Accreditation Manual

2019

National Accreditation Commission
for Early Care and Education Programs

National Accreditation Commission

FOR EARLY CARE AND EDUCATION PROGRAMS
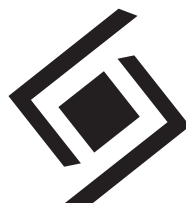
Association for
Early Learning Leaders

Accreditation Manual

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for Early Care and Education Programs

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www.earlylearningleaders.org

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Welcome

Thank you for your interest in the National Accreditation Commission for Early Care and Education Programs (National Accreditation Commission) of the Association for Early Learning Leaders. The Association for Early Learning Leaders is committed to excellence in the field of early childhood care and education by promoting leadership development and enhancing program quality. Our goal is to strengthen the knowledge, skills, and abilities of owners, directors, emerging leaders, and other early learning professionals to ensure quality programs for young children. In addition to program accreditation, the Association offers membership, professional development opportunities, and resources to administrators.

We encourage you to closely examine the information enclosed, and see for yourself why the accreditation process of the National Accreditation Commission is a valid and appropriate choice for early childhood programs across the country. Materials and instructions for the Self-Study process are included in this manual.

The Self-Study period is an in-depth review of practices that are indicative of high-quality care as identified via research and the shared wisdom and insight of early childhood professionals. The Self-Study process provides participating programs the opportunity to assess their current operation and to make improvements to more fully meet Standards. Families, employees, and administrators have a role in the Self-Study process.

We encourage you to begin the Self-Study process today. Program improvement will occur as you implement individual Standards.

It is a goal of the National Accreditation Commission that early care and education programs feel comfortable in choosing and supported in achieving national accreditation. Accreditation staff members are available to help in your accreditation efforts.

We applaud your commitment to quality care for children as evidenced by your interest in accreditation. Welcome to the National Accreditation Commission for Early Care and Education Programs.

Eligibility

Early care and education programs applying for accreditation must be in compliance with state and local regulatory agencies. Programs must have been in continuous operation for at least one year at the time of the validation visit. Only programs that have an enrollment of fifteen or more children and operate on a half- or full-day basis are eligible. Programs operating under separate licensing and/or having separate physical locations will be considered as separate entities for participation in the National Accreditation Commission.

The National Accreditation Commission does not accredit kindergartens, family group homes, or stand-alone school-age group care. School-age groups associated with a preschool, with the same onsite director, and located at the same site with the same license must participate in the Self-Study and accreditation process.

Fees

Fees are listed online at **www.earlylearningleaders.org**.

If you would like to know more about the National Accreditation Commission or other resources and benefits offered by the Association for Early Learning Leaders, please contact us:

www.earlylearningleaders.org

PHONE 1-800-537-1118   E-MAIL info@earlylearningleaders.org

Association for Early Learning Leaders

Philosophy

The purpose of the National Accreditation Commission for Early Care and Education Programs is to identify and acknowledge early care and education programs demonstrating practices that have been identified as leading to best outcomes for children.

Programs demonstrating the following characteristics are good candidates for participation in the accreditation process:

- Devote the highest priority to the sound and appropriate development of individual children
- Adopt and implement curricula that promote cognitive, language, motor, social, and emotional development of children in a creative and explorative manner
- Foster curiosity, self-esteem, and positive outlook in all children in the program
- Appropriate attention to the areas of health, safety, and nutrition
- Conduct ongoing and continual assessment of the progress and needs of children
- Promote and welcome parent participation and involvement
- Employees relate professionally and comfortably with families and children
- Plan and implement the professional development of the employees based upon needs, interests, and abilities as identified by ongoing evaluation and assessment
- Articulate, adopt, and implement appropriate goals that are utilized in program planning and evaluation and that reflect multi-cultural sensitivity
- Operate in a professional and ethical manner with accountability to its governing body, families, employees, and the community
- Ensure best practices in leadership and management
- Evidence of a superior degree of compliance with applicable state and local licensing and accreditation requirements
- Maintain interior and exterior premises in a sanitary, attractive, and safe manner

History

Designing and implementing a national accreditation model has been an ongoing process for the National Accreditation Commission. In 1991, professionals from the fields of early care and education, administration, business, health care, safety engineering, and regulatory enforcement met to discuss the feasibility of designing an accreditation system that identified and acknowledged early care and education programs providing optimal developmental opportunities for children.

A thorough review of relevant research and insight obtained from educational bodies and professional associations was conceptualized into the first National Accreditation Commission model. The accreditation document was field-tested over a three-year period in several program models in several states and was made available in 1992. The document has been revised to keep pace with emerging research.

2009 Revisions of the *Accreditation Manual*

Development of the 2009 version formally began in the fall of 2007 with a comprehensive review of all areas of the current accreditation system. The goal was to ensure that standards were inclusive of current research and evidence-based practices and effective in identifying markers of high quality care for young children.

The revision process included extensive research of State Early Learning Standards and Quality Rating Systems (QRS); reports on quality indicators by the National Association of Child Care Resource and Referral Agencies (NACCRRA); The National Child Care Information and Technical Assistance Center (NCCIC); the National Institute for Early Education Research (NIEER); measures of leadership and management as defined in the *Program Administration Scale* (PAS); recommendations by the American Academy of Pediatrics (AAP) and the National Association for Sport & Physical Education (NASPE); and current research on best practices in early childhood care and education.

All relevant areas of study were reviewed including administration, staff development, classroom environment, curriculum, teacher-child interactions, and health and safety. Suggestions for the revision were sought from professionals in the fields of early childhood, health, safety, law, and administration.

In the spring of 2008, the draft revision was released for outside review.

Administrator's Report

The proposed *Administrator's Report* was reviewed to ensure that best leadership and management practices were included and that these Standards were measurable. Many recognized authorities in the early childhood field offered insights, including: Dorothy June Sciarra, Ed.D., author of *Developing and Administering a Child Care Center*; Hilde Reno, Ed.D., author of *Handbook for Early Childhood Administrators: Directing with a Mission*; Jill Bella, M.S., co-author of *Zoom: The Impact of Early Childhood Leadership Training on Role Perceptions, Job Performance, and Career Decisions*; and Michael Swain, ARM, SCLA, CPSI, Certified Associate in Risk Management and Certified Playground Safety Inspector and Child Passenger Safety Technician. Recommendations were reviewed and appropriate modifications were incorporated into the final version of the *Administrator's Report*.

Classroom Observation

The proposed *Classroom Observation* tool was reviewed to ensure that the Standards were measurable and inclusive of research-based indicators of quality care. We are grateful to the many early childhood professionals who provided us with suggestions on revision of this tool. Numerous Commission Validators provided feedback regarding their experience with the previous tool, enabling greater clarity of Standards and more measurable Indicators in the revision draft.

Deborah Norris, Ph.D. of The University of Oklahoma-Tulsa, College of Education, Early Childhood Education Institute reviewed the initial Standards and provided assistance in the creation of the online survey of the draft revision.

In the online survey, participants were asked to rate each Standard in the draft *Classroom Observation* on its importance as a measure of high quality. Reviewers were early childhood professionals, including those with some familiarity with the Commission and/or the Association for Early Learning Leaders and those not directly associated with the Commission.

The draft version of the *Classroom Observation* was field tested in twenty-three programs in five states: Texas, Florida, Arizona, Virginia, and Wisconsin. Of these programs, eleven were accredited by the National Association for the Education of Young Children (NAEYC) and twelve held no accreditation. Individuals with formal Commission training acted as validators in the field test. For reliability purposes, two validators were assigned to a single classroom to rate simultaneously but independently.

Based on validator feedback and scoring from the online survey and field test, various Standards and Indicators were revised and a glossary of terms created. The tool was reviewed for validity for each age group. Standards specific to infants and toddlers were further revised for clarity.

In addition to those already acknowledged, we are most grateful to these individuals who assisted in the development and production of the 2009 revision: the programs who permitted the use of their classrooms for field testing purposes and the early childhood professionals who participated in the field test, completed the online survey, and reviewed the draft Standards. With their support, commitment, and insight, the *Accreditation Manual* was developed, resulting in a highly effective accreditation system that identifies and acknowledges early care and education programs providing optimal developmental opportunities for children.

2019 Revisions of the *Accreditation Manual*

Development of the 2019 revision began with a comprehensive review of all areas of the current accreditation system. The goal was to ensure that Standards were inclusive of current research and evidence-based practices and effective in identifying markers of high quality care for young children, families, employees, and the community.

The revision process included extensive research of State Early Learning Standards and Quality Rating Improvement Systems (QRIS); reports on quality indicators by the National Association of Child Care Resource and Referral Agencies (NACCRRA); the National Institute for Early Education Research (NIEER); measures of leadership and management as defined in the *Program Administration Scale* (PAS); recommendations by the American Academy of Pediatrics (AAP); the United States Consumer Product Safety Commission (CPSC); the Children's Environmental Health Network (CEHN); and current research on best practices in early childhood care and education.

All relevant areas of study were reviewed including administration, professional development, classroom environment, curriculum, teacher-child interactions, and health and safety. Suggestions for the revision were requested from professionals in the fields of early childhood, health, safety, law, and administration.

In the online survey, participants were asked to rate each Standard in the draft *Administrator's Report* and *Classroom Observation* on its importance as a measure of high quality. Participants were also asked if each Indicator is an important verification of its corresponding Standard. Reviewers were early childhood professionals, including those with some familiarity with the Commission and/or the Association for Early Learning Leaders and those not directly associated with the Commission.

Age-specific Indicators of the *Classroom Observation* were reviewed for applicability to each age-specific group.

Based on validator feedback, Council recommendations, scoring from the online survey, and current research, various Standards and Indicators were revised and the *Glossary of Terms* updated.

In addition to those already acknowledged, we are most grateful to these individuals who assisted in the development and production of the 2019 revision: the programs and early childhood professionals who reviewed the draft Standards and completed the online survey. With their support, commitment, and insight, the *Accreditation Manual* was revised, strengthening the National Accreditation Commission's accreditation system that identifies and acknowledges early care and education programs providing optimal developmental opportunities for children.

Four Steps of Accreditation

Step 1: Self-Study

During the Self-Study phase, families, employees, and administrators evaluate the strengths and challenges of the program as they apply to the Standards of the National Accreditation Commission. The program's administrative policies and procedures are assessed using the *Administrator's Report*, and classroom practices are assessed using the *Classroom Observation*. *Employee* and *Family Surveys* are conducted. The *Formal Education and Ongoing Training Log* is compiled. Supporting documentation is gathered and organized as required in the *Document Organization*. After critical self-examination of procedures and practices in relationship to the Standards, the program makes necessary improvements.

The program has a minimum of six months and a maximum of two years to complete the Self-Study and to request an onsite validation visit. Specific tasks for moving through the Self-Study period are listed on the *Self-Study Timetable* (see page 12). *(Note: For programs currently accredited through the National Accreditation Commission, the Request for Validation Visit timeline will vary.)*

Final determinations are recorded on one clean copy of the *Administrator's Report* and on clean copies of the *Classroom Observation* (one for each classroom of children). A *Request for Validation Visit* form, all required documentation, and the validation visit fee are submitted to the Accreditation Office.

Step 2: Validation Visit

The program will have an opportunity to work with the Accreditation Office to establish an initial timeframe, and will be informed of a two-week window during which the validation visit will occur.

During the onsite validation visit, the Validator(s) will review documents, sample files for children and employees, and confirm that employee and family surveys have been completed according to survey instructions. The Validator(s) will record their observations in the *Administrator's Report* to verify Indicators. The Validator(s) will conduct observations in classrooms to verify the Indicators of the *Classroom Observation*. After completion of these tasks, the Validator(s) will conduct an Exit Interview with the director. During this time, each Standard and/or Indicator not verified by the Validator(s), according to the stated validation method, will be reviewed, and the director will have an opportunity to give a written response.

Detailed information about the visit can be found in the Validation Visit section of the *Accreditation Manual*.

Note: If a Director Change occurs after submission of the *Request for Validation Visit*, the program must contact the Accreditation Office immediately, and new paperwork must be submitted to proceed with the validation visit.

Step 3: Commission Review and Decision

The *Administrator's Report*, each *Classroom Observation*, written validator comments, recorded director responses from the onsite visit, and any other necessary documentation are mailed to the Accreditation Office by the Validator. The Commission, comprised of early childhood experts, will closely review all documentation, and Commission Rules are applied to determine the award, deferral, or denial of accreditation. It may take up to four months after the validation visit for the program to receive the accreditation decision.

Step 4: Compliance

When a program receives an award of accreditation through the National Accreditation Commission, the program is expected to maintain compliance with Standards and to strive for continuous quality improvement. During the award cycle, programs will complete Annual Reports, maintain open and frequent communication with the Accreditation Office, and inform the Accreditation Office of significant changes to the

program. Details will be provided in the Compliance information (issued in the Award Packet) to be added to the program's accreditation reference materials.

The Accreditation Decision

Accreditation decisions are based on professional judgments made within the limits of Commission Rules. The National Accreditation Commission does not require 100% compliance with every Standard but does expect overall compliance in each component of the *Administrator's Report* and *Classroom Observation*. Individual Standards and Indicators are not weighted equally in the decision-making process. Staff-child interactions and curriculum implementation are critical factors because of their direct impact on quality outcomes for children and are more heavily weighted than other components.

