.</i> |  |        |   |

| 3.D.04   | I-T-P-K  | Random | O, CP |
|--|--|--------|-------|
| <b>a</b>   | Teaching staff offer children opportunities to interact with children of various ages. |        |       |
| <i>Rate as 'NoOpp' if the group does not interact with children from a different age category during the observation. Rate as 'No' during the classroom portfolio review if there is no evidence that the children are offered opportunities to interact with children of different ages. Evidence could include but is not limited to: photos, lesson plans, and class books showing interactions with children of other ages. If the program has only one age category examples may include visiting a public park with children of various ages, allowing siblings of different age categories to visit the classroom, etc.</i> |  |        |       |

| 3.D.05   | I-T-P-K    | Random | CP |
|--|------------|--------|----|
| Teachers plan for children to revisit experiences and materials over periods of  |            |        |    |
| <b>a</b>   | days,      |        |    |
| <b>b</b>   | weeks, and |        |    |
| <b>c</b>   | months.    |        |    |
| <i>Evidence could include activities around a thematic unit or a set of materials that last for several days, then continue at intervals for weeks or months; for example: a thematic unit on weather that spans all four seasons and includes materials such as thermometers and rain gauges. Evidence could include but is not limited to: lesson plans, planning webs, photos, etc. For infants activities could include re-reading books, age-appropriate fine and gross motor activities, and looking into mirrors.</i> |            |        |    |

| 3.D.06   | I                | Random | O, CP |
|--|------------------|--------|-------|
| Teachers organize time and space on a daily basis to offer infants opportunities to play |                  |        |       |
| <b>a</b>   | individually,    |        |       |
| <b>b</b>   | in pairs, and    |        |       |
| <b>c</b>   | in small groups. |        |       |

| 3.D.07   | T-P                                     | Not Currently Assessed: Best Practice |
|--|---|---------------------------------------|
| At snack times, teaching staff   |   |                                       |
| <b>a</b>   | sit and eat with children and           |                                       |
| <b>b</b>   | engage them in conversation.            |                                       |
| When provided, meals are   |   |                                       |
| <b>c</b>   | served family style, and teaching staff |                                       |
| <i>Family style is defined as when food is served in containers holding multiple portions so that children may serve themselves. Food that is distributed in a cafeteria line or on plated trays is not considered family style.</i>   |   |                                       |
| <b>d</b>   | sit and eat with children and           |                                       |
| <b>e</b>   | engage them in conversation.            |                                       |
| <i>Programs define whether they offer meals and/or snacks. Teaching staff are expected to sit with children and engage them in conversation when time for a snack or meal is provided, even if the food is brought from home. Conversations must extend beyond rules and expectations for behavior at the table. Note that snacks do NOT need to be served family-style.</i> |   |                                       |

| 3.D.08   |  | T-P-K | Random | O |
|--|--|-------|--------|---|
| <b>a</b>   | Teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom |       |        |   |
| <i>Evidence may include observing children assist with cleanup or classroom chores, job or chore charts posted in the classroom, and interactions between teachers and children that encourage participation in cleanup.</i> |  |       |        |   |

| 3.D.09  |                            | T-P-K | Always | O |
|---|----------------------------|-------|--------|---|
| <i>Rate 'NoOpp' for the entire criterion if no opportunity for transitions is present during the observation AND there is no posted information in the room related to transitions.</i> |                            |       |        |   |
| Teaching staff help children follow a predictable but flexible daily routine by providing:  |                            |       |        |   |
| <b>a</b>  | time [for transitions] and |       |        |   |
| <i>A posted schedule may provide one source of evidence of time for transitions.</i>  |                            |       |        |   |
| <b>b</b>  | support for transitions.   |       |        |   |
| <i>For example, predictability, verbal or visual cues, staff engagement in clean up, staff ability to fill time effectively (such as, if lunch is late).</i>                            |                            |       |        |   |

| 3.D.10  |                                       | T-P-K | Random | O, CP |
|---|---------------------------------------|-------|--------|-------|
| Teachers organize time and space on a daily basis to allow children to work or play   |                                       |       |        |       |
| <b>a</b>  | individually and                      |       |        |       |
| <b>b</b>  | in pairs,                             |       |        |       |
| <b>c</b>  | to come together in small groups, and |       |        |       |
| <b>d</b>  | to engage as a whole group.           |       |        |       |
| <i>Evidence could include schedules and lesson plans, small and large group activities, and space in the classroom for children to work and play individually and in pairs.</i> |                                       |       |        |       |

| 3.D.11   |   | T-P-K | Random | O, CP |
|--|---|-------|--------|-------|
| <b>a</b>   | Teachers create opportunities for children to engage in group projects and to learn from one another. |       |        |       |
| <i>Evidence could include schedules, lesson plans, curriculum webs, or small and large group activities that promote child-to-child engagement. The intent of the criterion is that teachers are intentional in promoting children's ability to learn from each other.</i> |   |       |        |       |

| 3.D.12   |   | K | Emerging | O, PP |
|--|---|---|----------|-------|
| <i>If the program does not include snack or meal times, rate entire criterion as 'N/A'. If neither a snack nor a meal is served rate the entire criterion as 'NoOpp'.</i>  |   |   |          |       |
| <i>Programs define whether they offer meals and/or snacks.</i>   |   |   |          |       |
| Adults   |   |   |          |       |
| <b>a</b>   | sit and eat with children and   |   |          |       |
| <i>Credit is given if any staff member is sitting or eating with children; does not have to be all staff.</i>  |   |   |          |       |
| <b>b</b>   | engage them in conversation at  |   |          |       |
| <b>c</b>   | snack and   |   |          |       |
| <b>d</b>   | meal times.   |   |          |       |
| <b>c-d</b>   | <i>Observationally, if a snack is served during the observation, rate indicator c as 'Yes' and indicator d as 'NoOpp'; if a meal is served during the observation rate indicator d as 'Yes' and indicator c as 'NoOpp.'</i><br><i>During the Program Portfolio review, if the program only serves a snack and no meals, rate indicator c as 'Yes' and indicator d as 'N/A'; if the program serves meals, but no snacks, rate indicator d as 'Yes' and indicator c as 'N/A'.</i> |   |          |       |
| <i>Teaching staff are expected to sit with children and engage them in conversation when time for a snack or meal is provided, even if the food is brought from home. Conversations must extend beyond rules and expectations for behavior at the table. Written evidence could include a policy or a statement from a staff handbook.</i> |   |   |          |       |



**3.E. – Responding to Children’s Interests and Needs**

| <b>3.E.01</b>   |   | <b>I-T-P-K</b> | <b>Random</b> | <b>O, CP</b> |
|---|---|----------------|---------------|--------------|
| <b>a</b>  | Teaching staff reorganize the environment when necessary to help children explore new concepts and topics, sustain their activities, and extend their learning. |                |               |              |
| <i>Rate ‘NoOpp’ if evidence not seen during observation.<br/>Evidence could include teaching staff expanding learning centers, moving furniture, etc. to encourage exploration.<br/>Examples could also include setting aside a table for children to keep items that are “a work in progress” Lego creations, art projects, etc.</i> |   |                |               |              |

| <b>3.E.02</b>  |  | <b>I-T-P-K</b> | <b>Random</b> | <b>O, CP</b> |
|--|--|----------------|---------------|--------------|
| Teachers scaffold children’s learning by   |  |                |               |              |
| <b>a</b>   | modifying the schedule.                    |                |               |              |
| <b>b</b>   | intentionally arranging the equipment, and |                |               |              |
| <b>c</b>   | making themselves available to children.   |                |               |              |
| <i>Examples may include staff members working with a child in an activity center, assisting them with a process that they may not be able to complete without assistance. Examples could also include modifying the schedule and/or lesson plans to practice a skill or to revisit a topic, gradually decreasing teacher support and/or assistance. Evidence could also include written documentation of such practices in anecdotal notes, lesson plans, or child assessment plans.</i> |  |                |               |              |

| <b>3.E.03</b>   |   | <b>I-T-P-K</b> | <b>Random</b> | <b>O, CP</b> |
|---|---|----------------|---------------|--------------|
| <b>a</b>  | Teachers use children’s interest in and curiosity about the world to engage them with new content and developmental skills. |                |               |              |
| <i>Rate as ‘NoOpp’ if no evidence is seen in the observation.<br/>Look for evidence that activities and materials sometimes diverge from planned curriculum themes to reflect child-initiated topics. Evidence may include show and tell activities, anecdotal notes, lesson plans, and newsletters showing that teaching staff decided to do a unit or study a topic because of a child’s interest in the topic (i.e., dinosaurs, space, birds, snow, new babies).</i> |   |                |               |              |

| <b>3.E.04</b>   |  | <b>I-T-P-K</b> | <b>Random</b> | <b>O, CP</b> |
|---|--|----------------|---------------|--------------|
| <b>a</b>  | Teachers use their knowledge of individual children to modify strategies and materials to enhance children’s learning. |                |               |              |
| <i>Rate as ‘Yes’ if you see that children are engaged in activities, have developmentally appropriate materials and toys and are not frustrated by the activities or materials.<br/>Written evidence could include lesson plans, curriculum webs, or schedules with anecdotal notes about individuals, or individual child assessments.</i> |  |                |               |              |

| <b>3.E.05</b>  |   | <b>I</b> | <b>Random</b> | <b>O, CP</b> |
|--|---|----------|---------------|--------------|
| <b>a</b>   | Teachers use the needs and interests of infants to influence schedules, routines, and learning experiences. |          |               |              |
| <i>Teaching staff are flexible. They are more likely to follow the children’s leads than to adhere to a specific schedule.</i> |   |          |               |              |

| <b>3.E.06</b> |  | <b>I</b> | <b>Random</b> | <b>O</b> |
|---------------|--|----------|---------------|----------|
| <b>a</b>      | Infants who show interest or pleasure in an activity are encouraged and supported in prolonging that activity. |          |               |          |

| <b>3.E.07</b>   |   | <b>I</b> | <b>Random</b> | <b>O</b> |
|---|---|----------|---------------|----------|
| Teaching staff actively seek to understand infants’ needs and desires by: |   |          |               |          |
| <b>a</b>  | recognizing and responding to their nonverbal cues and by |          |               |          |
| <b>b</b>  | using simple language.                                    |          |               |          |

| <b>3.E.08</b>                              |                       | <b>T-P-K</b> | <b>Random</b> | <b>O, CP</b> |
|--|-----------------------|--------------|---------------|--------------|
| Teachers use their knowledge of children’s |                       |              |               |              |
| <b>a</b>                                   | social relationships, |              |               |              |
| <b>b</b>                                   | interests,            |              |               |              |

| 3.E.08   |            | T-P-K | Random | O, CP |
|--|------------|-------|--------|-------|
| <b>c</b>   | ideas, and |       |        |       |
| <b>d</b>   | skills     |       |        |       |
| to tailor learning opportunities for groups and individuals.   |            |       |        |       |
| <i>Evidence may include observation forms, developmental checklists, intake forms, anecdotal notes; as well as evidence that children's interests and skills are considered during lesson planning, such as a unit or theme that is planned around a child-initiated interest.</i> |            |       |        |       |
| <i>Look for evidence that teaching staff have knowledge of the children and adapt teaching to meet the specific needs of each child and the group.</i>   |            |       |        |       |

| 3.E.09   |                    | T-P-K | Random | O |
|--|--------------------|-------|--------|---|
| Throughout the day, teaching staff actively seek out children's ideas and discern how they understand things by: |                    |       |        |   |
| <b>a</b>   | observing,         |       |        |   |
| <b>b</b>   | talking with, and  |       |        |   |
| <b>c</b>   | listening to them. |       |        |   |

### 3.F. – Making Learning Meaningful for All Children

| 3.F.01   |   | I-T-P-K | Random | O, CP |
|--|---|---------|--------|-------|
| <b>a</b>   | Teachers use curriculum in all content and developmental areas as a flexible framework for teaching and to support the development of daily plans and learning experiences. |         |        |       |
| <i>Evidence may include lesson plans, centers, and curriculum guides. Content areas: language and literacy, large and fine motors skills development, science and technology, music and arts, math, social-emotional development, health and safety, and social studies.</i> |   |         |        |       |

| 3.F.02   |                               | I-T-P-K | Random | O, CP |
|--|-------------------------------|---------|--------|-------|
| <b>a</b>   | Play is planned for each day. |         |        |       |
| <i>Play is not limited to outdoor or gross-motor play. Play is characterized by children's active engagement and enjoyment and their ability to determine how the activity is carried out. Teaching staff are expected to encourage and facilitate active play involving physical movement as well as pretend or dramatic play. Children are expected to have opportunities to play individually and with peers.</i> |                               |         |        |       |

| 3.F.03   |  | I-T-P-K | Random | FS, PP |
|--|--|---------|--------|--------|
| <b>a</b>   | Teachers and families work together to help children participate successfully in the early childhood setting when professional values and practices differ from family values and practices. |         |        |        |
| <i>Written evidence could include parent/teacher conferences; questionnaires and intake sheets for families about their culture; and resources for teachers and staff to help them communicate with families about cultural differences and implement culturally responsive service plans and practices.</i> |  |         |        |        |

| 3.F.04   |                                   | I-T-P-K | Random | O |
|--|-----------------------------------|---------|--------|---|
| Teaching staff help children understand spoken language, (particularly when children a learning a new language) by using:  |                                   |         |        |   |
| <b>a</b>   | pictures,                         |         |        |   |
| <b>b</b>   | familiar objects,                 |         |        |   |
| <b>c</b>   | body language, and physical cues. |         |        |   |
| <i>Evidence includes things such as picture collections, labels on materials, narration and naming by teaching staff of routines and the materials involved in routines, and child dictations.</i> |                                   |         |        |   |

| 3.F.05  |   | I-T-P-K | Random | O, FS |
|---|---|---------|--------|-------|
| <b>a</b>  | Teaching staff support the development and maintenance of children's home language whenever possible. |         |        |       |
| <i>Evidence includes such things as books and/or music in the child's home language or employment of staff or use of volunteers who speak the child's language.</i> |   |         |        |       |

| 3.F.06   | I-T-P-K  | Random | FS, CP |
|--|--|--------|--------|
| <b>a</b>   | Teachers offer children opportunities to engage in classroom experiences with members of their families. |        |        |
| <i>Written evidence could include lists of family members who volunteer in the classroom, activities in which family members are invited into the classroom, newsletters in which family members are encouraged to participate in classroom events and activities or policies for families such as “open door” or requests to volunteer.</i> |  |        |        |

| 3.F.07   | T-P-K  | Random | O |
|--|--|--------|---|
| Teaching staff:  |  |        |   |
| <b>a</b>   | use varied vocabulary and  |        |   |
| <b>b</b>   | engage in sustained conversations with children about their experiences. |        |   |
| <i>Rate as ‘Yes’ if there is mutual listening and talking, done in turn, between a staff member and an individual child (or small group of children), about a common topic of interest. Conversation is “sustained” if the participants each take more than one turn speaking and listening.</i> |  |        |   |
| <i>Teachers do not talk down to children; teachers occasionally use words that children may not understand and provide explanations of these words.</i>  |  |        |   |

**3.G. – Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge**

| 3.G.01   | I-T-P-K  | Random | O, CP |
|--|--|--------|-------|
| <b>a</b>   | Teachers have and use a variety of teaching strategies that include a broad range of approaches and responses. |        |       |
| <i>Rate as ‘Yes’ if assessor observes in observation, or as written evidence, a variety of teaching strategies, such as small and large group activities, teacher-or child-directed activities, “expanding upon” activities, modeling behavior, asking children open-ended questions, and encouraging children to maintain being engaged in activities. Evidence may also include classroom schedules, photos or planning webs of activities that convey a variety of teaching approaches and responses.</i> |  |        |       |

| 3.G.02  | I-T-P-K   | Random | O, CP |
|---|---|--------|-------|
| Teachers use multiple sources (including results of informal and formal assessments as well as children’s initiations, questions, interests, and misunderstandings) to  |   |        |       |
| <b>a</b>  | identify what children have learned.                                  |        |       |
| <b>b</b>  | adapt curriculum and teaching to meet children’s needs and interests. |        |       |
| <b>c</b>  | foster children’s curiosity.  |        |       |
| <b>d</b>  | extend children’s engagement.   |        |       |
| <b>e</b>  | support self-initiated learning.                                      |        |       |
| <i>“Multiple sources” means two or more. Evidence could include informal and/or formal assessments. The use of prompting questions and observation done by the teachers may be counted as multiple sources during the observation. If formal assessment is not seen during the observation, examples of informal assessments may include observation, prompting questions, scaffolding, and individualized questioning.</i> |   |        |       |

| 3.G.03  | I-T-P-K  | Random | O, CP |
|---|--|--------|-------|
| As children learn and acquire new skills, teachers  |  |        |       |
| <b>a</b>  | use their knowledge of children’s abilities to fine tune their teaching support. |        |       |
| <b>b</b>  | Teachers adjust challenges as children gain competence and understanding.        |        |       |
| <i>This criterion defines scaffolding in daily teaching practice. Because children are often practicing new skills in the classroom, these teaching practices should be seen in a one-hour observation. Evidence may include lesson plans paired with anecdotal notes, examples of how teachers adjusted challenges in the lesson plans, descriptions, and assessment data.</i> |  |        |       |

| 3.G.04   | I-T-P-K   | Random | O |
|----------|---|--------|---|
| <b>a</b> | Teaching staff help children enter into and sustain play. |        |   |

| 3.G.05  | I-T-P-K               | Random | O |
|---|-----------------------|--------|---|
| Teachers support and challenge children’s learning during interactions or activities that are   |                       |        |   |
| <b>a</b>  | teacher initiated and |        |   |
| <b>b</b>  | child initiated.      |        |   |
| <p><i>Rate as ‘No’ if all evidence (including class schedule) shows only teacher-initiated or only child-initiated activities or if teachers do not provide challenging materials or learning opportunities.</i></p> <p><i>Look for evidence (such as a class schedule) that includes time for both teacher and child initiated activities, such as circle or group time and free-choice time. Look for teachers who are actively engaging children in activities suited to the developmental needs and interests of the children in the group.</i></p> |                       |        |   |

| 3.G.06  | I  | Random | FS, TS, CP |
|---|--|--------|------------|
| <b>a</b>  | Teachers observe infants and exchange information about their abilities with their families and with other professionals (after getting family consent) who are involved with the infant’s care. Teachers use the information to plan opportunities and provide materials that challenge infants to develop socially, physically, linguistically, and cognitively. |        |            |
| <p><i>Evidence may include a lesson plan in which all four areas of development are planned (social, physical, linguistic and cognitive); developmental checklists, guided observation forms, anecdotal notes or other observations; parent conference or other family communication documentation that shows that observations are shared with the child’s family; or family consent forms providing the program with permission to observe infants and share information with program staff or other professionals (such as therapists, special subject teachers, before or after care teaching staff, etc.) who work with the child.</i></p> |  |        |            |

| 3.G.07   | T-P-K  | Random | O |
|----------|--|--------|---|
| <b>a</b> | Teachers use their knowledge of content to pose problems and ask questions that stimulate children’s thinking. Teachers help children express their ideas and build on the meaning of their experiences. |        |   |

| 3.G.08   | T-P-K  | Random | O, CP |
|--|--|--------|-------|
| <b>a</b>   | Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children’s current understandings. |        |       |
| <p><i>Examples could include scaffolding, conversations, field trips, or books created based on shared experiences like taking a class field trip.</i></p> |  |        |       |

| 3.G.09  | T-P-K                     | Random | O, CP |
|---|---------------------------|--------|-------|
| Teachers engage in collaborative inquiry with   |                           |        |       |
| <b>a</b>  | individual children and   |        |       |
| <b>b</b>  | small groups of children. |        |       |
| <p><i>Examples could include asking open-ended questions such as, “What if...”, “What do you think will happen next?”, “How did that happen?” Evidence could include lesson plans, conversations, child portfolios, “All About Me” books, anecdotal notes, and artwork.</i></p> |                           |        |       |

| 3.G.10   | T-P-K   | Random | O |
|--|---|--------|---|
| <p><i>In the event a group is observed during a ‘walk’ this indicator will be rated ‘NoOpp’.</i></p>   |   |        |   |
| Teaching staff join children in learning centers to extend and deepen children’s learning.   |   |        |   |
| They:  |   |        |   |
| <b>a</b>   | observe children,                                   |        |   |
| <b>b</b>   | engage children in conversations, and               |        |   |
| <b>c</b>   | position themselves at eye-level with the children. |        |   |
| <p><i>Learning centers include any area of the classroom or outdoor play area arranged to promote children’s learning, for example, the art area, book corner, block area, or dramatic play center. If the group is observed during outdoor play time the varying areas of the outdoor space i.e. stationary equipment, sandbox or portable equipment areas will be considered learning centers.</i></p> |   |        |   |

| 3.G.11  |  | T-P-K | Random | O, CP |
|---|--|-------|--------|-------|
| <b>a</b>  | Teachers are able to determine the different components of a task and break it into meaningful and achievable parts. |       |        |       |
| <i>Evidence could include charts or posters showing routines such as hand washing or tooth brushing broken into steps, or other activities (tying shoes, writing alphabet) deconstructed into meaningful and achievable parts that are developmentally appropriate for the age category being served.</i> |  |       |        |       |

| 3.G.12  |   | T-P-K | Random | O, CP |
|---|---|-------|--------|-------|
| Teachers promote children’s engagement and learning by  |   |       |        |       |
| <b>a</b>  | responding to their need for and interest in practicing emerging skills, and        |       |        |       |
| <b>b</b>  | by enhancing and expanding activities that children choose to engage in repeatedly. |       |        |       |
| <i>Evidence may address how materials and activities are provided to practice emerging skills and expanding activities in which children repeatedly engage.</i> |   |       |        |       |

| 3.G.13  |   | P-K | Random | O, CP |
|---|---|-----|--------|-------|
| <b>a</b>  | Teachers promote children’s engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills. |     |        |       |
| <i>Skills may include tooth brushing, assembling a puzzle, putting on a coat, holding a pencil or any other skill that the children are learning. Evidence may include charts or posters showing routines such as hand washing broken into steps or other activities deconstructed into meaningful and achievable parts that are developmentally appropriate for the age category being served.</i> |   |     |        |       |

| 3.G.14  |  | P-K | Random | O, CP |
|---|--|-----|--------|-------|
| <b>a</b>  | Teachers demonstrate their knowledge of content and developmental areas by creating experiences that engage children in purposeful and meaningful learning related to key curriculum concepts. |     |        |       |
| <i>Created experiences may include spontaneous activities that emerge as a result of planned activities, children's interests or unanticipated events. Rate as 'No' if all experiences involve pre-packaged curriculum materials (e.g., "ditto sheets"). Teachers must demonstrate that they provide opportunities for children’s social-emotional, language and physical growth, and must have materials that support children’s learning in all content areas- literacy math, science, technology, health/safety, social studies and creative arts. Technology is defined broadly to include knowledge and use of tools and machines. Included are computers, video, cameras and other forms of high technology, as well as simple tools like gears, wheels and levers. Technology can be used by teachers or children, and includes use of technology in dramatic play (e.g., disconnected computer keyboard).</i> |  |     |        |       |

**Standard 4 – Assessment of Child Progress**

**4.A. – Creating An Assessment Plan**

| 4.A.01   |  | I-T-P-K | Random | PP |
|--|--|---------|--------|----|
| <b>a</b>   | Programs conduct assessments as an integral part of the program. Programs use assessments to support children’s learning, using a variety of methods such as observations, checklists, rating scales, and individually administered tests. |         |        |    |
| <i>Rate as 'Yes' if the program portfolio contains evidence of two or more assessment methods.</i> |  |         |        |    |

| 4.A.02   |  | I-T-P-K | Random | PP |
|--|--|---------|--------|----|
| The program has a written plan for assessment that describes assessment purposes, procedures, and uses of the results. The plan also includes: |  |         |        |    |
| <b>a</b>   | conditions under which children will be assessed,                      |         |        |    |
| <i>Rate as 'Yes' if assessment is routine for all children and is integrated with teaching and planning.</i>                                   |  |         |        |    |
| <b>b</b>   | timelines associated with assessments that occur throughout the year,  |         |        |    |
| <b>c</b>   | procedures to keep individual child records confidential,              |         |        |    |
| <b>d</b>   | ways to involve families in planning and implementing assessments,     |         |        |    |
| <b>e</b>   | methods to effectively communicate assessment information to families. |         |        |    |

| 4.A.03  | I-T-P-K  | Random | PP |
|---|--|--------|----|
| The program's written assessment plan includes the multiple purposes and uses of assessment, including  |  |        |    |
| <b>a</b>  | arranging for developmental screening and referral for diagnostic assessment when indicated, |        |    |
| <i>"Screening" is a quickly administered assessment used to identify children who may benefit from more in-depth assessment. "Diagnostic assessment" is a method used by a trained professional, such as a physician or therapist, for determining the cause of a condition such as a medical issue or developmental delay.</i> |  |        |    |
| <b>b</b>  | identifying children's interests and needs,  |        |    |
| <b>c</b>  | describing the developmental progress and learning of children,                              |        |    |
| <b>d</b>  | improving curriculum and adapting teaching practices and the environment,                    |        |    |
| <b>e</b>  | planning program improvement, and  |        |    |
| <b>f</b>  | communicating with families.   |        |    |
| <i>Evidence must reflect a program's written assessment plan. The evidence may include written assessment information or program policy information, such as documentation from staff or family handbooks.</i>  |  |        |    |

**4.B. – Using Appropriate Assessment Methods**

| 4.B.01   | I-T-P-K   | Random | PP |
|--|---|--------|----|
| <b>a</b>   | Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children. |        |    |
| <i>"Variety" refers to two or more. Assessments use words, pictures and concepts that are familiar to the child and represent the child's culture, language, ability, and experiences. For example: Children who live near the coast may have a greater point of reference to sea shells than they do to mountain rocks.</i> |   |        |    |

| 4.B.02   | I-T-P-K  | Random | PP |
|--|--|--------|----|
| <b>a</b>   | Assessments obtain information on all areas of children's development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health, and physical development (including self-help skills). |        |    |
| <i>Examples of the type of assessments used and relevant policies for assessing children should appear in the Program Portfolio.</i> |  |        |    |

| 4.B.03   | I-T-P-K   | Random | PP |
|--|---|--------|----|
| <b>a</b>   | Norm-referenced and standardized tests are used primarily when seeking information on eligibility for special services or when collecting information for overall program effectiveness. When formal assessments are used, they are combined with informal methods such as observation, checklists, rating scales, and work sampling. |        |    |
| <i>The intent of this criterion is to ensure that norm-referenced and standardized tests are primarily used in situations that require comparisons to norms (most often used when identifying children with potential delays or special needs) and to ensure the use of informal assessment methods in order to provide authentic, holistic assessment that informs planning and teaching. Formal assessments are norm-referenced and standardized instruments and cannot be staff-developed. Programs may use staff-developed assessment methods (observations, checklists, rating scales, work sampling, etc.) to meet the second sentence of this criterion, which talks about informal assessment methods.</i> |   |        |    |

| 4.B.04  | I-T-P-K  | Random | PP |
|---|--|--------|----|
| <b>a</b>  | If the program uses published instruments, it evaluates information from the publisher about the standardization sample, standardization procedures, scoring, reliability, and validity to ensure that the results obtained with the instruments are valid for the program's purposes. |        |    |
| <i>Rate as 'N/A' if the program does not use published instruments.</i> |  |        |    |

| 4.B.05   | I-T-P-K  | Always | CP |
|--|--|--------|----|
| Staff developed assessment methods   |  |        |    |
| <b>a</b>   | are aligned with curriculum goals.   |        |    |
| <b>b</b>   | provide an accurate picture of all children’s abilities and progress.  |        |    |
| <b>c</b>   | are appropriate and valid for their stated purposes.   |        |    |
| <b>d</b>   | provide meaningful and stable results for all learners, including English-language learners and children with special needs. |        |    |
| <b>e</b>   | provide teachers with clear ideas for curriculum development and daily planning.   |        |    |
| <b>f</b>   | are regularly reviewed to be certain that they are providing the needed information.   |        |    |
| <i>Child portfolios are a common staff-developed assessment method. Self-developed assessment methods may also include observation forms, checklists, or rating scales designed by the teaching staff.</i> |  |        |    |

| 4.B.06   | I-T-P-K  | Not Currently Assessed: Best Practice |
|--|--|---------------------------------------|
| <b>a</b>   | Staff share an understanding of the purposes, values, and uses of assessment in their program and can explain these to others. |                                       |
| <i>Examples include documentation of staff training regarding uses of assessment in the program or communications to families about the use of assessments in the program.</i> |  |                                       |