A **decision to award** may be accompanied by requirements to make immediate and/or ongoing improvements. A specified time period is given for reporting progress on improvement recommendations. The award is valid for four years based on continued compliance with Commission Standards and procedures.

A **decision to defer** is accompanied by reasons for the deferral and requirements for improvement. Programs that receive a deferral have a specified time to correct deficiencies. A written response is required to verify compliance with Commission Standards; programs will pay an additional processing fee. If another validation visit is necessary to verify compliance with Commission Standards, an additional validation visit fee will be charged.

A **decision to deny** is accompanied by unmet component area(s). If the program desires to continue pursuit of accreditation, a new Self-Study enrollment fee must be paid and the Self-Study process repeated. Denied programs are strongly encouraged to devote adequate time to the Self-Study process (a minimum of six months) and to implement needed improvements before reapplying for a validation visit.

Appeals Process

Denied programs have a right to a limited appeal of the accreditation decision. The appeal must be made within thirty days of the accreditation decision, and evidence must be provided that the Standards and/ or procedures in question were met at the time of the onsite visit. Programs will be notified of a decision within six weeks from the date the appeal is received in the Accreditation Office. Denied programs that lose their appeal must pay a new Self-Study enrollment fee and repeat the Self-Study process for a minimum of six months before reapplying for a validation visit.

Maintaining Accreditation

Accreditation is not a one-time event. Adherence to Commission Standards must be maintained. It is the onsite director's responsibility to ensure that Commission Standards are consistently upheld after an award of accreditation.

Annual Reports

During the four-year award cycle, accredited programs are required to submit Annual Reports. The reports are due on the anniversary date of accreditation. The reports inform the National Accreditation Commission of program changes such as employees and facility, detail improvements made to more fully meet Standards, and describe activities conducted to maintain ongoing compliance with Standards.

An updated *Formal Education and Ongoing Training Log* and the most current licensing reports must be attached. Failure to submit an Annual Report may be grounds for withdrawal of accreditation. Incomplete or

unacceptable Annual Reports may result in temporary suspension of accreditation until all required information has been received.

The onsite director is responsible for submitting the Annual Report by the due date. Programs may be e-mailed a courtesy advance reminder when the Annual Report due date is approaching. The *Annual Report* form and Instructions for Completion can be found on our website, **www.earlylearningleaders.org**.

Unannounced Visits

In granting an award of accreditation, the National Accreditation Commission retains the right to evaluate the program's ongoing compliance with Commission Standards at any time through an unannounced visit conducted by Accreditation Commission representative(s). Unannounced visits may be made randomly or based on written complaints or evidence of non-compliance, such as licensing reports or Annual Reports.

Programs may be required to respond in writing to findings from the unannounced visit. Depending on the seriousness of the findings, accreditation may be withdrawn. In this case, the program would have to re-enroll and undergo a thorough Self-Study and validation visit to be reconsidered for accreditation by the National Accreditation Commission. **The decision to withdraw accreditation is final.** There is no appeal.

Withdrawal of Accreditation

The award of accreditation may be withdrawn if it is determined that the program:

- is no longer in compliance with Commission Standards
- has failed to comply with Commission procedures
- has failed to submit required documentation
- or has reported false information

Use of Logos

The Association for Early Learning Leaders logo, the National Accreditation Commission logo, and other indications of accreditation are reserved for limited use by accredited programs only. A program may not use these symbols if it has not yet been accredited, if accreditation has lapsed, or if accreditation has been suspended or withdrawn. Programs still in the Self-Study process may not use the logos or give any implication of accreditation by the National Accreditation Commission. A penalty and/or legal action may result from unauthorized use of the logos or false claims of holding accreditation.

Reporting Changes to the National Accreditation Commission

Current contact information is needed by the National Accreditation Commission to provide programs with notices/reminders, changes in policies and procedures, etc., for which they will be held responsible during the Self-Study period and during the time the program holds an award of accreditation. Notify the National Accreditation Commission immediately of any change in e-mail address, phone number and/or mailing address. **Notifications sent to the program contact listed in the Accreditation database will be considered valid and the program will be held accountable for the content of the notifications.**

The National Accreditation Commission also **must be notified immediately** of any change in director/administration, ownership, relocation or expansion, loss of license, or criminal conviction of an employee.

Review of *Accreditation Manual*

Upon receipt of this *Accreditation Manual*, review all materials. The following information will serve as a guide to familiarize you with the *Manual's* content and effective use.

Commission Standards

The *Administrator's Report* and *Classroom Observation* are comprised of organized groups of Commission Standards and Indicators. **Standards** are the criteria used to identify high quality outcomes for young children. Each Standard is labeled with a letter and a number *(Ex. A1, F6)*. All Standards have indicators listed below the Standard. **Indicators** are the specific requirements used to verify compliance with that Standard.

Standards in the **Administrator's Report** are grouped into four component areas:

A. Administration

B. Professional Development

C. Family Engagement

D. Program Health and Safety

Although the director is the primary person responsible for completing the *Administrator's Report*, it is imperative that Standards in this section be discussed and understood by all employees. Employees must be fully aware of all Standards and Indicators as they have an integral role in the implementation of the operating policies and procedures of the program. Additionally, employees will be asked to respond to survey questions pertaining to many of the Standards. See detailed instructions for using and completing the *Administrator's Report* (in the Administrator's Report section of the *Manual*).

The **Classroom Observation** section contains all remaining Commission Standards. These Standards are grouped into three component areas:

E. Curriculum

F. Interactions between Teachers and Children

G. Classroom Health and Safety

Lead teachers will assess themselves, assistant teachers, and their classroom environment on each Standard and Indicator in the *Classroom Observation* tool. The director will conduct observations in each classroom and make independent assessments. A period of adjustment may follow before compiling a final determination. See detailed instructions on using and completing the *Classroom Observation* (in the Classroom Observation section of the *Manual*).

Verification of Commission Standards

Validation methods have been identified to verify compliance with Standards and Indicators. These are [D] = Document Review, [O] = Observation, [ES] = Employee Survey, [FS] = Family Survey, [I] = Interview.

Validation methods that will be used for a specific Standard or Indicator are listed following each respectively.

- **Document Review [D]**
  Documents provide evidence that Standards are met. Each time "Document Review" is listed as a validation method, written materials must be available to the Validator that authenticates the information required for that Standard. The documents required and instructions for their organization can be found in the *Document Organization* (in the Document Organization section of the *Manual*).

Some documents are of a confidential nature and should remain in children and employee files to be sampled on the day of the validation visit. These documents are listed in the *Document Organization* and separately in *Children and Employee Records Document Review* (in the Document Organization section of the *Manual*).

- **Observation [O]**
  The Validator will record what is seen and heard that pertains to the Standards on the day of the validation visit.

- **Employee Survey [ES] and Family Survey [FS]**
  Employees and families are to be given an opportunity to complete a confidential survey regarding their experiences with the program and their understanding and awareness of certain policies, procedures, and practices. Summaries of survey results are submitted to the Accreditation Office when the *Request for Validation Visit* is made. See detailed instructions on using and completing the *Employee Survey* and the *Family Survey* in the Surveys section of the *Manual*.

- **Interview [I]**
  It may be necessary for the Validator to interview an employee for information or explanation during the onsite validation visit.

Forms

A number of forms are provided for gathering, organizing, and reporting required information. The forms are located in relevant places in the *Manual* and/or on our website (**www.earlylearningleaders.org**) along with corresponding instructions for their completion. The most current versions of forms can be found on our website (**www.earlylearningleaders.org**). Follow the instructions exactly, as no other formats will be accepted.

Validation Visit

Programs submit a *Request for Validation Visit* when the director has deemed the program ready for an onsite visit. Requirements must be met and documents submitted to be considered for a visit. Detailed instructions pertaining to the *Request for Validation Visit*, scheduling, and information about the day of the onsite validation visit are located in the Validation Visit section of the *Manual*.

Glossary of Terms

The Glossary of Terms is included to provide clarification of terms used in Commission Standards and Indicators. Refer to these definitions in order to better understand the expectations of the National Accreditation Commission.

Bibliography

Revision of Commission Standards involved a thorough review of literature and tools, including early care and education rating scales, assessment tools, state quality rating systems and early learning guidelines, and research reports of recognized authorities to ensure that current evidence-based practices were used as identifiers of quality outcomes for young children.

NOTE: Programs sometimes choose to work with an **outside consultant or mentor** while participating in the Self-Study process. Directors should be aware that only Accreditation Staff in the applicable department can clarify Standards and Indicators with complete accuracy.

Using a consultant/mentor does not lessen the need for the onsite director to read and understand the *Accreditation Manual*, as the director is the person held accountable for implementing and maintaining

Standards and procedures. <u>Outside consultants/mentors are not allowed in the program at any time during the onsite validation visit.</u>

Using a consultant/mentor does not lessen the responsibility of the onsite director to maintain compliance with accreditation requirements. **Outside consultants/mentors are not allowed to write or complete compliance reports on the director's behalf**.

Self-Study Timetable

Each program will establish its own timetable for moving through the Accreditation Self-Study process, but all of the following tasks must be addressed. Implementation of some tasks may occur simultaneously. The required time period for the Self-Study is no less than six months and no more than two years. The program must submit the completed *Self-Study Timetable* with the *Request for Validation Visit*.

Components	Tasks	Date Started	Date Completed
Review of Materials	Director reviews *Accreditation Manual* and thoroughly reads all instructions.		
Employee Participation	Director takes steps to create a positive attitude among employees about participation in the accreditation process.		
Administrator's Report	Director conducts Standard-by-Standard review of *Administrator's Report* with employees to discuss current level of compliance with Standards A1 – D24 and to identify areas for improvement.		
	Director reviews program policies and procedures and implements an improvement plan to comply with Standards. Refer to Instructions for Using *Administrator's Report* (in the Administrator's Report section of the *Manual*).		
Document Organization	Director collects and organizes required documentation as described in *Document Organization* and in *Children and Employee Records Document Review*. Refer to Instructions for Using *Document Organization* (in the Document Organization section of the *Manual*).		
Formal Education and Ongoing Training Log	Director types education and training on all employees identified in Standards B1 and B2, following instructions for completion (in the Administrator's Report section of the *Manual*). *(Note: This form can be found at www.earlylearningleaders.org.)*		
Classroom Observation	Director makes one copy of the *Observation Record* for each classroom (in the Classroom Observation section of the *Manual*).		
	Director makes three copies of the *Classroom Observation* (Standards E1 – G8) for each classroom, one for use by teacher(s), one for use by director, and one for use by Validator on the day of the onsite validation visit.		
	Director observes in each classroom, rates all Standards in the *Classroom Observation*, and completes the director section of the *Observation Record* for each classroom. Refer to Instructions for Using *Classroom Observation* and Instructions for Completing *Observation Record* (in the Classroom Observation section of the *Manual*).		
	Lead teachers rate themselves on Standards in the *Classroom Observation* and complete the lead teacher section of the *Observation Record* to document their observations.		
	Director conducts Standard-by-Standard review of the *Classroom Observation* with teacher(s) to discuss current level of compliance with Standards E1 – G8 and to identify areas for improvement.		
	The director and teachers compare ratings, discuss discrepancies, and develop a plan for improvements. *(Note: Director and/or mentors provide training, mentoring, and monitoring to teachers until improvements are made.)*		
Employee Surveys	Director copies and distributes an *Employee Survey* to each employee counted in the staff-child ratio and all onsite supervisory personnel, following *Employee Survey* instructions (in the Surveys section of the *Manual*).		
Family Surveys	Director copies and distributes one *Family Survey* to each family, following *Family Survey* instructions (in the Surveys section of the *Manual*). Make one copy of the *Family Survey* **for each child**. If a child has multiple residences, the parent/legal guardian of each household should be given an opportunity to complete the survey.		

Self-Study Timetable (Continued)

Before submitting a *Request for Validation Visit*, the following tasks must be completed.

Components	Final Tasks	Date Completed
Administrator's Report	Director makes one final copy of the *Administrator's Report*, following Instructions for Using *Administrator's Report* (in the Administrator's Report section of the *Manual*) and makes final ratings for the Validator's use during the onsite validation visit.	
Program Profile	Director completes the *Program Profile*, following Instructions for Completing *Program Profile* (in the Validation Visit section of the *Manual*).	
Document Organization	Director finalizes collection and organization of required documentation as described in *Document Organization* and in *Children and Employee Records Document Review* (in the Document Organization section of the *Manual*).	
Formal Education and Ongoing Training Log	Director finalizes typing the log for each employee identified in Standards B1 and B2, following instructions for completion (in the Administrator's Report section of the *Manual*).	
Classroom Observation	Director makes a final copy of the *Classroom Observation* for each classroom recorded on the *Program Profile*, following required steps found in Instructions for Using *Classroom Observation* (in the Classroom Observation section of the *Manual*) to make final ratings for the Validator's use during the onsite validation visit.	
Observation Record	Director completes the *Observation Record* for each classroom and signs each one to verify its accuracy.	
Employee Surveys	Director makes one clean copy of the *Employee Survey* form, records survey totals, and completes the *Employee Survey Verification*, following Instructions for Completing *Employee Survey* (in the Surveys section of the *Manual*).	
Family Surveys	Director makes one clean copy of the Family *Survey* form, records survey totals, and completes the *Family Survey Verification* following Instructions for Completing *Family Survey* (in the Surveys section of the *Manual*).	
Request for Validation Visit	When all tasks are complete, the director submits all required documents listed on the second page of the *Request for Validation Visit* (in the Validation Visit section of the *Manual*) to the National Accreditation Commission Office.	
Scheduling the Validation Visit	The onsite visit is scheduled only after all required documentation is received and processed, and determination is made that the program appears ready for the visit. Refer to requirements in Instructions for Submitting *Request for Validation Visit* (in the Validation Visit section of the *Manual*).	
Validation Visit	The onsite visit occurs. Refer to Day of Onsite Validation Visit (in the Validation Visit section of the *Manual*).	
Decision	Materials are reviewed and Commission rules applied to determine award, deferral, or denial of Commission Accreditation. Program is notified of the accreditation decision in writing.	