**4.C. – Identifying Children’s Interests and Needs and Describing Children’s Progress**

| 4.C.01   | I-T-P-K  | Emerging | TS, PP |
|--|--|----------|--------|
| All children receive developmental screening that includes:  |  |          |        |
| <b>a</b>   | the timely screening of all children within three months of program entry;   |          |        |
| <i>This indicator specifies that the screening be conducted within 3 months of entry into the program. During an assessment assessors will specifically be looking for evidence that children are screened within three months of enrollment. From a best practices perspective, screening should be conducted on a yearly basis. Programs may also refer to the instructions for the specific screening instrument that they use as evidence of the specific time frame in which the screening should be conducted.</i>   |  |          |        |
| <b>b</b>   | screening instruments that meet professional standards for standardization, reliability, and validity;                                   |          |        |
| <i>Rate as ‘Yes’ only if the program portfolio includes at least a brief summary or statement as to the validity and reliability of one or more of the instrument(s) used. Examples of Screening tools include: Mullen Scales of Early Learning; Brigance; DIAL 3; DENVER II; Ages and Stages; ESP: Early Screening Profiles; ESI-R (Early Screening Inventory).</i>   |  |          |        |
| <b>c</b>   | screening instruments that have normative scores available on a population relevant for the child being screened;                        |          |        |
| <i>Rate as ‘Yes’ if the screening instrument or supporting documentation includes references to normal or expected scores for all children by age or stage.</i>  |  |          |        |
| <b>d</b>   | screening of children’s health status and their sensory, language, cognitive, gross-motor, fine-motor, and social-emotional development; |          |        |
| <i>Health status and/or sensory (vision, hearing) screening may be conducted separately (at separate times, using different screening methods) from the other types of screening.</i>  |  |          |        |
| <b>e</b>   | a plan for evaluating the effectiveness of the screening program; and  |          |        |
| <b>f</b>   | using the results to make referrals to appropriate professionals, when needed, and ensuring that the referrals are followed.             |          |        |
| <i>A published instrument is required to meet criterion 4.C.01, which refers to developmental screening. Therefore, a screening tool cannot be staff developed, although it may be administered by staff. The program staff may also work with consultants or agencies to arrange for screening rather than conduct it themselves. Programs may provide evidence of system-wide developmental screening—i.e., a screening plan and blank instruments used. Evidence includes screening results collected by agencies other than the program (e.g. physician's office, health department, school systems). By definition, a developmental screening is a standardized procedure or test used to quickly appraise a large number of children to find out which ones need further evaluation and must meet professional standards for standardization, reliability and validity. When a program uses a published curriculum/assessment system for screening purposes the program must include a detailed written explanation as to how they are implementing the curriculum/assessment system as a screening.</i> |  |          |        |

| 4.C.02  | I-T-P-K   | Random | TS, CP |
|---|---|--------|--------|
| <b>a</b>  | Teachers assess the developmental progress of each child across all developmental areas, using a variety of instruments and multiple data sources that address the program’s curriculum areas. Staff with diverse expertise and skills collect information across the full range of children’s experiences. |        |        |
| <i>Rate as ‘Yes’ if the classroom portfolio includes evidence showing assessment of developmental progress across three or more development areas (e.g., social, emotional, cognitive, physical).</i> |   |        |        |

| 4.C.03  | I-T-P-K  | Random | TS, CP |
|---|--|--------|--------|
| <b>a</b>  | Teachers refer to curriculum goals and developmental expectations when interpreting assessment data. |        |        |
| <i>Examples include evidence of linking curriculum to assessment through lesson plans and activities.</i> |  |        |        |

**4.D. – Adapting Curriculum, Individualizing Teaching, and Informing Program Development**

| 4.D.01   | I-T-P-K   | Random | TS, CP |
|--|---|--------|--------|
| <b>a</b>   | Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions. |        |        |
| <i>Rate as ‘Yes’ if the classroom portfolio contains evidence that teachers or other staff conduct assessment, rather than specialized assessment staff who do not work with the child on a regular basis.</i> |   |        |        |

| 4.D.02   | I-T-P-K   | Emerging | TS, PP |
|--|---|----------|--------|
| <b>a</b>   | Teaching teams meet at least weekly to <b>interpret and use</b> assessment results to align curriculum and teaching practices to the interests and needs of the children. |          |        |
| <i>Evidence may include but is not limited to scheduled meetings, sample meeting notes or meeting agendas.</i> |   |          |        |

| 4.D.03  | I-T-P-K  | Always | O, TS, CP |
|---|--|--------|-----------|
| <b>a</b>  | Teachers interact with children to assess their strengths and needs to inform curriculum development and individualize teaching. |        |           |
| <i>Teachers’ intentional observations/interactions with children meet this criterion. It is not necessary to witness teaching staff using an assessment tool.</i> |  |        |           |

| 4.D.04  | I-T-P-K   | Random | PP |
|---|---|--------|----|
| <b>a</b>  | Teachers and other professionals associated with the program use assessment methods and information to design goals for individual children as well as to guide curriculum planning and monitor progress. |        |    |
| <i>Evidence may include notes from meetings between teachers and other professionals (such as the program administrator, a specialist or parents) where assessment data was used to guide curriculum planning and monitor progress. Evidence may also include lesson plans or other documents denoting goals designed based on assessments.</i> |   |        |    |

| 4.D.05   | I  | Random | O |
|----------|--|--------|---|
| <b>a</b> | Teachers talk and interact with infants to assess and encourage use of language (e.g., smiles, sounds, eye contact, and cooing). |        |   |

| 4.D.06   | I   | Random | O, CP |
|--|---|--------|-------|
| <b>a</b>   | Teachers observe infants to assess development and use these observations to modify the curriculum, interactions, and care. |        |       |
| <i>Rate as ‘Yes’ if teacher’s observations are used to modify any ONE of these areas: curriculum, interactions or care. Written evidence may include but is not limited to antidotal notes or notes of teachers’ observations.</i> |   |        |       |

| 4.D.07   | T-P-K  | Random | O, CP |
|--|--|--------|-------|
| <b>a</b>   | Teachers talk and interact with individual children and encourage their use of language to inform assessment of children’s strengths, interests and needs. |        |       |
| <i>Rate as ‘Yes’ if you observe interaction being used to inform assessment of any ONE of these areas: children’s strengths, interests, needs.</i> |  |        |       |



| 4.D.08  | T-P-K  | Random | TS, CP |
|---|--|--------|--------|
| <b>a</b>  | Teachers observe and document children’s work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching. |        |        |
| <i>Rate as ‘Yes’ if teacher’s observations are used to modify any ONE of these areas: children’s work, play, behaviors, or interactions. Written evidence may include but is not limited to anecdotal notes, notes of teachers’ observations or interactions with children.</i> |  |        |        |

**4.E. – Communicating with Families and Involving Families in the Assessment Process**

| 4.E.01   | I-T-P-K   | Always | FS, TS, CP |
|----------|---|--------|------------|
| <b>a</b> | Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. |        |            |

| 4.E.02  | I-T-P-K   | Random | FS, TS, PP |
|---|---|--------|------------|
| <b>a</b>  | Family members are provided information, either verbally or in writing, about their child’s development and learning on at least a quarterly basis, with written reports at least two times a year. |        |            |
| <i>Evidence may include written policies, relevant information from family or staff handbooks, and orientation materials. Information may be provided formally or informally in the form of written or narrative reports, family-teacher conferences, conversations, and e-mails. Written reports are required at least 2 times per year. Part year programs must provide this information at least four (4) times throughout the time in which the program is operating to meet this criterion. Evidence must include information regarding frequency information is shared to receive credit.</i> |   |        |            |

| 4.E.03   | I-T-P-K  | Random | FS, TS, CP |
|--|--|--------|------------|
| <b>a</b>   | Teachers, families, and relevant specialists have regular opportunities to participate in two-way communication conferences to discuss each child’s progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities. |        |            |
| <i>Two-way communication conferences are not limited to face to face discussions. Regular opportunity includes an open door policy, not just scheduled conference.</i> |  |        |            |

| 4.E.04  | I-T-P-K   | Random | FS, TS, PP |
|---|---|--------|------------|
| <b>a</b>  | Staff work to achieve consensus with families about assessment methods that will best meet the child’s needs. |        |            |
| <i>Evidence may include meeting schedules, newsletters, written policies, or relevant information from family/staff handbook, orientation materials, etc.</i> |   |        |            |

| 4.E.05   | I-T-P-K  | Random | FS, TS, PP |
|--|--|--------|------------|
| <b>a</b>   | Communication with families about their child’s assessments is sensitive to family values, culture, identity, and home language. |        |            |
| <i>Evidence may include written policies, relevant information from family/staff handbooks, orientation materials etc. Family values, culture, identity, and home language are strongly interrelated; therefore rate as ‘Yes’ if evidence supports any one of these areas.</i> |  |        |            |

| 4.E.06   | I-T-P-K  | Random | FS, TS, PP |
|--|--|--------|------------|
| The program staff provide families with information about the choice, use, scoring, and interpretation of screening and assessment methods that includes |  |        |            |
| <b>a</b>   | the purpose and use for which an assessment is designed and its programmatic purpose and use,  |        |            |
| <b>b</b>   | the interpretations of the results and their meaning in terms of future learning opportunities for their child,  |        |            |
| <b>c</b>   | the way teaching staff or others have been trained to use assessment procedures and interpret results as well as the conditions under which the child will be assessed (e.g., group size, time constraints, familiarity with adults involved), and |        |            |
| <b>d</b>   | access to or information about the specific instruments used.  |        |            |
| <i>Evidence may include written policies, relevant information from family/staff handbook, orientation materials, and parent tip sheets.</i>             |  |        |            |

| 4.E.07  | I-T-P-K  | Emerging | FS, TS, PP |
|---|--|----------|------------|
| The program staff provide families with a full explanation of confidentiality by  |  |          |            |
| <b>a</b>  | listing the categories of individuals who will have access to individual child screening and assessment results as well as the reasons for their access. |          |            |
| <b>b</b>  | sharing regulations governing access to files and familial rights.   |          |            |
| <i>Programs should consult their licensing or regulating body for regulations pertaining to their program. Information may be shared as part of children's enrollment information, in the parent handbook, etc.</i> |  |          |            |
| <b>c</b>  | describing the procedures used to keep individual child records confidential.  |          |            |
| <b>d</b>  | explaining how and why children's individual screening results and assessment information will be represented, used, and interpreted.                    |          |            |
| <i>Look for evidence of how the individual screening results will be used.</i>  |  |          |            |

**Standard 5 – Health**

**5.A. – Promoting and Protecting Children's Health and Controlling Infectious Disease**

| 5.A.01   | I-T-P-K   | Random | PP |
|--|---|--------|----|
| The program maintains current health records for each child:   |   |        |    |
| <b>a</b>   | Within six weeks after a child begins the program, and as age-appropriate thereafter, health records document the dates of services to show that the child is current for routine screening tests and immunizations according to the schedule recommended, published in print, and posted on the Web sites of the American Academy of Pediatrics, the Centers for Disease Control of the United States Public Health Service (CDC-USPHS), and the Academy of Family Practice. |        |    |
| <i>Rate as 'Yes' if program portfolio provides evidence that child health records include evidence of immunizations. It is not necessary to establish whether all immunizations were performed as scheduled.</i>   |   |        |    |
| <b>b</b>   | When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for any immunization for which parents are using religious exemption.  |        |    |
| <i>The following guidance represents current best practices regarding this criterion. It should be used to guide program improvement and in preparation for assessment. If assessed, NAEYC Assessors will use this guidance to rate the criterion during the assessment visit.</i><br><br><i>In addition to religious exemptions, parents/guardians may opt to not have their children immunized due to philosophical beliefs.</i>   |   |        |    |
| Child health records include   |   |        |    |
| <b>c</b>   | Current information about any health insurance coverage required for treatment in an emergency;   |        |    |
| <i>Current information regarding the child's health insurance coverage should include the insurance carrier, policy number, and name of insured. This information may sometimes be required in non-life-threatening emergencies.</i>   |   |        |    |
| <b>d</b>   | Results of health examinations, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;  |        |    |
| <i>Rate as 'Yes' if the Program Portfolio includes evidence of how the program gathers information on immunizations for individual children. Evidence should also include the procedure for capturing information on screening tests including the follow-up procedure with families to ensure any abnormal results are addressed.</i>   |   |        |    |
| <b>e</b>   | Current emergency contact information for each child, which is kept up to date by a specified method during the year;   |        |    |
| <b>f</b>   | Names of individuals authorized by the family to have access to health information about the child;   |        |    |
| <i>A place for parent/guardian signature must always appear for this indicator to be met. This indicator concerns programs' obligations with reference to HIPAA -- the federal Health Insurance Portability and Accountability Act of 1996. Health care providers are required to safeguard the confidentiality of health records. Therefore, health records should somewhere include a signed authorization from parents or legal guardians for the health care provider to share information (about health exams, immunizations, illness visits) with the program. This is most often seen on a state's health exam form required for admission to group care. However, implementation varies from state to state, so location and wording may differ.</i> |   |        |    |

|  | 5.A.01  | I-T-P-K | Random | PP |
|--|---|---------|--------|----|
| <b>g</b>   | Instructions for any of the child’s special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);   |         |        |    |
| <b>h</b>   | Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family’s beliefs. Staff implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program. |         |        |    |
| <p><i>The following guidance represents current best practices regarding this criterion. It should be used to guide program improvement and in preparation for assessment. If assessed, NAEYC Assessors will use this guidance to rate the criterion during the assessment visit.</i></p> <p><i>‘Family’s beliefs’ include religious or philosophical beliefs.</i></p> |   |         |        |    |

|  | 5.A.02   | I-T-P-K | Emerging | PP |
|--|--|---------|----------|----|
| The program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or a health professional with specific training in health consultation for early childhood programs.  |  |         |          |    |
| <b>a</b>   | The health consultant visits at least two times a year and as needed. Where infants and toddler/twos are in care, the health consultant visits the program at least four times a year and as needed.   |         |          |    |
| <b>b</b>   | The health consultant observes program practices and reviews and makes recommendations about the program’s practices and written health policies to ensure health promotion and prevention of infection and injury. The consultation addresses physical, social-emotional, nutritional, and oral health, including the care and exclusion of ill children.   |         |          |    |
| <b>a-b</b>   | <i>Licensed pediatric health professionals include (but are not limited to) pediatricians, family practice physicians, pediatric nurses, or pediatric nurse practitioners. Child care health consultation is a growing specialty for which training is available.</i>  |         |          |    |
| <b>c</b>   | Unless the program participates in the United States Department of Agriculture’s Child and Adult Care Food Program, at least two times a year a registered dietitian or pediatric public health nutritionist evaluates the menus for nutritional content; portion sizes; nationally recommended limits on juice, sugar, sodium, and saturated fats; food service operations; special feeding needs to be met by the program; and procedures used for food brought from home. |         |          |    |
| <p><i>Rate as ‘N/A’ if the program participates in the US Dept of Agriculture’s CACFP. An individual with a degree in nutrition and/or a Dietetic Technician are examples of a “registered dietitian or pediatric public health nutritionist.”</i></p>   |  |         |          |    |
| <b>d</b>   | The program documents compliance and implements corrections according to the recommendations of the consultant (or consultants).   |         |          |    |
| <p><i>A growing number of states require visits by a health consultant as part of their licensing regulations. The Healthy Child Care America (HCCA) Campaign website (<a href="http://www.healthychildcare.org/">http://www.healthychildcare.org/</a>) maintains a list of state HCCA and American Academy of Pediatrics (AAP) contacts that may be useful in locating a consultant. Other sources are other early childhood education programs that use consultants, local regulatory agencies, local health agencies, clinics and pediatric hospitals, the state chapter of AAP or local Head Start programs that have a health consultant. Some programs have also used pediatric health professionals who are parents of enrolled children. However, it is important to make sure that the consultant has knowledge of health issues specific to program and school settings, a public health perspective, and knowledge of confidentiality issues related to children, families, and staff.</i></p> <p><i>An early childhood professional certified as a trained child care health consultant is acceptable as a health consultant. A written agreement with a health care provider should include the details of the relationship. Evidence could include a copy of the contract with the provider or the plan for consultation. The qualifications of the provider (e.g., provider resume or documentation of training/certification) must also be provided as outlined in the criteria.</i></p> |  |         |          |    |

| 5.A.03  | I-T-P-K   | Required | TS, PP, [O] |
|---|---|----------|-------------|
| a   | At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR is always present with each group of children. |          |             |
| <p><i>At least one staff member who meets <b>both components</b> of criterion 5.A.03 must be present throughout the entire observation. Take note of all staff members who are present with children throughout each group observation. During the Program Portfolio review, review documentation of appropriate training for 5.A.03 for those staff members who were present with children throughout (each of) the group observation(s).</i></p> <p><i>Use the <a href="#">5.A.03 Worksheet</a> and the list of staff members present during each observation to rate this criterion. Look for evidence:</i></p> <ol style="list-style-type: none"> <li><i>1. That a first-aid course has been completed, and</i></li> <li><i>2. That the staff member is currently certified in CPR (including a pediatric or infant and/or child component).</i></li> </ol> <p><i>If the documentation does not include this information, programs must supply additional documentation indicating that these topics were covered in the training. The documentation must be issued from the course or course instructor and can include an agenda, course description, letter from the trainer or issuing organization, etc.</i></p> <p><i>Documentation must be specific to individuals and could be in the form of individual cards or certificates, documentation of an individual's successful completion of an online training course, or a record of staff that attended and successfully completed a suitable training course. A blanket policy that all staff are required to hold current trainings that meet 5.A.03 is <u>not</u> sufficient.</i></p> <p><i>This criterion does not specify how frequently the training would occur but the certification must be current. If the certificate indicates that the certification has expired, then the training(s) would not meet this criterion.</i></p> <p><i>A first aid course and a CPR self-learning program for infants and/or children (i.e., kit with practice manikin or online course) followed by a demonstration skills assessment by a qualified instructor meets this criterion if the program provides documentation that the staff member successfully passed the assessment. For criterion 5.A.03 to be met, a staff member who has appropriate training for criterion 5.A.03 is always present with each group of children. Exceptions are noted below:</i></p> <ul style="list-style-type: none"> <li><i>• A group of children can be left in the care of an adult who does not have appropriate training for criterion 5.A.03 for no more than five minutes. For example, if the adult with appropriate training for criterion 5.A.03 needed to step into the hallway to speak privately to a parent or leave the group to use the restroom, the adult must return within five minutes or another adult with appropriate training for criterion 5.A.03 must join the group within five minutes.</i></li> <li><i>• When a teaching staff member who meets 5.A.03 must leave the group, an "other adult" who meets 5.A.03 may cover for that teaching staff member for up to 20 minutes. During that 20 minute period, the group would still meet 5.A.03.</i></li> <li><i>• Teacher/student one-on-one pairings (for purposes such as occupational therapy, physical therapy, or speech therapy) do not constitute a group; the adult does not need to have appropriate training for criterion 5.A.03.therapy) do not constitute a group; the adult does not need to have appropriate training for criterion 5.A.03.</i></li> </ul> |   |          |             |
| <p><i>This is a required criterion. If a child is in immediate danger, assessors must immediately notify the program administrator and contact the NAEYC Academy. If the assessor determines that this criterion is not fully met during the observation, Assessors <b>MUST</b> list it on the Missing Evidence Request Form (MERF) for the Program Portfolio Source of Evidence. If the criterion is still not fully met after the program responds to the MERF, assessors must note this on the Required Criterion Report Form. This form is shared with the program administrator at the Closing Meeting, at which point the Program Administrator will be given a chance to respond in writing directly on the Required Criterion Report Form; OR choose not to respond during the site visit by checking the appropriate box on the form; AND/OR provide additional contextual information to the NAEYC Academy within 30 business days of the site visit.</i></p>   |   |          |             |

| 5.A.04   | I-T-P-K  | Not Currently Assessed: Best Practice |
|--|--|---------------------------------------|
| The program follows these practices in the event of illness:   |  |                                       |
| a  | If an illness prevents the child from participating comfortably in activities or creates a greater need for care than the staff can provide without compromising the health and safety of other children or if a child's condition is suspected to be contagious and requires exclusion as identified by public health authorities, then the child is made comfortable in a location where she or he is supervised by a familiar caregiver. If the child is suspected of having a contagious disease, then until she or he can be picked up by the family, the child is located where new individuals will not be exposed. |                                       |
| b  | The program immediately notifies the parent, legal guardian, or other person authorized by the parent when a child has any sign or symptom that requires exclusion from the program.   |                                       |
| A program that allows ill children or staff to remain in the program implements plans that have been reviewed by a health professional about |  |                                       |
| c  | what level and types of illness require exclusion;   |                                       |

| 5.A.04   | I-T-P-K  | Not Currently Assessed: Best Practice |
|--|--|---------------------------------------|
| The program follows these practices in the event of illness: |  |                                       |
| d  | how care is provided for those who are ill but who are not excluded; and   |                                       |
| e  | when it is necessary to require consultation and documentation from a health care provider for an ill child or staff member. |                                       |

| 5.A.05  | I-T-P-K   | Not Currently Assessed: Best Practice |
|---|---|---------------------------------------|
| a   | Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that families should implement at home. |                                       |
| b   | The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.   |                                       |
| <i>Examples of cooperative arrangements may include documented visits or communications with local health authorities, reports of communicable illnesses reported to local health authorities, and reports received from the local or state health authority (e.g., downloaded press releases).</i> |   |                                       |

| 5.A.06   | I-T-P-K  | Random | O, TS, PP |
|--|--|--------|-----------|
| a  | Children of all ages have daily opportunities for outdoor play (when weather, air quality, and environmental safety conditions do not pose a health risk). |        |           |
| <i>If children do not go outside to play during the observation, posted daily schedules or other material evidence may be used to rate this indicator. If you see no outside play AND no schedule or other evidence that the children get fresh air, rate 'No'.</i>  |  |        |           |
| b  | When outdoor opportunities for large-motor activities are not possible because of conditions, the program provides similar activities inside.              |        |           |
| <i>Evidence could include an indoor gross motor space, schedule, posted policy, handbook and memos. Rate 'NoOpp' if program goes outside during observation and there is not a dedicated indoor gross motor space.</i>   |  |        |           |
| c  | Indoor equipment for large-motor activities meets national safety standards and is supervised at the same level as outdoor equipment.                      |        |           |
| <i>Rate 'N/A' if there is no indoor equipment.<br/>Indoor equipment should be arranged in a way that provides for the safety of the children, including spacing and flooring (e.g., climbers not on hard floor).<br/>Written evidence should include evidence that the stationary indoor play equipment meets national safety standards as recommended by Caring for our Children (CFOC). Programs should follow manufacturers' instructions regarding the installation, use, care, and maintenance of any large motor play structures including a supervision plan for indoor gross motor play.</i> |  |        |           |

| 5.A.07   | I-T-P-K   | Random | PP |
|--|---|--------|----|
| To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that:   |   |        |    |
| a  | Children wear clothing that is dry and layered for warmth in cold weather.  |        |    |
| <i>Rate 'N/A' if written evidence indicates that the program is located in an area that does not have cold weather.</i>  |   |        |    |
| b  | Children have the opportunity to play in the shade. When in the sun, they wear sun-protective clothing, applied skin protection, or both. Applied skin protection will be either sunscreen or sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin (only with written parental permission to do so). |        |    |
| <i>Shaded areas are not required during the winter months (November through March) when and if children wear clothing, including hats and gloves, to cover their skin.</i> |   |        |    |
| c  | When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used, and these are applied only on children over 2 months of age. Staff apply insect repellent no more than once a day and only with written parental permission.                      |        |    |

| 5.A.07   | I-T-P-K | Random | PP |
|--|---------|--------|----|
| <p>Rate 'N/A' if portfolio contains evidence that public health authority does NOT recommend use of insect repellents. Rate as 'Yes' only if portfolio contains evidence supporting ALL aspects of the policy: (1) only DEET or an acceptable alternative approved by the public health authority; (2) only over 2 months of age; (3) no more than 1x/day; and (4) need written parental permission. Evidence for (2) is not needed if the program does not serve infants.</p> <p>When using an alternative to DEET, include documentation in the PP of what is being used as well as documentation that the alternative has been approved and is applicable for the age of the child(ren) it is being used.</p> |         |        |    |

| 5.A.08   | I-T-P-K  | Random/Emerging | O, PP |
|--|--|-----------------|-------|
| <p>During observations, rate 'N/A' if all children in the group are able to use the toilet consistently. When assessing the Program Portfolio, rate 'N/A' if the program serves only Preschool and/or Kindergarten children and does not address the criterion.</p>  |  |                 |       |
| <p>For children who are unable to use the toilet consistently, the program makes sure that:</p>  |  |                 |       |
| <b>a</b>   | <p>Indicator 'a' has been permanently removed from this criterion to reflect current best practice.</p>  |                 |       |
| <b>b</b>   | <p>For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.</p>   |                 |       |
| <p>Rate 'N/A' if NO children use cloth diapers; otherwise rate 'NoOpp' unless you directly observe diapering using cloth diapers.</p>  |  |                 |       |
| <b>c</b>   | <p>Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.</p>   |                 |       |
| <p>Rate 'NoOpp' unless you directly observe changing of clothing AND/OR cloth diapers soiled by urine or feces.</p>  |  |                 |       |
| <p>Staff check children for signs that diapers or pull-ups are wet or contain feces</p>  |  |                 |       |
| <b>d</b>   | <p>at least every two hours when children are awake and</p>  |                 |       |
| <b>e</b>   | <p>when children awaken.</p>   |                 |       |
| <p>Evidence may include direct observation of regular diaper checks OR written or posted evidence that such checks occur. Rate 'NoOpp' if no sleeping infants or toddler/twos awaken, even in part day programs. Rate 'N/A' for part-day preschool and kindergarten groups if diapers/pull-ups are used.</p>   |  |                 |       |
| <b>f</b>   | <p>Diapers are changed when wet or soiled.</p>   |                 |       |
| <p>Changing should be initiated within 5 minutes of discovery that they are wet or soiled, unless circumstances clearly make it difficult to do so. Rate as 'Yes' if a cycle of group changing is initiated, even if it takes longer to get to a particular diaper.</p>  |  |                 |       |
| <b>g</b>   | <p>Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.</p>   |                 |       |
| <b>h</b>   | <p>Each changing area is separated by a partial wall or is located at least three feet from other areas that children use and is used exclusively for one designated group of children. For kindergartners, the program may use an underclothing changing area designated for and used only by this age group. <b>(This indicator only is an Emerging Practice.)</b></p> |                 |       |
| <p>A partial wall is designed to keep children from entering the changing area and would begin at floor level. The 3 feet separation from other areas used by children means that, for example, activity areas, shelves with materials from which children choose, and tables at which children sit, are not located within 3 feet of the changing area.</p> |  |                 |       |
| <b>i</b>   | <p>At all times, caregivers have a hand on the child when the child is being changed on an elevated surface.</p>   |                 |       |
| <p>Rate as 'N/A' if all children are potty training and using pull-ups.<br/>Rate as 'No' if a caregiver steps out of arm's length at any time while a child is on an elevated changing surface.</p>  |  |                 |       |
| <p>In the changing area, staff</p>   |  |                 |       |
| <b>j</b>   | <p>post and</p>  |                 |       |
| <b>k</b>   | <p>follow changing procedures (as outlined in the Cleaning and Sanitation Frequency Table).</p>  |                 |       |

| 5.A.08     | I-T-P-K  | Random/Emerging  | O, PP |
|------------|--|--|-------|
| <b>j-k</b> | <p>Rate indicators 'j' and 'k' if diapering is observed. Rate only indicator 'j' if there is a changing area, but no diapering takes place during the observation period.</p> <p><b>The Cleaning and Sanitation Frequency Table no longer includes diaper changing procedure; these indicators are undergoing revision. During an Accreditation Visit, Assessors will rate these indicators as follows:</b></p> <p><b>Staff follow posted changing procedures which include these elements: organizing the changing area, placing children on the changing table, cleaning the child, disposing of the soiled diaper and materials, applying the clean diaper and redressing the child, hand hygiene, and cleaning of the changing table after diapering.</b></p>  |  |       |
|            | <b>l</b>   | <p>These procedures are used to evaluate teaching staff who change diapers.</p> <p>Rate as 'NoOpp' unless staff are evaluated in how to change diapers during the observation.</p> |       |
| <b>m</b>   | <p>Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.</p>   |  |       |
| <b>n</b>   | <p>Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly by using a hands-free device (e.g., a step can).</p> <p>Diaper disposal systems are acceptable receptacles for storing soiled diapers only when they are designed to be used in a hands-free manner.</p>   |  |       |
| <b>o</b>   | <p>Containers are kept closed and</p>  |  |       |
| <b>p</b>   | <p>are not accessible to children.</p> <p>In order to be considered inaccessible, the containers shall be placed in an area that children cannot enter without close adult supervision. For example, if the container were in a bathroom that children only enter when accompanied by an adult, then it would be considered inaccessible. However, if the diaper changing area is in the classroom, then the container would need to be positioned or placed in such a way that it is inaccessible to children.</p>  |  |       |
| <b>q</b>   | <p>Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.</p> <p>The indicator refers specifically to staff whose primary function is to prepare food. Rate as 'N/A' if the program does not have a cook or other individual whose primary responsibility is to prepare food or if the individual does not change diapers. Rate 'NoOpp' if the program has a staff member whose primary function is to prepare food but who is not present during the observation.</p> <p><b>Teaching staff may use either commercially available disposable diapers and pull ups or non-disposable cloth diapers as described in indicators 'b' and 'c'. Written evidence may include a labeled and highlighted policy, or labeled and highlighted page(s) from parent or staff handbook(s).</b></p> |  |       |

| 5.A.09   | I-T-P-K  | Random | O, PP |
|--|--|--------|-------|
| <p>The program follows these practices regarding hand washing:</p> |  |        |       |
| <b>a</b>   | <p>Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.</p>  |        |       |
| <b>b</b>   | <p>Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others.</p>   |        |       |
| <b>c</b>   | <p>Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.</p> <p>Rate 'NoOpp' for infant groups if wet wipes are being used.</p>  |        |       |
| <b>d-p</b>   | <p>Rate as 'Yes' if the indicators are positively observed in children and adults MOST of the time.</p>  |        |       |
| <p>Children and adults wash their hands:</p>                       |  |        |       |
| <b>d</b>   | <p>on arrival for the day;</p> <p>Do not include parents unless they are staying -- not dropping off.</p>  |        |       |
| <b>e</b>   | <p>after diapering or using the toilet (use of wet wipes is acceptable for infants);</p> <p>Toddlers' hands should be washed at a sink following proper procedures, with adult assistance as needed. Infants who can be safely held in one arm should be assisted in washing their hands at a sink. The use of wet wipes should be reserved for situations in which hand washing is not possible or practical.</p> |        |       |

|            | 5.A.09  | I-T-P-K | Random | O, PP |
|------------|---|---------|--------|-------|
| <b>f</b>   | after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit);  |         |        |       |
| <b>g</b>   | before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry);  |         |        |       |
| <b>h</b>   | after playing in water that is shared by two or more people;  |         |        |       |
| <b>i</b>   | After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and  |         |        |       |
|            | <i>Rate 'N/A' if they have no pets or have no sources of animal contamination. If sandboxes have covers, assume they are not a source of animal contamination.<br/>DO NOT rate this indicator automatically when groups come in from outside.</i>   |         |        |       |
| <b>j</b>   | When moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos   |         |        |       |
|            | <i>Refers to situations when older children visit and interact with groups of infants and/or toddlers (or vice versa).<br/>Rate 'N/A' only if the program does not have infant and/or toddler/twos groups.</i>  |         |        |       |
|            | Adults also wash their hands:   |         |        |       |
| <b>k</b>   | before and after feeding a child,   |         |        |       |
|            | <i>This indicator refers to feeding an individual child, not serving food to a group.</i>   |         |        |       |
| <b>l</b>   | before and after administering medication,  |         |        |       |
| <b>m</b>   | after assisting a child with toileting, and   |         |        |       |
|            | <i>Rate whenever an adult touches a child's clothing or body, or touches any part of the toilet, while assisting the child with toileting. Rate hand washing related to diapering on Indicator e.</i>   |         |        |       |
| <b>n</b>   | after handling garbage or cleaning.   |         |        |       |
|            | <i>This indicator refers to the handling of contaminated materials or the use of cleaning, sanitizing, and/or disinfecting chemicals (for example, while cleaning tables after meal or snack). This does not include putting materials and equipment away after an activity, or "clean-up time" when materials are uncontaminated and no cleaning agents/chemicals are used.</i>  |         |        |       |
|            | Proper hand-washing procedures are followed by adults and children and include:   |         |        |       |
| <b>o</b>   | using liquid soap and running water;  |         |        |       |
| <b>o-p</b> | <i>Children's hands should be washed at a sink following proper procedures, with adult assistance as needed whenever possible. Infants who can safely be held in one arm should be assisted in washing their hands at a sink. When hand washing at a sink with soap and running water is not possible (e.g., during neighborhood walks at local parks) children under the age of 24 months may use wet wipes. Children age 24 months and older may use alcohol-based sanitizers as described in additional guidance below. Rate 'Yes' when hand washing at a sink (with soap and running water) is not possible AND wet wipes or alcohol-based sanitizers are used appropriately.</i> |         |        |       |
| <b>p</b>   | rubbing hands vigorously for at least 20 seconds including back of hands, wrists, between fingers under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).   |         |        |       |
|            | <i>ALL elements must be observed (in MOST of the adults and children MOST of the time) to rate as 'Yes' for this indicator.<br/>The following guidance represents the current best practices regarding this criterion. It should be used to guide program improvement and in preparation for assessment. If assessed, NAEYC Assessors will use this guidance to rate the criterion during the assessment visit.<br/>Hands should be vigorously rubbed for at least 20 seconds.</i>  |         |        |       |
|            | Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute for, hand washing in any required hand-washing situation listed above.   |         |        |       |
| <b>q</b>   | Staff wear gloves when contamination with blood may occur.  |         |        |       |
| <b>r</b>   | Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material.  |         |        |       |
|            | <i>Rate indicator as 'NoOpp' unless you see bathing or the removal of smeared fecal material.</i>   |         |        |       |
| <b>s</b>   | In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.  |         |        |       |
|            | <i>Rate as 'N/A' if sinks used for food prep are not used for other purposes.</i>   |         |        |       |



| 5.A.09   | I-T-P-K  | Random | O, PP |
|--|--|--------|-------|
| <b>t</b>   | Hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to traditional hand-washing (for children over 24 months and adults) with soap and water when visible soiling is not present. |        |       |
| <p><i>If alcohol-based sanitizers are used, the manufacturer's instructions must be followed. For visibly dirty hands, rinsing under running water or wiping with a water-saturated towel should be used to remove as much dirt as possible before using a hand sanitizer. Supervision of children is required to monitor effective use and to avoid potential ingestion or inadvertent contact of hand sanitizers with eyes and mucous membranes. If hand sanitizers are used, assume children are 24 months or older unless children are clearly younger than 24 months. For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used.</i></p> <p><i>Since the alcohol-based hand sanitizers are toxic and flammable, they must be stored and used according to the manufacturer's instructions. In small quantities hand sanitizers do not need to be stored off-site, but must be kept out of reach of children.</i></p> <p><b>Rate 'N/A' if no hand sanitizer is seen during the observation. Rate 'NoOpp' if there is hand sanitizer available, but it is not used. Rate 'No' if hand sanitizer is used on children under 24 months, or used on children of any age when hands are visibly soiled. Do not consider the percentage of alcohol in hand sanitizer when rating this indicator in an observation.</b></p> <p><b>When assessing the Program Portfolio, rate 'N/A' if the program indicates that they do not use hand sanitizer.</b></p> <p><i>When hand-washing is not possible (e.g., during neighborhood walks at local parks), wet wipes may be used.</i></p> |  |        |       |

| 5.A.10  | I-T-P-K   | Emerging | O, PP |
|---|---|----------|-------|
| <b>a</b>  | Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with each group of children, the water is drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table. |          |       |
| <p><i>All elements of this criterion must be present/met to rate as 'Yes' for the criterion.</i></p> <p><i>Rate 'N/A' only if the program states in Program Portfolio that it NEVER does communal water play. If water play policy is not referenced in Program Portfolio, assume the program DOES do water play and the policy is missing. Rate as 'NoOpp' if no communal water play occurred during the observation, even if a water table is seen.</i></p> <p><i>"Potable" water is water of sufficient quality to serve as drinking water. Water must be "fresh" (recently obtained from its source) to remain potable, as harmful germs can easily multiply in exposed or standing water.</i></p> <p><i>"A new group of children" is a different group of children in the room (for example, an afternoon class versus the morning class), NOT a new subgroup of children within the existing group. See the ratio/group size chart notes for the definition of "group."</i></p> <p><i>"The activity period" is defined by the program but may not exceed one day.</i></p> |   |          |       |

| 5.A.11  | I-T-P-K   | Random | O, TS, PP |
|---|---|--------|-----------|
| <p><i>Rate 'N/A' for all indicators if the program's policy states they never administer any medications (neither prescription nor OTC).</i></p> <p><i>Rate indicators "NoOpp" if no medication is administered and no written evidence is observed during the observation.</i></p> <p><i>Rate an indicator as 'Yes' if written evidence of its medication practice is seen in the classroom during the observation, or if the practice is actually observed.</i></p> <p><i>Rate an indicator as 'No' only if observation or written evidence clearly contradicts it.</i></p> |   |        |           |
| Safeguards are used with all medications for children:  |   |        |           |
| <b>a</b>  | Staff administer both prescription and over-the counter medications to a child only if the child's record documents that the parent or legal guardian has given the program written permission.   |        |           |
| <p><i>Over the Counter (OTC) medications may include pain reliever and treatments for allergies. If medication and/or sunscreen administration is observed, rate 'Yes' if clear evidence of permission is seen. A physician's authorization is required to use OTC medications.</i></p>   |   |        |           |
| <b>b</b>  | The child's record includes instructions from the licensed health provider who has prescribed or recommended medication for that child; alternatively, the licensed health provider's office may give instructions by telephone to the program staff. |        |           |

| 5.A.11  | I-T-P-K  | Random | O, TS, PP |
|---|--|--------|-----------|
| <p><i>Licensed health providers include any health professional licensed to practice and prescribe or recommend medications in that state. Health professionals who evaluate medication administration may include but are not necessarily limited to physicians, physician assistants, nurses (including school nurses), and nurse practitioners.</i></p> <p><i>Written instructions for prescribed medications may be limited to the information included on the prescription label. The program may have a standing order from a licensed health care provider to guide the use of a specific over the counter (OTC) medication with a specific child in the program when the order details specific circumstances and gives specific instructions for individual dosing of the medication (i.e. epi-pen for allergic reaction or inhaler for asthma). Cough and cold medication is not recommended for children under the age of 6, but can be administered if the program has written orders from a health care provider and parent/guardian.</i></p> <p><i>If instructions from the health care provider are given over the phone, the conversation must be documented in writing.</i></p> <p><i>The program must document BOTH written permission from the parent/legal guardian AND instructions from the licensed health provider (for example a doctor's note or a care plan form) for prescription AND OTC medication and treatments (for example, rehydration fluids to treat diarrhea and/or vomiting; hydrocortisone creams to treat eczema).</i></p> |  |        |           |
| c   | <p>Any administrator or teaching staff who administers medication has (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. The person giving the medication signs documentation of items (1) through (5) above. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.</p> |        |           |
| <p><i>Rate "NoOpp" if not observed.</i></p> <p><i>Prescription diaper creams and/or ointments would require all steps to be followed.</i></p> <p><i>The Program Portfolio should include a list of all individuals who are trained to administer medications as well as evidence of the content of the training. Training and evaluation of medication administration should be completed annually, unless documentation clearly states that the training received by staff is valid for a defined time period (e.g. training certificate with clear expiration date).</i></p>  |  |        |           |
| d   | <p>Medications are labeled with the child's first and last names, the date that either the prescription was filled or the recommendation was obtained from the child's licensed health care provider, the name of the licensed health care provider, the expiration date of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.</p>  |        |           |
| <p><i>For OTC medications (including sunscreen), rate 'Yes' if labeled with only child's first and last names. If the same container of OTC medication (e.g., sunscreen or insect repellent) is used by more than one child in the group, a list of children's first and last names is required; rate 'Yes' only if this list is visible.</i></p>   |  |        |           |
| e   | <p>All medications are kept in a locked container.</p>   |        |           |
| <p><i>Medications that must be readily available at all times per a physician's orders (i.e., emergency medication such as an EpiPen) should be stored in a safe manner, inaccessible to children, while allowing for quick access to staff in an emergency. Examples of acceptable ways to store emergency medications include a fanny pack or backpack carried by an adult or an unlocked container that is out of the reach of children. A fanny pack or backpack that is not on a staff member's person and is also in reach of children is an unacceptable way of storing emergency medications. Sunscreen, special soaps, lotion, and diaper creams do not need to be kept in a locked cabinet but must be inaccessible to children.</i></p>  |  |        |           |
| <p><i>Non-prescription preventatives such as sunscreen, insect repellent, non-medicated diaper cream, lotion, lip balm, and toothpaste are not considered medications and only require parental/guardian consent. Staff do not need to be trained or evaluated in their use.</i></p>  |  |        |           |

| 5.A.12   | I  | Required/Always | O, PP |
|--|--|-----------------|-------|
| <p><i>Rate 'NoOpp' if there are no infants sleeping AND no infants are laid down to sleep during the observation.</i></p>  |  |                 |       |
| <p>To reduce the risk of Sudden Infant Death Syndrome (SIDS):</p>  |  |                 |       |
| <p><b>a</b></p>  | <p>Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission.</p> |                 |       |
| <p><i>This is a required indicator. Rating of this indicator takes into account: observed infant sleep practices, program policies regarding infant sleep practice, and written documentation to support some aspects of compliance.</i></p> <p><i>If cribs are used for infant sleep, the cribs must meet CPSC Crib Standard # CPSC 16 CFR 1219 or 1220; all "other sleep equipment" (such as play yards or floor beds) must meet the applicable CPSC standards. All programs serving infants must sign the "Infant Sleep Equipment Acknowledgement Form" to meet this indicator.</i></p> <p><i>If an infant arrives to the program asleep, or falls asleep at the program, in equipment not specifically designed for infant sleep (example: car safety seat, bouncy seat, infant seat, swing, jumping chair, stroller, or highchair) the infant is removed and placed on their back on infant sleep equipment that conforms to the requirements of this indicator. Program policies regarding infant sleep practices should include this information.</i></p> <p><i>Wedges may be used only with a doctor's authorization.</i></p> <p><i>If applicable, documentary evidence of compliance, such as a doctor's note should be seen. Observation: Rate 'NoOpp' if no infants are put down to sleep during observation. Assessors should NOT record the sleeping position of children they did not observe being placed to sleep. During an observation, the Assessor(s) will observe how and where any person employed by or volunteering for the program places to sleep any child enrolled in an infant group (or in a mixed-age group including infants). If the Assessor(s) observes any person employed by or volunteering for the program placing a child to sleep in a position other than on his/her back, including the use of a wedge, the Assessor(s) will confirm the name and age of the child at the end of the observation and, for any child 12 months and younger, will ask for a doctor's note allowing the child to be placed to sleep in an alternate position on the MERF, unless the Doctor's note has already been provided. If a child younger than 12 months is observed being placed in a position other than on his/her back, and the program does not provide a doctor's note after the administration of the MERF, the required indicator is "not met" and the Assessor(s) will note this rating on the Required Criterion Report Form.</i></p> <p><i>Program Portfolio: Policies should state that infants 12 months and younger are placed on their backs to sleep unless ordered by a physician. If the Assessor(s) determines that this indicator is not fully met during the Program Portfolio review, the Assessor(s) MUST list it on the Missing Evidence Request Form (MERF). If the criterion is still not fully met after the program responds to the MERF, the Assessor(s) must note this on the Required Criterion Report Form.</i></p> <p><i>The Required Criterion Report Form is shared with the program administrator at the Closing Meeting. The program administrator will be given a chance to respond in writing directly on the form; OR choose not to respond during the visit by checking the appropriate box on the form.</i></p> <p><i>Administrators may provide additional contextual information to the NAEYC Academy within 5 business days of the visit for (1) possible observed violations related to infant sleep practices and for (2) written policies/procedures regarding infant sleep practices. If the program is required to submit the Infant Sleep Equipment Acknowledgement Form following the visit, the program has 60 days to do so.</i></p> <p><i>If a child is in immediate danger, the Assessor(s) are instructed to immediately notify the program administrator and to contact the NAEYC Academy.</i></p> <p><i>Rate the use of wedges if you see a child placed to sleep on a wedge or if the child is already asleep on a wedge. Do not rate wedges in unoccupied cribs when rating indicator 'a'.</i></p> <p><i>Rate 'Not Age' if only infants one year and older are served.</i></p> |  |                 |       |

| 5.A.12  | I   | Required/Always | O, PP |
|---|---|-----------------|-------|
| <b>b</b>  | Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for infants younger than eight months.       |                 |       |
| <p><i>Rating 'Yes' indicates that these items are not in cribs. Wedges may be used only with a doctor's authorization. Recommended best practice has recently changed; this indicator is undergoing revision. During an Accreditation Visit, Assessors will rate this indicator as follows: Infants younger than 12 months should not have pillows, quilts, comforters, sheepskins, stuffed toys, or other soft items in their cribs.</i></p> <p><i>Rate 'Not Age' if only infants 12 months and older are served.</i></p> <p><i>A sleep environment includes a firmly fitting sheet (i.e. such that the mattress does not curl up on the ends) and the infant in comfortable, safe garments (no hoods, bibs, necklaces, or ties/strings), but nothing else, not even firm bumper pads. If a mattress cover is used to protect the mattress from wetness, it should be tightly fitting and thin. Rate the use of wedges in indicator 'a'.</i></p> |   |                 |       |
| <b>c</b>  | If a blanket is used, the infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant's chest. |                 |       |
| <p><i>Recommended best practice has recently changed; this indicator is undergoing revision. During an Accreditation Visit, Assessors will rate this indicator as follows: The use of blankets is no longer recommended. Rate as 'No' if blankets are observed in infant sleep environments. Infant clothing sacks or other clothing designed for sleep may be used as an alternative to blankets and should be lightweight to avoid overheating. Rate as 'No' if there is no stated policy about the use of blankets, or if stated policy is not consistent with the guidance.</i></p>   |   |                 |       |
| <b>d</b>  | The infant's head remains uncovered during sleep.   |                 |       |
| <p>After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position.</p> <p><i>Programs must include their policies regarding infant sleep positioning and safe sleep practices in their Program Portfolio. Swaddling is not recommended, but is not prohibited by this criterion. The following conditions should be met: programs may use light-weight swaddling material wrapped securely and no higher than the child's shoulders; when swaddling material is used in this way it is not required to wrap the material around the mattress.</i></p>   |   |                 |       |

| 5.A.13  | I  | Emerging | O |
|---|--|----------|---|
| <b>a</b>  | After each feeding, infant's teeth and gums are wiped with a disposable tissue (or clean soft cloth used only for one child and laundered daily) to remove liquid that coats the teeth and gums. |          |   |
| <p><i>Rate 'NoOpp' if infants are not fed during the observation. For infants who have at least one tooth, an alternative to wiping gums with a cloth is to brush the tooth/teeth with a soft toothbrush. Rate 'Yes' if wiping or brushing is observed.</i></p> |  |          |   |

| 5.A.14   | I-T  | Random | O,PP |
|--|--|--------|------|
| <b>a</b>   | Infants unable to sit are held for bottle-feeding. All others sit or are held to be fed.   |        |      |
| <p><i>Rate 'Not Age' for toddlers. Rate as 'NoOpp' if feeding does not occur during observation. The following guidance represents the current best practices regarding this criterion. It should be used to guide program improvement and in preparation for assessment. If assessed, NAEYC Assessors will use this guidance to rate the criterion during the assessment visit. Infants, who are younger than 12 months, are held for bottle-feeding.</i></p> |  |        |      |
| <b>b</b>   | Infants and toddler/twos do not have bottles while in a crib or bed and  |        |      |
| <p><i>Rate as 'NoOpp' if feeding does not occur during observation.</i></p>  |  |        |      |
| <b>c</b>   | do not eat from propped bottles at any time.   |        |      |
| <p><i>Rate as 'NoOpp' if feeding does not occur during observation. Propped bottles include using items such as blankets or boppy pillows to hold the infant's bottle.</i></p>   |  |        |      |
| <b>d</b>   | Toddler/twos do not carry bottles, sippy cups, or regular cups with them while crawling or walking.  |        |      |
| <p><i>Rate 'Not Age' for infants. If there is no evidence that children carry bottles or cups throughout the classroom, rate 'Yes'.</i></p>  |  |        |      |
| <b>e</b>   | Teaching staff offer children fluids from a cup as soon as the families and teachers decide together that a child is developmentally ready to use a cup. |        |      |
| <p><i>Rate as 'NoOpp' if feeding does not occur during observation.</i></p> <p><i>The manner in which food is given to infants should be conducive to the development of sound eating habits for life. Written evidence may include information from the parent or staff handbook on feeding policies, and staff training on feeding infants and/or toddler/twos.</i></p>  |  |        |      |

| 5.A.15   |  | I-T | Not Currently Assessed: Best Practice |  |
|--|--|-----|---------------------------------------|--|
| a  | Infants and toddlers/twos do not have access to large buckets that contain liquid. |     |                                       |  |
| <i>If buckets of liquid are in areas separated from infants by barriers (e.g., in a hallway separated by a closed door), then they do NOT have access.</i> |  |     |                                       |  |

| 5.A.16  |  | T-P-K | Random | O, PP |
|---|--|-------|--------|-------|
| a   | At least once daily in a program where children older than one year receive two or more meals, teaching staff provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. (The use of toothpaste is not required.) |       |        |       |
| <i>Rate the criterion 'N/A' if the program provides evidence that children do not receive 2 or more meals daily in the program. However, give credit if evidence of tooth brushing and gum cleaning is seen.</i>  |  |       |        |       |
| <i>Programs that serve two or more meals must provide at least one opportunity daily for children older than one year for tooth brushing and teeth cleaning. The timing of this opportunity is not specified in the criteria. The program defines whether the food it serves constitutes a meal or snack.</i> |  |       |        |       |
| <i>If the observation is not taking place after a meal time, look for evidence of tooth brushing equipment and supplies, time on the daily schedule, etc. On the Program Portfolio, assessors rate this criterion as 'Yes' if the program provides evidence of this practice.</i>                             |  |       |        |       |
| <i>If toothpaste is used, it should be labeled with the child's first and last name.</i>  |  |       |        |       |

**5.B. – Ensuring Children’s Nutritional Well-being**

| 5.B.01   |  | I-T-P-K | Not Currently Assessed: Best Practice |  |
|--|--|---------|---------------------------------------|--|
| a  | If the program provides food for meals and snacks (whether catered or prepared on-site), the food is prepared, served, and stored in accordance with the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines. |         |                                       |  |
| <i>CACFP regulations, policies, and guidance materials on meal requirements provide the basic guidelines for good nutrition, food storage, preparation, service and sanitation practices. Meals and snacks offered to young children should provide a variety of nourishing foods on a frequent basis to meet the nutritional needs of young children, as well as be stored, served and prepared in accordance with the USDA and CACFP guidelines. Programs not eligible for reimbursement under the regulations of CACFP are encouraged to use the CACFP food guidance.</i> |  |         |                                       |  |

| 5.B.02   |  | I-T-P-K | Not Currently Assessed: Best Practice |  |
|--|--|---------|---------------------------------------|--|
| Staff take steps to ensure the safety of food brought from home:   |  |         |                                       |  |
| a  | They work with families to ensure that foods brought from home meet the USDA’s CACFP food guidelines.  |         |                                       |  |
| b  | All foods and beverages brought from home are labeled with the child’s name and the date.  |         |                                       |  |
| c  | Staff make sure that food requiring refrigeration stays cold until served.   |         |                                       |  |
| d  | Food is provided to supplement food brought from home if necessary.  |         |                                       |  |
| e  | Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. <b>(This indicator only is an Emerging Practice.)</b> |         |                                       |  |
| <i>CACFP regulations, policies, and guidance materials on meal requirements provide the basic guidelines for good nutrition, food storage, preparation, service and sanitation practices. Meals and snacks offered to young children should provide a variety of nourishing foods on a frequent basis to meet the nutritional needs of young children, as well as be stored, served and prepared in accordance with the USDA and CACFP guidelines. Programs not eligible for reimbursement under the regulations of CACFP are encouraged to use the CACFP food guidance.</i> |  |         |                                       |  |

| 5.B.03  |  | I-T-P-K | Random | PP |
|---|--|---------|--------|----|
| <i>If the program does not provide food to children, then the criterion would be N/A.</i> |  |         |        |    |
| The program takes steps to ensure food safety in its provision of meals and snacks.       |  |         |        |    |
| a   | Staff discard foods with expired dates.  |         |        |    |
| b   | The program documents compliance and any corrections that it has made according to the recommendations of the program’s health consultant, nutrition consultant, or a sanitarian that reflect consideration of federal and other applicable food safety standards. |         |        |    |

| 5.B.03  | I-T-P-K  | Random | PP        |
|---|--|--------|-----------|
| <p><i>Definition: A sanitarian is a specialist in public sanitation and health. An individual with a degree in nutrition could also meet this indicator. The health consultant, nutrition consultant, or sanitarian should be incorporating federal (U.S. Food and Drug Administration) and all applicable state and local food safety standards.</i></p> <p><i>Rate this indicator "No" if the program does not have a health consultant, nutrition consultant or sanitarian.</i></p>          |  |        |           |
| <p><i>Evidence in the Program Portfolio could include a policy about food safety, a checklist for maintaining food safety, a consultant agreement, etc.</i></p>   |  |        |           |
| 5.B.04  | I-T-P-K  | Random | O, FS, PP |
| a   | <p>For all infants and for children with disabilities who have special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information.</p> |        |           |
| <p><i>This criterion MUST be rated for infant groups. Also rate when the group or program includes older children diagnosed with identified special needs that require special feeding; for example, a child who requires assistance feeding him/herself due to a medical condition. This criterion does not apply to children with food allergies only.</i></p> <p><i>Rate 'N/A' only for toddler/two, preschooler, and kindergartener groups without diagnosed special feeding needs.</i></p> |  |        |           |

| 5.B.05   | I-T-P-K  | Not Currently Assessed: Best Practice |  |
|--|--|---------------------------------------|--|
| a  | <p>For each child with special health care needs or food allergies or special nutrition needs, the child's health care provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care.</p>   |                                       |  |
| <p><i>Children with special health care needs are defined as "...those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally."(1)</i></p> <p><i>Reference: McPherson, M., P. Arango, H. Fox, C. Lauver, M. McManus, P. Newacheck, J. Perrin, J. Shonkoff, and B. Strickland. 1998. A new definition of children with special health care needs. Pediatrics 102:137--40</i></p> |  |                                       |  |
| b  | <p>The program protects children with food allergies from contact with the problem food. The program asks families of a child with food allergies to give consent for posting information about that child's food allergy and, if consent is given, then posts that information in the food preparation area and in the areas of the facility the child uses so it is a visual reminder to all those who interact with the child during the program day.</p> |                                       |  |
| <p><i>This criterion refers specifically to children with diagnosed food allergies or special nutritional needs because of medical conditions. A program may choose to honor family preferences regarding food (for example, vegetarian or kosher diet) in the absence of a diagnosed food allergy or medical condition without obtaining an individualized care plan by the physician as long as the request conforms with the nutritional guidelines of the US Department of Agriculture's Child and Adult Care Food Program.</i></p>              |  |                                       |  |

| 5.B.06   | I-T-P-K   | Random | O |
|--|---|--------|---|
| a  | <p>Clean sanitary drinking water is made available to children throughout the day. (Infants who are fed only human milk do not need to be offered water.)</p> |        |   |
| <p><i>Look for evidence that water is readily available (such as cups by sink, drinking fountain or a pitcher of water and/or cups is available or children are offered or are drinking water during the observation).</i></p> |   |        |   |

| 5.B.07  | I-T-P-K  | Not Currently Assessed: Best Practice |  |
|---|--|---------------------------------------|--|
| a   | <p>Liquids and foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach.</p> |                                       |  |
| <p><i>This criterion is intended to protect children from burns from hot coffee, tea, soups, and other foods that adults may have brought into a classroom. Children can participate in well-supervised cooking experiences.</i></p> <p><i>Although the USDA cites specific temperatures for cooking and holding food, cooking and holding temperatures are different than recommended temperatures for food served to young children.</i></p> <p><i>Look for evidence that hot liquids are not brought into the classroom or are inaccessible to children.</i></p> |  |                                       |  |

| 5.B.08 | I   | Random | FS, PP |
|--------|---|--------|--------|
| a      | <p>If the program provides food to infants, then the program staff work with families (who are informed by their child's health care provider) to ensure that the food is based on the infants' individual nutritional needs and developmental stage.</p> |        |        |

| 5.B.08  | I | Random | FS, PP |
|---|---|--------|--------|
| <p><i>Communicating with families about infant nutrition ensures that the program is aware of any individual nutritional needs (such as allergies or special dietary needs) and also allows programs to be aware of nutritional decisions that families are making in conjunction with health care providers, such as when to begin serving solid foods.</i></p> <p><i>Examples of evidence may include parent intake forms that ask questions about a child's nutritional needs, daily notes home informing families of what the infant ate that day, and/or program policy information on how information about is obtained from families about infant nutrition.</i></p> |   |        |        |

| 5.B.09  | I  | Random | FS, TS, PP |
|---|--|--------|------------|
| <p>The program supports breastfeeding by</p>  |  |        |            |
| <b>a</b>  | accepting, storing, and serving expressed human milk for feedings  |        |            |
| accepting human milk in ready-to-feed sanitary containers   |  |        |            |
| <b>b</b>  | labeled with the infant's name and date and  |        |            |
| <b>c</b>  | storing it in a refrigerator for no longer than 48 hours (or no more than 24 hours if the breast milk was previously frozen) or in a freezer at 0 degrees Fahrenheit or below for no longer than three months. |        |            |
| <p><i>Recommended best practice has recently changed; this indicator is undergoing revision. During an Accreditation Visit, Assessors will rate this indicator as follows:</i></p> <p><i>Breast milk may be stored at the following temperatures and for the following duration times:</i></p> <ul style="list-style-type: none"> <li>• <i>Up to 5 days in a refrigerator at 39 degrees F,</i></li> <li>• <i>Up to 2 weeks in a freezer at 5 degrees F,</i></li> <li>• <i>Up to 3-6 months in a freezer compartment with separate doors at 0 degrees, OR</i></li> <li>• <i>Up to 6-12 months in a chest or upright deep freezer at -4 degrees.</i></li> </ul> |  |        |            |
| <b>d</b>  | ensuring that staff gently mix, not shake, the milk before feeding to preserve special infection-fighting and nutritional components in human milk; and  |        |            |
| <b>e</b>  | providing a comfortable place for breastfeeding and  |        |            |
| <b>f</b>  | coordinating feedings with the infant's mother.  |        |            |
| <p><i>Freezer bags are considered ready-to-feed sanitary containers and meet the criterion as long as they are stored according to the stated guidelines.</i></p>   |  |        |            |

| 5.B.10   | I   | Random/Emerging | O, TS, PP |
|--|---|-----------------|-----------|
| <b>a</b>   | <p>If formula is served, staff serve only formula that comes to the facility in factory- sealed containers (e.g., ready-to-feed powder or concentrate formulas and baby food jars) prepared according to the manufacturer's instructions. If solid food is served, parents may bring solid food prepared at home for use by their child or the program may prepare solid infant food in the facility. <b>(This indicator only is an Emerging Practice.)</b></p> |                 |           |
| <p><i>If parents bring manufactured formula for their child from home, it should be sent in unopened, factory-sealed containers. Rate 'No' if program's policies expressly prohibit parents from bringing solid food prepared at home.</i></p>   |   |                 |           |
| <b>b</b>   | <p>Bottle feedings do not contain solid foods unless the child's health care provider supplies written instructions and a medical reason for this practice.</p>   |                 |           |
| <p><i>Evidence in the Program Portfolio should include policy statements or directives to staff and/or families. Solid foods include cereals, fruits or vegetables. Adding solids to bottles increases risks of choking, food allergies, and obesity. Rate as 'NoOpp' unless documentation from a health provider is observed.</i></p> |   |                 |           |
| <b>c</b>   | <p>Staff discard after one hour any formula or human milk that is served but not completely consumed or is not refrigerated.</p>  |                 |           |
| <p><i>Formula or human milk left unrefrigerated for one hour or more must be discarded, even if it was not served. Over the course of an hour, an infant may continue to drink the formula or milk between burping or breaks.</i></p>  |   |                 |           |
| <b>d</b>   | <p>If staff warm formula or human milk, the milk is warmed in water at no more than 120 degrees Fahrenheit for no more than five minutes.</p>   |                 |           |
| <p><i>The U.S. Consumer Product Safety Commission recommends that hot water heaters be set at no more than 120 degrees. Bottles may be warmed in warm tap water when the hot water heater is set at this level.</i></p>  |   |                 |           |
| <b>e</b>   | <p>No milk, including human milk, and no other infant foods are warmed in a microwave oven.</p>   |                 |           |