Administrator's Report

Contents of this Section

*All forms are shown in italics

Instructions for Using *Administrator's Report*

Make a working copy of the *Administrator's Report* (Standards A1 – D24) for the Director and any additional copies for employees as needed. Review the National Accreditation Commission Standards and Indicators in the *Administrator's Report* with all employees. This is a necessary step as employees will be asked to respond to their experience with certain administrative Standards in their confidential *Employee Survey*.

- Use the Glossary of Terms to clarify terms used in Standards and Indicators (glossary terms listed below the Observer/Validator's box following each Standard).

- Discuss current level of compliance with relevant parties.

- On the working copy, in each Standard record a check mark (✔) beside each Indicator that is met.

- The Standard is considered "Meets Standard" when all Indicators are met or, if "check all that apply" is listed, at least one Indicator is met. If you are not able to record a check mark in an Indicator, you should mark "Needs Improvement". Some Standards have a "Not Applicable" option if the key focus of the Standard is not provided by the program.

Example:

A8. **Volunteers**

Volunteers are:

☐ **Always under direct supervision when interacting with children.** [ES]

☐ **Not counted in the staff-child ratio.** [ES]

☐ **Oriented on program policies and procedures that cover basic health and safety, child abuse reporting responsibilities, confidentiality, emergency procedures, child discipline policies, and guidance procedures.** [D]

☐ **Screened for criminal history background.** [D]

OR

☐ **No Volunteers**

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**   ○ **NOT APPLICABLE**

No Volunteers

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
                              Yes   No   DK

Validator Comments

_____

_____

_____

Director Response

_____

- Use the working copy to make notes and identify areas where adjustments can be made.

- Compare Standards and Indicators with your current employee handbook and parent handbook.

- Develop, modify, and implement policies and procedures as needed to comply with Standards and Indicators.

- Inform employees and families of the changes as applicable.

- Compile and store the required documentation in the Documentation Box (Doc Box) as specified in *Document Organization* instructions (in the Document Organization section of the *Manual*).

- Monitor employees and families to ensure that they understand and implement policy and procedure changes.

- Compile the *Formal Education and Ongoing Training Log*. Instructions are located at the end of the *Administrator's Report*.

Standards and Indicators in the *Administrator's Report* are considered to be appropriate for all programs unless otherwise specified. It is not acceptable to mark a Standard or Indicator "N/A" unless that choice is listed. If you have a unique program, such as 24-hour care, campus center with student employees, or temporary care, and are unclear about how to implement a Standard or Indicator, contact the Accreditation Office for clarification.

Preparing the *Administrator's Report* for the Validation Visit

When preparing documentation for the *Request for Validation Visit*, the Director records the current determination on a clean copy of the *Administrator's Report*. To complete the clean copy:

- Use white, 8½" x 11" copy paper.

- Duplicate the *Administrator's Report* on one side of the paper only. **Double-sided copies will not be accepted.**

- On the clean copy, record a check mark (✓) beside each Indicator that is met.

- On the clean copy record a check mark (✓) beside the rating of "Meets Standard" or "Needs Improvement" or not applicable if listed for each Standard.

- Use only black or blue ink. **No pencil should be used.**

- Other than the recorded check marks, no other notations or comments should be written unless specified by the Indicators.

- Place the working copy in the Doc Box in the file folder labeled Administrator's Report.

- For submission with the *Request for Validation Visit*, make a copy of the completed clean copy; place the original in the Doc Box in the file folder labeled Administrator's Report.

The Accreditation Office will use the submission copy in the review of the *Request for Validation Visit*. The original copy should remain in the Doc Box for use by the Validator on the day of the visit. The Validator will use this clean copy for verifying the Standards and Indicators during the onsite visit.

Association for Early Learning Leaders

A. Administration

A1. **The program has a written mission statement, philosophy, and goals that describe the environment, reflect the program's beliefs about how children learn, and include overall goals for children and families.**

☐ **Written mission statement** [D, ES]

☐ **Written philosophy** [D, ES]

☐ **Written goals for children and families** [D, ES]

☐ **The mission statement serves as a guide for decision making in the areas of program administration, family engagement, and children's programming.** [ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK

Validator Comments

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Director Response

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Glossary Terms: Goals (Program), Mission Statement, Philosophy

Association for
Early Learning Leaders

A2. **The program's administration complies with non-discrimination laws covering hiring and termination of employees and the enrollment and disenrollment of children.** [ES]

☐ **Family policies and procedures** [D]

☐ **Personnel policies and procedures** [D]

☐ **Employment application** [D]

☐ **Employment advertisement (if applicable)** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
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Validator Comments

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Director Response

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Glossary Term(s): Non-Discrimination Laws

A3. **The program maintains confidential written records for each employee.**

☐ **Employment application** [D]

☐ **Work history** [D]

☐ **Transcripts/Diplomas of education and certificates of training** [D]

☐ **Screening of references** [D]

☐ **Current criminal history background check** [D]

☐ **Current emergency contact information** [D]

◯ **MEETS STANDARD**　　　◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Confidential

A4. **A written orientation plan is consistently implemented with each new employee.** [ES]

The following items are included in the orientation plan:

- ☐ **Completion of personnel forms** [D]
- ☐ **Curriculum** [D]
- ☐ **Discipline policy and positive guidance procedures** [D]
- ☐ **Emergency preparedness plan** [D]
- ☐ **Employee has opportunity to observe assigned classroom** [D]
- ☐ **Family policies and procedures** [D]
- ☐ **Introduction to key people** [D]
- ☐ **Job description** [D]
- ☐ **Licensing/Regulatory standards** [D]
- ☐ **Meeting children and co-workers** [D]
- ☐ **Mission, philosophy, and history of program** [D]

- ☐ **National Accreditation Commission Standards** [D]
- ☐ **Operating procedures** [D]
- ☐ **Organization chart** [D]
- ☐ **Personnel policies** [D]
- ☐ **Pre-employment training hours as required by licensing agencies** [D]
- ☐ **Professional ethics** [D]
- ☐ **Recognizing and reporting child abuse and neglect** [D]
- ☐ **Social media policies and procedures** [D]
- ☐ **Technology usage** [D]
- ☐ **Tour of facility** [D]
- ☐ **Universal precautions** [D]

☐ **Signed and dated documentation of orientation completion is in the employee's file.** [D, ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____   Yes   No   DK
Validator Comments   _____   _____   _____
Director Response   _____   _____   _____

Glossary Term(s): Emergency Preparedness Plan, Orientation Plan (Employee), Personnel Policies, Professional Ethics, Social Media (Policy/Procedure), Technology Usage (Policy/Procedures), Universal Precautions

A5. **The program has written personnel policies that state the conditions and expectations of employment and inform employees of their rights, responsibilities, and privileges.**

The policies include:

☐ **Attendance and punctuality** [D]

☐ **Cell phone usage** [D]

☐ **Compensation and benefits** [D]

☐ **Confidentiality of information regarding program, employees, children, and families** [D]

☐ **Conflict resolution** [D]

☐ **Discipline (children)** [D]

☐ **Employee discipline** [D]

☐ **Grievance** [D]

☐ **Illness** [D]

☐ **Job description** [D]

☐ **Media/Photography** [D]

☐ **Non-discrimination** [D]

☐ **Payroll** [D]

☐ **Performance appraisals** [D]

☐ **Professional development** [D]

☐ **Professional ethics** [D]

☐ **Prohibition of smoking, drugs, and firearms on the premises** [D]

☐ **Provisionary period** [D]

☐ **Resignation/Termination** [D]

☐ **Social media** [D]

☐ **Standards of conduct** [D]

☐ **Technology usage** [D]

☐ **Personnel policies are reviewed a minimum of every two years and updated as necessary.** [D]

☐ **Signed and dated statement of receipt of personnel policies is in the employee's file. Statement of receipt should include a signed statement that the employee has read, had an opportunity to ask questions about, understands, and is willing to abide by the policies.** [D, ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____   Yes   No   DK
Validator Comments
Director Response

Glossary Term(s): Appraisal (Job Performance), Discipline Policy (Children), Personnel Policies, Provisionary Period, Professional Ethics, Receipt (Policies/Procedures), Social Media Policy/Procedures, Technology Usage (Policies/Procedures)

A6. **The program has written operating procedures that provide employees with detailed instructions for carrying out specific tasks related to their work.** [ES]

The procedures include:

☐ Accidents/Incidents [D]

☐ Air quality [D]

☐ Allergy/Medication [D]

☐ Cleaning, sanitizing, and disinfecting [D]

☐ Contagious illness [D]

☐ Curriculum and lesson planning [D]

☐ Daily health checks [D]

☐ Diaper changing [D]

☐ Emergency preparedness plan [D]

☐ Family communication [D]

☐ Field trips [D]

☐ Food service [D]

☐ Hand washing [D]

☐ Hazardous waste [D]

☐ Health and developmental screenings [D]

☐ Integrated pest management [D]

☐ Medical and dental emergencies [D]

☐ Monitoring furnishings, equipment, and materials for safety concerns [D]

☐ Observations and assessments [D]

☐ Playground supervision [D]

☐ Positive guidance [D]

☐ Recycling [D]

☐ Safe arrival and departure [D]

☐ Safe sleep practices [D]

☐ Safety and supervision rules [D]

☐ Social media [D]

☐ Suspicion of abuse or neglect [D]

☐ Technology usage [D]

☐ Toilet learning [D]

☐ Transition planning [D]

☐ Transportation of children [D]

☐ Universal precautions [D]

☐ Written operating procedures are reviewed and updated a minimum of every two years and as necessary. [D]

☐ Signed and dated statement of receipt of operating procedures is in the employee's file. Statement of receipt should include a signed statement that the employee has read, had an opportunity to ask questions about, understands, and is willing to abide by the procedures. [D, ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

Association for Early Learning Leaders

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK

Validator Comments

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Director Response

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Glossary Term(s): Assessment, Cleaning, Developmental Screening, Disinfect, Emergency Preparedness Plan, Handwashing (Appropriate Times), Hazardous Waste Clean-Up and Disposal Plan, Health Screening, Integrated Pest Management (IPM), Observation, Operating Procedures, Positive Guidance Procedures, Receipt (Policies/Procedures), Sanitize, Social Media Policy/Procedures, Technology Usage (Policies/Procedures), Transition Planning, Transportation, Universal Precautions

A7. **Benefits are made available to program employees.** [ES]

Check all that apply:

☐ Paid sick/personal leave

☐ Paid vacation/holiday

☐ Health insurance

☐ Dental insurance

☐ Life insurance

☐ Education tuition reimbursement/
stipend

☐ Reduced child care fees

☐ Retirement plan

☐ Disability insurance

☐ Other (list)

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○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK

Validator Comments

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Director Response

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A8. **Volunteers**

Volunteers are:

☐ **Always under direct supervision when interacting with children.** [ES]

☐ **Not counted in the staff-child ratio.** [ES]

☐ **Oriented on program policies and procedures that cover basic health and safety, child abuse reporting responsibilities, confidentiality, emergency procedures, child discipline policies, and guidance procedures.** [D]

☐ **Screened for criminal history background.** [D]

OR

☐ **No Volunteers**

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**   ○ **NOT APPLICABLE**

No Volunteers

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____

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Validator Comments

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Director Response

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Glossary Term(s): Regular, Volunteers

A9. **Insurance is maintained on all aspects of the program.**

Show evidence of current coverage for:

☐ **Liability insurance** [D]

☐ **Accident insurance** [D]

☐ **Fire and theft insurance** [D]

☐ **Worker's compensation or self-insurance** [D]

☐ **Vehicle insurance (if transportation provided)** [D]

☐ **Certificate of Additional Insured (naming Association for Early Learning Leaders' National Accreditation Commission)** [D]

○ **MEETS STANDARD** ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Accident Insurance, Certificate of Additional Insured

A10. **A fiscal plan is followed, monitored, and reviewed.**

All programs:

☐ **The program has a compensation plan based on merit, education, and/or performance.** [D]

Check all that apply:

☐ **Annual budget** [D]

☐ **Quarterly income and expense reconciliation** [D]

☐ **Annual federal tax filing documentation or annual outside review verification** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Compensation Plan

A11. **Staff-Child Ratios** [O, ES, D]

Age Range	Ratio
B-1	1 : 4
1-2	1 : 5
2-3	1 : 6
3-4	1 : 9
4-5	1 : 12
5	1 : 12
K-2nd	1 : 15
3rd-6th	1 : 18

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
                        Yes   No   DK

Validator Comments

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Director Response

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Glossary Term(s): Classroom, Staff-Child Ratio

Association for
Early Learning Leaders

A12.   Group Sizes [O, ES, D]

Age Range	Group Size
B-1	8
1-2	10
2-3	12
3-4	18
4-5	22
5	24
K-2nd	26
3rd-6th	30

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
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Validator Comments

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Director Response

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Glossary Term(s): Classroom, Group Size

Association for
Early Learning Leaders

A13. Continuity of care promotes relationships between children, employees, and families.

☐ **Children remain with the same employees and peer group for the majority of the day.** [ES, FS]

☐ **Children are not moved from one group to another during the day to maintain staff-child ratios.** [ES, O]

☐ **Children are assigned to another group or classroom no more than one time per year.** [FS]

⭕ **MEETS STANDARD**   ⭕ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE						

EMPLOYEE SURVEY: _____ _____ _____   **FAMILY SURVEY:** _____ _____ _____
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Validator Comments

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Director Response

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Glossary Term(s): Continuity of Care

A14. **The program has a discipline policy and positive guidance procedures which forbid corporal punishment and harsh, cruel, or unusual treatment of any child.**

☐ Prior to working with children, employees receive basic training on appropriate discipline and positive guidance practices, including what corporal punishment is and forbidden practices. [D, ES]

☐ The policy includes examples of what is expressly forbidden. *(Ex. punishment associated with food, naps, or toilet learning; scaring children into compliance or threatening to tell their parents; pinching, shaking, or biting a child; hitting a child with a hand or instrument; putting anything in or on a child's mouth; humiliating, ridiculing, rejecting, or yelling at a child; subjecting a child to harsh, abusive, or profane language; placing a child in a locked or dark room, bathroom, or closet)* [D]

☐ The policy includes a protocol for employees should they suspect physical, verbal, and/or psychological punishment is being used within the program. [D]

☐ The policy includes what the program will do if an employee is suspected of violating or determined to have violated the discipline policy. [D]

☐ Employees receive positive guidance refresher training every two years or as necessary. [D, ES]

☐ Signed and dated statement of receipt of the discipline policy and positive guidance procedures is in the employee's file. Statement of receipt should include a signed statement that the employee has read, understands, and will abide by the discipline policy and positive guidance procedures. [D, ES]

☐ Signed and dated statement of receipt of the discipline policy and positive guidance procedures is in the child's file. [D, FS]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE	
EMPLOYEE SURVEY: _____ _____ _____ Yes No DK	**FAMILY SURVEY:** _____ _____ _____ Yes No DK
Validator Comments 	
Director Response 	

Glossary Term(s): Discipline Policy (Children), Positive Guidance Procedures, Receipt (Policies/Procedures)

B. Professional Development

B1. Director Qualifications

Director: The onsite administrator responsible for the day-to-day operation of the program. The Director is onsite a minimum of 50% of their full-time equivalent (FTE).

Education:

☐ A Bachelor's degree or higher in Early Childhood Education/Child Development [D]

OR

☐ A Bachelor's degree or higher in a related field *(Ex. social work, psychology, special education, or elementary education)* with 15 college semester credits or 22 college quarter credits in Early Childhood Education/Child Development [D]

AND

☐ Six college semester credits or nine college quarter credits in business administration/program management [D]

OR

☐ Nine CEUs in business administration/program management/systems management/personnel management [D]

OR

☐ A state-approved Director/Administrator Credential [D]

AND

Experience:

☐ A minimum of one year of experience in administration of an early care and education program [D]

☐ A minimum of two years of teaching in an early care and education classroom [D]

AND

☐ The Director is at least 21 years of age. [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Clock Hours, Continuing Education Unit (CEU), Director, Quarter Credit, Semester Credit

B2. **Employee Qualifications**

Onsite Supervisor(s)

Onsite Supervisor: assistant directors, owners, program coordinators, curriculum specialists, educational coordinators, and other employees with supervisory responsibilities.

_____ **Total number of Onsite Supervisors (not including Director)**

Education:

☐ **Bachelor's degree or higher with 12 college semester credits or 18 college quarter credits in Early Childhood Education/Child Development** [D]

AND

Experience:

☐ **Minimum two years of experience teaching in an early care and education classroom** [D]

_____ **Total number of onsite supervisory employees meeting both the education and experience Indicators**

OR

☐ **No Onsite Supervisors**

Lead Teachers

Lead Teacher: primary employee responsible for curriculum, assessment, the direct care of children in a classroom, and is included in the staff-child ratio. The program has at least one Lead Teacher per classroom of children.

_____ **Total number of Lead Teachers**

Education:

☐ **The majority of Lead Teachers have a minimum of an Associate's degree or higher with 12 college semester credits or 18 college quarter credits in Early Childhood Education/Child Development** [D]

AND

Experience:

☐ **The majority have a minimum two years of experience teaching in an early care and education classroom** [D]

_____ **Total number of Lead Teachers meeting both the education and experience Indicators**

Assistant Teachers

Assistant Teachers: all other paid employees included in the staff-child ratio who primarily work under the supervision of a lead teacher. This includes floaters, substitutes, teacher aides, and teaching assistants.

_____ **Total number of Assistant Teachers**

CONTINUED ON NEXT PAGE

Association for Early Learning Leaders

Education:

☐ **The majority of Assistant Teachers have a minimum of a national Child Development Associate (CDA) Credential** [D]

OR

☐ **12 college semester credits or 18 college quarter credits of Early Childhood Education/Child Development** [D]

OR

☐ **A state-approved equivalent** [D]

AND

Experience:

☐ **The majority have a minimum one year of experience teaching in an early care and education classroom** [D]

_____ **Total number of Assistant Teachers meeting both education and experience Indicators**

All Employees:

☐ **All employees included in the staff-child ratio have a minimum of a high school diploma or GED.** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term: Child Development Associate (CDA) Credential™, Semester Credit, Quarter Credit

B3. **Employees under the age of 18 who work with children**

☐ **Remain under the supervision of a credentialed employee, CDA or higher** [ES]

☐ **Are not left alone with the children** [ES]

OR

☐ **No employees under the age of 18 are employed to work with children.**

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**   ○ **NOT APPLICABLE**

No Employees Under the Age of 18

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____

Yes   No   DK

Validator Comments

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Director Response

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B4. **Professional development training is required annually.**

☐ **Training received is conducted by a variety of sources.** [D]

☐ **Training received is conducted by an expert in the material/information presented.** [D]

☐ **The Director has a minimum of 35 clock hours of annual training in early childhood/child development and topics related to program management, leadership, and supervision.** [D]

☐ **The Onsite Supervisor(s) has a minimum of 30 clock hours of annual training in early childhood/child development and topics related to supervision.** [D]

☐ **Each employee counted in the staff-child ratio has a minimum of 25 clock hours of annual training in early childhood/child development including topics related to the age group of children with whom the employee is working.** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary term(s): Clock Hours, Continuing Education Unit (CEU), Expert, Quarter Credit

B5. **Each employee receives a performance appraisal.**

☐ **A written appraisal is made of new employees within 90 days of employment concerning their competence for working with children.** [D]

☐ **A written appraisal of each employee occurs at least annually.** [D]

☐ **Appraisals are based on performance standards of which the employee is aware.** [ES]

☐ **Appraisals of all employees counted in the staff-child ratio include classroom observations conducted by supervisor.** [ES]

☐ **Appraisals of the Director include feedback from employees and families.** [D]

☐ **Employees are given the opportunity for self-appraisal.** [D]

☐ **Appraisals are discussed privately with the employee.** [ES]

☐ **Appraisals are signed and dated by supervisor and employee.** [D]

☐ **Appraisals are kept in confidential files.** [O]

◯ **MEETS STANDARD**   ◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK

Validator Comments

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Director Response

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Glossary Terms: Appraisal (Job Performance), Appraisal (Self), Performance Standards

B6. **A written annual professional development plan is prepared for each employee.**

The plan includes:

☐ Areas identified in the employee's appraisal as needing improvement [ES]

☐ Formal education identified in the employee's appraisal as opportunities for growth *(Ex. college coursework in ECE/CD, enrollment in CDA courses)* [ES]

☐ Areas identified in the employee's appraisal as opportunities for professional growth and leadership development *(Ex. peer mentoring, conducting training, peer-to-peer training, attendance at a national conference, membership in a professional organization, volunteering in a community organization)* [ES]

☐ Date(s) courses completed and/or training/mentoring received for each identified topic [D]

☐ A copy of the professional development plan is in the employee's file. [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK

Validator Comments

Director Response

Glossary Term(s): Professional Development Plan

Association for Early Learning Leaders

B7. **The Director and/or Onsite Supervisors provide support to employees on a consistent basis.**

☐ The Director and/or Onsite Supervisors are available as needed to provide strategies and support to handle classroom situations. [ES]

☐ The Director and/or Onsite Supervisors are available to provide strategies and coordinate a plan for transitions that impact the children. *(Ex. transition to a new classroom; preparing children and families for kindergarten; introducing new teaching staff)* [ES]

☐ The Director and/or Onsite Supervisors are available to review lesson plans and discuss observations and assessments. [ES]

☐ The program has a system in place to collaborate with families and specialists when children may need additional screening or evaluation. [ES]

☐ The program has a system in place to support collaboration with specialists working with identified children. [ES]

☐ The Director and/or Onsite Supervisors are available daily to provide strategies and support when communicating information to families. [ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
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Validator Comments

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Director Response

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B8. **The administration has methods for communicating important information to employees.** [ES, O]

Check all that apply:

☐ **Bulletin boards/dry-erase boards**

☐ **E-mail**

☐ **In-house newsletters/memos**

☐ **Technology/Software application**

☐ **Website**

☐ **Other (list)** _____

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○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____   Yes   No   DK
Validator Comments   _____   _____   _____   _____   _____
Director Response   _____   _____   _____   _____   _____

Glossary Term(s): Technology/Software Applications

B9. **The employees have methods to maintain ongoing communication with each other regarding actions pertaining to the classroom and children.** [ES, O]

Check all that apply:

☐ **Bulletin boards/dry-erase boards**

☐ **Classroom logs**

☐ **Daily verbal communication**

☐ **E-mail**

☐ **Technology/Software application**

☐ **Other (list)** _____

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○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK

Validator Comments

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Director Response

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Glossary Term(s): Technology/Software Applications

B10. **Employees are provided with opportunities to meet for team building, training, program planning, and goal setting.**

☐ Teaching teams have opportunities to meet outside the classroom. [ES]

☐ Employees are encouraged to problem solve as a team. [ES]

☐ Employees are encouraged to recognize each other's skills and accomplishments. [ES]

☐ Meeting opportunities are provided at least monthly. *(Ex. preschool team meeting, peer-to-peer mentoring, staff meeting, staff development training)* [D]

☐ An agenda specifies topics and/or goals to be addressed. [D]

☐ Employees have opportunity to be involved in setting the agenda. [ES]

☐ A sign-in sheet records time, date, and attendance. [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
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Validator Comments

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Director Response

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Glossary Term(s): Goals (Program)

B11. **Employees have opportunities to provide feedback on the program.**

☐ **The program has an ongoing process to receive and review employee suggestions and recommendations.** [ES]

☐ **Annual written evaluations of the program are completed by the employees.** [D]

☐ **Suggestions and evaluation results are integrated into program operations and/or goals when applicable.** [ES]

◯ **MEETS STANDARD**　　　◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
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Validator Comments

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Director Response

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Glossary Term(s): Evaluation (Program)

Association for Early Learning Leaders

C. Family Engagement

C1. **A written orientation plan introduces children and families to the program.**

The orientation plan includes:

☐ **Discussion of expectations of family and the needs of the child** [D]

☐ **Discussion of parent/legal guardian and teacher roles** [D]

☐ **Family visit with classroom teaching team** [D]

☐ **Interpreter available if needed** [D]

☐ **Introduction to key employees** [D]

☐ **Opportunity for extended visit in the classroom by both family and child to allow both to be comfortable in the new surroundings** [D, ES, FS]

☐ **Overview of available family support resources and activities** [D]

☐ **Overview of program policies and procedures** [D]

☐ **Technology usage** [D]

☐ **Tour of facility** [D]

☐ **Signed and dated documentation of orientation completion is in the child's file.** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE						
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____			
	Yes	No	DK		Yes	No	DK

Validator Comments

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Director Response

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Glossary Terms: Orientation Plan (Families), Parent, Technology Usage (Policy/Procedures)

C2. Families are provided with written policies and procedures.