| 5.B.11  | I  | Random | O, PP |
|---|--|--------|-------|
| <i>Rate NoOpp if no food or beverages are provided for infants.</i>   |  |        |       |
| <b>a</b>  | Teaching staff do not offer solid foods and fruit juices to infants younger than six months, unless that practice is recommended by the child's health care provider and approved by families. |        |       |
| <p><b>Recommended best practice has recently changed; this indicator is undergoing revision. During an Accreditation Visit, Assessors will rate this indicator as follows:</b></p> <p>Teaching staff may offer solid foods to infants beginning at <b>four months</b> provided the infant is developmentally ready and the practice is approved by families. Fruit juices should not be offered to infants younger than <b>12 months</b>.</p> <p>Rate 'N/A' if the program does not serve infants younger than 4 months of age.</p> |  |        |       |
| <b>b</b>  | Sweetened beverages are avoided.   |        |       |
| <p>Rate 'No' if sweetened beverages are provided. <b>Examples of sweetened beverages: 'juice beverages', 'juice drinks', or 'juice cocktails' of less than 100% juice; sweetened iced-tea; carbonated soft drinks; powdered drink mixes. Do not count 100% fruit juice as a "sweetened beverage".</b></p>   |  |        |       |
| <b>c</b>  | If juice (only 100% fruit juice is recommended) is served, the amount is limited to no more than four ounces per child daily.  |        |       |
| <p><i>Written or photographic evidence may include policies, staff and/or parent handbooks, menus, memos, or posted notices. Solid foods include cereals, fruits or vegetables. Solid foods must be introduced separately, not included in a bottle feeding because of increased risks of choking, food allergies, and obesity. This criterion is based on the American Academy of Pediatrics recommendations.</i></p>  |  |        |       |

| 5.B.12  | I   | Random | O |
|---|---|--------|---|
| <b>a</b>  | Teaching staff who are familiar with the infant feed him or her whenever the infant seems hungry. |        |   |
| <b>b</b>  | Feeding is not used in lieu of other forms of comfort.  |        |   |
| <p><i>The intent of the criterion is to ensure that infants are fed by regular caregivers that children are fed when hungry, and they are not over- or under-fed.</i></p> <p><i>Rate as 'No' if the teaching staff member seems unfamiliar with the infant's meal pattern, feeds the infant whenever she/he is upset or does not respond to cues that the infant is hungry.</i></p> |   |        |   |

| 5.B.13   | I-T  | Random | PP |
|--|--|--------|----|
| <b>a</b>   | The program does not feed cow's milk to infants younger than 12 months. The program serves whole or reduced-fat cow's milk to children of ages 12 months to 24 months. |        |    |
| <p><i>Rate as 'Yes' if no cow's milk is served to infants younger than 12 months. Children older than 12 months may still be given breast milk.</i></p> <p><i>Whole milk is generally recommended for children between the ages of 12 and 24 months; these children need some fats for growth and development, including of the brain. However, the American Academy of Pediatrics issued a policy revision in July 2008 which states, "For children between 12 months and 2 years of age for whom overweight or obesity is a concern or who have a family history of obesity, dyslipidemia, or CVD, the use of reduced-fat milk would be appropriate" (PEDIATRICS Vol. 122, No. 1, July 2008, pp. 198-208).</i></p> |  |        |    |

| 5.B.14   | I-T-P   | Random | O, PP |
|--|---|--------|-------|
| <i>Rate the criterion 'N/A' if the program does not serve food.</i>  |   |        |       |
| <b>a</b>   | Staff do not offer children younger than four years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. |        |       |
| <p><i>This criterion is applicable to both food provided by the program, as well as food brought from home. Rate as 'Yes' if no instances of any of these foods being provided are observed. Hard pretzel sticks and hard, small, traditionally shaped pretzels are high-risk foods for choking incidents. Rate as 'Not Age' if four years old and older.</i></p>  |   |        |       |
| <b>b</b>   | Staff cut foods into pieces no larger than ¼-inch square for infants and ½-inch square for toddler/ twos, according to each child's chewing and swallowing capability.  |        |       |
| <p><i>Rate as 'Not Age' for preschool and kindergarten age categories. Infants and toddlers often swallow pieces of food without chewing. Chicken tenders, fish sticks and other foods should be cut to the age group requirements. If this cannot be done, these foods should not be served regardless if the program provides the food or if it is brought from home. Staff should err on the side of safety regardless of whether a child has had problems chewing or swallowing.</i></p> |   |        |       |



| 5.B.14  | I-T-P | Random | O, PP |
|---|-------|--------|-------|
| <p><i>For mixed age groups, apply the practice that is appropriate to the youngest age present.</i></p> <p><i>Evidence may include a policy from the staff and/or parent handbook, memo, posted notice, email, and staff meetings notes or minutes.</i></p> |       |        |       |

| 5.B.15  | T-P-K   | Random | O, PP |
|---|---|--------|-------|
| <b>a</b>  | The program prepares written menus, posts them where families can see them, and has copies available for families. Menus are kept on file for review by the consultant described in criterion 5.A.02. |        |       |
| <p><i>Rate 'N/A' if no meals or snacks are served by the program. When assessing written documentation, menus kept on file must include enough to demonstrate the pattern of meals served and include some that are current within one year of the site visit. Rate 'Yes' if written menus are posted where families can see the menu. Written evidence may also include a policy (in a staff and/or parent handbook) or a licensing requirement.</i></p> |   |        |       |

| 5.B.16   | T-P-K  | Random | PP |
|--|--|--------|----|
| <b>a</b>   | The program serves meals and snacks at regularly established times.                |        |    |
| <b>b</b>   | Meals and snacks are at least two hours apart but not more than three hours apart. |        |    |
| <p><i>The time span is measured from the ending time of the previous meal or snack and the beginning time of the next meal or snack.</i></p> |  |        |    |

**5.C. – Maintaining a Healthful Environment**

| 5.C.01   | I-T-P-K  | Random | O, PP |
|--|--|--------|-------|
| <b>a</b>   | The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table.                        |        |       |
| <p><i>Rate 'Yes' if classroom space overall (floors, walls, restroom and kitchen surfaces) appears clean. A contract with a cleaning service documenting the responsibilities and frequencies for cleaning, sanitizing, and disinfecting is acceptable to demonstrate that some of the components on the table are met including some of the weekly and daily tasks. Responsibilities not covered by the contract should be documented as well. Refer to the <a href="#">Cleaning, Sanitizing and Disinfecting Frequency Table</a> (Revised October 2013). In order to meet this indicator, all items on the Cleaning, Sanitizing, and Disinfecting Frequency Table must be complete.</i></p> <p><i>Cleaning is physically removing all dirt and contamination, oftentimes using soap and water. Sanitizing is reducing germs on inanimate surfaces to levels considered safe by public health codes or regulations. Disinfecting is destroying or inactivating most germs on any inanimate object, but not bacterial spores. Carpet cleaning must be consistent with local health regulations. Check with the local health department or licensing agency to determine what regulations, if any, apply in your community.</i></p> |  |        |       |
| <b>b</b>   | Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets. |        |       |
| <p><i>Give credit for proper ventilation if no odors are detected and there is no evidence of sprays.</i></p>  |  |        |       |

| 5.C.02  | I-T-P-K  | Random | O, PP |
|---|--|--------|-------|
| Procedures for standard precautions are used and include the following:   |  |        |       |
| <b>a</b>  | Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.  |        |       |
| <p><i>Refer to the <a href="#">Cleaning, Sanitizing and Disinfecting Frequency Table</a> (Revised October 2013). References to 'sanitized' are now generally 'disinfected'.</i></p>                                     |  |        |       |
| <b>b</b>  | Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and that reduce the spread of infectious disease. |        |       |
| <p><i>Barriers include gloves, moisture-resistant disposable diaper paper, and eye protection. The intent of this indicator is that infectious body fluids do not get into staff member's eyes, nose, or mouth.</i></p> |  |        |       |
| <b>c</b>  | When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.  |        |       |
| <b>d</b>  | After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation Frequency Table.               |        |       |

| 5.C.02   | I-T-P-K  | Random | O, PP |
|--|--|--------|-------|
| Refer to the <a href="#">Cleaning, Sanitizing and Disinfecting Frequency Table</a> (Revised October 2013). References to 'sanitized' are now generally 'disinfected'.  |  |        |       |
| e  | Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.   |        |       |
| A contract with a cleaning service documenting the responsibilities and frequencies for cleaning, sanitizing, and disinfecting is an acceptable form of evidence.  |  |        |       |
| f  | Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container. |        |       |
| Diapers do not need to be placed in a separate bag and tied before they are placed in a lidded, hands-free container. Soiled diapers should be handled as little as possible to avoid contamination. This indicator refers to the disposal of waste that includes diapers.   |  |        |       |
| Rate 'NoOpp' if no body fluid spills occur. Written evidence may include training agendas, policies, or staff handbooks. The intent of this criterion is that staff disinfect and clean up potentially infectious areas from bodily spills safely. "Standard Precautions" are work practices recommended by the Centers for Disease Control and Prevention that are required for a basic level of infection control. They are "standard" because you do these practices all the time, not just for children who might be sick. Standard precautions apply to (1) blood; (2) all body fluids, secretions, and excretions except sweat; (3) broken skin; and (4) mucous membranes (eyes, nose, mouth). Standard precautions include good hygiene practices (particularly washing and drying hands before and after contact), the use of protective barriers (such as gloves, masks or eye shields), and appropriate handling and disposal of infectious waste. |  |        |       |

| 5.C.03   | I-T-P-K  | Random | O, PP |
|--|--|--------|-------|
| a  | A toy that a child has placed in his or her mouth or that is otherwise contaminated by body secretion or excretion is either to be washed by hand using water and detergent, then rinsed, sanitized, and air dried <b>or</b> washed and dried in a mechanical dishwasher before it can be used by another child. |        |       |
| Rate 'NoOpp' if a child does not place a toy in his/her mouth during the observation and there is no other evidence that the program washes toys according to the criterion. Rate 'No' if a toy soiled with bodily excretions or secretions is not removed from the environment or is touched by another child.  |  |        |       |
| Definitions of key words: "Body secretion or excretion" may include blood, saliva, urine, feces, vomit, or mucous. Teaching staff should be aware of toys that are being mouthed by children or otherwise exposed to bodily excretions or secretions. Teaching staff may either remove the toy for immediate cleaning and sanitation or may set the toy aside in an area inaccessible to children (such as a basket or net bag for soiled toys) for cleaning and sanitation at a later time. |  |        |       |

| 5.C.04  | I-T-P-K   | Random | PP |
|---|---|--------|----|
| a   | Staff maintain areas used by staff or children who have allergies or any other special environmental health needs according to the recommendations of health professionals. |        |    |
| Rate 'N/A' if program provides evidence that there are no allergies and/or special environmental health needs among staff and children in the program that require environmental adaptations to be safely managed. Evidence could include examples of forms used to collect information from staff and families about allergies and/ or, special environmental health needs; evidence may also include documentation that necessary changes or precautions are made in accordance with the recommendations of health professionals. |   |        |    |

| 5.C.05   | I-T-P-K   | Not Currently Assessed: Best Practice |
|--|---|---------------------------------------|
| a  | Classroom pets or visiting animals appear to be in good health.   |                                       |
| b  | Pets or visiting animals have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized (if the animal should be so protected) and that the animal is suitable for contact with children. |                                       |
| c  | Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.   |                                       |
| d  | Program staff make sure that any child who is allergic to a type of animal is not exposed to that animal.   |                                       |
| e  | Reptiles are not allowed as classroom pets because of the risk for salmonella infection.  |                                       |
| Examples of reptiles include lizards, turtles, snakes, iguanas, and geckoes. |   |                                       |

| 5.C.06   | I  | Random | O, PP |
|--|--|--------|-------|
| <b>a</b>   | Before walking on surfaces that infants use specifically for play, adults and children remove, replace, or cover with clean foot coverings any shoes they have worn outside that play area. If children or staff are barefoot in such areas, their feet are visibly clean. |        |       |
| <i>Rate 'No' if children or staff are barefoot and have dirty feet. Examples of foot coverings would include booties, shoes, socks, etc.</i> |  |        |       |

**Standard 6 – Teachers**

**6.A. – Preparation, Knowledge, and Skills of Teaching Staff**

| 6.A.01  | I-T-P-K   | Random | PP |
|---|---|--------|----|
| <b>a</b>  | All teaching staff know and use ethical guidelines in their conduct as members of the early childhood profession. (For NAEYC’s Code of Ethical Conduct, please visit: <a href="http://www.naeyc.org/positionstatements/ethical_conduct">http://www.naeyc.org/positionstatements/ethical_conduct</a> ) |        |    |
| <i>The intent is that teaching staff are informed of, and follow, the program’s expectation of ethical conduct. It is not required that the program follows NAEYC’s Code of Ethical Conduct, but would be acceptable. Evidence in the Program Portfolio must demonstrate that teaching staff are made aware of the ethical guidelines used by the program and may include a written policy, be a component of employee orientation/training, staff handbook, etc.</i> |   |        |    |

| 6.A.02   | I-T-P-K  | Always | O, FS |
|--|--|--------|-------|
| When working with children, all teaching staff demonstrate the ability to...   |  |        |       |
| <b>a</b>   | interact with children without using physical punishment or any form of psychological abuse.   |        |       |
| <b>b</b>   | recognize health and safety hazards and protect children from harm.                            |        |       |
| <b>c</b>   | encourage and provide children with a variety of opportunities for learning.                   |        |       |
| <b>d</b>   | encourage and provide children with a variety of social experiences.                           |        |       |
| <b>e</b>   | adapt and respond to changing and challenging conditions in ways that enhance program quality. |        |       |
| <i>Rate 'NoOpp' if no changing/challenging conditions are observed. Evidence of adapting and responding to challenging conditions includes instances such as when something unexpected comes up and the teaching staff handles it well: keeping children calm and engaging them in the event if possible, e.g., plumber comes to fix the toilet.</i> |  |        |       |
| <b>f</b>   | communicate with children and  |        |       |
| <b>g</b>   | [communicate with] families.   |        |       |

| 6.A.03  | I-T-P-K   | Random | TS, PP |
|---|---|--------|--------|
| Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation, including |   |        |        |
| <b>a</b>  | program philosophy, values, and goals;                            |        |        |
| <b>b</b>  | expectations for ethical conduct;                                 |        |        |
| <b>c</b>  | health, safety, and emergency procedures;                         |        |        |
| <b>d</b>  | individual needs of children they will be teaching or caring for; |        |        |
| <b>e</b>  | accepted guidance and classroom management techniques;            |        |        |
| <b>f</b>  | daily activities and routines of the program;                     |        |        |
| <b>g</b>  | program curriculum;   |        |        |
| <b>h</b>  | child abuse and neglect reporting procedures;                     |        |        |
| <b>i</b>  | program policies and procedures;                                  |        |        |
| <b>j</b>  | NAEYC Early Childhood Program Standards; and                      |        |        |
| <b>k</b>  | regulatory requirements.  |        |        |
| Follow-up training expands on the initial orientation.  |   |        |        |
| <i>Rate indicators if the presented evidence is clearly part of an initial, new teacher, or beginning orientation.</i>  |   |        |        |

| 6.A.04  | I-T-P-K  | Random | PP |
|---|--|--------|----|
| <i>Rate the entire criterion 'N/A' if the program states that it does not use substitutes, volunteers and other adults.</i>   |  |        |    |
| Substitutes, volunteers, and other adults are given a preliminary orientation that introduces them to fundamental aspects of program operation before they begin working with children. The orientation includes  |  |        |    |
| <b>a</b>  | health, safety, and emergency procedures;              |        |    |
| <b>b</b>  | accepted guidance and classroom management techniques; |        |    |
| <b>c</b>  | child abuse and neglect reporting procedures; and      |        |    |
| <b>d</b>  | regulatory requirements.                               |        |    |
| These adults work with children under the direct supervision of qualified teaching staff. Follow-up training expands on the initial orientation.  |  |        |    |
| <i>Evidence may include such things as a specific orientation plan or policy for non-teaching staff, relevant policy in a staff handbook, agenda for the preliminary orientation of non-teaching staff.<br/>A guest who is accompanied at all times by another program staff and whose interactions with children are limited to an activity such as reading a book, demonstrating a specific activity, or talking about a specific topic (for example, a fire fighter who visits the classroom to talk about fire safety) does not need to complete orientation training. Substitutes who are performing teacher responsibilities may be supervised by a program administrator. A substitute who replaces a specific teacher or teaching assistant for more than 20 consecutive business days is considered a member of the teaching staff. Other adults are not considered part of the teaching staff and include: cooks, bus drivers, janitorial, or administrative support staff, special subject teachers (such as music or art), foster grandparents or volunteer reading buddies, parents participating in a parent cooperative programs (such as a cooperative nursery school), individuals who support the ongoing work of the teacher and assistant teacher by assisting with routine tasks such as room set-up, cleaning, meals, transitions, and supervision of napping children.</i> |  |        |    |

| 6.A.05   | I-T-P-K  | Always | PP |
|--|--|--------|----|
| <b>a</b>   | All teachers have a minimum of an associate's degree or equivalent. At least 75% of teachers have a minimum of a baccalaureate degree or equivalent in early childhood education, child development, elementary education, or early childhood special education, and this training encompasses child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development. |        |    |
|  | This requirement is phased in between 2006 and 2020 with variations by program size; see <a href="#">Timeline for Meeting Teacher Qualifications</a> .   |        |    |
| <i>This criterion is assessed based on the documentation submitted within the Candidacy Materials or Renewal Materials. Your program may choose to include copies of <a href="#">Teaching Staff Qualification Pages</a> and relevant documentation that was submitted within Candidacy Materials or Renewal Materials in the Program Portfolio. However, the NAEYC Assessor will not evaluate this documentation within the Program Portfolio during the site visit. This information was already evaluated by the NAEYC Academy during the review of your program's Candidacy Materials or Renewal Materials.</i> |  |        |    |

| 6.A.06   | I-T-P-K   | Always | PP |
|--|---|--------|----|
| <i>Rate 'N/A' if the program has no assistant teachers-teacher aides.</i>  |   |        |    |
| Assistant teachers-teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and         |   |        |    |
| <b>a</b>   | 50% of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent.   |        |    |
|  | <i>A current Child Development Associate (CDA) credential awarded by the Council for Professional Recognition. A CDA may be earned in any setting to qualify.</i>   |        |    |
| <b>b</b>   | 100% of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent. |        |    |
| College-level course work is from regionally accredited institutions of higher education and may include distance learning or online coursework. |   |        |    |
| If there is only one assistant teacher-teacher aide, then either of the requirements can be met.   |   |        |    |

| 6.A.06  | I-T-P-K | Always | PP |
|---|---------|--------|----|
| <p><i>This criterion is assessed based on the documentation submitted within the Candidacy Materials or Renewal Materials. Your program may choose to include copies of <a href="#">Teaching Staff Qualification Pages</a> and relevant documentation that was submitted within Candidacy Materials or Renewal Materials in the Program Portfolio. However, the NAEYC Assessor will not evaluate this documentation within the Program Portfolio during the site visit. This information was already evaluated by the NAEYC Academy during the review of your program's Candidacy Materials or Renewal Materials. The following guidance represents the current best practices regarding this criterion. It should be used to guide program improvement and in preparation for assessment. The Academy will use the following guidance during the review of your program's Candidacy or Renewal Materials.</i></p> <p><i>Assistant Teachers who are juniors or seniors in high school and are enrolled in, or have completed, an ECE vocational program may still meet this criterion if they meet indicators 'a' or 'b'.</i></p> |         |        |    |

| 6.A.07  | I-T-P-K   | Random | PP |
|---|---|--------|----|
| <b>a</b>  | <p>All teaching staff have specialized college-level course work and/or professional development training that prepares them to work with children and families of diverse races, cultures, and languages. Specialized college-level course work may include core courses that cover these topics or courses that address these topics specifically. Teaching staff adapt their teaching in response to children's differences.</p> |        |    |
| <p><i>Rate as 'Yes' if documentation of diversity training is seen.</i></p> <p><i>Program Portfolio evidence may take the form of a program-wide training policy and schedule describing how the program keeps all staff trained in each or any of the topics covered in 6.A.07 through 6.A.12. The intent of these criteria is to ensure that programs have systems in place to ensure staff training in these areas over time.</i></p> <p><i>If the program submits individual staff training records to support these criteria, there must be enough of this type of evidence to demonstrate that the program provides or promotes regular opportunities for training on these topics. For example, one or two trained teaching staff from among a total of 10 or more staff would not be sufficient evidence to meet these criteria. Administrative staff training is not a part of these criteria -- only teachers and assistant teachers/teacher aides.</i></p> |   |        |    |

| 6.A.08  | I-T-P-K  | Random | PP |
|---|--|--------|----|
| <b>a</b>  | <p>All teaching staff have specialized course work or professional development training in the program's curriculum as well as in communication and collaboration skills that prepare them to participate as a member of a team.</p> |        |    |
| <p><i>A general curriculum course that addresses an approach consistent with the program's curriculum meets the intent of this criterion.</i></p> <p><i>Program Portfolio evidence may take the form of a program-wide training policy and schedule describing how the program keeps all staff trained in each or any of the topics covered in 6.A.07 through 6.A.12. The intent of these criteria is to ensure that programs have systems in place to ensure staff training in these areas over time.</i></p> <p><i>If the program submits individual staff training records to support these criteria, there must be enough of this type of evidence to demonstrate that the program provides or promotes regular opportunities for training on these topics. For example, one or two trained teaching staff from among a total of 10 or more staff would not be sufficient evidence to meet these criteria. Administrative staff training is not a part of these criteria -- only teachers and assistant teachers/teacher aides.</i></p> |  |        |    |

| 6.A.09   | I-T-P-K   | Random | PP |
|----------|---|--------|----|
| <b>a</b> | <p>All teaching staff who supervise or mentor other staff members have specialized college-level course work or professional development training and preparation in adult supervision, mentoring, and leadership development. Specialized college-level course work may include either core courses that cover these topics or courses that address these topics specifically.</p> |        |    |

| 6.A.09   | I-T-P-K | Random | PP |
|--|---------|--------|----|
| <p><i>Because assistant teachers work under the direct supervision of the teacher, all teachers with assistant teachers in their teaching team are included here. Rate 'N/A' if none of the members of the teaching staff are in a supervisory or mentorship role.</i></p> <p><i>Program Portfolio evidence may take the form of a program-wide training policy and schedule describing how the program keeps all staff trained in each or any of the topics covered in 6.A.07 through 6.A.12. The intent of these criteria is to ensure that programs have systems in place to ensure staff training in these areas over time.</i></p> <p><i>If the program submits individual staff training records to support these criteria, there must be enough of this type of evidence to demonstrate that the program provides or promotes regular opportunities for training on these topics. For example, one or two trained teaching staff from among a total of 10 or more staff would not be sufficient evidence to meet these criteria. Administrative staff training is not a part of these criteria -- only teachers and assistant teachers/teacher aides.</i></p> |         |        |    |

| 6.A.10  | I-T-P-K  | Random | PP |
|---|--|--------|----|
| <b>a</b>  | <p>All teachers and assistant teachers–teacher aides have specialized college-level course work or professional development training in knowledge and skills relevant to the specific age (or ages) or to the special circumstances and specific needs of the children they teach. Specialized college-level course work may include core courses that cover these topics or courses that address these topics specifically.</p> |        |    |
| <p><i>Program Portfolio evidence may take the form of a program-wide training policy and schedule describing how the program keeps all staff trained in each or any of the topics covered in 6.A.07 through 6.A.12. The intent of these criteria is to ensure that programs have systems in place to ensure staff training in these areas over time.</i></p> <p><i>If the program submits individual staff training records to support these criteria, there must be enough of this type of evidence to demonstrate that the program provides or promotes regular opportunities for training on these topics. For example, one or two trained teaching staff from among a total of 10 or more staff would not be sufficient evidence to meet these criteria. Administrative staff training is not a part of these criteria -- only teachers and assistant teachers/teacher aides.</i></p> |  |        |    |

| 6.A.11  | I-T-P-K   | Emerging | PP |
|---|---|----------|----|
| <b>a</b>  | <p>All teachers and assistant teachers–teacher aides have specialized professional development training in how to accurately use the program’s assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities.</p> |          |    |
| <p><i>Rate 'Yes' if documentation of training in assessment procedures is seen, even if the training is not specific to the program’s primary assessment method. For example, if a teacher has taken a college course in ECE assessment and the program uses Creative Curriculum assessment tools, the teacher meets the criterion.</i></p> <p><i>Program Portfolio evidence may take the form of a program-wide training policy and schedule describing how the program keeps all staff trained in each or any of the topics covered in 6.A.07 through 6.A.12. The intent of these criteria is to ensure that programs have systems in place to ensure staff training in these areas over time.</i></p> <p><i>If the program submits individual staff training records to support these criteria, there must be enough of this type of evidence to demonstrate that the program provides or promotes regular opportunities for training on these topics. For example, one or two trained teaching staff from among a total of 10 or more staff would not be sufficient evidence to meet these criteria. Administrative staff training is not a part of these criteria -- only teachers and assistant teachers/teacher aides.</i></p> |   |          |    |

| 6.A.12  | I-T-P-K   | Random | PP |
|---|---|--------|----|
| <p>All teachers and assistant teachers–teacher aides have specialized college-level course work or professional development training that prepares them to work with children who have special needs. The course work or training may include either core courses that cover these topics or courses that address these topics specifically. The course work and training includes:</p> |   |        |    |
| <b>a</b>  | family-centered practice;   |        |    |
| <b>b</b>  | atypical development and common health problems;  |        |    |
| <b>c</b>  | IDEA and other applicable laws;   |        |    |
| <b>d</b>  | children’s and families’ rights under these laws;   |        |    |
| <b>e</b>  | roles and responsibilities related to the IEP and IFSP;   |        |    |
| <b>f</b>  | strategies for supporting inclusion;  |        |    |
| <b>g</b>  | strategies for modifying and adapting curriculum, schedules, materials, and instruction to meet individual needs; |        |    |

| 6.A.12   |  | I-T-P-K | Random | PP |
|--|--|---------|--------|----|
| <b>h</b>   | the referral and assessment process; and |         |        |    |
| <b>i</b>   | community supports and resources.        |         |        |    |
| <p><i>Rate ALL indicators 'Yes' if coursework or program-wide training schedules related to the education of exceptional children is seen.</i></p> <p><i>Program Portfolio evidence may take the form of a program-wide training policy and schedule describing how the program keeps all staff trained in each or any of the topics covered in 6.A.07 through 6.A.12. The intent of these criteria is to ensure that programs have systems in place to ensure staff training in these areas over time.</i></p> <p><i>If the program submits individual staff training records to support these criteria, there must be enough of this type of evidence to demonstrate that the program provides or promotes regular opportunities for training on these topics. For example, one or two trained teaching staff from among a total of 10 or more staff would not be sufficient evidence to meet these criteria. Administrative staff training is not a part of these criteria -- only teachers and assistant teachers/teacher aides.</i></p> |  |         |        |    |

**6.B. – Teachers’ Dispositions and Professional Commitment**

| 6.B.01  |   | I-T-P-K | Random | TS, PP |
|---|---|---------|--------|--------|
| <b>a</b>  | All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development. |         |        |        |
| <p><i>Rate 'Yes' if staff evaluation includes an annual individualized professional development plan.</i></p> |   |         |        |        |

| 6.B.02  |  | I-T-P-K | Emerging | TS, PP |
|---|--|---------|----------|--------|
| <b>a</b>  | All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community or region, and beyond. Teaching staff participate in informal or formal ways in local, state, or regional public-awareness activities related to early care by joining groups, attending meetings, or sharing information with others both at and outside the program. |         |          |        |
| <p><i>Rate 'Yes' if evidence of professional activity (other than professional development) is seen either at the program or outside the program. Rate 'Yes' if staff are members of NAEYC or other ECE-related professional organizations.</i></p> |  |         |          |        |