The policies and procedures include:

- ☐ Admission procedure [D]
- ☐ Anti-idling [D]
- ☐ Child abuse and neglect identification and reporting requirements [D]
- ☐ Curriculum [D]
- ☐ Complaint procedure [D]
- ☐ Discipline policy and positive guidance procedures [D]
- ☐ Drop off/pick up procedure [D]
- ☐ Emergency preparedness [D]
- ☐ Family participation [D]
- ☐ Fee structure/payment plan [D]
- ☐ Formal conferences [D]
- ☐ Health and developmental screenings [D]
- ☐ Holidays [D]

- ☐ Hours of service [D]
- ☐ Illness policy [D]
- ☐ Late payment [D]
- ☐ Medication administration [D]
- ☐ Program mission, philosophy, and goals [D]
- ☐ Prohibition of drugs, smoking, and firearms [D]
- ☐ Refund information [D]
- ☐ Safe sleep practices [D]
- ☐ Social media [D]
- ☐ Statement reflecting the role and influence of families [D]
- ☐ Technology usage [D]
- ☐ Transition planning [D]
- ☐ Transportation [D]
- ☐ Withdrawal/Dismissal procedure [D]

- ☐ Parent(s)/legal guardian sign and date a statement of receipt of policies and procedures that is kept in the child's file. Statement of receipt should include a signed statement that the family has read, had an opportunity to ask questions about, understands, and is willing to abide by the procedures. [D, FS]

○ **MEETS STANDARD** ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
FAMILY SURVEY: _____ _____ _____ Yes No DK
Validator Comments
Director Response

Glossary Term(s): Anti-Idling Policy, Developmental Screening, Discipline Policy (Children), Emergency Preparedness Plan, Goals (Program), Health Screenings, Mission Statement, Philosophy, Positive Guidance Procedures, Receipt (Policies/Procedures), Social Media (Policy/Procedures), Technology Usage (Policies/Procedures), Transition Planning, Transportation

C3. **The program has methods for communicating important information to families on a regular basis.** [ES, FS, O]

Check all that apply:

☐ **Bulletin boards/dry-erase boards**

☐ **E-mail**

☐ **Newsletters**

☐ **Notices**

☐ **Parent meetings**

☐ **Technology/Software applications**

☐ **Verbal conversations**

☐ **Website**

☐ **Other (list)** _____

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○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE	
EMPLOYEE SURVEY: _____ _____ _____ Yes No DK	**FAMILY SURVEY:** _____ _____ _____ Yes No DK

Validator Comments

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Director Response

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Glossary Term(s): Regular, Technology/Software Applications

C4. **Employees maintain ongoing communication with families about their child's experiences and activities.** [ES, FS, O]

Check all that apply:

☐ E-mail

☐ Technology/Software applications

☐ Telephone calls

☐ Two-way communication log

☐ Verbal conversations

☐ Written communication *(Ex. journal entries, daily notes)*

☐ Other (list) _____

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○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE					
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____		
Yes	No	DK	Yes	No	DK

Validator Comments

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Director Response

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Glossary Term(s): Technology/Software Applications

Association for Early Learning Leaders

C5. **Administrators and teachers collaborate with parents or legal guardians regarding decisions about the child's early learning experiences.**

☐ **Employees and families cooperatively develop plans for promoting the child's ongoing development.** [ES]

☐ **Employees and families work together to prepare a transition plan for the successful transition from one classroom/teacher to another.** [FS]

☐ **Employees and families work together to prepare a transition plan for the successful transition of children to kindergarten or elementary school.** [ES, FS]

☐ **Employees and families work together to address adjustment and/or other social-emotional concerns.** [FS]

☐ **Employees seek information from families that will help them understand and adapt the program to meet the needs of the child.** *(Ex. parenting perspective, cultural and linguistic background, concerns and goals for children)* [ES]

☐ **The program collaborates with the family and outside agencies when necessary before the administrative withdrawal of any child with identified medical and/or behavioral concerns.** [ES, FS]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE	
EMPLOYEE SURVEY: _____ _____ _____ Yes No DK	**FAMILY SURVEY:** _____ _____ _____ Yes No DK
Validator Comments 	
Director Response 	

Glossary Term: Transition Planning

Association for
Early Learning Leaders

C6. **Formal conferences are conducted to discuss children's progress and overall development.**

☐ Formal conferences are offered to parents/legal guardians a minimum of twice per year. [D]

☐ Information from teacher observations and written assessments is shared. [ES]

☐ The child's progress and overall development are discussed. [ES, FS]

☐ The perspective of the parent/legal guardian is invited and considered. [FS]

☐ The Director and/or Onsite Supervisor participate in the conference when the teacher is new/inexperienced, outside professionals representing the child are included, and/or concerns exist. [ES]

☐ The conference allows an opportunity to discuss a child's unique needs. [ES, FS]

☐ As applicable, the program encourages parents/legal guardians to share information regarding children's IFSP/IEP, medical diagnosis, and/or health and developmental screenings. *(Ex. IEP Goals, speech exercises prescribed by a speech pathologist, medical treatments received outside school hours that may impact a child's physical habits)* [ES, FS]

☐ Documentation of the conference is made, dated, signed by a parent/legal guardian and teacher, and a copy kept in the child's file. [D]

☐ Parents/legal guardians are provided the opportunity to request a formal conference at any time. [D]

◯ **MEETS STANDARD**   ◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE					
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____		
Yes	No	DK	Yes	No	DK
Validator Comments					
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Director Response					
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Glossary Term(s): Assessment, Developmental Screening, Formal Conferences, Health Screenings, Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), Observation

AR-33   49

C7. **The program provides parents/legal guardians with opportunities to better understand children's growth and development and effective strategies for learning.** [ES, FS, O]

Check all that apply:

☐ **Articles on child growth and development**

☐ **In-house workshops**

☐ **Posting of community events**

☐ **Program-wide meetings**

☐ **Resource library**

☐ **Small group meetings**

☐ **Website resources**

☐ **Other (list)** _____

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○ **MEETS STANDARD**　　　○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE						
EMPLOYEE SURVEY: ____ ____ ____			**FAMILY SURVEY:** ____ ____ ____			
	Yes	No	DK		Yes	No	DK

Validator Comments

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Director Response

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Glossary Term: Parent

C8. **The program develops partnerships with community agencies to connect families to resources.**

☐ **A current listing of community agencies and services is available to families.** [D, FS]

☐ **Families are provided information about applicable community events.** [D]

☐ **Families are provided information regarding the importance of health and developmental screenings.** [D]

☐ **The program assists in connecting families to appropriate supportive resources.** [ES, FS]

☐ **The program collaborates with outside agencies to support children and families.** [D, ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE		
EMPLOYEE SURVEY: _____ _____ _____ Yes No DK	**FAMILY SURVEY:** _____ _____ _____ Yes No DK	

Validator Comments

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Director Response

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Glossary Term(s): Developmental Screening, Health Screenings

Association for
Early Learning Leaders

C9. **The program promotes family engagement.**

☐ Parents/legal guardians are permitted access to the program and their child's classroom during all hours of operation. [FS, O]

☐ Family members are invited to participate in various aspects of the program; activities are planned to meet the interests and use the skills/talents of family members. *(Ex. parent associations, share hobbies with children, program workdays, fundraisers, social activities)* [FS,ES]

☐ Working families are given engagement opportunities that do not necessarily require time away from their jobs. [ES]

○ **MEETS STANDARD**　　　　○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE					
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____		
Yes	No	DK	Yes	No	DK

Validator Comments

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Director Response

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Association for Early Learning Leaders

C10. **Families have opportunities to provide feedback on the program.**

☐ **Annual written evaluations are completed by families.** [D, FS]

☐ **The program has an ongoing process to receive and review suggestions and recommendations from families.** *(Ex. suggestion/comment box, e-mail process, open house, parent advisory committee)* [FS]

☐ **Suggestions and evaluation results are integrated into program operations and/or goals when appropriate.** [ES, D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE						
EMPLOYEE SURVEY:	Yes	No	DK	**FAMILY SURVEY:**	Yes	No	DK

Validator Comments

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Director Response

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Glossary Term(s): Evaluation (Program)

D. Program Health and Safety

D1. **The program maintains compliance with licensing standards and state and local regulations for health and safety of children in group settings.**

☐ **Licensing reports or licensing exemption documentation** [D]

☐ **Fire inspection** [D]

☐ **State quality rating reports (if applicable)** [D]

☐ **State licensing ratio and group size** [D]

☐ **Other as required by the program's location** *(Ex. additional health department inspections, self-reports, CACFP reports)* [D]

◯ **MEETS STANDARD**   ◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Group Size, Staff-Child Ratio

D2. **The program maintains current, confidential written records for each child.**

☐ **Attendance records** [D]

☐ **Emergency contact information** [D]

☐ **Health and/or developmental screenings completed per state guidelines** [D]

☐ **Medical information** *(Ex. allergies, chronic conditions, diagnosed disabilities, IEPs, physicals, well-child check-ups)* [D]

☐ **Physician's statement of health and ability to participate in group care on file within 90 days of enrollment** [D]

☐ **Up-to-date immunizations** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Health Screenings, Developmental Screening

D3. **The program implements security measures for protection of children and employees.**

☐ Access to the building, classrooms, and outdoor learning environments is controlled to prevent unauthorized entry or exit. [O]

☐ Access to the building, classrooms, and outdoor learning environments is limited to those having a purpose for being there. [ES, O]

☐ Written authorization is obtained from parents/legal guardians specifying person(s) to whom the child can be released. [D, FS]

☐ Written parental permission is obtained before children's photos, video footage, and/ or digital imagery are made and used for public viewing or any form of publication. *(Ex. brochures, websites, social media, advertising material, etc.)* [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE					
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____		
Yes	No	DK	Yes	No	DK

Validator Comments

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Director Response

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Glossary Term(s): Security Measures

D4. **The program has a written policy regarding illness that is given to all families.** [FS]

☐ **Conditions under which sick children are excluded** [D]

☐ **Temporary care of ill children is provided away from other children** [D]

☐ **Notification of parents/legal guardians** [D]

☐ **Terms defining when children can return to the program** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

FAMILY SURVEY: _____ _____ _____
Yes   No   DK

Validator Comments

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Director Response

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D5. **Parents/legal guardians are notified of incidents, injuries, illnesses, and detection of parasites.**

☐ **Forms are completed to document a child's illness, actions by employees, and notification of parents/legal guardians.** [D, ES, FS]

☐ **Forms are completed to document the injury/incident, actions by employees, and notification of parents/legal guardians.** [D, ES, FS]

☐ **Parents/legal guardians of children exposed to communicable illnesses and/or parasites are given notification that includes symptoms, method of transmission, period of communicability, control measures being taken by the program, and measures for implementation at home.** [D, ES, FS]

○ **MEETS STANDARD**　　　○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE						
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____			
	Yes	No	DK		Yes	No	DK

Validator Comments

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Director Response

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Glossary Term(s): Incident, Parasites

D6. **The program monitors the health of each employee who has direct or indirect contact with children.**

☐ **A health appraisal is obtained within the first month of employment** [D]

☐ **A health appraisal is obtained every two years.** [D]

☐ **The health appraisal includes a statement that there are no health-related circumstances that should keep the employee from participating in the daily activities involved in caring for and engaging in activities with young children.** [D]

☐ **TB test is obtained, if required by the local health authorities.** [D]

☐ **Employees who have contracted a highly contagious illness obtain written permission from a health professional to return to work.** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Health Appraisal, TB Test

Association for Early Learning Leaders

D7. **Employees receive training on CPR, first aid, and safe sleep practices.**

☐ **All employees have a current certification in pediatric/adult first aid and CPR.** [D, ES]

☐ **The training source is a national authority or a state licensing recognized provider on CPR and first aid training.** [D]

☐ **All employees receive training on safe sleep practices and the prevention of Sudden Infant Death Syndrome (SIDS).** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
            Yes   No   DK

Validator Comments

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New Glossary Term(s): CPR (Pediatric/Adult), First Aid (Pediatric/Adult)

D8.   Employees receive training in universal precautions.

☐ **Prior to working with children, new employees receive training or provide documentation of training received within the last two years.** [D]

☐ **All employees receive refresher training every two years.** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Universal Precautions

D9. **Employees receive child abuse and neglect training that includes recognizing symptoms, prevention, the mental and physical health consequences for children, and reporting responsibilities.**

☐ **Prior to working with children, new employees receive training or provide documentation of training received within the last two years.** [D, ES]

☐ **The training includes employee reporting responsibilities, prevention, symptoms, and long term mental and physical health consequences.** [D, ES]

☐ **The training includes prevention and recognition of Shaken Baby Syndrome.** [D, ES]

☐ **All employees receive refresher training every two years.** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
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Validator Comments

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Glossary Term(s): Child Abuse and Neglect Training, Shaken Baby Syndrome

D10. **Medication policies and procedures are written and implemented to protect the child, employee, and program.** [FS]

The policies and procedures for all medications include:

☐ The program does not administer the initial dosage of a medication, except with a licensed health care professional's written permission for life-threatening situations. *(Ex. EpiPen)* [D]

☐ Children are monitored post-administration of medication. [D]

☐ Parents/legal guardians provide written instructions that include the medication name, dosage, route, time and date medication is to be given and special instructions for monitoring. [D]

☐ Instructions are consistent with labeling on the medication or licensed health care professional's instructions. [D]

☐ All medicine must be in the original container and bear the full name of the child to whom it is given. [O, D]

☐ Documentation is made that shows the name of the medication, dosage, route, time and date, and the name of the person administering it. [D]

☐ All medicines are stored in a locked refrigerator, cabinet, or container AND are inaccessible to children. [O, D]

☐ Medication has not expired. [O, D]

☐ Medication is given only by designated employees trained in administration of medication. [ES, D]
    Designated Employees: _____

OR
☐ No medication is administered by the program.