**Standard 7 – Families**

**7.A. – Knowing and Understanding the Program’s Families**

| 7.A.01  |  | I-T-P-K | Random | FS, PP |
|---|--|---------|--------|--------|
| <b>a</b>  | As a part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with diverse families. |         |        |        |
| <p><i>Staff development could include documented contact hours or college courses related to working with families from diverse backgrounds. Training could be conducted both when staff are hired during orientation and on an ongoing basis, for example, during in-service professional development days. Evidence could include a program training policy with topics covered in diverse families and/or certificates/transcripts from trainings completed by specific staff members.</i></p> |  |         |        |        |

| 7.A.02  |   | I-T-P-K | Random | FS, PP |
|---|---|---------|--------|--------|
| <b>a</b>  | Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds. |         |        |        |
| <p><i>Examples of evidence include items such as documented conversations, program policies or family intake forms asking families to report on family structure, child-rearing practices (i.e. child behavior management, diapering/toileting, feeding) and family background. Families do not need to share information with the program in order for criterion to be met, but should have the opportunities to do so.</i></p> <p><i>“A variety of...” means two or more.</i></p> |   |         |        |        |

| 7.A.03   | I-T-P-K                  | Random | FS, PP |
|--|--------------------------|--------|--------|
| Program staff actively use information about families to adapt   |                          |        |        |
| <b>a</b>   | the program environment, |        |        |
| <b>b</b>   | curriculum, and          |        |        |
| <b>c</b>   | teaching methods         |        |        |
| to the families they serve.  |                          |        |        |
| <i>Evidence may include such things as enrollment forms, newsletters, bulletin boards, photos, curriculum plans, meeting agendas or memos that indicate how family information is used to adapt and enhance the program environment, curriculum, and teaching methods. A plan outlining how future adaptations, based on family information, will be implemented can also serve as evidence.</i> |                          |        |        |

| 7.A.04  | I-T-P-K  | Emerging | TS, PP |
|---|--|----------|--------|
| <b>a</b>  | To better understand the cultural backgrounds of children, families, and the community, program staff (as a part of program activities or as individuals), participate in community cultural events, concerts, storytelling activities, or other events and performances designed for children and their families. |          |        |
| <i>Staff do not have to organize or lead events or performances to receive credit for this criterion; attendance is sufficient.</i> |  |          |        |

| 7.A.05  | I-T-P-K   | Random | FS, PP |
|---|---|--------|--------|
| <b>a</b>  | Program staff provide support and information to family members legally responsible for the care and well-being of a child. |        |        |
| <i>Rate 'Yes' if the program portfolio contains evidence that the program has identified who is legally responsible for the care and well-being of the child. Example: forms that request this information or that request the signature of the person legally responsible are acceptable evidence.</i> |   |        |        |

| 7.A.06   | I-T-P-K  | Random | FS, PP |
|--|--|--------|--------|
| <b>a</b>   | Program staff establish intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time. |        |        |
| <i>Examples of evidence could include program policies that address how relationships are formed and sustained over the course of a child's enrollment in the program, such as communicating with families, providing families with a variety of ways to reach program staff (phone, email, in person), holding family meetings or conducting home visits, and hosting events that families and staff both attend.</i> |  |        |        |

| 7.A.07   | I-T-P-K   | Random | FS, PP |
|--|---|--------|--------|
| <b>a</b>   | Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider each family's interests and skills and the needs of program staff. |        |        |
| <i>Examples of evidence may include policies from the family handbook and family orientation materials describing how volunteer opportunities are open to all and volunteers are selected in an unbiased way. Family members may be surveyed on special skills/interests and this information may be used to match family volunteers with opportunities that are a good match.</i> |   |        |        |

| 7.A.08   | I-T-P-K   | Random | FS, PP |
|--|---|--------|--------|
| <b>a</b>   | Program staff engage with families to learn from their knowledge of their child's interests, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. This information is incorporated into ongoing classroom planning. |        |        |
| <i>Evidence may include written policies, relevant information from family handbooks, orientation materials, family questionnaires, informal or formal conversations, family conferences, e-mail and other written communications. Lesson plans and newsletters could be used to demonstrate incorporation of the collected information into ongoing classroom planning.</i> |   |        |        |



| 7.A.09   | I-T-P-K   | Random | FS, PP |
|--|---|--------|--------|
| a  | Program staff use a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children’s learning. Staff use a variety of methods such as new family orientations, small group meetings, individual conversations, and written questionnaires, which help staff get input from families about curriculum activities throughout the year. |        |        |
| <i>Evidence should provide examples of at least 2 methods of communication between families and program staff regarding curriculum objectives/educational goals. The first sentence of this criterion refers to methods used to communicate to families about the program. The second sentence refers to methods used to collect input from families for use in curriculum activities. Formal and informal methods include newsletters, e-mail communication, conversations, and family conferences. “A variety of methods” means two or more.</i> |   |        |        |

| 7.A.10  | I-T-P-K   | Random | O, FS |
|---|---|--------|-------|
| a   | The program works with families on shared child caregiving issues, including routine separations, special needs, the food being served and consumed, and daily care issues. |        |       |
| <i>Rate ‘Yes’ if at least one example of a caregiving issue is observed</i> |   |        |       |

| 7.A.11  | I-T-P-K   | Random | FS, PP |
|---|---|--------|--------|
| a   | Families may visit any area of the facility at any time during the program’s regular hours of operation as specified by the procedures of the facility. |        |        |
| <i>Programs may choose how broadly to define families but families must at a minimum include parents or legal guardians. Programs may set up certain procedures, for example, encouraging families to not visit during naptime.</i> |   |        |        |

| 7.A.12 | I-T-P-K  | Random | FS, PP |
|--------|--|--------|--------|
| a      | The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other. |        |        |

| 7.A.13   | I-T-P-K  | Random | FS, PP |
|--|--|--------|--------|
| a  | The program’s governing or advisory groups include families as members and active participants. Staff or other families in the program encourage and support family members in taking on leadership roles. |        |        |
| <i>Evidence may include written policies, relevant information from family handbooks, orientation materials, family questionnaires, informal or formal conversations, family conferences, e-mail and other written communications, and parent participation in advisory committees and/or boards. If the program does not have a formal governing or advisory structure, evidence may relate to other ways that families take on leadership roles in the program such as coordinating field trips or charity drives.</i> |  |        |        |

| 7.A.14  | I-T-P-K  | Random | FS, PP |
|---|--|--------|--------|
| a   | Program staff and families work together to plan events. Families’ schedules and availability are considered as part of this planning. |        |        |
| <i>Evidence may include written policies, relevant information from family handbooks, orientation materials, invitations, announcements, emails, or memos for planning sessions/meetings, meeting notes, family and sign-up sheets.</i> |  |        |        |

**7.B. – Sharing Information Between Staff and Families**

| 7.B.01  | I-T-P-K  | Random | FS, PP |
|---|--|--------|--------|
| a   | Program staff use a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed. |        |        |
| <i>‘A variety of mechanisms’ means two or more examples must be provided in order to meet the criterion. Family conferences and/or home visits are not required but something similar must be provided. ‘Adults available to translate’ could be another family member, an older sibling of an enrolled child, another staff member, or hired translator. Examples of written evidence may include program policy information in the family handbook or orientation materials that translation services are provided upon request, family intake forms, evidence that a translator was present during a home visit, parent conferences or other formal or informal meetings between program staff members and families.</i> |  |        |        |

| 7.B.02  | I-T-P-K   | Random | FS, PP |
|---|---|--------|--------|
| a   | The program compiles and provides program information to families in a language the family can understand. This information includes program policies and operating procedures. |        |        |
| <i>Rate 'N/A' if at least 75% of enrolled families understand the program's dominant language.<br/>Rate 'No' if the program does not provide evidence for the criterion AND does not provide evidence that at least 75% of enrolled families understand the program's dominant language.<br/>Rate 'Yes' if the program provides evidence that ANY program policies or procedures are translated into a second language.</i> |   |        |        |

| 7.B.03   | I-T-P-K   | Random | FS, PP |
|--|---|--------|--------|
| a  | Program staff inform families about the program's systems for formally and informally assessing children's progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families, and ways the program will use the information. |        |        |
| <i>Written evidence may include written policies from the family and/or staff handbook, as well as information provided to families upon enrollment, during family conferences and/or home visits regarding assessment or throughout the year.</i> |   |        |        |

| 7.B.04   | I-T-P-K   | Random | FS, PP |
|--|---|--------|--------|
| a  | When program staff suspect that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner and is provided with documentation and explanation for the concern, suggested next steps, and information about resources for assessment. |        |        |
| <i>All programs, including those that do not currently have children enrolled with developmental delays or other special needs, must include a written policy for how to proceed when program staff <u>suspect</u> that a child has a developmental delay or other special need. Evidence should also include that staff are trained in confidentiality.</i> |   |        |        |

| 7.B.05   | I-T  | Random | O, FS, TS, CP |
|--|--|--------|---------------|
| a  | Program staff communicate with families on a <b>daily basis</b> regarding infants' and toddlers'/twos' activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means. |        |               |
| <i>Look for evidence of a daily report communicating individual child activities and milestones to families -- not just caregiving tasks or issues, and not just group activities.</i> |  |        |               |

| 7.B.06  | P-K   | Random | O, FS, TS, CP |
|---|---|--------|---------------|
| a   | Program staff communicate with families on at least a <b>weekly basis</b> regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the wellbeing and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means. |        |               |
| <i>Look for evidence of a weekly report communicating individual child activities and milestones to families -- not just caregiving tasks or issues, and not just group activities.</i> |   |        |               |

**7.C. – Nurturing Families as Advocates for Their Children**

| 7.C.01   | I-T-P-K  | Random | FS, PP |
|--|--|--------|--------|
| a  | Program staff encourage families to regularly contribute to decisions about their child's goals and plans for activities and services. |        |        |
| <i>The program should provide opportunities for families to share their perspectives about their child's behavior, developmental progress, and learning styles and needs. Look for evidence that the program encourages families to participate but programs will not be penalized if families choose not to do so.<br/>Written evidence can include forms, newsletters, emails, notes, or other documentation used to solicit information from families about their child for use in planning activities, as well as notes taken during family conferences or informal conversations.</i> |  |        |        |

| 7.C.02   |  | I-T-P-K | Random | FS, PP |
|--|--|---------|--------|--------|
| a  | Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice. |         |        |        |
| <i>Written evidence may include an "open door" policy, documentation demonstrating that the program encourages families to email, call, write or talk to program staff members in person as well as could include a family and teacher greeting area in the program for private discussions.</i> |  |         |        |        |

| 7.C.03  |  | I-T-P-K | Random | FS, PP |
|---|--|---------|--------|--------|
| a   | Program staff encourage and support families to make the primary decisions about services that their children need, and they encourage families to advocate to obtain needed services. |         |        |        |
| <i>Special services could include physical therapy, occupational therapy, speech therapy, or any specific services that a child might need.</i> |  |         |        |        |

| 7.C.04   |  | I-T-P-K | Random | FS, TS, PP |
|--|--|---------|--------|------------|
| a  | Program staff use a variety of techniques to negotiate difficulties that arise in their interactions with family members. Program staff make arrangements to use these techniques in a language the family can understand. |         |        |            |
| <i>For most programs there must be evidence for both parts of the criterion to rate 'Yes'. Rate 'Yes' if program shows evidence that (1) they use a variety of techniques and (2) they provide the techniques in the family's language. Disregard (2) if the program provides evidence that all families speak the program's language.</i> |  |         |        |            |

| 7.C.05 |  | I-T-P-K | Emerging | FS, PP |
|--------|--|---------|----------|--------|
| a      | Program staff provide families with information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment, and educational services for their children. |         |          |        |

| 7.C.06   |   | I-T-P-K | Random | FS, PP |
|--|---|---------|--------|--------|
| a  | Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs. |         |        |        |
| <i>Examples could include (but are not limited to) communicating with the child's future teacher(s) or specialists in person, by telephone or by email, providing families with information about their child to share with future teachers or specialists (for example, providing parents with written assessments, developmental checklists, informal observations, etc. about their child to share with future schools), etc.</i>   |   |         |        |        |
| <i>This criterion also lists special education programs. Consider how you might help families to locate appropriate schools or services for children with special needs and how you might provide families of all children, with or without special needs, with information about area schools that may be suited to the learning needs of their child. Communication methods could include a family resource binder, bulletin board, parent meeting in which alumni parents discuss the schools their children currently attend, etc.</i> |   |         |        |        |

| 7.C.07  |  | I-T-P-K | Random | FS, TS, PP |
|---|--|---------|--------|------------|
| a   | To help families with their transitions to other programs or schools, staff provide basic general information on enrollment procedures and practices, visiting opportunities, and program options. |         |        |            |
| <i>Examples of "basic general information" about other programs may include: a resource binder, bulletin board, parent flyer, alumni parent night, etc. that includes contact information for area schools, general enrollment procedures, and visiting opportunities (such as a list of dates for school information meetings for schools or inviting local schools/programs to come and speak at a parent meeting).</i> |  |         |        |            |
| <i>The total number of schools/programs available to the families that a program serves may vary greatly from program to program, and relates to the program's geographical region and school options. A program should do the best it can to provide information about the schools most likely to be chosen by parents.</i>  |  |         |        |            |

| 7.C.08  | I-T-P-K  | Random | TS, PP |
|---|--|--------|--------|
| a   | Before sharing information about a child with other relevant providers, agencies, or other programs, staff obtain written consent from the family. |        |        |
| <i>The intent of the criterion is to ensure the confidentiality of children and families. Written evidence may include parent permission forms (blank or completed examples) that are completed prior to sharing information with outside agencies; or information/policy from the family handbook about program confidentiality practices.</i> |  |        |        |

**Standard 8 – Community Relationships**

**8.A. – Linking with the Community**

| 8.A.01   | I-T-P-K   | Random | O, FS, PP |
|--|---|--------|-----------|
| a  | Program staff maintain a current list of child and family support services available in the community based on the pattern of needs they observe among families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the list with families and assist them in locating, contacting, and using community resources that support children’s and families’ well-being and development. |        |           |
| <i>Look for two examples of support services information made available in the classroom and/or in the shared spaces of the program.</i> |   |        |           |

| 8.A.02   | I-T-P-K  | Random | PP |
|--|--|--------|----|
| a  | Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program’s capacity to meet the needs and interests of the children and families that they serve. |        |    |
| <i>The program develops relationships based on the needs of the families they serve. Evidence could include such things as visits to the library or visits by doctors, dentist or other community workers. Written evidence could include letters of correspondence, contracts, or other information about professional relationships with agencies, consultants and other organizations in the community included in the family handbook or parent newsletters.</i> |  |        |    |

| 8.A.03   | I-T-P-K   | Random | FS, PP |
|--|---|--------|--------|
| a  | Program staff are familiar with family support services and specialized consultants who are able to provide culturally and linguistically appropriate services. They use this knowledge to suggest and guide families to these services as appropriate. |        |        |
| <i>Written evidence could include information about family support service providers and consultants as included in the family handbook or parent newsletters, and/or lists of available service providers that are made available to families as appropriate.</i> |   |        |        |

| 8.A.04   | I-T-P-K  | Random | PP |
|--|--|--------|----|
| a  | Program staff encourage continuity of services for children by communicating with other agencies and programs to achieve mutually desired outcomes for children and to guide collaborative work. |        |    |
| <i>Evidence could include examples of communication between program staff and “aftercare” program staff, with a school if the child is entering kindergarten, with specialists or with social workers.</i> |  |        |    |

| 8.A.05  | I-T-P-K  | Random | FS, PP |
|---|--|--------|--------|
| a   | Program staff identify and establish relationships with specialized consultants who can assist all children’s and families’ full participation in the program. This assistance includes support for children with disabilities, behavioral challenges, or other special needs. |        |        |
| <i>Rate ‘N/A’ if no children with disabilities, behavioral challenges, or other special needs are enrolled.</i> |  |        |        |

| 8.A.06 | I-T-P-K   | Emerging | PP |
|--------|---|----------|----|
| a      | Program staff advocate for the program and its families by creating awareness of the program’s needs among community councils, service agencies, and local governmental entities. |          |    |

| 8.A.06   | I-T-P-K | Emerging | PP |
|--|---------|----------|----|
| <p>Any program staff who work to create "awareness" of the program in the community would represent evidence for meeting this criterion. The range of examples is very broad: things such as celebrating the Week Of the Young Child, speaking on behalf of the importance of affordable, quality care, contacting service agencies about needs for children (charity/donations for low income families such as food or clothing), reaching out to schools in the area to plan transition activities for children going to kindergarten or 1st grade, working with health agencies to assist with screening and health services.</p> |         |          |    |

| 8.A.07   | I-T-P-K  | Emerging | PP |
|--|--|----------|----|
| a  | <p>Program staff include information gathered from stakeholders in planning for continuous improvement, building stakeholder involvement in the program, and broadening community support for the program.</p> |          |    |
| <p>A stakeholder is anyone with a vested interest in the program. Examples of stakeholders are program staff, parents of children enrolled in the program, parents of children in the community, landlords, boards of directors, neighboring households and businesses, sponsoring agencies, school system, or licensing and health authorities.</p> |  |          |    |

**8.B. – Accessing Community Resources**

| 8.B.01 | I-T-P-K   | Random | PP |
|--------|---|--------|----|
| a      | <p>Program staff use their knowledge of the community and the families it serves as an integral part of the curriculum and children’s learning experiences.</p> |        |    |

| 8.B.02  | I-T-P-K   | Random | PP |
|---|---|--------|----|
| a   | <p>Program staff connect with and use their community’s urban, suburban, rural, or tribal cultural resources.</p> |        |    |
| <p>Examples for this criterion are broad and include any cultural resources that the community offers and which the program has utilized. Examples include parks, gardens and zoos; public transportation; libraries, businesses, cultural and entertainment venues; individuals in the community who provide cultural resources.</p> |   |        |    |

| 8.B.03 | I-T-P-K   | Random | FS, PP |
|--------|---|--------|--------|
| a      | <p>Program staff inform families about community events sponsored by local organizations, such as museum exhibits, concerts, storytelling, and theater intended for children.</p> |        |        |

| 8.B.04  | I-T-P-K   | Random | PP |
|---|---|--------|----|
| a   | <p>Program staff invite members of the performing and visual arts community, such as musical performers, coordinators of traveling museum exhibits, local artists, and community residents, to share their interests and talents with the children.</p> |        |    |
| <p>Evidence may include flyers, invitation, or letters/emails of correspondence with individuals of the performing and visual arts community.</p> |   |        |    |

| 8.B.05  | I-T-P-K   | Random | PP |
|---|---|--------|----|
| a   | <p>The program engages with other community organizations and groups to cosponsor or participate in cultural events to enrich the experience of children and families in the program.</p> |        |    |
| <p>Evidence may include flyers, newspaper announcements, or letters/ emails of correspondence with other community organizations.</p> |   |        |    |

**8.C. – Acting as a Citizen in the Neighborhood and the Early Childhood Community**

| 8.C.01   | I-T-P-K   | Random | PP |
|--|---|--------|----|
| a  | <p>Program staff are encouraged to participate in local, state, or national early childhood education organizations by joining and attending meetings and conferences. Program staff are also encouraged to participate regularly in local, state, or regional public-awareness activities related to early care and education.</p> |        |    |
| <p>Evidence could include but is not limited to: meeting agendas, certificates of attendance at ECE related conferences, flyers about events and activities such as Week of the Young Child for local and state organizations such as the AEYC chapter or national organizations such as NAEYC. Policies stating that staff may have time off work to participate in ECE organizations are also evidence of encouragement.</p> |   |        |    |

|   | 8.C.02   | I-T-P-K | Random | PP |
|---|--|---------|--------|----|
| a   | The program encourages staff to participate in joint and collaborative training activities or events with neighboring early childhood programs and other community service agencies. |         |        |    |
| <i>Neighboring doesn't have to be physically in the same neighborhood. The criterion is about being part of the broader early childhood community, so participation in conferences or other events that bring together various programs within the state or community would be acceptable evidence.</i> |  |         |        |    |

|   | 8.C.03   | I-T-P-K | Random | PP |
|---|--|---------|--------|----|
| a | The program encourages staff and families to work together to participate in and support community improvement or advocacy projects. |         |        |    |

|  | 8.C.04   | I-T-P-K | Random | PP |
|--|--|---------|--------|----|
| a  | Program leadership builds mutual relationships and communicates regularly with close neighbors, informing them about the program, seeking out their perspectives, involving them in the program as appropriate, and cooperating with them on neighborhood interests and needs. |         |        |    |
| <i>The evidence included in the program portfolio for this criterion may vary due to each program's specific location and context. The term "neighborhood" may be defined broadly to include the program's wider community or the more specific location in which the program is located (i.e. more immediate neighbors in close proximity to the program). Any evidence of outreach is acceptable, for example, invited people come in, or attended local meetings.</i> |  |         |        |    |

|   | 8.C.05   | I-T-P-K | Random | TS, PP |
|---|--|---------|--------|--------|
| a   | Program staff are encouraged and given the opportunity to participate in community or statewide interagency councils or service integration efforts. |         |        |        |
| <i>The intent of this criterion is to provide opportunities to nurture program staff as professionals and leaders in the ECE community. Programs can offer opportunities for staff to participate in things such as quality improvement, ECE coordinating councils, boards, local coordination, CARE, state AEYCs, and QRIS. Evidence could include flyers, memos and emails.</i> |  |         |        |        |

|  | 8.C.06  | I-T-P-K | Random | PP |
|--|---|---------|--------|----|
| a  | Program leadership is knowledgeable about how policy changes at local, state, tribal, or national levels affect the services and resources available for children and their families. |         |        |    |
| <i>Written evidence could include press releases or updates from local, state, tribal or national governments or service providers. Written evidence could also include examples of how the program communicates these changes to the families they serve.</i> |   |         |        |    |

**Standard 9 – Physical Environment**

**9.A. – Indoor and Outdoor Equipment, Materials, and Furnishings**

|   | 9.A.01  | I-T-P-K | Random/Emerging | O |
|---|---|---------|-----------------|---|
| The following furnishings are available:                            |   |         |                 |   |
| a   | equipment and furnishings for diaper changing and changing soiled underwear or other clothing that are located away from food preparation areas;  |         |                 |   |
| b   | hand-washing sinks within arm's length of diaper changing tables;   |         |                 |   |
| <i>Rate 'N/A' if group has no diaper changing tables.</i>           |   |         |                 |   |
| c   | a chair with a back and a seating height that allows the child to sit with his or her feet on the floor or ground (for each child over the age of one year);                                    |         |                 |   |
| <i>Rate as 'Not Age' if observing infants 12 months or younger.</i> |   |         |                 |   |
| d   | tables at a height that allows a child to sit comfortably with the table between underarm and waist;  |         |                 |   |
| <i>Rate as 'Not Age' if observing infants 12 months or younger.</i> |   |         |                 |   |
| e   | at least one cot, crib, mat, sleeping bag, or pad for each child who spends more than four hours a day in the program (no child is allowed to sleep on the floor without using rest equipment); |         |                 |   |
| f   | at least one cot or mat with a blanket for an ill child;  |         |                 |   |

| 9.A.01 | I-T-P-K   | Random/Emerging | O |
|--------|---|-----------------|---|
|        | <p><i>If one cot, crib, mat, sleeping bag, or pad AND blanket is provided for each child, rate 'Yes'; also 'Yes' if there is a "sick cot" with blanket seen elsewhere. Blankets are not necessary for infants. Blankets are not required to be stored with the cot, crib, mat, or pad; assessors will look for evidence of blankets stored in cabinets, individual children's cubby's, and/or notices to parents regarding blankets brought from home. Rate 'No' if no evidence of blankets is found.</i></p>   |                 |   |
| e-f    | <p><i>Rate 'NoOpp' if you do not observe the nap time, and there is no other material evidence of the sleeping arrangements (such as a posted "cot map"), or if there is no indication that children stay for more than 4 hours a day.</i></p>  |                 |   |
| g      | <p>adaptations that allow children with disabilities and other special needs to fully participate in the program's activities; and</p>  |                 |   |
|        | <p><i>Rate 'N/A' if the group does not include children with special needs or if the group's identified special needs do not require furnishing accommodation.</i></p>  |                 |   |
| h      | <p><b>A solid barrier or at least three-foot spacing that separates sleeping children from one another. (This indicator only is an Emerging Practice.)</b></p>  |                 |   |
|        | <p><i>Rate 'N/A' if the group does not include a nap or rest time. Rate 'NoOpp' if you do not observe the nap time, and there is no other material evidence of the sleeping arrangements. If nap time is not observed, a posted "cot map" showing that cots are placed far enough apart or separated by solid barriers is acceptable evidence that the indicator is met.</i></p> <p><i>Solid crib ends can serve as a barrier only if they are at least three feet away from each other. Assessors will rate this indicator based on the placement of sleeping children; not on the placement of cribs that have no children. Three feet is measured from one child's face to another child's face so placing children to sleep by alternating head and toe position may achieve three-foot spacing for all sleeping children (including infants in cribs).</i></p> |                 |   |

| 9.A.02 | I-T-P-K  | Random | O |
|--------|--|--------|---|
| a      | <p>Individual space is provided for each child's belongings.</p>   |        |   |
|        | <p><i>Individual space provided for each child's belongings is not intended to specify how a child's belongings are to be organized, simply that individual space exists. For example, individual hooks for each child's coat/backpack, a separate area to store extra clothing, and an area for belongings such as work or notices, would be acceptable. The intent is that children's things are individually stored to support organized access and independence.</i></p> |        |   |

| 9.A.03 | I-T-P-K   | Random | O |
|--------|---|--------|---|
| a      | <p>Non-disposable materials are durable and in good repair.</p>   |        |   |
|        | <p><i>Non-disposable materials include anything that does not get used and disposed of. Rate 'Yes' if equipment, materials and furnishings like tables, chairs, pillows, rugs, toys, gross motor equipment, etc. are not frayed, broken, chipped, peeling, etc.</i></p> |        |   |
| b      | <p>Equipment, materials, and furnishings are available that provide access for children with disabilities to the program's curriculum and activities.</p>   |        |   |
|        | <p><i>Rate 'N/A' if there are no children with identified special needs enrolled in the class or if the group's identified special needs do not require this type of accommodation.</i></p>   |        |   |

| 9.A.04  | I-T-P-K  | Always | O |
|---|--|--------|---|
| <p>A variety of age- and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes:</p> |  |        |   |
| a   | <p>dramatic play equipment;</p>  |        |   |
| b   | <p>sensory materials such as sand, water, play dough, paint and blocks;</p>  |        |   |
| c   | <p>materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and</p>                               |        |   |
|   | <p><i>For infants and toddlers, look for books, photos, baby dolls, toy animals, sorting/stacking toys.</i></p>  |        |   |
| d   | <p>gross-motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding.</p> |        |   |
|   | <p><i>Gross motor equipment is required in order to meet this indicator.</i></p>   |        |   |

| 9.A.04   | I-T-P-K | Always | O |
|--|---------|--------|---|
| <p><i>“Available...throughout the day” is defined as accessible to children most of the day. Review the indoor and outdoor environments and look for a schedule that identifies when children have access to materials. Some combinations of each type of equipment are needed indoors and outdoors, but not all are needed both indoors and outdoors. Rate all indicators ‘No’ if the group does not use any outdoor play area at least once a week (including public spaces and private playgrounds) and if the group does not go on walks at least once a week. If the group does only walks (no outdoor play areas used), rate each indicator ‘Yes’ or ‘No’ on its merits.</i></p> |         |        |   |

| 9.A.05  | I-T-P-K   | Random | O |
|---|---|--------|---|
| <b>a</b>  | <p>The indoor environment is designed so staff can supervise children by sight and sound at all times without relying on artificial monitoring devices.</p> |        |   |
|   | <p><i>Artificial monitoring devices: Mirrors, cameras or sound monitors cannot be relied on in lieu of sight supervision.</i></p>                           |        |   |
| <b>b</b>  | <p>In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.</p>                           |        |   |
|   | <p><i>Semi-private area is an area where children can play or work alone or with a friend.</i></p>  |        |   |
| <p><i>This criterion is NOT a required criterion. This criterion is about the physical design of the space, not about the teaching staff placement in the indoor environment. Rate as ‘yes’ if all areas of the room are designed for supervision of children by sight and sound at all times. If assessors see an area of the classroom that a child could be in where a teacher could not see the child, or if a child is in an area of the room and is unsupervised, this criterion is rated ‘No’. This criterion is also unmet if teachers rely on artificial monitoring devices to supervise the children. Examples: room is in an L shape; room has an alcove that is out of sight; room has partial walls that prohibit supervision; room has a loft with areas that cannot be easily seen into.</i></p> |   |        |   |

| 9.A.06   | I-T-P-K   | Not Currently Assessed: Best Practice |
|----------|---|---------------------------------------|
| <b>a</b> | <p>When climbers, climbing gyms, slides, and other play units are part of the indoor environment, the program provides safety surfacing that is rated and installed in the fall zone as recommended by the manufacturer for the fall height of the play equipment. Furnishings such as lofts are constructed to prevent falls (e.g., with appropriate barriers), or safety surfacing is installed in the fall zone.</p> |                                       |

| 9.A.07   | I-T-P-K   | Random | O, CP |
|----------|---|--------|-------|
| <b>a</b> | <p>Staff organize and group materials on low, open shelves to encourage children to use them independently.</p>   |        |       |
| <b>b</b> | <p>Staff rotate and adapt materials to promote learning and extend children’s play opportunities.</p>   |        |       |
|          | <p><i>Rate ‘Yes’ if evidence is seen that materials are rotated OR adapted. Evidence of rotated materials: different toys or materials stored on shelves or in closets; curriculum webs that reference specials books or equipment for a curriculum unit; or seasonal outdoor equipment. Evidence of adapted materials include, for example, dinosaurs in the sand box; fences covered with paper to make large outdoor easels; tables covered with sheets to make “tents”.</i></p> |        |       |

| 9.A.08  | I-T-P-K  | Random | O |
|---|--|--------|---|
| <p>Materials and equipment are available</p>  |  |        |   |
| <b>a</b>  | <p>to facilitate focused individual play or play with peers.</p>                                   |        |   |
| <b>b</b>  | <p>in sufficient quantities to occupy each child in activities that meet his or her interests.</p> |        |   |
| <p><i>Look for students to be engaged in activities as opposed to wandering around unoccupied. If there are behavior issues pertaining to sharing materials, can children find other materials to engage their interests?</i></p> |  |        |   |

| 9.A.09   | I-T-P-K  | Random | O |
|--|--|--------|---|
| <p>Program staff arrange the environment to be welcoming and accessible. A welcoming and accessible environment contains elements such as:</p> |  |        |   |
| <b>a</b>   | <p>multicultural materials that promote appreciation for diversity while being respectful of the cultural traditions, values, and beliefs of families being served;</p>  |        |   |
|  | <p><i>The teacher should make considerations beyond her personal preferences to account for what would be respectful, and conversely disrespectful, to a particular child, family or group of children given the cultural context of the program and children and families served.</i></p> |        |   |
| <b>b</b>   | <p>clearly defined places where families can gather information regarding the daily schedule and upcoming events;</p>  |        |   |



| 9.A.09   |  | I-T-P-K | Random | O |
|----------|--|---------|--------|---|
| <b>c</b> | clearly defined places where families sign in, sign out, and gather information about their child's day;<br><i>Programs that have other mechanisms to ensure safe transitions at arrival and departure do not need to have sign-in and sign-out sheets in shared spaces to meet this criterion which is about maintaining a welcoming and accessible environment for families. Rate 'N/A' if the program has these other mechanisms in place.</i>  |         |        |   |
| <b>d</b> | places for displaying children's work; and<br><i>Children's work includes artwork, writing products, constructions, or collections of natural objects.</i>   |         |        |   |
| <b>e</b> | features that moderate visual and auditory stimulation.<br><i>Features that moderate visual and auditory stimulation include such things as window shades, curtains, doors, and room arrangements that allow for varying the levels of light and/or noise. Rate 'No' if an interior room cannot be dimmed for naptime, or if a room with windows gets direct sunlight and has no shades, curtains or shutters. If the assessor cannot determine whether visual stimulation can be moderated, the assessor will rate auditory features only. Rate 'No' if ambient noise (e.g., heating/cooling system) requires children or adults to raise their voices to be heard.</i> |         |        |   |

| 9.A.10   |   | I-T-P-K | Random | O |
|----------|---|---------|--------|---|
| <b>a</b> | The indoor environment includes washable, soft elements that allow groups of children or adults and children to sit in close proximity for conversations or comforting.<br><i>Soft elements: pillows, mats, cushions, pillow cases and covers, couch covers, etc.</i> |         |        |   |

| 9.A.11   |  | I-T-P-K | Random | O |
|----------|--|---------|--------|---|
| <b>a</b> | Clear pathways are available for children to move from one area to another without disturbing other children's work and play.<br><i>Rate as 'Yes' when children and teachers are able to travel around the classroom without disturbing each other, and no conflicts arise from moving around the classroom, etc.<br/>Intent: for the classroom to be arranged in a way that will minimize tripping hazards, conflict, and encourage a harmonious environment.</i> |         |        |   |

| 9.A.12                                      |  | I-T-P-K | Random | O |
|---|--|---------|--------|---|
| Indoor space is designed and arranged to... |  |         |        |   |
| <b>a</b>                                    | accommodate children individually, in small groups and in a large group.   |         |        |   |
| <b>b</b>                                    | divide space into areas that are supplied with materials organized in a manner to support children's play and learning.  |         |        |   |
| <b>c</b>                                    | provide semiprivate areas where children can play or work alone or with a friend.  |         |        |   |
| <b>d</b>                                    | provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space.<br><i>Rate 'N/A' if no children with special needs are currently enrolled or if the group's identified special needs do not require space or arrangement accommodation.</i> |         |        |   |

| 9.A.13  |  | I-T-P-K | Not Currently Assessed: Best Practice |  |
|---|--|---------|---------------------------------------|--|
| Staff select and use materials, equipment, and furnishings to |  |         |                                       |  |
| <b>a</b>  | support the curriculum,  |         |                                       |  |
| <b>b</b>  | meet program goals, and  |         |                                       |  |
| <b>c</b>  | foster the achievement of desired outcomes for children.<br><i>Materials, equipment and furnishing should be developmentally appropriate. A classroom furnished with primarily passive or directive materials would not meet the intent of this criterion.<br/>Examples include a policy or perhaps a mission statement regarding the selection and purchase of materials and equipment.</i> |         |                                       |  |

| 9.A.14   |   | I | Random | O |
|----------|---|---|--------|---|
| <b>a</b> | Adults have a comfortable place to sit, hold, and feed infants.<br><i>"Comfortable" = Adult size</i>                  |   |        |   |
| <b>b</b> | Staff place rocking chairs and glider chairs in locations that will avoid injury to children who may be on the floor. |   |        |   |

|  |          |               |          |
|--|----------|---------------|----------|
| <b>9.A.14</b>  | <b>I</b> | <b>Random</b> | <b>O</b> |
| <i>Rate 'N/A' if program does not use rocking chairs or glider chairs.</i> |          |               |          |

|  |  |               |              |
|--|--|---------------|--------------|
| <b>9.A.15</b>  | <b>I</b>   | <b>Random</b> | <b>O, FS</b> |
| <b>a</b>   | Nursing mothers have a place to breast-feed their children that meets their needs for comfort and privacy. |               |              |
| <i>The intent of this criterion is to encourage and allow mothers to nurse, if they choose, by providing space for them that is comfortable and private. Examples may include a nursing room, clean blankets, or a designated area in a classroom or office that is private for nursing mothers.</i> |  |               |              |

**9.B. – Outdoor Environmental Design**

|   |   |               |          |
|---|---|---------------|----------|
| <b>9.B.01</b>   | <b>I-T-P-K</b>  | <b>Random</b> | <b>O</b> |
| Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semiprivate areas where children can play alone or with a friend, accommodate...   |   |               |          |
| <b>a</b>  | motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting or swinging.  |               |          |
| <b>b</b>  | activities such as dramatic play, block building, manipulative play, or art activities.   |               |          |
| <b>c</b>  | exploration of the natural environment, including a variety of natural and manufactured surfaces, and areas with natural materials such as nonpoisonous plants, shrubs and trees. |               |          |
| <i>Rate 'No' if the entire outdoor play area is composed of artificial surfaces, or if there is grass but no trees, shrubs or other plants.</i>   |   |               |          |
| <b>d</b>  | The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.   |               |          |
| <i>Rate 'N/A' if no children with special needs are currently enrolled or if the group's identified special needs do not require outdoor space or equipment accommodation.</i>  |   |               |          |
| <i>When assessing multiple outdoor play areas, rate 'Yes' if the majority of the outdoor play areas meet the language of the criterion. Rate all indicators 'No' if the group does not use any outdoor play area <b>at least once a week</b> (including public spaces and private playgrounds) and if the group does not go on walks. If the group does only walks (no outdoor play areas used <b>or outdoor play area is used less than once a week</b>), rate each indicator 'Yes' or 'No' on its merits.</i> |   |               |          |

|  |  |               |          |
|--|--|---------------|----------|
| <b>9.B.02</b>  | <b>I-T-P-K</b>   | <b>Always</b> | <b>O</b> |
| <b>a</b>   | Program staff provide an <b>outdoor play area</b> that is protected by fences or by natural barriers to prevent access to streets and to avoid other dangers, such as pits, water hazards, or wells. |               |          |
| <i>Rate 'No' if the program does not use an outdoor play area <b>at least once a week</b>. Examples of outdoor play areas are playgrounds (public or private), parks, parking lots, and open fields without equipment.</i> |  |               |          |
| <i>When assessing multiple outdoor play areas, rate 'Yes' if the majority of the outdoor play areas meet the language of the criterion.</i>  |  |               |          |

|   |  |               |          |
|---|--|---------------|----------|
| <b>9.B.03</b>   | <b>I-T-P-K</b>   | <b>Random</b> | <b>O</b> |
| <b>a</b>  | The outdoor play area is arranged so that staff can supervise children by sight and sound. |               |          |
| <i>This criterion does not refer to how staff position themselves on the outdoor play area, but refers to how the physical area and structure is arranged or designed. Rate this criterion on the physical layout and design of the outdoor play areas. Staff and children need not be present.</i> |  |               |          |
| <i>When assessing multiple outdoor play areas, rate 'Yes' if the majority of the outdoor play areas meet the language of the criterion.</i>   |  |               |          |
| <i>Rate 'N/A' if the program does not use an outdoor play area <b>at least once a week</b> and/or if the program only goes on walks.</i>  |  |               |          |

|               |   |               |              |
|---------------|---|---------------|--------------|
| <b>9.B.04</b> | <b>I-T-P-K</b>  | <b>Always</b> | <b>O, PP</b> |
| <b>a</b>      | The program provides at least 75 square feet of outside play space for each child playing outside at any one time. The total amount of required play space is based on a maximum of one-third of the total center enrollment being outside at one time. |               |              |

| 9.B.04  | I-T-P-K | Always | O, PP |
|---|---------|--------|-------|
| <p><i>Programs will be required to provide evidence that they meet square footage requirements.</i></p> <p><i>Rate each outdoor play area 'Yes' or 'No' according to whether it appears on visual inspection to be large enough to accommodate one of the groups it serves. The total square footage of all outdoor play areas is considered if separate play areas are used for different age groups.</i></p> <p><i>Total required square footage is based on 1/3 the amount of the total program enrollment being outside at one time unless the program provides evidence that they schedule playground use in such a way that there is always 75 square feet per child (for example a playground schedule). If a schedule is not used as evidence, to calculate the maximum number of children, use the full-time equivalent or the maximum number of children who could be present at one time (so if program has 4 morning classes and 4 afternoon classes that could each enroll 20 children, the total would be 80 not 160); the required square footage in this example would be 80 divided by 3 multiplied by 75.</i></p> <p><i>When assessing multiple outdoor play areas, rate 'Yes' if the majority of the outdoor play areas meet the language of the criterion.</i></p> <p><b><i>When assessing public outdoor play areas, or outdoor play areas that are not part of the program and are located off-site, the program should be using the space at least once a week to be counted toward the 75 square feet of outside play space the program provides.</i></b></p> |         |        |       |

| 9.B.05   | I-T-P-K  | Random | O |
|--|--|--------|---|
| <p><i>Rate the entire criterion (all indicators) as 'N/A' if the program facility does not have sandboxes</i></p>                                  |  |        |   |
| <p><b>Sandboxes that are part of a program facility:</b></p>   |  |        |   |
| <b>a</b>   | <p>are constructed to allow for drainage;</p>  |        |   |
|  | <p><i>Rate as 'Yes' if no drainage problems are observed. Any system to promote drainage and guard against standing water is appropriate. Examples would be the use of landscape fabric or drainage rock beneath the sand, or ground graded downward around the sandbox.</i></p>                                       |        |   |
| <b>b</b>   | <p>are covered when not in use; and</p>  |        |   |
|  | <p><i>Rate as 'NoOpp' if sandbox is in use throughout the day. Sand over a large ground surface is considered a sandbox if it appears to be used for sand play (for instance, sand toys are evident). If used as a sandbox as well as resilient covering, and the entire surface is not covered, rate as 'No'.</i></p> |        |   |
| <b>c</b>   | <p>are cleaned of foreign matter on a regular basis.</p>   |        |   |
|  | <p><i>Rate as 'Yes' if sandboxes are mostly free of foreign matter and appears clean.</i></p>  |        |   |
| <b>d</b>   | <p>Staff replace sand as often as necessary to keep the sand clean.</p>  |        |   |
|  | <p><i>Rate as 'Yes' if sand appears clean. Rate as 'No' if there is no sand in the sandbox.</i></p>  |        |   |
| <p><i>When assessing multiple outdoor play areas, rate 'Yes' if the majority of the outdoor play areas meet the language of the criterion.</i></p> |  |        |   |

| 9.B.06   | I-T-P-K   | Always | O |
|--|---|--------|---|
| <p><b><i>Instructions:</i></b> Always assess the outdoor play area that the group uses, whether or not the program owns the area. Rate all indicators 'No' if there are no opportunities for outdoor play for this group, including walks (refer to Playground Verification Form). Equipment used regularly at any time of the day or year must be assessed. <b><i>When assessing public outdoor play areas, or outdoor play areas that are not part of the program and are located off-site, the program should use the space at least once a week for the space to be considered regularly used.</i></b></p> |   |        |   |
| <p>The outdoor play area protects children from...</p>   |   |        |   |
| <b>a</b>   | <p>injury from falls (resilient surfacing should extend six feet beyond the limits of stationary equipment).</p>  |        |   |
|  | <p><i>This indicator has been identified as a Statement of Best Practice and will no longer be directly assessed during a site visit.</i></p>   |        |   |
| <b>b</b>   | <p>[protects children from] catch points, sharp points, and protruding hardware.</p>  |        |   |
|  | <p><i>Rate as 'N/A' if there is no stationary playground equipment.</i></p>   |        |   |
| <b>a-b</b>   | <p><i>Indicators 'a' and 'b' are specific to stationary play equipment.</i></p>   |        |   |
| <b>c</b>   | <p>[protects children from] entrapment (openings should measure less than 3.5 inches or more than 9 inches).</p>  |        |   |
|  | <p><i>"Generally, an opening presents an entrapment hazard if the distance between any interior opposing surfaces is greater than 3.5 inches and less than 9 inches." (source: "Handbook for Playground Safety", Consumer Product Safety Commission) Circular openings do not present this hazard. Measure examples of guard rails, ladder rungs, and other spaces on equipment and structures in the outdoor environment (ie: fences or other areas of the outdoor environment) where entrapment could occur. Record on the Notes page any openings that do NOT meet this criterion.</i></p> |        |   |

| 9.B.06  |  | I-T-P-K | Always | O |
|---|--|---------|--------|---|
| <b>d</b>  | [protects children from] tripping hazards.   |         |        |   |
|   | <i>There should be no exposed concrete footings, abrupt changes in surface elevations, tree roots, tree stumps, or rocks, which can trip children or adults.</i>   |         |        |   |
| <b>e</b>  | [protects children from] excessive wind and direct sunlight.   |         |        |   |
|   | <i>Rate 'Yes' if one example of protection from the elements is observed. Protection must match the most prevalent adverse conditions in the local area.</i>   |         |        |   |
| <b>c-e</b>  | <i>Indicators 'c' - 'e' are in reference to the entire outdoor play area. Refer to Playground Verification Form and rate indicators 'No' if the group does not use any outdoor play area <b>at least once a week</b> (including public spaces and private playgrounds) and if the group does not go on walks. If the group does only walks (no outdoor play areas used <b>or outdoor play area is used less than once a week</b>), rate each indicator as 'Yes' or 'No' on its merits.</i> |         |        |   |
| <i>If children go out on the outdoor play area, even if there is snow, rate this criterion.</i>   |  |         |        |   |
| <i>If catch points, entrapment areas, tripping hazards or other dangerous features are evident, describe the features and their location on the Notes Page.</i> |  |         |        |   |
| <i>When assessing multiple outdoor play areas, rate 'Yes' if the majority of the outdoor play areas meet the language of the criterion.</i>                     |  |         |        |   |

| 9.B.07  |  | I-T-P-K | Emerging | PP |
|---|--|---------|----------|----|
| <i>Rate entire criterion 'N/A' if the program does not have its own playground.</i>   |  |         |          |    |
| The findings of an assessment by a Certified Playground Safety Inspector are documented and available on-site. The assessment documents     |  |         |          |    |
| <b>a</b>  | that play equipment is safe, protecting against death or permanently disabling injury for children from two years through kindergarten.  |         |          |    |
|   | <i>The assessment in this criterion refers to an audit, which is an initial inspection of a public playground. The audit sets the baseline for further inspections and is done to ensure that the playground equipment and surfacing is safe and has been installed correctly. The National Parks and Recreation Association maintains a directory of Certified Playground Safety Inspectors. For more information, see <a href="http://www.nrpa.org/npsi">http://www.nrpa.org/npsi</a>. Assessments by individuals who are not Certified Playground Safety Inspectors through the National Parks and Recreation do not meet this indicator. A public playground is defined by the National Parks and Recreation Association as a playground that is anchored into the substrate or surface and is used by 6 or more unrelated children. If the playground does not meet the National Parks and Recreation Association's definition of a public playground, then an audit is not applicable. The audit or initial inspection is different than the regular inspections of playground equipment referenced in indicators b, c, and d.</i> |         |          |    |
| <b>b</b>  | that, through remedial action, the program has corrected any unsafe conditions, where applicable.  |         |          |    |
| <b>c</b>  | that an inspection and maintenance program has been established and is performed on a regular basis to ensure ongoing safety.  |         |          |    |
| <b>d</b>  | that the outdoor play area accommodates abilities, needs, and interests of each age group the program serves.  |         |          |    |
| <b>b-d</b>  | <i>A regular inspection and maintenance program may be implemented by individuals certified in playground safety by groups other than the NPRA, including the National Program for Playground Safety. Documentation of the regular maintenance and inspection program should be maintained in the Program Portfolio.</i>   |         |          |    |
| <i>When assessing multiple outdoor play areas, rate 'Yes' if the majority of the outdoor play areas meet the language of the criterion.</i> |  |         |          |    |

**9.C. – Building and Physical Design**

| 9.C.01   |  | I-T-P-K | Always | O, PP |
|----------|--|---------|--------|-------|
| <b>a</b> | There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas. |         |        |       |

| 9.C.01  | I-T-P-K | Always | O, PP |
|---|---------|--------|-------|
| <p><i>Rate 'No' if the indoor usable space appears inadequate for the number of children present during the observation. The program portfolio should provide evidence that they meet square footage requirements. Eye ball the area, and unless it seems quite different from what the program has provided, then score as 'Yes.'</i></p> <p><i>The primary activity area does not include diaper stations, cribs, large structures that cannot be removed or moved aside easily, toilets, any sick-child area, staff rooms, corridors, hallways, stairways, closets, lockers or cubbies, laundry rooms, janitor rooms, furnace rooms, storage areas, and built-in shelving. (Specialty areas such as computer rooms, reading rooms, and lunchrooms, where children are expected to remain seated for short periods of time may be excluded from the minimum space requirement.)</i></p> |         |        |       |

| 9.C.02                         | I-T-P-K   | Always | O |
|--------------------------------|---|--------|---|
| <b>a</b>                       | The work environment for staff, including classrooms and staff rooms, is comfortable and clean and is in good repair.   |        |   |
| The work environment includes: |   |        |   |
| <b>b</b>                       | a place for adults to take a break from children;   |        |   |
|                                | <i>This does not have to be a formal staff break room; an office, kitchen or workroom can double as a staff room. The space must be interior, include seating, and be away from the children. It does not have to be in the same building, but must be easily accessible for teachers to take their breaks.</i> |        |   |
| <b>c</b>                       | an adult-sized bathroom;  |        |   |
| <b>d</b>                       | a secure place for staff to store their personal belongings; and  |        |   |
|                                | <i>Secure storage means staff's belongings are locked in a closet, locker, or drawer under their personal control. Rate as 'Yes' if you do NOT see evidence that staff belongings are not secured.</i>  |        |   |
| <b>e</b>                       | an administrative area for planning or preparing materials that is separated from the children's areas.   |        |   |

| 9.C.03   | I-T-P-K  | Always | O, PP |
|----------|--|--------|-------|
| <b>a</b> | Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas. |        |       |

| 9.C.03   | I-T-P-K | Always | O, PP |
|--|---------|--------|-------|
| <p><i>If the program is operated by a church, mosque or synagogue, it is exempt from these requirements; a program must have documentation indicating that it is operated by a religious institution to be exempt from these requirements. If a program has documentation showing they are operated by a religious institution, rate criterion as NA. Programs that rent space from a religious institution must meet the requirement. Thresholds of doors may not be higher than 1/2 inch; doors must be 32" wide; and building entry must be accessible to wheelchair. If the facility was constructed prior to 1993, ADA requires reasonable accommodations. If building was constructed prior to 1993, the program can receive credit if it has evidence in its program portfolio that it considered making these changes and determined that the changes would require an undue burden (significant difficulty or expense).</i></p> <p><i>If the building was constructed prior to 1993, examples of evidence could include:</i></p> <ul style="list-style-type: none"> <li><i>*documentation indicating that the building was constructed prior to 1993; AND</i></li> <li><i>*documentation indicating that the program considered making these changes to comply with ADA and determined that the changes would require an undue burden, such as significant difficulty or expense. Examples of documentation could include an explanation in narrative form with the cost estimates for structural changes, or minutes from a meeting in which the changes were considered but it was decided that the changes would require an undue burden.</i></li> </ul> <p><i>If the building was constructed in 1993 or later, examples of evidence could include:</i></p> <ul style="list-style-type: none"> <li><i>*architectural plans that demonstrate how the program's facility meets ADA requirements.</i></li> <li><i>*photographs of the physical layout that demonstrates how the facility meets ADA requirements.</i></li> <li><i>*an inspection report or certificate completed by an individual who evaluated the facility for ADA requirements.</i></li> </ul> <p><i>If the program's facility was constructed prior to 1993, but has added an addition, alteration, or undergoes new construction, the building must be compliant with ADA regulations.</i></p> |         |        |       |

| 9.C.04  | I-T-P-K  | Random | O |
|---|--|--------|---|
| <b>a</b>  | The program provides children who attend for more than two hours at a time natural light in at least some of the indoor areas occupied during the course of the day. |        |   |
| <i>If children are at the program for more than two hours some natural light must be available.</i> |  |        |   |

| 9.C.05   | I-T-P-K  | Random | O |
|--|--|--------|---|
| <b>a</b>   | Toilets [are within 40 feet of the indoor areas children use],   |        |   |
| <i>Rate 'N/A' if group is all infants and no toileting facilities are present.</i> |  |        |   |
| <b>b</b>   | drinking water [is within 40 feet of the indoor areas children use], and                               |        |   |
| <i>Drinking water includes water fountains and tap water.</i>                      |  |        |   |
| <b>c</b>   | hand-washing facilities are within 40 feet of the indoor areas that children use.                      |        |   |
| The hand-washing sinks are accessible to   |  |        |   |
| <b>d</b>   | staff and  |        |   |
| <i>'Accessible to staff' means that the hand-washing sinks are adult-sized.</i>    |  |        |   |
| <b>e</b>   | children (step stools are available if needed).  |        |   |
| <b>d-e</b>   | <i>Rate the hand washing sinks that the children and staff use, even if indicator c is rated 'No'.</i> |        |   |

| 9.C.06   | I-T-P-K   | Random | O, PP |
|--|---|--------|-------|
| <b>a</b>   | The routine frequency of cleaning and sanitation in the facility is carried out as indicated in the Cleaning and Sanitation Frequency Table.          |        |       |
| <b>b</b>   | Staff clean and sanitize toilet seats, toilet handles, toilet bowls, doorknobs or cubicle handles, and floors daily or immediately if visibly soiled. |        |       |
| <i>This indicator refers to areas of and items in bathrooms. Rate 'N/A' if no bathroom is used by the group (e.g., infant groups).</i> |   |        |       |
| <b>c</b>   | Staff clean and sanitize potty chairs after each child's use.   |        |       |
| <i>Rate 'N/A' if there are no potty chairs or the program is all infants.</i>  |   |        |       |

| 9.C.06  | I-T-P-K | Random | O, PP |
|---|---------|--------|-------|
| <p><i>Observationally, credit is given if there is no apparent soil (urine, feces, blood, and dirt). A contract with a cleaning service documenting the responsibilities and frequencies for cleaning, sanitizing, and disinfecting is an acceptable form of evidence.</i></p> <p><i>Refer to the <a href="#">Cleaning, Sanitizing and Disinfecting Frequency Table</a> (Revised October 2013). References to 'sanitize' are now generally 'disinfect'.</i></p> <p><i>Carpet cleaning must be consistent with local health regulations. Check with your local health department or licensing agency to determine what regulations, if any, apply in your community.</i></p> |         |        |       |

| 9.C.07   | I-T-P-K   | Always | O |
|--|---|--------|---|
| <p><i>Rate all indicators on this tool with respect to the current group's environments (indoors and outdoors) only. Rate all indicators with respect to the program's common spaces only, including playgrounds. Assume spaces are potentially accessible to children if they are unlocked and unstaffed at the time of your observation.</i></p> |   |        |   |
| <p>The building is well maintained:</p>  |   |        |   |
| <b>a</b>   | Walls, floors, furnishings, the outdoor play area, and equipment are kept in good repair and are safe, with no sharp edges, splinters, protruding or rusty nails, or missing parts. |        |   |
| <b>b</b>   | All areas, both indoors and outdoors, are free from glass, trash, sharp or hazardous items, and visible soil, and are in a clean condition.   |        |   |
| <b>c</b>   | Staff observe all areas of the facility, both indoors and outdoors, and take steps to correct or avoid unsafe conditions.   |        |   |
| <p><i>Rate as 'Yes' if no unsafe conditions are observed.</i></p>  |   |        |   |

| 9.C.08   | I-T-P-K  | Always | O, PP |
|--|--|--------|-------|
| <b>a</b>   | Program staff protect children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping. |        |       |
| <p><i>Tamper resistant outlets may be difficult to see. Assessors ask about use of tamper resistant outlets during the Orientation Meeting.</i></p>        |  |        |       |
| <b>b</b>   | The program excludes baby walkers.   |        |       |
| <p><i>Rate 'Not Age' when observing Toddler/Two, Preschool and Kindergarten groups.</i></p> <p><i>Rate 'N/A' when program does not enroll infants.</i></p> |  |        |       |

| 9.C.09  | I-T-P-K   | Random | O |
|---|---|--------|---|
| <b>a</b>  | Program staff make sure that stairwells and corridors are well lighted. There is emergency lighting with unobstructed and visible paths for entering and exiting as well as clearly marked regular and emergency exits. |        |   |
| <p><i>Rate 'Yes' if these elements are present: well lighted corridors and stairwells, unobstructed exit paths, and clearly marked exits.</i></p> |   |        |   |

| 9.C.10   | I-T-P-K  | Always | O, PP |
|--|--|--------|-------|
| <b>a</b>   | Fully equipped first-aid kits are readily available and maintained for each group of children.   |        |       |
| <p><i>First Aid Kit must include: gloves, materials to clean wounds (e.g., wet wipes or antiseptic wipes), and materials to stop bleeding.</i></p> |  |        |       |
| <b>b</b>   | Staff take at least one fully equipped first aid kit to the outdoor play areas as well as on field trips and outings away from the site. |        |       |

| 9.C.11   | I-T-P-K  | Not Currently Assessed: Best Practice |  |
|--|--|---------------------------------------|--|
| <b>a</b>   | Fully working fire extinguishers and fire alarms are installed in each classroom and are tagged and serviced annually. |                                       |  |
| <p><i>Hard-wired smoke detectors are acceptable as fire alarms when they can be heard throughout the facility. Fire extinguishers are not required in every classroom when all classrooms are equipped with sprinklers or when the facility otherwise meets the current standards of the National Fire Protection Association (<a href="http://www.nfpa.org">http://www.nfpa.org</a>) regarding the placement of fire extinguishers.</i></p> |  |                                       |  |
| <b>b</b>   | Fully working carbon monoxide detectors are installed in each classroom and are tagged and serviced annually.          |                                       |  |

| 9.C.11   | I-T-P-K  | Not Currently Assessed: Best Practice |  |
|--|--|---------------------------------------|--|
| c  | Smoke detectors, fire alarms and carbon monoxide detectors are tested monthly, and a written log of testing dates and battery changes is maintained and available. |                                       |  |
| <i>Materials, equipment and furnishing should be developmentally appropriate. A classroom furnished with primarily passive or directive materials would not meet the intent of this criterion.</i> |  |                                       |  |
| <i>Examples include a policy or perhaps a mission statement regarding the selection and purchase of materials and equipment.</i>   |  |                                       |  |

| 9.C.12 | I-T-P-K   | Not Currently Assessed: Best Practice |  |
|--------|---|---------------------------------------|--|
| a      | Any body of water, including swimming pools, built-in wading pools, ponds, and irrigation ditches, is enclosed by a fence at least four feet in height, with any gates childproofed to prevent entry by unattended children. To prevent drowning accidents, staff supervise all children by sight and sound in all areas with access to water in tubs, pails, and water tables. |                                       |  |

| 9.C.13  | I-T-P-K   | Random | PP |
|---|---|--------|----|
| a   | Areas that have been recently painted, carpeted, tiled, or otherwise renovated are ventilated before they are used by children. |        |    |
| <i>Examples of evidence could be, but are not limited to, a policy or picture with a narrative describing what the program did when the program had been painted, carpeted, tiled or otherwise renovated; or a memo to or from contractors specifying dates, times, and conditions around renovations that avoid child exposure to chemicals.</i> |   |        |    |

| 9.C.14   | I-T-P-K  | Not Currently Assessed: Best Practice |  |
|--|--|---------------------------------------|--|
| a  | Vehicles that programs use are held to school bus standards or are multifunction school activity buses. These vehicles are labeled with the program's name and phone number. Program vehicle maintenance is performed according to manufacturers' recommended maintenance schedule. Documentation of maintenance is available on-site for each vehicle, showing date of regular and at least quarterly inspections and preventative maintenance. Staff carry out daily pre-trip inspections of vehicles and correct any unsafe conditions, including unsatisfactory air pressure in tires. |                                       |  |
| <i>If program staff are on the bus, pre-trip inspections could be conducted by staff and documented. If the program does not provide staffing on the bus, pre-trip inspections could be addressed as part of the contract or agreement with the leasing company.</i> |  |                                       |  |

| 9.C.15  | I-T-P-K   | Not Currently Assessed: Best Practice |  |
|---|---|---------------------------------------|--|
| a   | Staff use vehicles and approved child and adult safety-restraint devices in accordance with the manufacturer's instructions, and they use the restraints at all times when transporting children. |                                       |  |
| <i>The criterion applies to vehicles that are owned or operated by, or on behalf of, the program.</i> |   |                                       |  |

| 9.C.16  | I-T   | Always | O |
|---|---|--------|---|
| a   | Program staff identify choking hazards and remove them from the proximity and reach of infants and toddlers/twos. |        |   |
| <i>Use the choke tube to measure any item that might be too small when observing in the infant and/or toddler/twos rooms. Note the specific hazards in the Notes Section.</i> |   |        |   |

| 9.C.17   | I-T   | Always | O |
|--|---|--------|---|
| a  | Bathrooms have barriers to prevent entry by unattended infants and toddlers/twos. |        |   |
| <i>If the bathroom/toilet is in the room or connects to the room then a door to the bathroom/toilet stall is considered a barrier. If the bathroom/toilet is not in the room or connected to the room then the door to the classroom is considered a barrier. The door must prevent children from crawling under, or unlatching to be considered a barrier. The doors must be closed (barring children from access) for this criterion to be met. A partial door is acceptable as a barrier.</i> |   |        |   |