Medications delivered by a device *(Ex. Epi-Pen, inhaler, nebulizer)*:

☐ Parents/legal guardians or a licensed health care professional provide written instructions on indications for use, including signs and symptoms that the medication is needed. [D]

☐ Parents/legal guardians or a licensed health care professional demonstrate use and any special care after use of the device to all employees who will be administering the medication. [D]

☐ Documentation of the demonstration for use and care is made on the medication form including demonstrator, date, and employees in attendance. [D]

☐ Medication is given only by employees trained on use of the device. [ES, D]

☐ Training on use and care of the device is provided annually or as needed with employee or device changes. [D]
    Designated Employees: _____

OR
☐ No medication delivered by a device

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

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OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK

FAMILY SURVEY: _____ _____ _____
Yes   No   DK

Validator Comments

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Glossary Term(s): Emergency Medication, Medication, Medication Device, Medication Route

D11. Transportation Vehicles

When children are transported in vehicles owned by the program or commercial carrier/ school district, the program requires each of the following:

☐ **Age appropriate safety restraints** [D, O]

☐ **First aid supplies** [D, O]

☐ **Communication device** [D, O]

☐ **Current vehicle license** [D, O]

☐ **Current vehicle inspection certification (if required by the state)** [D, O]

☐ **Current and proper license of designated driver(s)** [D]

☐ **Documentation of vehicle maintenance** [D]

☐ **Transportation log showing vehicle trips, mileage, and vehicle condition** [D]

List designated driver(s): _____

OR

☐ **No transportation vehicles are used**

When private vehicles are used, the program requires vehicles to have each of the following:

☐ **Age appropriate safety restraints** [D]

☐ **First aid supplies** [D]

☐ **Communication device** [D]

☐ **Current vehicle license** [D]

☐ **Current vehicle inspection certification (if required in the state)** [D]

☐ **Vehicle insurance as required by federal and state laws** [D]

☐ **Current and proper license of designated driver(s)** [D]

☐ **Clearance obtained by the program's liability insurance** [D]

☐ **Written permission from parent/legal guardian for their child to be transported in private vehicles** [D]

OR

☐ **No private vehicles are used**

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

CONTINUED ON NEXT PAGE

Association for
Early Learning Leaders

OBSERVER/VALIDATOR'S USE

Validator Comments

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Glossary Term(s): Transportation

D12. **When children are transported, written policies and procedures regarding safety, supervision, and transportation are followed.** [ES]

☐ A preplanning form completed for field trips identifies the purpose of the trip, supervising employee(s), as well as employee(s) and site contact information. [D]

☐ Notification of parents/legal guardians in advance of each field trip activity [D, FS]

☐ Written permission from parents/legal guardians for their child to attend the field trip [D]

☐ Written permission from parents/legal guardians for their child to be transported [D, ES]

☐ Safety rules for children [D]

☐ Procedures for emergencies [D, ES]

☐ Accountability for children at all times [D, ES]

☐ Emergency supplies are brought during transport *(Ex. water, first aid kits, blankets, food)* [D]

☐ Communication device [D]

When Vehicles Used:

☐ Children logged in when entering and logged out when exiting the vehicle. [D]

☐ Drivers receive annual training on transporting children. *(Ex. procedures for emergencies, accountability for children at all times, routes, school drop off and pick up procedures)* [D]

☐ Drivers are prohibited from smoking, consuming alcohol, and taking illegal/legal drugs and medications that impair driving. [D]

☐ Drivers are prohibited from the use of all mobile devices while the vehicle is in motion or stopped in traffic, with the exception of the use of a hands-free navigational system. [D]

☐ Smoking is not permitted within program-owned transportation vehicles at any time. *(Smoking includes, but is not limited to, cigarettes, e-cigarettes, cloves, cigars, pipes, vaping, marijuana)* [D, ES]

OR

☐ **No vehicles are used**

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE		
EMPLOYEE SURVEY: _____ _____ _____ Yes No DK	**FAMILY SURVEY:** _____ _____ _____ Yes No DK	
Validator Comments		
Director Response		

Glossary Term(s): Smoking, Transportation

D13. **Steps are taken to ensure that indoor and outdoor air quality is monitored.**

Indoor

☐ **The temperature is maintained between 68°F and 82°F.** [O, ES]

☐ **Conditions that lead to excess moisture are avoided to prevent the growth of mold and mildew.** *(Ex. water leaks repaired immediately; humidity is kept within the desirable range of 30-50%)* [D, O]

☐ **Adequate ventilation is maintained by using an HVAC system, fans, and/or open screened windows.** [ES, O]

☐ **HVAC filters are changed or cleaned at least every 3 months or more often if indicated by manufacturer's guidelines.** [D]

☐ **Aerosols are not used.** [D, O]

☐ **Smoking is not permitted anywhere on the facility's indoor and outdoor premises or in sight of children, including hours children are not present.** [D, O]

Outdoor

☐ **Outdoor air quality is monitored by checking the Air Quality Index.** [D]

☐ **Outdoor activities are limited or avoided during unhealthy Air Quality Index days.** [ES, D]

☐ **An anti-idling policy is in place, and opportunities are taken to educate employees and families about the importance of reducing children's exposure to vehicle exhaust.** [D, FS]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE	
EMPLOYEE SURVEY: _____ _____ _____ Yes No DK	**FAMILY SURVEY:** _____ _____ _____ Yes No DK
Validator Comments _____ _____ _____	
Director Response _____ _____ _____	

Glossary Term(s): Air Quality Index (AQI), Anti-Idling

D14. **The program consults with a health care organization or professional to provide guidance regarding health policies, procedures, and practices.**

☐ A written procedure describes the provider of the services, contact information, and situations to request consult. [D]

○ **MEETS STANDARD** ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Health Care Organization or Professional

Association for
Early Learning Leaders

D15. **The facility has been tested for harmful environmental health hazards.**

Radon

☐ The facility is tested for radon minimally every two years, and as necessary. [D]

☐ If elevated levels of radon were found, action was taken to mitigate. [D]

Lead

☐ All sources of tap water have been tested for lead. If lead levels are elevated, water filtration devices that have been certified to remove lead are used. [D]

If the building was constructed prior to 1979, the following practices are implemented to minimize lead hazards:

☐ Paint condition inside and outside is inspected at least monthly, and the facility is free of flaking, chipping, peeling, or otherwise deteriorating paint. [D]

☐ To prevent cracking and flaking of paint, all areas around doors and windows that are in good condition are washed at least weekly using a mop, sponge, or paper towel with warm water and a general all-purpose cleaner. [D]

☐ Federal guidelines are followed before painting, remodeling, renovating, or making repairs. [D]

☐ Renovation areas are sealed off from where children play or are completed when children are not present. [D]

☐ The soil is tested for lead contamination in outdoor areas where children spend time. If soil is contaminated, children are not permitted access to bare soil. [D]

OR

☐ Building was constructed after 1979.
Year the building was constructed: _____

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Lead Exposure, Lead Hazards, Radon, Radon Mitigation, Tap Water (Lead)

D16. **Effective cleaning, sanitation, and disinfecting procedures are consistently practiced.**

☐ **Facilities appear clean and orderly.** [O, FS]

☐ **No strong odors including fragrances and/or chemical residue are present.** [O, FS]

The schedule includes:

☐ **Facility is cleaned, sanitized, and/or disinfected daily or more often as needed based on the area.** [D, ES]

☐ **Bathrooms are cleaned and disinfected daily and upon obvious contamination.** [D, ES, O]

☐ **Floors and surfaces are cleaned and sanitized daily and upon obvious contamination.** [D, ES, O]

☐ **All area rugs and carpeted areas are vacuumed daily.** [D, ES]

☐ **All area rugs and carpeted areas are steam cleaned at least twice a year and more often as needed.** [ES, O]

☐ **Individual bedding is laundered weekly or more often as needed.** [D, ES]

☐ **Dress-up clothes and stuffed toys are laundered weekly and more often as needed.** [D, ES, O]

☐ **Trash is removed daily or more often as needed.** [D, ES, O]

☐ **A rough walk-off mat is supplied at the entrances of the facility and wiping of shoes before entering is highly encouraged.** [O]

☐ **Paper, cardboard, glass, aluminum, and plastic bottles are recycled, as service is available.** [D, ES, O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE	
EMPLOYEE SURVEY: _____ _____ _____ Yes　　　No　　　DK	**FAMILY SURVEY:** _____ _____ _____ Yes　　　No　　　DK
Validator Comments _____ _____ _____ 	
Director Response _____ _____ _____ 	

Glossary Term(s): Cleaning, Disinfect, Sanitize, Walk-Off Mat

D17. **Least-toxic cleaning, sanitizing, and disinfecting products are consistently used according to manufacturers' instructions.**

Cleaning

☐ **Cleaning products are used according to manufacturers' instruction.** [O, D]

Sanitizers/Disinfectants
Household bleach and water is used as a sanitizer/disinfectant:

☐ **Bleach concentration and bleach/water solution ratio is posted.** [O, D]

☐ **Bleach/water solution is made fresh daily.** [O, D]

☐ **Bleach/water solution is made according to dilution ratio required.** [D]

☐ **The bleach/water solution is only used for its intended purpose and in strict accordance with all label instructions.** [ES, O]

OR
☐ **No household bleach used**

Sanitizer/disinfectant other than household bleach is used:

☐ **Sanitizer/disinfectant is EPA registered.** [D]

☐ **Sanitizer/disinfectant is the least toxic option for use around children.** [D]

☐ **Sanitizer/disinfectant is prepared and used according to manufacturer's instructions, including appropriate contact time.** [D, ES]

☐ **The sanitizer/disinfectant is only used for its intended purpose and in strict accordance with all label instructions.** [ES, O]

OR
☐ **No sanitizer/disinfectant other than household bleach used**

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK
Validator Comments
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Director Response
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Glossary Term(s): Bleach Concentrations, Cleaning, Disinfect, EPA Registered, Sanitize

D18. **The outdoor learning environment meets Consumer Product Safety Commission's (CPSC) safety guidelines and is maintained.**

☐ **Playground equipment is maintained in safe condition and good repair.** *(Ex. climbing structures, slides, swings)* [O]

☐ **Concrete footings, bolts, and/or screws are not exposed.** [O]

☐ **No head entrapments exist.** [O]

☐ **No splintering of the equipment** [O]

☐ **Equipment is securely anchored.** [O]

☐ **Outdoor play areas are protected by fencing or other barriers that are kept in good repair.** [O]

☐ **All areas are free of debris and environmental hazards.** [O, ES]

☐ **Outside areas have accessible first aid supplies.** [O]

☐ **Daily safety inspections are made prior to children entering the playground.** [D, ES]

☐ **A comprehensive playground safety inspection is conducted once a year.** [D]

☐ **Employees have means of communication with administration in case of emergency.** *(Ex. walkie-talkie, cell phone)* [O, I]

☐ **Documentation is kept on file concerning equipment and surfacing purchases, installation warranties, and safety standard guidelines.** [D]

☐ **If playground equipment is wooden, and was built before 2006, two coats of waterproof stain or sealant is applied at least once a year (if applicable).** *(Note: Most pre-2006 wooden playground structures were built using pressure treated wood, containing chromated copper arsenate (CCA))* [D]

Shock-absorbing surfaces under climbing structures, slides, and swings are maintained in fall zones to a proper depth for safety. *(Note: Mark N/A by surface type not used.)*

☐ **Loose-fill surfaces of 6 – 12 inches, depending on material used, height of equipment, and fall zone required** *(Ex. sand, wood chips, mulch, pea gravel)* [O]

☐ **Surfaces of rubber or rubber-like materials meet ASTM F1292 Standards and fall zone requirements and are in good condition.** [O, D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____   _____   _____
Yes   No   DK

Validator Comments

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Director Response

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Glossary Term(s): ASTM F1292 Standards, Chromated Copper Arsenate (CCA) Wood, CPSC Safety Guidelines, Debris, Environmental Hazard, Fall Zones, Head Entrapments, Playground Safety Inspection (Comprehensive), Playground Safety Inspection (Daily), Shock-Absorbing Surfaces

Association for
Early Learning Leaders

D19. **Undiluted chemicals, cleaning supplies, mercury-containing items, and other toxic materials are safely stored and disposed of, or recycled when possible.**

Storage

☐ **In original containers that are clearly labeled** [O, ES]

☐ **Inaccessible to children** [O, ES]

☐ **In locked cabinets/closets** [O, ES]

☐ **Separate from medication and food** [O, ES]

Disposal

☐ **Disposed of according to manufacturers' instructions** [D, ES]

☐ **To prevent mercury from entering water sources, make effort to recycle all used batteries, fluorescent and compact fluorescent light bulbs, and mercury-containing thermometers and thermostats at a hazardous waste facility.** [D, ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____   _____   _____
                          Yes   No   DK

Validator Comments

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Director Response

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Glossary Term(s): Locked, Mercury-Containing Items, Toxic Materials

D20. **Integrated Pest Management (IPM) techniques are utilized to control pests, including insects and vermin.**

☐ Garbage bins containing organic matter, both indoor and outdoor, remain covered to avoid attracting pests and to minimize odors. [O, ES]

☐ Non-toxic techniques to prevent and control pests are used indoors and outdoors. [D,O]

☐ When pesticide application is the only viable option, families and employees are notified in advance of the application. *(Note: Preferably 24-48 hours in advance)* [FS, D]

☐ A professional trained in Integrated Pest Management techniques applies the least toxic, effective product at a time when children will not have exposure to the application area for at least 12 hours. *(Note: See manufacturer's instructions to ensure 12 hours is enough time)* [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE	
EMPLOYEE SURVEY: _____ _____ _____ Yes No DK	**FAMILY SURVEY:** _____ _____ _____ Yes No DK

Validator Comments

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Director Response

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Glossary Term(s): Integrated Pest Management (IPM), Organic Matter

D21. The program has made preparations for emergencies.