**9.D. – Environmental Health**

| <b>9.D.01</b>  |  | <b>I-T-P-K</b> | <b>Not Currently Assessed: Best Practice</b> |  |
|--|--|----------------|--|--|
| <b>a</b>   | Documentary evidence, available on site, indicates that the building has been assessed for lead, radon, radiation, asbestos, fiberglass, or any other hazard from friable material. Evidence exists that the program has taken remedial or containment action to prevent exposure to children and adults if warranted by the assessment. |                |  |  |
| <i>Lead, radon, radiation, asbestos, and fiberglass have all been identified as potentially hazardous. Friable materials are easily crumbled or reduced to powder, increasing the potential for inhalation. Recognizing variations in local context, programs are advised to seek guidance from local authorities to identify environmental issues potentially hazardous in the area, appropriate forms of testing, and necessary steps for remediation.</i> |  |                |  |  |

| <b>9.D.02</b>   |  | <b>I-T-P-K</b> | <b>Random</b> | <b>PP</b> |
|---|--|----------------|---------------|-----------|
| <b>a</b>  | When the water supply source is a well or other private source (i.e., not served by a public supply), onsite documentary evidence verifies that the local regulatory health authority has determined the water to be safe for human consumption. |                |               |           |
| <i>Rate 'N/A' if the program is served by a municipal water source. Written evidence may include documentation from the local regulatory health authority showing that the water has been tested and is safe for human consumption.</i> |  |                |               |           |

| <b>9.D.03</b>  |   | <b>I-T-P-K</b> | <b>Random</b> | <b>PP</b> |
|--|---|----------------|---------------|-----------|
| <b>a</b>   | Program staff protect children and adults from exposure to high levels of air pollution from smog or heavy traffic by limiting outdoor and physical activity as a precaution during smog or other air pollution alerts. |                |               |           |
| <i>Written evidence may include documentation from local health authorities about air pollution alerts as applicable, as well as plans for providing physical activity to children indoors when outdoor activities are not advisable. Air pollution is not limited to smog (ozone) and/or car exhaust and could include any air contaminant such as allergens, particle pollutants, carbon monoxide, nitrogen oxides, sulfur dioxide and lead.</i> |   |                |               |           |

| <b>9.D.04</b>   |   | <b>I-T-P-K</b> | <b>Random</b> | <b>O</b> |
|---|---|----------------|---------------|----------|
| <b>a</b>  | The program has taken measures in all rooms occupied by children to control noise levels so normal conversation can be heard without raising one's voice. |                |               |          |
| <i>Rate 'Yes' if noise levels are under control in the room being observed.</i> |   |                |               |          |

| <b>9.D.05</b>  |  | <b>I-T-P-K</b> | <b>Not Currently Assessed: Best Practice</b> |  |
|--|--|----------------|--|--|
| <b>a</b>   | All rooms that children use are heated, cooled, and ventilated to maintain room temperature and humidity level. The maintenance staff or contractor certifies that facility systems are maintained in compliance with national standards for facility use by children. |                |  |  |
| <i>Examples may include HVAC (Heating, Ventilating, and Air-Conditioning) systems should be maintained in accordance with national standards for facility use by children. Programs should refer to the ASHRAE or EPA standards for more specific information.</i> |  |                |  |  |

| <b>9.D.06</b>  |   | <b>I-T-P-K</b> | <b>Always</b> | <b>O, PP</b> |
|--|---|----------------|---------------|--------------|
| <b>a</b>   | The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children. |                |               |              |
| <i>Rate as 'Yes' if no evidence of smoking is seen inside the facility and the playground, OR if "No Smoking" signs are posted. Evidence may also include a policy in the staff and/or parent handbooks, memos, emails, contracts, and notes or minutes from staff and/or parent meetings.</i> |   |                |               |              |

| <b>9.D.07</b> |  | <b>I-T-P-K</b> | <b>Not Currently Assessed: Best Practice</b> |  |
|---------------|--|----------------|--|--|
| <b>a</b>      | Areas used by staff or children who have allergies to dust mites or to components of furnishings or supplies are maintained by the program according to the recommendations of health professionals. |                |  |  |

|          | 9.D.08  | I-T-P-K | Always | PP |
|----------|---|---------|--------|----|
| <b>a</b> | The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants.   |         |        |    |
| <b>b</b> | Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children.  |         |        |    |
|          | <i>Rate as 'N/A' if IPM is used at the program and is the only method necessary to control pests and unwanted vegetation or if the program documentation states that the program does not use pesticides and herbicides. Bait traps are an acceptable method for applying pesticides, if the bait traps are placed out of reach of children.</i>  |         |        |    |
| <b>c</b> | The program uses the techniques known as Integrated Pest Management (IPM) so the least hazardous means are used to control pests and unwanted vegetation.   |         |        |    |
|          | <p><i>IPM is the application of an interconnected set of methods for managing pests (insects, diseases, weeds, rodents) in homes, schools, workplaces and public areas. IPM includes pest prevention techniques, pest monitoring methods, biological controls, pest attractants and repellents, biopesticides, and pesticides.</i></p> <p><i>IPM treatment could include any of the following techniques:</i></p> <ul style="list-style-type: none"> <li>• <i>Using various trapping devices</i></li> <li>• <i>Emptying trash containers frequently</i></li> <li>• <i>Keeping trash containers clean both inside and out</i></li> <li>• <i>Keeping full trash bags tied securely and placed in outdoor garbage storage areas</i></li> <li>• <i>Using tight fitting lids and/or closed dumpsters to store garbage outdoors</i></li> <li>• <i>Cleaning food particles and grease from kitchen appliances (toasters, ovens, microwaves, ovens, stoves, and refrigerators)</i></li> <li>• <i>Storing food products in plastic snap-lid containers or kept in the refrigerator</i></li> <li>• <i>Vacuuming and sweeping floors and furniture regularly, especially around eating areas such as kitchens and classrooms</i></li> <li>• <i>Cleaning food storage areas and shelves regularly, where pests may be harboring</i></li> <li>• <i>Screening windows and doors</i></li> <li>• <i>Inspecting children's book bags and lunch boxes on a regular basis to prevent transporting pests from school to home</i></li> <li>• <i>Looking for rodent droppings and gnawing marks in food sources, which indicate a pest problem</i></li> <li>• <i>Keeping a log of time and place of pest sightings</i></li> <li>• <i>Applying pesticides</i></li> </ul> <p><i>Although pesticide use is not eliminated in IPM, measures other than pesticides are implemented first. When pesticides are needed, IPM seeks to use natural or biological substances or those that are the least toxic to humans and other nontarget organisms.</i></p> |         |        |    |

|          | 9.D.09  | I-T-P-K | Always | O |
|----------|---|---------|--------|---|
|          | Toxic substances (used only as directed by the manufacturer) are:   |         |        |   |
| <b>a</b> | stored in original labeled container and  |         |        |   |
|          | <i>Rate as 'Yes' UNLESS evidence to the contrary is seen: toxic substances stored in a container other than the original labeled container. Diluted bleach solutions may be in a spray bottle (not original packaging).</i>   |         |        |   |
| <b>b</b> | kept in a locked room or cabinet, inaccessible to children, and away from medications and foods.  |         |        |   |
|          | <p><i>Undiluted bleach should be in the original container and kept in a locked room or cabinet. Bleach is corrosive; liquid bleach is not considered flammable. Diluted bleach solutions may be in a spray bottle (not original packaging); diluted bleach solutions should be out of the reach of children but do not need to be in a locked room or cabinet.</i></p> <p><i>Hand sanitizer should be inaccessible to children, but does not need to be in a locked room or cabinet.</i></p> |         |        |   |
| <b>c</b> | Matches and lighters are not accessible, and gasoline and other flammable materials are stored (when needed) in a separate building.  |         |        |   |
|          | <i>Products that are specifically labeled as flammable, including gasoline, should be stored in a separate building. Flammable products in small quantities such as white-out, alcohol wipes, and hand sanitizer do not need to be stored off-site, but must be kept out of reach of children.</i>  |         |        |   |

| 9.D.09   | I-T-P-K | Always | O |
|--|---------|--------|---|
| <p><i>Toxic, combustible, and flammable substances are all included in this criterion.</i></p> <p><i>Toxic substances are defined as those that can produce personal injury if inhaled, swallowed, or absorbed through the skin (includes cleaning supplies and pesticides).</i></p> <p><i>Combustible materials are any substance that can burn.</i></p> <p><i>Flammable materials give off vapors that can ignite at a lower temperature (under 100 degrees F) than combustible materials. Note labels carefully; some sun protection products or insect repellents are labeled as flammable and should not be used.</i></p> |         |        |   |

**Standard 10 – Leadership and Management**

**10.A. - Leadership**

| 10.A.01   | I-T-P-K  | Random | PP |
|---|--|--------|----|
| <b>a</b>  | <p>The program has a well-articulated mission and philosophy of program excellence that guide its operation. The goals and objectives relate to the mission, philosophy, and all program operations and include child and family desired outcomes.</p> |        |    |
| <p><i>The program’s goals and objectives should specifically address the desired child and family outcomes that the program is working to achieve or support. Programs should be able to demonstrate that they have set goals for their program that are tied to specific outcomes for children as well as families and that they assess how well they meet these goals through their assessment of child progress and through family evaluations or other input. Child and family outcome statements may include general statements such as, “Children will experience growth and learning in their social-emotional, physical, language, and cognitive development,” and “Families will feel supported and nurtured in their child rearing efforts” as well as more specific statements linked to the particular context of the program, for example, “Children will gain competence in their home language as well as in a second language,” or “Families will experience greater support in dealing with the challenges of recent immigration.”</i></p> |  |        |    |

| 10.A.02  | I-T-P-K  | Required | PP |
|--|--|----------|----|
| <p>The program administrator has the educational qualifications and personal commitment required to serve as the program’s operational and pedagogical leader. This criterion can be met in one of three ways:</p> |  |          |    |
| <b>a</b>   | <p>The administrator...</p> <ul style="list-style-type: none"> <li>has at least a baccalaureate degree. [AND]</li> <li>has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management (which can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.) [AND]</li> </ul> <p>has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children’s learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.</p> |          |    |
| <p><i>Rate ‘N/A’ if indicator ‘b’ or indicator ‘c’ applies.</i></p>  |  |          |    |
| <b>b</b>   | <p>The administrator documents that a plan is in place to meet the above indicators (detailed in Box #1) within five years.</p>  |          |    |
| <p><i>Rate ‘N/A’ if indicator ‘a’ or indicator ‘c’ applies.</i></p>  |  |          |    |
| <b>c</b>   | <p>The administrator can provide documentation of having achieved a combination of relevant formal education and experience as specified in the table titled “Alternative Pathways to Achieve Educational Qualifications of a Program Administrator.”</p>  |          |    |
| <p><i>The referenced table is available in the Assessor Manual and in every NAEYC Self-Study Kit. Rate ‘N/A’ if indicator ‘a’ or indicator ‘b’ applies.</i></p>  |  |          |    |

| 10.A.02   | I-T-P-K | Required | PP |
|---|---------|----------|----|
| <p><i>This criterion is assessed based on the documentation submitted within the Candidacy Materials or Renewal Materials. Your program may choose to include copies of <a href="#">Program Administrator Qualification Pages</a> and relevant documentation that was submitted within Candidacy Materials or Renewal Materials in the Program Portfolio. However, the NAEYC Assessor will not evaluate this documentation within the Program Portfolio during the site visit. This information was already evaluated by the NAEYC Academy during the review of your program's Candidacy Materials or Renewal Materials.</i></p> <p><i>For this criterion, only one of the 3 indicators can be 'Yes' or 'No'.</i></p> <p><i>When more than one person share administrative responsibilities, at least one person must meet the qualifications detailed in Criterion 10.A.02. Any <a href="#">changes to the designated program administrator</a> must be reported to the Academy while a program is engaged in the process of Accreditation. Programs must demonstrate that there is a designated program administrator who meets Criterion 10.A.02 at all times to become a Candidate, remain a Candidate, and remain eligible for a site visit.</i></p> |         |          |    |
| <p><i>This is a required criterion. If a child is in immediate danger, assessors must immediately notify the program administrator and contact the NAEYC Academy.</i></p>   |         |          |    |

| 10.A.03  | I-T-P-K  | Random | PP |
|--|--|--------|----|
| <b>a</b>   | <p>The program administrator demonstrates commitment to a high level of continuing professional competence (see "Program Administrator Definition and Competencies" in the <a href="#">TORCH</a> Resource Library) and an ability to promote teamwork.</p> |        |    |
| <p><i>Examples could include but are not limited to performance evaluations or evidence of continuing education or professional training related to program administrator competencies (agendas, training certificates, etc.).</i></p> |  |        |    |

| 10.A.04  | I-T-P-K  | Random | PP |
|--|--|--------|----|
| <p><i>ONLY ONE of the four indicators can be rated 'Yes' or 'No'; the other 3 must be rated 'N/A'.</i></p>   |  |        |    |
| <p>The program, regardless of its size or funding auspices, has a designated program administrator with the educational qualifications detailed in Criterion 10.A.02.</p>  |  |        |    |
| <b>a</b>   | <p>When a program has a total enrollment of fewer than 60 full-time equivalent (FTE) children, employs fewer than eight FTE staff, or both, the program may have a part-time administrator or an administrator who fulfills a dual role (e.g., teacher-administrator), and [OR]</p>      |        |    |
| <p><i>Rate 'N/A' if program has satellite locations.</i></p>   |  |        |    |
| <b>b</b>   | <p>in multi-site programs, the sites may share an off-site administrator.</p>  |        |    |
| <p><i>Rate 'N/A' if program does not have satellite locations.</i></p>   |  |        |    |
| <b>c</b>   | <p>When a program has a total enrollment of 60 or more FTE children and employs eight or more FTE staff the program has a full-time administrator, OR</p>  |        |    |
| <p><i>Rate 'N/A' if program has satellite locations.</i></p>   |  |        |    |
| <b>d</b>   | <p>in multi-site programs with 60 or more FTE children and 8 or more FTE staff, individual facilities have on-site a full-time administrator or full-time manager under the direct supervision of an individual who meets the qualifications outlined for the program administrator.</p> |        |    |
| <p><i>Rate 'N/A' if program does not have satellite locations.</i></p>   |  |        |    |
| <p><i>This criterion is about the association between a, full-time or part-time, designated program administrator and the total number of staff and enrolled children within the program. In programs of 60 or more FTE children and 8 or more FTE staff, someone must perform administrative duties full time – not, for example, work in a classroom part-time. Evidence may include a job description detailing the full-time or part-time status of the designated program administrator. A full-time administrator is defined as having 75% or more time devoted to program administration. For programs that operate on a part-day and/or part-year basis, full-time is defined as the time that the program is in operation. A full-time administrator is required when programs enroll 60 or more children AND employ 8 or more FTE staff. For this criterion, the number of FTE children equals the maximum number of children present AT ANY ONE TIME (across all sites for multi-site programs). Number of FTE staff equals the maximum number of staff needed to serve the FTE children across all sites, not including the designated program administrator.</i></p> <p><i>When more than one person share administrative responsibilities, at least one person must meet the qualifications detailed in criterion 10.A.02. This person is considered the designated administrator, and her or his contributions will be included in the assessment of criteria within the Leadership topic area.</i></p> |  |        |    |

|  |  |  |
|--|--|--|
| <b>10.A.05</b>   | <b>I-T-P-K</b>   | <b>Not Currently Assessed: Best Practice</b> |
| <b>a</b>   | The program administrator provides leadership to staff to implement the program mission. |  |
| <i>Examples may include: the program has a mission statement or clear statement of its purpose, goals and responsibilities to the children and families and can show that it is communicated to staff; the program has evidence of providing in-services and trainings to staff.</i> |  |  |

|   |   |  |
|---|---|--|
| <b>10.A.06</b>  | <b>I-T-P-K</b>  | <b>Not Currently Assessed: Best Practice</b> |
| <b>a</b>  | The program administrator responds proactively to changing conditions to enhance program quality. |  |
| <i>The program administrator anticipates changes or difficulties and is prepared for and prepares the staff for the change/difficulty before it occurs.</i> |   |  |

|  |  |               |                   |
|--|--|---------------|-------------------|
| <b>10.A.07</b>   | <b>I-T-P-K</b>   | <b>Random</b> | <b>TS, FS, PP</b> |
| <b>a</b>   | The program administrator and other program leaders systematically support an organizational climate that fosters trust, collaboration, and inclusion. |               |                   |
| <i>The program leaders have systems, plans, policies or procedures in place that are inclusive of all staff, show support for staff, build mutual trust, and foster support and collaboration between staff.</i> |  |               |                   |

**10.B. – Management Policies and Procedures**

|   |  |               |           |
|---|--|---------------|-----------|
| <b>10.B.01</b>  | <b>I-T-P-K</b>   | <b>Random</b> | <b>PP</b> |
| <b>a</b>  | Policies detail staff responsibilities, planning time, and training and resources, address the importance of families and professionals across disciplines, and emphasize the need to work as teams and to build community partnerships. |               |           |
| <i>The intent of this criterion is on the existence of policies defining and supporting the roles of full-time staff, families, and ancillary professionals in the program. Policies that address the importance of professionals across disciplines are intended to strengthen community relationships and encourage collaboration and partnership between the program, families, and other professionals including, but not limited to, therapists, nutritionists, social workers, etc.</i> |  |               |           |

|   |  |  |
|---|--|--|
| <b>10.B.02</b>  | <b>I-T-P-K</b>   | <b>Not Currently Assessed: Best Practice</b> |
| <b>a</b>  | All components of program operation are guided by written policies and are carried out through articulated plans, systems, and procedures that enable the program to run smoothly and effectively and that guide the program toward achieving its goals. |  |
| <i>"Components" are broadly defined and can vary by program mission and structure. Written policy should guide each component of the program's daily operations, and all components should work together to meet the overall program mission. For example, policies regarding staffing ratios, child assessment, family involvement, curriculum planning, napping schedules, etc. should function cohesively together in line with the program goals and mission.</i> |  |  |

|  |   |                 |           |
|--|---|-----------------|-----------|
| <b>10.B.03</b>   | <b>I-T-P-K</b>  | <b>Emerging</b> | <b>PP</b> |
| <b>a</b>   | Technology-based information management systems are in place. Procedures guide staff in collecting and analyzing data that are used to monitor the operations of the program and to inform program improvement. |                 |           |
| <i>Rate as 'Yes' if programs use computer software for information management and have procedures for how they collect and analyze information receive credit. Use of computer spreadsheets developed for programs as part of the Self-Study and Self-Assessment tools for NAEYC Accreditation meets this criterion.</i> |   |                 |           |

|                |   |                 |           |
|----------------|---|-----------------|-----------|
| <b>10.B.04</b> | <b>I-T-P-K</b>  | <b>Required</b> | <b>PP</b> |
| <b>a</b>       | The program and facility are licensed to operate or are regulated by the applicable state and local regulatory systems. The program maintains documentation showing that it is considered in good standing by its regulatory bodies, and it can document all certifications, approvals, and corrections of violations and deficiencies. |                 |           |

| 10.B.04  | I-T-P-K | Required | PP |
|--|---------|----------|----|
| <p>The Assessor completes the <a href="#">10.B.04 Worksheet</a> to rate this criterion. Credit is given if the program has a full license that is current and valid. If a program has a temporary, probationary, provisional or expired license this criterion is possibly not met and is listed as such on the Required Criterion Report Form.</p> <p>NAEYC defines “regulated” as programs that are not licensed but under the regulation of a public agency, such as Department of Defense or Board of Education (for example, public school programs).</p> <p>For programs that are not licensed or regulated, refer to the <a href="#">Eligibility Requirements</a> on the website. Programs that are license-exempt may need to execute a <a href="#">License-Exempt Acknowledgement Form</a> on the day of the visit in order to meet this criterion. If a program chooses to complete the License-Exempt Acknowledgement Form prior to the visit, the Assessor will need to make a digital copy of the signed form and submit the form with visit materials to the Academy.</p> <p>Evidence for this criterion may vary from program to program. Examples of evidence for programs regulated by a public school system include: a letter from the school district indicating that the program is part of the school district; a printout of a webpage that indicates that the program is regulated by the school district.</p> |         |          |    |
| <p>This is a required criterion. If a child is in immediate danger, assessors must immediately notify the program administrator and contact the NAEYC Academy. If the assessor determines that this criterion is not fully met, Assessors MUST list it on the Missing Evidence Request Form (MERF) for the Program Portfolio Source of Evidence. If the criterion is still not fully met after the program responds to the MERF, assessors must note this on the Required Criterion Report Form. This form is shared with the program administrator at the Closing Meeting, at which point the Program Administrator will be given a chance to respond in writing directly on the Required Criterion Report Form; OR choose not to respond during the site visit by checking the appropriate box on the form; AND/OR provide additional contextual information to the NAEYC Academy as part of the Administrator Evaluation of the Site Visit.</p>   |         |          |    |

| 10.B.05   | I-T-P-K   | Random | PP |
|---|---|--------|----|
| a   | <p>Accident and liability insurance coverage is maintained for children and adults. A certificate of insurance is available for review.</p> |        |    |
| <p>Accident and liability insurance protects children and program staff from the medical expenses that can arise from an accidental injury. In order to meet 10.B.05, the program would need to have (1) general liability coverage and (2) accident insurance coverage for children and adults. Worker's compensation is considered a form of accident insurance for adults.</p> |   |        |    |

| 10.B.06  | I-T-P-K  | Random | PP |
|--|--|--------|----|
| a  | <p>If a program is led or governed by a board of directors, advisory group, council, or other similar group, written policies define their roles and responsibilities along with those of the program staff who work directly with those entities.</p> |        |    |
| <p>The intent of the criterion is that there are policies in place to ensure transparency in the expectations, limitations, and responsibilities of a program’s governing body, if applicable. Rate ‘N/A’ if a program is not led or governed by a board of directors, advisory group, council, etc. However, evidence should be included in the Program Portfolio indicating that this is the case.</p> |  |        |    |

| 10.B.07   | I-T-P-K   | Random | PP |
|---|---|--------|----|
| <p>The program has a strategic planning process that outlines actions the program will take to</p>  |   |        |    |
| a   | <p>implement the program’s vision and mission.</p>                          |        |    |
| b   | <p>achieve outcomes desired for children.</p>                               |        |    |
| c   | <p>maintain high-quality services to children and families.</p>             |        |    |
| d   | <p>provide long-term resources to sustain the operation of the program.</p> |        |    |
| <p>A strategic plan is intended to ensure that programs conduct self-evaluations and reflect on their current practices to improve all services provided, and then make a plan for how those improvements will be implemented in the program. Some examples of evidence to document this criterion include:</p> <ul style="list-style-type: none"> <li>• Plans for professional development</li> <li>• Documentation of a program's quality goals</li> <li>• Evidence of how the program is carrying out its mission</li> <li>• Surveys that are distributed to families and used to inform strategic planning</li> </ul> |   |        |    |

| 10.B.08  | I-T-P-K | Not Currently Assessed: Best Practice |  |
|--|---------|---------------------------------------|--|
| <p>The program has written policies and procedures that demonstrate how the program prepares for, orients, and welcomes children and families. These policies and procedures are shared verbally and in writing with families of enrolled children and are available in languages that families use and understand.</p> <p>Policies address</p> <p><b>a</b> the program's philosophy and</p> <p><b>b</b> curriculum goals and objectives,</p> <p><b>c</b> the program's commitment to welcome children and families; and</p> <p><b>d</b> guidance and discipline.</p> <p>Procedures address</p> <p><b>e</b> the variety of strategies used by the program for ongoing communication with families, including communication in their preferred language or through translation;</p> <p><b>f</b> how Individualized Family Service Plans (IFSPs), Individualized Education Plans (IEPs), and other individualized plans will be addressed for children with disabilities and other special learning needs;</p> <p><i>IFSP = Individual Family Service Plan. IEP = Individual Education Plan.</i></p> <p><b>g</b> health and safety precautions and requirements that affect families and their children including building security and access, medications, inclusion or exclusion of ill children, and emergency plans;</p> <p><b>h</b> the variety of techniques used by the program to negotiate difficulties and differences that arise in interactions between families and program staff;</p> <p><b>i</b> payment, meals and snacks, and sleeping arrangements;</p> <p><b>j</b> how the program ensures confidentiality of child and family information;</p> <p><b>k</b> how and when children are scheduled for field trips;</p> <p><b>l</b> safety precautions that will be used to safeguard the children on trips, including having a communication device to call for help whenever necessary while on the trip, having first-aid supplies on the trip, and alternate transportation arrangements if there is a problem with the transportation vehicles during the trip.</p> <p><i>Examples may include relevant information from parent handbooks, introductory information, welcome packets, parent newsletters, etc.</i></p> |         |                                       |  |

| 10.B.09  | I-T-P-K  | Always | PP |
|--|--|--------|----|
| <b>a</b>   | The program has plans and policies to attract and maintain a consistently qualified, well-trained staff and reduce staff turnover. |        |    |
| <i>Evidence may include low turnover and benefits such as training reimbursements and retirement plan contributions.</i> |  |        |    |

| 10.B.10   | I-T-P-K   | Emerging | PP |
|---|---|----------|----|
| <b>a</b>  | Policies guide the appropriate use of specialized consultants to support staff's efforts to meet the needs of children and families to participate fully in the program, including children with disabilities, behavior challenges, or other special needs. Procedures address expected consultant skills, payment, access, availability, and working relationships with staff as well as how the program will arrange with other agencies to use their consultants for children who are eligible for their services. |          |    |
| <i>Specialized consultants are individuals outside of the program who are invited into the program to support staff efforts to meet the needs of children and families. Evidence may include a staff handbook, job descriptions, and contracts.</i> |   |          |    |

| 10.B.11   | I-T-P-K   | Random | O, PP |
|---|---|--------|-------|
| <b>a</b>  | Policies prescribe that each group be assigned teaching staff who have primary responsibility for working with that group of children. These teaching staff provide ongoing personal contact, meaningful learning activities, supervision, and immediate care as needed to protect children's well-being. |        |       |
| <i>The intent of the criterion is that children know and become familiar with those caring for them and experience a stable learning environment through continuity of care. Assessors will watch to see the teaching staff's sensitivity to and familiarity with the individual children. Rate 'No' if there are no teaching staff present during the observation who correspond to those identified in information posted or if the caregivers clearly do not know the children and their routines.</i> |   |        |       |
| <i>Evidence in the Program Portfolio may include relevant policies from a staff or program handbook.</i>  |   |        |       |

| 10.B.12  | I-T-P-K   | Always | O, PP |
|--|---|--------|-------|
| <p>Written procedures address the maintenance of developmentally appropriate teaching staff-child ratios within group size to facilitate adult-child interaction and constructive activity among children. Teaching staff-child ratios within group size (see table below) are maintained during all hours of operation, including:</p>  |   |        |       |
| <b>a</b>   | indoor time,  |        |       |
| <b>b</b>   | outdoor time, and   |        |       |
| <p><i>Rate 'NoOpp' if the group does not go outside during the observation. If more than one group intermingles outside on an undivided playground (or in a large undivided indoor play space), group size is calculated as the combined total of intermingled groups. Rate as "No" if the combined group size is above the ceilings listed in the table below.</i></p>  |   |        |       |
| <b>c</b>   | <p>during transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio).</p> |        |       |
| <p><i>Adults other than teaching staff (drivers, parent volunteers, etc.) can be present during transportation, but must be in the same ratio as staff-child ratios listed by age in the table below. Rate as 'N/A' if program does not transport children and/or does not go on field trips. Neighborhood walks are generally part of routine outdoor play and are not to be rated as field trips.</i></p>  |   |        |       |
| <p>Groups of children may be limited to one age or may include multiple ages. (A group or classroom consists of the children who are assigned to a teacher or a team of teaching staff for most of the day and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.)</p>   |   |        |       |
| <p><i>A written ratio is not necessary to meet this criterion. Refer to the chart below.</i></p> <p><i>When children join a group, it is considered a separate group if the children intermingle for more than two hours and the composition of the original group of children changes by more than 50%. In such cases the separate group should be reported as such (for example, when kindergartners join a preschool classroom after their school day).</i></p> <p><i>When an ancillary professional (such as a music teacher, art teacher, or librarian) is providing a planned activity for one hour or less, that person may be counted toward the teaching staff ratio but does not need to be included in other reporting requirements for teaching staff.</i></p> <p><b><u>Mixed-age groupings</u></b></p> <ul style="list-style-type: none"> <li>• <i>For infant/toddler mixed-age groups, the ratio and group size for the youngest age range present applies.</i></li> <li>• <i>For toddler/preschool mixed-age groups:</i> <ul style="list-style-type: none"> <li>○ <i>When more than four children between the ages of 30 months and 36 months are present, the ratio and group size for the youngest age range present applies.</i></li> <li>○ <i>When fewer than four children between the ages of 30 months and 36 months are present, the ratio and group size for the predominate age range present applies.</i></li> </ul> </li> <li>• <i>For all other mixed-age combinations, the ratio and group size for the youngest age range present applies.</i></li> </ul> <p><i>The ratio remains in compliance when a staff member leaves the group without being replaced by a substitute for no more than five minutes (e.g., to get craft supplies, talk in the hall to a parent, go to the bathroom).</i></p> <p><i>If teaching staff are absent for more than five minutes but less than 20 minutes (e.g., to take children to the bathroom, to administer first aid, to take a personal break), the ratio remains in compliance when another adult who is not part of the teaching staff substitutes for the staff member.</i></p> <p><b><u>Special Events (Observation Only):</u></b> <i>During special events (such as puppet shows, assemblies, and chapel), if children remain in their own groups (i.e., they are not intermingling with others) and if the teaching team that is responsible for the group remains with the group, rate as if the group is not intermingling. If the group being observed is intermingling with one or more other groups during the special event, then rate as a single combined group.</i></p> <p><b><u>Nap Time:</u></b> <i>When two or more adults must be present during nap time, at least one of the adults present must be a teacher or assistant teacher-teacher aide (for example, a group of five to eight infants would require at least two people, one of whom is a teacher or assistant teacher-teacher aide, to be present to meet the ratio). Additional adults may be staff members or other adults who function in a different role.</i></p> <p><i>Substitutes may be used to meet ratios because they are considered a temporary member of the teaching staff. For a group of 10 children, in a Toddler/Two group with ages 12 months to 28 months, there must be three teaching staff to meet.</i></p> |   |        |       |



| 10.B.12   |   | I-T-P-K                 |     |                  |     | Always |     |     |      | O, PP |      |    |  |
|---|---|-------------------------|-----|------------------|-----|--------|-----|-----|------|-------|------|----|--|
| <p>The following Teacher-Child Ratios within the Group Size Chart should be used for best practices. Assessor will rate this criterion according to the highest ratio and group size for each Age Category (Infant, Toddler/Two, Preschool, and Kindergarten).</p>  |   |                         |     |                  |     |        |     |     |      |       |      |    |  |
| <b>Teacher-Child Ratios within Group Size (assessed in Criterion 10.B.12)</b>   |   |                         |     |                  |     |        |     |     |      |       |      |    |  |
| Age Category  | Age Range <sup>1</sup>  | Group Size <sup>2</sup> |     |                  |     |        |     |     |      |       |      |    |  |
|   |   | 6                       | 8   | 10               | 12  | 14     | 16  | 18  | 20   | 22    | 24   | 30 |  |
| Infant  | Birth to 15 months  | 1:3                     | 1:4 |                  |     |        |     |     |      |       |      |    |  |
| Toddler/Two   | 12 to 28 months   | 1:3                     | 1:4 | 1:4 <sup>3</sup> | 1:4 |        |     |     |      |       |      |    |  |
|   | 21 to 36 months   |                         | 1:4 | 1:5              | 1:6 |        |     |     |      |       |      |    |  |
| Preschool   | 30 to 48 months (2½ to 4 years)   |                         |     |                  | 1:6 | 1:7    | 1:8 | 1:9 |      |       |      |    |  |
|   | 48 to 60 months (4 to 5 years)  |                         |     |                  |     |        | 1:8 | 1:9 | 1:10 |       |      |    |  |
|   | 60 months to Kindergarten Enrollment (5 years to Kindergarten Enrollment) |                         |     |                  |     |        | 1:8 | 1:9 | 1:10 |       |      |    |  |
| Kindergarten  | Enrolled in any public or private kindergarten                            |                         |     |                  |     |        |     |     | 1:10 | 1:11  | 1:12 |    |  |
| <p><sup>1</sup> These age ranges purposefully overlap. If a group includes children whose ages range beyond the overlapping portion of two age categories, then the group is a mixed-age group. For mixed-age groups, universal criteria and criteria relevant to the age categories for that group apply.</p> <p><sup>2</sup> Group sizes as stated are ceilings, regardless of the number of staff.</p> <p><sup>3</sup> Group size of 10 is permissible for this age range, but an additional adult is required to stay within the best practice ratio.</p> |   |                         |     |                  |     |        |     |     |      |       |      |    |  |

| 10.B.13   |  | I-T-P-K |  |  |  | Always |  |  |  | O, TS, PP |  |  |  |
|---|--|---------|--|--|--|--------|--|--|--|-----------|--|--|--|
| <p>The program is organized and staffed to minimize the number of:</p>  |  |         |  |  |  |        |  |  |  |           |  |  |  |
| <b>a</b>  | <p>group [transitions during the day],</p> <p>Rate as 'Yes' if children experience no more than 2 classroom transitions in a half day and 3 in a full day. Rate as 'Yes' if children experience no more than 2 classroom transitions during the observation. A group transition is defined as when the composition of the group of children changes by more than 50%.</p>  |         |  |  |  |        |  |  |  |           |  |  |  |
| <b>b</b>  | <p>Teaching staff [transitions during the day], and</p> <p>Rate as 'No' if the composition of the teaching staff changes by <u>more than</u> 50% during the observation. Do NOT include staff changes resulting from staff substitutions for posted, scheduled staff breaks.</p>   |         |  |  |  |        |  |  |  |           |  |  |  |
| <b>c</b>  | <p>classroom transitions experienced by an individual child during the day and program year.</p> <p>Consider classroom transitions experienced by a child per day. For example, if a child gets moved from room-to-room to meet ratio, rate as 'No'. Classroom transitions experienced by a child during the day should be minimized. Rate as NA if there is only one group and/or classroom in the program. Rate as 'NoOpp' during the observation unless there is a clear reason to rate 'No'.</p> |         |  |  |  |        |  |  |  |           |  |  |  |
| <p>Every attempt is made to maintain continuity of relationships between teaching staff and children and among groups of children.</p> <p>The intent of this criterion is that programs create policies and procedures to support continuity of care for children over time, supporting continuity between teaching staff and children as well as among children.</p> |  |         |  |  |  |        |  |  |  |           |  |  |  |

| 10.B.14  | I-T-P-K  | Random | TS, PP |
|--|--|--------|--------|
| <b>a</b>   | Procedures address transition planning by administrators, teachers, and families to facilitate children’s transition from one teacher to another, from one group to another, from one classroom to another, and from one program to another. |        |        |
| <i>The intent of this criterion is that programs create policies and procedures to support continuity of care for children over time-- supporting continuity between teaching staff and children, as well as between families and the program. Evidence may include relevant policies from a parent handbook or program manual, documentation of collaboration with public/private school orientations, sample transition schedule children moving to new rooms or new caregivers.</i> |  |        |        |

| 10.B.15  | I-T  | Random | PP |
|----------|--|--------|----|
| <b>a</b> | Policies encourage keeping infants and toddler/ twos together with their teaching staff for nine months or longer. |        |    |