☐ **A person is designated to assume authority in an emergency situation in the Director's absence.** [D, I]

☐ **Emergency telephone numbers are clearly posted in every room.** [O]

☐ **Fire extinguishers, sprinklers, and alarms have current certification.** [D, O]

☐ **Exits are not obstructed.** [O]

☐ **A state-approved first aid kit is accessible to employees at all times, but out of reach of children.** [O]

☐ **All employees receive training in use of fire extinguishers.** [D]

☐ **Documentation is made of battery replacement for smoke detectors.** (*Note: Ensure hard-wired systems do not need batteries in the event of a power outage.*) [D]

☐ **When exposure is possible, carbon monoxide detectors are present and monitored for battery replacement.** [D]

☐ **Fire drills are held monthly and documented.** [D]

☐ **Emergency drills are practiced quarterly, or more often as needed, and documented.** *(Ex. tornado, bad weather, lock down, evacuation)* [D]

☐ **Alternate emergency communication is identified.** [D]

☐ **Alternate emergency lighting exists and is maintained.** [D]

Emergency preparedness plan:

☐ **A written plan exists for emergencies that do not allow for relocation and includes emergency provisions, location within the building, and notification of parents/legal guardians.** *(Ex. tornado, extended lock-down, shelter-in-place)* [D]

☐ **A written plan exists for moving children to another location and includes transportation, pre-approved relocation sites, and notification of parents/legal guardians.** [D, FS]

☐ **A written plan exists for managing media relations and includes a designated spokesperson.** [D]

☐ **A hazardous waste clean-up and disposal plan is in place.** [D]

☐ **Children's emergency contact information is kept on a transportable list.** [ES]

☐ **The emergency preparedness plan is reviewed annually by all employees.** [D]

◯ **MEETS STANDARD**　　　◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK

FAMILY SURVEY: _____ _____ _____
Yes   No   DK

Validator Comments

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Director Response

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Glossary Term(s): Emergency Communication, Emergency Lighting, Emergency Preparedness Plan, First Aid Kit (State-Approved), Hazardous Waste Clean-up and Disposal Plan, Media Relations, Transportation

Association for
Early Learning Leaders

D22. The program has a written plan for handling medical emergencies.

☐ **Notification of parents/legal guardians** [D]

☐ **Name and telephone number of primary health care professional, and/or emergency care source** [D]

☐ **Written parental permission to obtain emergency treatment** [D]

☐ **Transportation** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

D23. When program prepares food onsite, all local health and sanitary requirements are met.

Check all that apply:

☐ **Food manager/handler certificate** [D]

☐ **Sanitation report** [D]

☐ **Health inspection report** [D]

☐ **Child and Adult Care Food Program (CACFP) report** [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

D24. Meals and Snacks

☐ The program provides families with information about proper nutrition, food safety, and foods that may trigger allergic reactions. [D, FS]

☐ The nutritional needs of children are met for the hours they are in the program following USDA's Child and Adult Care Food Program (CACFP) guidelines. [ES]

☐ Prepared food that is brought into the program to be shared among children is commercially prepared OR prepared in a kitchen that is inspected by local health officials. [D]

When meals and/or snacks are provided by the program:

☐ Menus periodically include foods representative of the cultures in the program. [D]

☐ Alternate provisions are made for children with allergies and/or other special nutritional needs. [D, O]

☐ Menus are displayed/provided for families. [O, D]

☐ All fruits and vegetables are thoroughly washed to avoid possible exposure to pesticides. [D]

☐ Bisphenol A-free (BPA-free) plastics are used for serving and storing food and drinks. (*Ex. plastic cups, plates, bowls, bottles, and sippy cups; BPA-free plastics are opaque and/or pliable*) [D, O]

☐ To avoid possible lead exposure, imported, old, or handmade pottery is not used for cooking, storing, or serving food or drinks. [D, O]

☐ To avoid possible lead exposure, only cold water is used for drinking, cooking, and making baby formula. [D]

☐ To avoid possible lead exposure, water outlets used for cooking and drinking are run for a minimum of 30 seconds prior to using after periods of non-use of six hours or more. [D]

OR
☐ No food is provided by the program.

When meals and/or snacks are provided by families for their own children:

☐ Families are encouraged to provide meals with adequate nutritional value. [FS]

☐ Families are encouraged to use and provide the program with baby bottles made of glass (covered with a silicone sleeve to prevent breaking), or plastic baby bottles/sippy cups that are labeled "BPA-free". [FS, D]

☐ Food is stored appropriately at the program. [O]

☐ The program supplements food brought from home to meet USDA's CACFP guidelines. [ES]

OR
☐ No food is provided by the families.

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

Association for Early Learning Leaders

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____	FAMILY SURVEY: _____ _____ _____
Yes No DK	Yes No DK

Validator Comments

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Director Response

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Glossary Term(s): Bisphenol A-Free (BPA-free), Lead Exposure, USDA's Child and Adult Care Food Program (CACFP guidelines)

Association for Early Learning Leaders

Instructions for Completing
Formal Education and Ongoing Training Log

The *Formal Education and Ongoing Training Log* is required for recording the formal education and ongoing professional development training of all employees counted in the staff-child ratio and onsite supervisors. It is a two-page, editable, electronic document found on our website, **www.earlylearningleaders.org**, that can be downloaded and saved to your computer. Once completed, it can be edited easily for any changes that may occur and to record additional training throughout the year.

Documentation of ongoing training should only include all training received during the **two** years prior to requesting a validation visit. The Validator will expect to find evidence of all information recorded on the log in personnel files during the onsite validation visit (Ex. certificates, diplomas, etc.).

Once accredited, programs are required to maintain an updated version of this form for submission with Annual Reports.

When completing the *Formal Education and Ongoing Training Log*, make note of the following items:

General

- The director, onsite supervisor(s), and all employees who are counted in the staff-child ratio at some time during the day must have a *Formal Education and Ongoing Training Log*.

- Start a new log for each employee. This form is NOT intended to be a continuous running log with the next person's information listed immediately following the previous person.

- Provide all information required on the form. Incomplete logs will be returned for revision.

- Aside from training required by licensing and Standards D7, D8, and D9, all training recorded must have occurred on or after the employee's hire date.

- **All information must be typed.**

Employee Information

- Record the name, job title, and hire date.

- Record the classification of the employee. If you are uncertain, you can refer to definitions of positions in Standards B1 and B2 in the *Administrator's Report*.

- For "Classroom", use the same name as recorded on the *Program Profile*, the *Observation Record*, and the children's daily schedule.

- Record the age range of the children with whom the employee is currently assigned. If not officially assigned to a classroom of children at any time during the day (e.g. a director and/or onsite supervisor), record N/A. If assigned to relieve employees in several age groups (e.g., a floater), list all groups and age ranges with whom the individual interacts.

- In the "Formal Education" space, record the highest level of education the person holds by listing the degree and major. Record CDA if that is the highest level of education. Record high school diploma (H.S.) or GED if no education beyond high school.

- The space "Total ECE/CD College Credits Earned" is for those employees who do not have a CDA or an AA/AS degree or higher in early childhood education/child development. Record the total number of college credits in ECE/CD the person has earned.

Association for
Early Learning Leaders

Training

- Record *all* early childhood education/child development training received by each employee during the two years prior to requesting the validation visit. Also record management training for the director and other supervisory staff.

    ○ The two-year time period is not based on calendar years. Instead, it ends when you request an onsite visit and begins two years prior to that date. For example, if you submit a visit request in December of 2019, you would record all training received starting in December of 2017.

- List the trainings in chronological order.

- College courses in early childhood education/child development or relevant fields and CDA courses can be included as training hours if completed within the two-year time period and after the hire date. To determine total number of training hours for a three credit-hour college course, calculate three clock hours for each week the semester is in session.

- Record the total number of *clock* hours for each individual training topic.

- If acronyms are used for the trainer or agency name, provide a key listing acronyms with full associated name. For example, AELL - Association for Early Learning Leaders.

- Include the following types of training content as stated in Standards B4 and B6:

    ○ Early childhood education/child development topics

    ○ Topics related to the age group with whom the employee works

    ○ Program management and leadership training for the director and other onsite supervisors

    ○ Topics identified in the employee's appraisal as needing improvement

    ○ Topics identified in the employee's appraisal as opportunities for growth

- Along with the title of the training, a brief description of training content **must** be provided.

- When training is conducted during a staff meeting, the topic of the training **must** be listed with **only** the amount of time actually spent on the training.

- **Training conducted *by* the director or any other employee cannot be counted as training hours *for* that person.**

Association for
Early Learning Leaders

Formal Education and Ongoing Training Log

Download this form from our website, www.earlylearningleaders.org.

Program Name (*include corp. program # if applicable*):						
Name:		**Job Title:**			**Hire Date:**	
Classification (See Standards B1 and B2; select: Director, Onsite Supervisor, Lead Teacher, or Assist. Teacher)						
Classroom:			**Age Range:**			
Years in ECE Field:		**Formal Education:** (Degree/Major)		**Total ECE/CD College Credits Earned:** (Non-related Majors/No Degree)		

Type in training received during past two (2) years in chronological order.			
Date	**Topic & Brief Description**	**Trainer & Agency/College (Include key for acronyms)**	**# of Clock Hours**

Formal Education and Ongoing Training Log (continued)

Program Name (include corp. program # if applicable):				
Name:		**Job Title:**		**Hire Date:**	

	Type in training received during past two (2) years in chronological order.		
Date	**Topic & Brief Description**	**Trainer & Agency/College (Include key for acronyms)**	**# of Clock Hours**

Classroom Observation

Contents of this Section

All forms are shown in italics

Instructions for Using *Classroom Observation*

Overview

Standards in the *Classroom Observation* are considered to be appropriate for all age groups. Indicators, how-ever, are grouped by ages. All age groups will be observed for the "All Ages" Indicators. Additionally, each classroom will be observed for the age-specific Indicators that correspond to that age range. Some Stan-dards have separate pages for each age group; use the page that corresponds to the appropriate age range.

It is not acceptable to mark a Standard or Indicator "N/A" unless that choice is listed, or unless an age is spec-ified in the "Infants/Toddlers/Twos" category that is different from the group being observed (e.g., a teacher of toddlers would write "N/A" beside an Indicator that specified infants). If you are unclear on how to imple-ment a Standard or Indicator in a particular age group, contact the Accreditation Office for clarification.

Duplicate as many copies of the *Classroom Observation* as needed. At a minimum, one copy will be needed for self-evaluation by the Lead Teacher of each classroom, a second copy will be used by the Director when making observations, and a third copy will be necessary for recording final determinations for the Validator (see instructions for completion of the final determinations on next page). Retain the original copies of the *Classroom Observation* in a file folder labeled Original Classroom Observations, to be kept in the Doc Box.

Prior to beginning observations, review Standards and Indicators in the *Classroom Observation* (Standards E1 – G8) with all employees.

- Use the Glossary of Terms to clarify terms used in Standards/Indicators (glossary terms listed below the Observer/Validator's box following each Standard).

- Encourage employees to give examples of how a Standard is met in their classroom.

- Brainstorm additional ways to more fully meet the Standard.

- Acknowledge implementation of Standards during routine supervision.

Observations of Classrooms/Teachers

The classroom Lead Teacher makes a self-report on compliance with Standards and Indicators in a copy of the *Classroom Observation.*

- The Lead Teacher checks each Indicator that is judged to be met and marks the Standard as "Meets Standard" or "Needs Improvement". If any Indicator cannot be checked, that Standard is to be marked as "Needs Improvement", unless otherwise noted.

- Next, on a separate copy of the *Classroom Observation*, the Director conducts observations in each classroom and checks each Indicator that is judged to be met and marks the Standard as "Meets Standard" or "Needs Improvement". If any Indicator cannot be checked, that Standard is to be marked as "Needs Improvement", unless otherwise noted.

  - Director spends a minimum of 60 continuous minutes observing on the first formal observa-tion.

  - Observation should include open-ended child-initiated activity time, transition, mealtime, handwashing, and group time and diapering, if applicable.

  - After making independent observations, the Lead Teacher and Director meet to compare results, identifying strengths and challenges. Discrepancies are discussed and a plan is developed for improvement of Standards or Indicators where there is not strong evidence of compliance.

- The plan might include training, modeling by the director and/or mentor, observation of another teacher who demonstrates strength in the area, topic discussion at staff meetings, etc.

- The plan includes monitoring by the Director to ensure implementation of adjustments is occurring.

- The Director makes additional observations and continues to train and supervise teachers to maintain compliance with Commission Standards.

Preparing the *Classroom Observation* for the Validation Visit

After adjustments are made, the Director meets with individual classroom Lead Teachers to record final determinations on clean copies of the *Classroom Observation* (one for each classroom) for use by the Validator on the day of the onsite validation visit.

- Use white, 8½" x 11" copy paper.

- Print the clean copies on one side of the page only. **Double-sided copies will not be accepted.**

- Duplicate as many copies of the *Classroom Observation* as there are classrooms of children.

- Use only black or blue ink.

- Place a check mark (✓) beside each Indicator that is met.

- On the clean copy record a check mark (✓) beside the rating of "Meets Standard" or "Needs Improvement" or not applicable, if listed, for each Standard.

- There is to be no other writing on these copies.

- Do **NOT** mail the clean copies of the *Classroom Observation* to the Accreditation Office. These copies will be used by the Validator on the day of the onsite validation visit.