**10.C. – Fiscal Accountability Policies and Procedures**

| 10.C.01  | I-T-P-K  | Random | PP |
|--|--|--------|----|
| <b>a</b>   | Financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practices. Financial policies and procedures are consistent with the program’s vision, philosophy, mission, goals, and expected child outcomes. Operating budgets are prepared annually, and there is at least quarterly reconciliation of expenses to budget. A system exists to review or adjust the budget if circumstances change, and it includes a yearly audit. Budgets are reviewed and amended as needed. Fiscal records (such as revenue and expenditure statements, balance sheets, banking reconciliation, etc.) are kept as evidence of sound financial management. |        |    |
| <i>Intent- The program can document that an individual with accounting expertise ensures that the program has sound fiscal practices regarding its economic resources, the claims to those resources, and the changes in them.</i>   |  |        |    |
| <i>Guidance on Evidence: Examples of the types of evidence for this criterion include but are not limited to: balance sheets, profit and loss statements, a budget, external audit; all evidence should be dated and current within one year.</i>  |  |        |    |
| <i>Definitions: standard accounting practices: a common and widely accepted system of setting up, maintaining, and verifying the financial records of a business. It includes analyzing the financial health of the business through study of its sales, purchases, and general cost of running the business. These analyses are done repeatedly, at regular intervals (such as monthly, quarterly or annually).</i> |  |        |    |
| <i>Programs may provide an affidavit by the corporate financial officer attesting that each of the indicators of this criterion is met. A yearly audit should be completed by an individual or firm not involved in the program or its administration, and should follow generally accepted accounting practices. An informal internal assessment is not considered an audit.</i>                                    |  |        |    |

| 10.C.02   | I-T-P-K  | Random | PP |
|---|--|--------|----|
| <b>a</b>  | The person directly responsible for program implementation (administrator, site manager, program manager, or supervising teacher) is included in long-range fiscal planning and in operating budget preparation, reconciliation, and review. |        |    |
| <i>Examples could include but are not limited to: a meeting agenda or minutes showing that the administrator, site manager, program manager, or supervising teacher was involved in the budgeting, reconciliation and review processes; a program policy stating that the person responsible for daily operations will be involved in budgeting, reconciliation and review; a job description for the administrator, site manager, program manager, or supervising teacher listing budgeting, reconciliation and review as job functions or duties.</i> |  |        |    |

| 10.C.03   | I-T-P-K   | Random | PP |
|---|---|--------|----|
| <b>a</b>  | The program has resources to support the program’s vision, philosophy, mission, goals, operation, and expected child outcomes. Program administrators and other program leaders actively work to generate and manage the resources needed to support a program of excellence. |        |    |
| <i>Check fiscal records and long-range budget to ensure that the program is not operating with a budget deficit or, if so, that a plan is in place to achieve financial solvency. Programs may provide an affidavit from a corporate financial officer (e.g., CFO) and/or a Certified Public Accountant (CPA) attesting that this criterion is met. A written statement from the program administrator attesting to the program's financial solvency is not sufficient evidence to meet this criterion.</i> |   |        |    |

**10.D. – Health, Nutrition, and Safety Policies and Procedures**

| 10.D.01  | I-T-P-K   | Random | TS, PP |
|--|---|--------|--------|
| The program has written policies to promote wellness and safeguard the health and safety of children and adults. Procedures are in place that address: |   |        |        |
| <b>a</b>   | steps to reduce occupational hazards such as infectious diseases (e.g., exposure of pregnant staff to CMV [cytomegalovirus], chicken pox), injuries (e.g., back strain, falls), environmental exposure (e.g., indoor air pollution, noise, stress);                                     |        |        |
| <b>b</b>   | management plans and reporting requirements for staff and children with illness, including medication administration, and inclusion/exclusion;  |        |        |
| <b>c</b>   | supervision of children in instances when teaching staff are assigned to specific areas that are near equipment where injury could occur;   |        |        |
|  | <i>Equipment is defined as anything kept, furnished or provided within the facility. Equipment is generally movable or built onto the structure. Examples of equipment are play-structures, tables, computers, lighting fixture; the building itself does not constitute equipment.</i> |        |        |
| <b>d</b>   | the providing of space, supervision, and comfort for a child waiting for pick up because of illness;  |        |        |
| <b>e</b>   | the providing of adequate nutrition for children and adults;  |        |        |
| <b>f</b>   | sleeping and napping arrangements, including sleep positioning for infants;   |        |        |
|  | <i>Rate 'N/A' if program is ½ day and does not include nap time and/or does not enroll infants.</i>   |        |        |
| <b>g</b>   | sanitation and hygiene, including food handling and feeding;  |        |        |
| <b>h</b>   | maintenance of the facility and equipment;  |        |        |
| <b>i</b>   | prohibition of smoking, firearms, and other significant hazards that pose risks to children and adults; and   |        |        |
|  | <i>Exception: Law enforcement personnel who are required to carry firearms.</i>   |        |        |
| <b>j</b>   | the providing of referrals for staff to resources that support them in wellness, prevention and treatment of depression, and stress management.   |        |        |
|  | <i>Look for evidence that staff has access to information about medical resources.</i>  |        |        |

| 10.D.02  | I-T-P-K  | Random | PP |
|----------|--|--------|----|
| <b>a</b> | The program has written procedures to protect children and adults from environmental hazards such as air pollution, lead, and asbestos, according to public health requirements.   |        |    |
|          | <i>Evidence of written procedures to protect children and adults from the pertinent environmental hazards could include staff and/or family handbooks, memos, emails, notices, warnings, and posted signs. The program should check with their local health authority to see if all, or some of these environmental hazards have health requirements pertinent to their area. Evidence of what environmental hazards are pertinent to their area could include communication between the program and the local health authority, bulletins, and notices.</i> |        |    |

| 10.D.03  | I-T-P-K   | Random | PP |
|----------|---|--------|----|
| <b>a</b> | The program has a written policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. |        |    |

| 10.D.04  | I-T-P-K   | Random | PP |
|----------|---|--------|----|
| <b>a</b> | The program has written procedures to be followed if a staff member is accused of abuse or neglect of a child in the program that protect the rights of the accused staff person as well as protect the children in the program.  |        |    |
|          | <i>Note that this criterion is NOT about the program's reporting procedure for child abuse or neglect (see Criterion 10.D.03), but rather is about the program's internal processes for managing particular cases when a staff member is accused of abuse or neglect. Policies should address confidentiality and due process for the staff member. Evidence could include a written policy as part of a parent, staff, or program guidebook.</i> |        |    |

| 10.D.05   | I-T-P-K  | Random | O, PP |
|---|--|--------|-------|
| The program has written procedures that outline the health and safety information to be collected from families and to be maintained on file for each child in one central location within the facility. The files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to   |  |        |       |
| <b>a</b>  | administrators or teaching staff who have consent from a parent or legal guardian for access to records, |        |       |
| <b>b</b>  | the child's parents or legal guardian, and   |        |       |
| <b>c</b>  | regulatory authorities, on request.  |        |       |
| <p><i>Assessors will be looking during the rating of Program Observable Evidence to ensure that files are on site but are inaccessible and/or locked in a cabinet, drawer, etc. Rate all indicators 'Yes' if child health and safety information is present in the facility and kept in a central location.</i></p> <p><i>Written evidence as part of the Program Portfolio may include written policies/procedures outlining how health and safety information is collected, used, updated, and how access to the information is controlled.</i></p> |  |        |       |

| 10.D.06  | I-T-P-K  | Random | FS, PP |
|--|--|--------|--------|
| Written procedures address all aspects of the arrival, departure, and transportation of children. The procedures   |  |        |        |
| <b>a</b>   | facilitate family-staff interaction.   |        |        |
| <b>b</b>   | ensure that all children transported during the program day are accounted for before, during, and after transport. |        |        |
| <p><i>Programs may need procedures related to transport even when the program itself does not own, operate or contract for the transportation service; for example, if the program receives children from a public school bus, how does the program assure that all children are accounted for when they receive custody? Rate 'N/A' only if children are never transported anywhere other than by their parent or legal guardian, including pick-up, drop-off, and field trips.</i></p> |  |        |        |
| <b>c</b>   | ensure the safety of all children as pedestrians and as passengers.  |        |        |
| <b>d</b>   | address specific procedures for children with disabilities.  |        |        |
| <p><i>Rate as 'N/A' if there are no children with disabilities currently enrolled or if the group's identified special needs do not require transportation accommodation.</i></p>  |  |        |        |
| <b>e</b>   | address special circumstances in picking up children at the end of the day.  |        |        |
| <p><i>Examples of "Special circumstances": someone other than the parents or legal guardians picking up children; a possibly impaired adult arriving to pick up a child. Policies/procedures should include how the program responds and what documentation is needed to release a child to someone other than the person legally responsible for the child.</i></p>   |  |        |        |
| <p><i>Documentation may include policies or procedures in the staff and/or parent handbooks, memos, posted notices, or emails.</i></p>   |  |        |        |

| 10.D.07  | I-T-P-K  | Not Currently Assessed: Best Practice |
|--|--|---------------------------------------|
| <b>a</b>   | Transportation services are managed and program vehicles are licensed and insured in accordance with applicable federal and state laws. Certification of licensing and insurance is available on-site. |                                       |
| <p><i>Transportation services are defined as regular, expected transportation services provided by the program (e.g., pick-up/drop-off services between the program and schools, outside activities, etc.). This definition does not include one-time or irregular transportation in instances of fieldtrips/special events. When transportation services are contracted through an outside company, certification of licensing and insurance should be kept on file. Rate 'N/A' if the program does not own vehicles nor regularly use outside transportation services.</i></p> |  |                                       |

| 10.D.08  | I-T-P-K  | Not Currently Assessed: Best Practice |
|--|--|---------------------------------------|
| The program has written and posted disaster preparedness and emergency evacuation procedures. The procedures |  |                                       |
| <b>a</b>   | designate an appropriate person to assume authority and take action in an emergency when the administrator is not on-site. |                                       |
| The procedures include   |  |                                       |
| <b>b</b>   | plans that designate how and when to either shelter in place or evacuate and that specify a location for the evacuation;   |                                       |
| <b>c</b>   | plans for handling lost or missing children, security threats, utility failure, and natural disasters;                     |                                       |

| 10.D.08   |  | I-T-P-K | Not Currently Assessed: Best Practice |  |
|---|--|---------|---------------------------------------|--|
| d   | arrangements for emergency transport and escort from the program; and                                  |         |                                       |  |
| e   | monthly practice of evacuation procedures with at least yearly practice of other emergency procedures. |         |                                       |  |
| <i>Evacuation procedures should be posted in rooms in which children or adults may gather (e.g., office, staff lounge, library or indoor play area). All other policies should be documented.</i> |  |         |                                       |  |
| <i>Examples include posted emergency procedures, a policy from the staff and/or family handbook, memos, and emergency handbooks.</i>  |  |         |                                       |  |

| 10.D.09   |   | I-T-P-K | Random | PP |
|---|---|---------|--------|----|
| The program has written, up-to-date, comprehensive procedures to prepare for and respond to medical and dental emergencies for children and adult staff. The procedures include |   |         |        |    |
| a   | identification of a hospital or other source of medical care as the primary site for emergency care (program staff have informed the facility of their intent to use their services in an emergency);   |         |        |    |
| b   | immediate access to written familial-consent forms to relevant health insurance information for emergency medical treatment and transportation arrangements;  |         |        |    |
| c   | arrangements for emergency transport and escort from the program for individuals who require immediate medical attention;   |         |        |    |
| d   | presence of an adult with current pediatric first-aid training certification on-site at all times (training includes providing rescue breathing, management of a blocked airway, and any special procedures that physicians of enrolled children have documented that the children require); and                          |         |        |    |
| e   | individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support) |         |        |    |
| <i>The rationale for this criterion is that the health insurance information may be required in non-life threatening emergencies.</i>   |   |         |        |    |

| 10.D.10  |  | I-T-P-K | Not Currently Assessed: Best Practice |  |
|--|--|---------|---------------------------------------|--|
| Policies address the use of medications and special medical procedures needed by enrolled children:          |  |         |                                       |  |
| a  | Medications are labeled with (a) the child's first and last name, name of clinician, expiration date, and manufacturer's instructions or (b) the original prescription label that details the name and strength of the medication as well as directions on administering and storing.  |         |                                       |  |
| b  | Medication is administered only with written permission of the parent or legal guardian and as prescribed or as recommended in writing or by another form of direct communication with a licensed health care provider for a specific child. A standing order from a licensed health care provider may guide the use of over-the-counter medications with children in the program when that order details the specific circumstances and provides specific instructions for individual dosing of the medication. |         |                                       |  |
| c  | Teaching staff who administer care to children requiring special medical procedures are competent in the procedure and guided in writing by the prescribing health care provider.  |         |                                       |  |
| b-c  | <i>Non-prescription preventatives such as sunscreen, insect repellent, diaper cream, lotion, lip balm, and toothpaste are not considered medications and only require parental/guardian consent. Staff do not need to be trained or evaluated in their use.</i>  |         |                                       |  |
| <i>Examples include program policies addressing these aspects of medication handling and administration.</i> |  |         |                                       |  |

**10.E. – Personnel Policies**

| 10.E.01  |                                  | I-T-P-K | Random | TS , PP |
|--|----------------------------------|---------|--------|---------|
| The program has written personnel policies that define the |                                  |         |        |         |
| a  | roles and responsibilities,      |         |        |         |
| b  | qualifications, and              |         |        |         |
| c  | specialized training required of |         |        |         |
| d  | staff and                        |         |        |         |
| e  | volunteer positions.             |         |        |         |

| 10.E.01  | I-T-P-K   | Random | TS , PP |
|--|---|--------|---------|
| The policies outline   |   |        |         |
| <b>f</b>   | nondiscriminatory hiring procedures and   |        |         |
| <b>g</b>   | policies for staff evaluation.  |        |         |
| Policies detail  |   |        |         |
| <b>h</b>   | job descriptions for each position, including reporting relationships;  |        |         |
| <b>i</b>   | salary scales with increments based on professional qualification, length of employment, and performance evaluation;  |        |         |
|  | <i>NAEYC does not need to know the pay scale associated with each level, but that the program has articulated to employees and stakeholders the pay scale and how professional qualifications, length of employment and performance evaluations affect their pay.</i> |        |         |
| <b>j</b>   | benefits; and   |        |         |
| <b>k</b>   | resignation, termination, and grievance procedures.   |        |         |
| <b>l</b>   | Personnel policies provide for incentives based on participation in professional development opportunities.   |        |         |
| <b>m</b>   | The policies are provided to each employee on hiring.   |        |         |
| <i>Programs administrators, staff members and volunteers benefit from clear, written policies related to job responsibilities, benefits, hours, performance reviews, and expectations for behavior and involvement in professional development activities. The existence of and discussion of written policies and procedures for staff serve to reduce ambiguity and provide a framework for conflict resolution.</i> |   |        |         |

| 10.E.02  | I-T-P-K   | Random | PP |
|--|---|--------|----|
| Hiring procedures ensure that all employees in the program (including bus drivers, bus monitors, custodians, cooks, clerical and other support staff) who come into contact with children in the program or who have responsibility for children |   |        |    |
| <b>a</b>   | have passed a criminal-record check.  |        |    |
|  | <i>Programs should check with their state to see what requirements the state might have for passing a criminal background check locally. The purpose of the criminal background check is to uncover any past criminal activity and/or history of child abuse or neglect before hiring a staff member.</i>   |        |    |
| <b>b</b>   | are free from any history of substantiated child abuse or neglect.  |        |    |
|  | <i>The NAEYC criteria do not specify a time range. The intent of the criterion is to ensure that the individual is free of any history of substantiated child abuse or neglect so the clearance should be current to be effective.</i>  |        |    |
| <b>c</b>   | are at least 18 years old (except vehicle drivers, who must be at least 21).  |        |    |
| <b>d</b>   | have completed high school or the equivalent.   |        |    |
|  | <i>The following guidance represents the current best practices regarding this criterion. It should be used to guide program improvement and in preparation for assessment. If assessed, NAEYC Assessors will use this guidance to rate the criterion during the assessment visit.<br/>Individuals who are juniors or seniors in high school and are enrolled in, or have completed, an ECE vocational program may meet this indicator.</i> |        |    |
| <b>e</b>   | have provided personal references and a current health assessment that attest to the prospective employee's ability to perform the tasks required to carry out the responsibilities of his or her position.   |        |    |

| 10.E.03  | I-T-P-K   | Random | PP |
|--|---|--------|----|
| <b>a</b>   | Efforts are made and documented to hire and maintain staff with the cultural and racial characteristics of the families served. Policies are in place for obtaining staff or volunteers who speak the language of the children served, and these individuals regularly interact with the children and families. |        |    |
| <p><i>The intent of this criterion is to ensure that programs are actively seeking a staff composition that reflects the families and children being served. However, while cultural and racial characteristics can be considered, all hiring policies should reflect those of an Equal Opportunity Employer.</i></p> <p><i>Some examples of how to meet this criterion include the following:</i></p> <ul style="list-style-type: none"> <li>- Asking (on a voluntary basis) current staff and families their cultural and racial characteristics for the purpose of recognizing the diversity that exists and building on the strengths that it represents or if there is significant disparity in the characteristics of the program staff compared to the families served (documentation would be the compiled summary of findings and planned steps if identified).</li> <li>- Encouraging family and community members to volunteer in the program and attend trainings (documentation could include announcements about this or information about the current numbers involved in this way).</li> <li>- Announcing position openings to family members and community members (sample flyers or ads in community papers would be evidence).</li> </ul> |   |        |    |

| 10.E.04  | I-T-P-K   | Not Currently Assessed: Best Practice |  |
|--|---|---------------------------------------|--|
| <p>Programs maintain current health information from documented health assessments for all paid staff and for all volunteers who work more than 40 hours per month and have contact with children. A current health assessment (not more than one year old) is received by the program before an employee starts work or before a volunteer has contact with children. The health assessment is updated every two years. Documented health assessments include</p> |   |                                       |  |
| <b>a</b>   | immunization status,  |                                       |  |
| <b>b</b>   | capacities and limitations that may affect job performance, and   |                                       |  |
| <b>c</b>   | documentation by a licensed health professional of TB skin testing using the Mantoux method and showing the employee to be free from active TB disease. For those who have positive TB skin tests and who develop a persistent cough or unexplained fever, immediate assessment by a licensed physician is required. For those who have increased risk of TB according to the Centers for Disease Control (CDC), documentation is required annually by a licensed health professional showing that the employee is free from active TB disease. |                                       |  |
| <p><i>The health assessment for staff is to be updated according to state requirements. Individuals with previously negative skin test results do not need to be retested for tuberculosis unless required by the local or state health department. Those who have increased risk of TB based on the definitions of the Centers for Disease Control need to provide annual documentation by their physician that they are free of active TB disease.</i></p>       |   |                                       |  |

| 10.E.05   | I-T-P-K  | Random | PP |
|---|--|--------|----|
| <b>a</b>  | New staff members serve an introductory period of employment during which the administrator or other qualified person makes a professional judgment as to their physical and psychological competence for working with children. |        |    |
| <p><i>Psychological competence refers to an individual's ability to interact effectively with children and adults, including other teaching staff and families.</i></p> |  |        |    |

| 10.E.06  | I-T-P-K  | Random | TS, PP |
|--|--|--------|--------|
| <p>The programs offer benefits packages for full-time staff who have satisfactorily completed their introductory period of employment. Written policies detail employee benefits and include:</p>  |  |        |        |
| <b>a</b>   | health insurance;  |        |        |
| <b>b</b>   | employee leave, including sick, vacation, holiday, and personal leave; |        |        |
| <b>c</b>   | education benefits; and  |        |        |
| <b>d</b>   | retirement.  |        |        |
| <p>The written policies are shared with each employee. Benefits for part-time employees are available on a prorated basis. If some or all of these benefits are not available, a written plan for improving benefits is developed and implemented.</p> |  |        |        |

| 10.E.06  | I-T-P-K | Random | TS, PP |
|--|---------|--------|--------|
| <p><i>The criterion does not prohibit employee contributions to supplement the benefit costs paid by the employer. Part-time staff are defined as employees of the program who work fewer hours per pay period than the program's definition of full-time. Programs should offer benefits to part-time employees on a pro-rated basis for any employee that does not meet the program's definition of full-time.</i></p> |         |        |        |

| 10.E.07   | I-T-P-K   | Random | TS, PP |
|---|---|--------|--------|
| <b>a</b>  | <p>Staff are provided space and time away from children during the day. When staff work directly with children for more than four hours, staff are provided breaks of at least 15 minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.</p> |        |        |
| <p><i>Evidence may include break schedules, policies, and relevant pages from a staff handbook. Temporary relief refers to an unforeseen short and immediate break away from children, for instance when a staff member becomes stressed, overwhelmed, or needs a bathroom break.</i></p> |   |        |        |

| 10.E.08  | I-T-P-K  | Random | O, PP |
|--|--|--------|-------|
| <b>a</b>   | <p>Confidential personnel files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a secure location.</p> |        |       |
| <p><i>Rate as 'Yes' if program documentation states that staff records are kept confidential or secured. Rate as 'NoOpp' if personnel files are kept in an off-site location. A "secure location" means either a locking cabinet or closet, or within an administrative office that is lockable and not accessible by unsupervised teaching staff. The cabinet, closet or room does not have to be locked at the time of your observation.</i></p> |  |        |       |

| 10.E.09  | I-T-P-K  | Random | TS, PP |
|----------|--|--------|--------|
| <b>a</b> | <p>All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the governing body.</p> |        |        |

| 10.E.10  | I-T-P-K   | Not Currently Assessed: Best Practice |  |
|--|---|---------------------------------------|--|
| <b>a</b>   | <p>An individual professional development plan is generated from the staff-evaluation process and is updated at least annually and ongoing as needed.</p> |                                       |  |
| <p><i>Examples include written policies, sample staff evaluation forms with individualized professional development plan, relevant information from program handbooks, and new employee orientation materials.</i></p> |   |                                       |  |

| 10.E.11   | I-T-P-K   | Random | TS, PP |
|---|---|--------|--------|
| <b>a</b>  | <p>The program has an implementation plan for professional development, including orientations for new staff. Credit-bearing course work is included in the professional development plan whenever possible. The plan improves staff credentials and competencies. It is updated at least annually or as needed based on the evaluation process, the need to keep staff's knowledge current, or other identified needs.</p> |        |        |
| <p><i>The intent of this criterion is that program staff are provided meaningful opportunities to enhance skills and knowledge. Evidence may include relevant information from a program or staff handbook, resources for available trainings or credit-bearing coursework, and a program wide professional development plan.</i></p> |   |        |        |

| 10.E.12  | I-T-P-K  | Random | TS, PP |
|--|--|--------|--------|
| <p>The program's professional development plan</p>   |  |        |        |
| <b>a</b>   | <p>is based on needs identified through staff evaluation and from other information from program evaluation processes.</p>               |        |        |
| <p><i>Evidence may include memos, policies, meeting notes, relevant pages from a staff handbook, and a sample staff evaluation form.</i></p> |  |        |        |
| <b>b</b>   | <p>is written and shared with staff.</p>   |        |        |
| <p><i>Evidence may include an email, sign-off sheet, acknowledgement form, and staff meeting notes.</i></p>                                  |  |        |        |
| <b>a-b</b>   | <p>The intent of indicators 'a' and 'b' is to inform how the program-wide professional development plan is designed and implemented.</p> |        |        |
| <b>c</b>   | <p>includes mentoring, coaching, and other professional development opportunities for all staff.</p>                                     |        |        |
| <b>d</b>   | <p>includes discussions of ethical issues.</p>   |        |        |
| <b>e</b>   | <p>includes training in the policies and procedures of the program.</p>  |        |        |



| 10.E.12  | I-T-P-K  | Random | TS, PP |
|--|--|--------|--------|
| <b>f</b>   | includes training in skills for building positive relationships, all aspects of the curriculum, teaching practices, skills for partnering with families and communities, and skills for collaborating and participating as a member of a team. |        |        |
| <i>Trainings may be a part of staff orientation and on-going development based on staff evaluation.</i>                              |  |        |        |
| <b>c-f</b>   | <i>Identify key components of what the program-wide professional development plan should include.</i>  |        |        |
| <i>Written evidence for this criterion may include a program-wide professional development plan, training policy, and trainings.</i> |  |        |        |

**10.F. – Program Evaluation, Accountability, and Continuous Improvement**

| 10.F.01  | I-T-P-K  | Not Currently Assessed: Best Practice |
|--|--|---------------------------------------|
| <b>a</b>   | At least annually, administrators, families, staff, and other routinely participating adults are involved in a comprehensive program evaluation that measures progress toward the program's goals and objectives. Valid and reliable processes are used to gather data and evidence. |                                       |
| <i>Examples include family and teaching staff surveys developed for self-study or self-assessment.</i> |  |                                       |

| 10.F.02  | I-T-P-K   | Random | TS, FS, PP |
|--|---|--------|------------|
| The annual evaluation processes include gathering evidence on all areas of program functioning, including: |   |        |            |
| <b>a</b>   | policies and procedures,  |        |            |
| <b>b</b>   | program quality,  |        |            |
| <b>c</b>   | children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction.  |        |            |
| <b>d</b>   | A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards, and the results are used as a basis for continuing successful activities and for changing those that need improvement. |        |            |
| <i>Evidence may include the NAEYC self-assessment family and teaching staff surveys.</i>                   |   |        |            |

| 10.F.03   | I-T-P-K  | Random | PP |
|---|--|--------|----|
| <b>a</b>  | The program establishes goals for continuous improvement and innovation using information from the annual program evaluation. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies. |        |    |
| <i>Evidence does not have to include the actual annual program evaluation, but must include the goals created for improvement from the annual evaluation.</i> |  |        |    |

| 10.F.04   | I-T-P-K   | Random | TS, FS, PP |
|---|---|--------|------------|
| <b>a</b>  | The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations. |        |            |
| <i>Evidence may include a written policy, meeting schedules, agendas, newsletters and memos showing collaborations and shared decision making among staff and families and that such opportunities are offered at least annually.</i> |   |        |            |

| 10.F.05   | I-T-P-K   | Emerging | PP |
|---|---|----------|----|
| <b>a</b>  | The program has an ongoing monitoring system to ensure that all program goals and requirements are met. The program has a data system that is used to collect evidence that goals and objectives are met. This evidence is incorporated in the annual program evaluation. |          |    |
| <i>A data system used to collect evidence that goals and objectives are met could be an Excel spreadsheet, a Word table or any system that the program chooses. The purpose is to both collect and compile the evidence for reporting in the annual program evaluation.</i> |   |          |    |