NOTE:

- Each eligible classroom must be observed and assessed on Standards and Indicators in the *Classroom Observation*, including the following:

  - Each school-age group provided as an extension of a preschool program

  - Each classroom in the summer school-age program, if the validation visit occurs during summer months

  - Extended-day classrooms, such as early morning and evening care, if an extended-day program is provided

- A kindergarten classroom will not be observed during the official hours of kindergarten; however, if these children are at the program beyond these hours, the classroom will be considered school-age and may be observed.

- A stand-alone school-age program is not to be included as this type of program does not qualify for accreditation through the National Accreditation Commission.

- A new *Classroom Observation* is to be prepared for a classroom with a new Lead Teacher and/or each additional classroom that may be formed (e.g. a school-age summer program) after the *Request for Validation Visit* has been submitted but prior to the onsite validation visit.

  - The Accreditation Office must be notified of such additions immediately.

- All adults in the classroom, including the assistant teachers, teacher aides, substitutes, and floaters, are expected to meet all Standards in the *Classroom Observation*.

- Newly hired teachers should be oriented to Commission Standards.

- All copies of the *Classroom Observation* completed by teachers and the Director during the Self-Study process are kept in the Doc Box for the onsite validation visit.

E. Curriculum

E1. **Written lesson plans reflect planning that promotes children's overall development.**

All Ages

☐ **Lesson plans include activities that promote social and emotional, cognitive, language, and motor development.** [D]

☐ **Activities are appropriate to the developmental stages of the children in the classroom.** [O, D]

☐ **Teachers are flexible and adapt the lesson plan to meet the changing interests and needs of the classroom.** [ES, O]

☐ **Lesson plans have written goals for children.** [D]

☐ **Lesson plans have some form of written evaluation.** [D, I]

☐ **Lesson plans are posted for families' viewing.** [D, FS]

☐ **Adequate time and resources are allocated for lesson planning, preparation, and implementation.** [ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE					
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____		
Yes	No	DK	Yes	No	DK
Validator Comments					
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Director Response					
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Glossary Term(s): Cognitive Development, Goals (Children), Language Development, Lesson Plan, Lesson Plan Evaluation, Motor Development, Social and Emotional Development

E2. **Written observations are made on each child's actions, abilities, and knowledge as the child engages in the classroom and in routine outdoor settings.**

All Ages

☐ **Observations are documented of each child on a regular basis over time.** [D]

☐ **Documentation includes observations on social and emotional, cognitive, language, and motor development.** [D]

☐ **Documentation includes time, date, and location of the observation.** [D]

☐ **Written observations are objective and free from bias.** [D]

☐ **Observation results are used to plan activities that will further learning and development.** [ES]

○ **MEETS STANDARD**　　　○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
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Validator Comments

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Director Response

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Glossary Term(s): Cognitive Development, Language Development, Motor Development, Objective and Free from Bias, Observation, Observation Documentation, Regular, Social and Emotional Development

E3. Written assessment is made of each child's learning and development.

All Ages

☐ Assessments are based on developmental norms and expectations appropriate for the child's age. [D]

☐ Assessments incorporate information obtained from multiple sources. *(Ex. observation documentation, photographs, samples of work, developmental screenings, parental input)* [ES]

☐ Assessments are used to identify effectiveness in meeting goals for children and as a guide for future planning. [ES]

Infants, Toddlers, Twos

☐ Assessments include social and emotional, cognitive, language, and motor development. [D]

☐ Teachers complete assessments 2 or more times per year. [D]

Preschool

☐ Assessments include social and emotional, cognitive, language, and motor development. [D]

☐ Teachers complete assessments 2 or more times per year. [D]

School Age

☐ Assessments include general skills and abilities of school age children. *(Ex. social skills, physical abilities, program goals)* [D]

☐ Teachers complete assessments a minimum of once per year. [D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____   Yes   No   DK
Validator Comments
Director Response

Glossary Term(s): Assessment, Cognitive Development, Developmental Norms and Expectations, Goals (Children), Language Development, Motor Development, Observation Documentation, Social and Emotional Development

E4. **Accommodations to address the needs of individual children are made in collaboration with families, administrators, and outside specialists.**

All Ages

☐ **Reasonable modifications are made for children with temporary needs or persistent challenging behaviors.** *(Ex. adjustment to activities, materials, schedule, routines, staffing, interactions, ratio/group size, classroom arrangement)* [FS, ES, O, I]

☐ **Reasonable modifications are made for children with identified developmental delays or special needs.** *(Ex. recommendations based on IFSP, IEP, or medical plan, which may include modification to the classroom or facility)* [FS, ES, O, I]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE						

EMPLOYEE SURVEY: _____ _____ _____   **FAMILY SURVEY:** _____ _____ _____

Yes No DK   Yes No DK

Validator Comments

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Director Response

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Glossary Term(s): Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), Modifications, Temporary Needs

E5. **Teachable moments are recognized and used by teachers to extend children's learning.**

Infants, Toddlers, Twos

☐ **The unexpected occurrence, discovery, or interest is followed with related conversation, materials, and/or reading of a book about the interest/topic.** [ES, O]

Preschool

☐ **Teachers encourage in-depth exploration of a child's interest, discovery, or unexpected event.** *(Ex. asks questions, reads relevant books, provides related materials and/or activities)* [ES, O]

School Age

☐ **Children's discoveries or current interests are followed with related conversation, an activity, project, and/or research on the subject.** [ES, O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
                              Yes   No   DK

Validator Comments

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Director Response

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Glossary Term(s): Teachable Moments

E6. **The daily schedule provides a predictable routine that is responsive to the children.**

All Ages

☐ **Schedule includes time for both indoor and outdoor activities.** [D, O]

☐ **Schedule includes a balance of active and quiet times scheduled alternately.** [D, O]

☐ **Written schedule is posted for viewing by families and guests.** [D, O]

☐ **Teachers inform children in advance of changes to the schedule and/or routine.** [ES, O]

Infants, Toddlers, Twos

☐ **Scheduling occurs around each infant's individual rhythms and routines.** [O, D]

☐ **Schedule for toddlers and twos is flexible to accommodate their changing needs.** [ES, O]

☐ **The schedule includes time throughout the day, both indoors and outdoors, for continuous, uninterrupted, child-initiated play.** [D, O]

☐ **If group and/or teacher-guided activities are used, children are not required to participate.** [O, D]

Preschool

☐ **Time allocated for each component is flexible so that children are not frustrated or bored.** [ES, O]

☐ **The schedule includes extended periods of time in the morning and in the afternoon, both indoors and outdoors, for continuous, uninterrupted, child-initiated play.** [D, O]

☐ **If group and/or teacher-guided activities are used, they are limited and adjusted according to children's developmental abilities and interests.** [O, D]

School Age

☐ **Schedule is flexible to accommodate children's needs.** [ES, O]

☐ **If group and/or teacher-guided activities are used, they are limited and adjusted according to children's interests.** [O, D]

○ **MEETS STANDARD**　　　○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____ 　　　　　　　　　Yes　　　　　No　　　　　DK
Validator Comments
Director Response

Glossary Term(s): Child-Initiated, Flexible, Routine, Teacher-Guided, Uninterrupted

E7. **Transitions throughout the day are planned and smoothly implemented.**

All Ages

☐ **The number of whole group transitions is limited.** [D, O]

☐ **Children do not spend unnecessary time waiting.** *(Ex. activities are prepared ahead of time; children wash hands or use the toilet individually as needed; transitions are brief; when there is no option and children must wait, they are actively engaged in singing, finger plays, reading, playing games)* [O]

☐ **Transitions are often ongoing and/or individualized.** [O, D]

☐ **Teachers give advance notice through respectful reminders and/or prompts.** [O]

Infants, Toddlers, Twos

☐ **Teachers give advance notice to infants by stating what is about to happen before physically moving a child.** [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Terms: Prompts, Transitions

E8. **The arrangement of the classroom encourages children to become engaged and**
Part 1 of 2 **promotes child-centered learning experiences.**

All Ages

☐ Classroom is set up prior to the arrival of children. [ES]

☐ Clear pathways allow children to move freely from one area to another. [O]

☐ Classroom has a balance of furniture and space so children are not crowded. [O]

☐ Classroom is arranged so active play does not interfere with quiet activities. [O]

☐ Semi-private areas are available for children choosing to be alone.
(Ex. quiet book nook, small table for one or two children) [O]

☐ Soft surfaces are available for comfort and relaxation. *(Ex. soft furnishings, rugs, pillows, toys)* [O]

☐ Space is designed to display materials in a neat, clean, organized manner as not to overwhelm. [O]

☐ Space is designated for each child's personal belongings. *(Ex. storage of clothes, art work)* [O]

☐ Tables and chairs are appropriate heights for the children in the group. [O]

☐ Child-safe mirrors are at children's eye level. *(Ex. free standing in dramatic play, mounted on wall or back of shelves, hand held mirrors, incorporated in floor mat or toy)* [O]

Infants, Toddlers, Twos

☐ Non-mobile infants have space to explore that is protected from mobile infants. [O]

☐ Infant and toddler classrooms have identifiable areas with similar materials grouped together. *(Ex. books, soft blocks, pretend play, manipulative toys, large motor equipment, push toys)* [O]

☐ Twos classroom is arranged into clearly defined learning centers for children's choice.
(Ex. art, blocks, books, dramatic play, music, sensory, puzzles, manipulatives) [O]

○ MEETS STANDARD   ○ NEEDS IMPROVEMENT

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
                           Yes   No   DK

Validator Comments

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Director Response

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Glossary Term(s): Child-Safe Mirrors, Mobile Infants, Non-Mobile Infants

E8. The arrangement of the classroom encourages children to become engaged and
Part 2 of 2 promotes child-centered learning experiences.

All Ages

☐ Classroom is set up prior to the arrival of children. [ES]

☐ Clear pathways allow children to move freely from one area to another. [O]

☐ Classroom has a balance of furniture and space so children are not crowded. [O]

☐ Classroom is arranged so active play does not interfere with quiet activities. [O]

☐ Semi-private areas are available for children choosing to be alone.
(Ex. quiet book nook, small table for one or two children) [O]

☐ Soft surfaces are available for comfort and relaxation. *(Ex. soft furnishings, rugs, pillows, toys)* [O]

☐ Space is designed to display materials in a neat, clean, organized manner as not to overwhelm. [O]

☐ Space is designated for each child's personal belongings. *(Ex. storage of clothes, art work)* [O]

☐ Tables and chairs are appropriate heights for the children in the group. [O]

☐ Child-safe mirrors are at children's eye level. *(Ex. free standing in dramatic play, mounted on wall or back of shelves, hand held mirrors, incorporated in floor mat or toy)* [O]

Preschool

☐ Classroom is arranged into clearly defined learning centers for children's choice and interests. *(Ex. art, blocks, literacy, dramatic play, music, science/nature, writing, sensory, math/ manipulatives)* [O]

School Age

☐ Classroom is arranged into areas for children's choice and interests. *(Ex. games, library/ homework, computers, science/nature, drama, arts/crafts, construction)* [O]

☐ A designated space is available for use by this group while they are present. [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____   Yes   No   DK
Validator Comments   _____   _____
Director Response   _____   _____

Glossary Term(s): Child-Safe Mirrors

Association for Early Learning Leaders

E9. **Materials are selected to advance the goals of the lesson plan and build on children's current knowledge and skills.**

All Ages

☐ **Teachers change materials to meet the interests and developing abilities of the children.** [ES, O]

☐ **A variety of materials allow children to make choices.** [O]

☐ **Duplicate or similar items allow multiple children to participate at the same time.** [O]

☐ **Materials are stored on low, open shelves for children's self-selection and return.** [O]

☐ **Materials in the classroom are sorted with like items together and stored in containers and/or in designated spaces.** [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
                          Yes   No   DK

Validator Comments
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Director Response
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Glossary Term(s): Goals (Children)

E10. **Play is promoted through daily opportunities for curiosity, imagination, inventiveness, risk-taking, and flexibility.**

All Ages

☐ **Children have opportunities to freely explore materials and activities.** [O]

☐ **Children are able to use materials in new and inventive ways.** [O]

☐ **Ample and varied materials and activities are accessible during open-ended, child-initiated exploration.** [O]

☐ **Children are engaged with limited waiting.** *(Ex. popular activities are offered frequently or over an extended period, popular centers are enlarged when interest is high)* [O]

☐ **Teachers are responsive and flexible in ways that maximize engagement.** [O]

☐ **Teachers show interest, playfulness, appropriate humor, or appreciation for what children do as they play.** [O]

☐ **Children can frequently/typically complete activities to their satisfaction before being required to move to another activity.** *(Ex. enough time is offered, children are not required to rotate centers on a timer)* [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Accessible, Curiosity, Flexible, Responsive, Risk-Taking

E11. **Language is promoted through daily opportunities for communicating, listening, and understanding.**

All Ages

☐ **Teachers listen, acknowledge, and verbally respond to children.** [O, ES, FS]

Infants, Toddlers, Twos

☐ **Teachers converse with children throughout the day.** [O]

☐ **Teachers use facial expressions, gestures, and inflections to enhance children's understanding.** [O]

☐ **Teachers allow time for children to respond to questions and comments.** [O]

☐ **Teachers describe actions, activities, and objects to expand children's vocabulary.** [O]

Preschool

☐ **Teachers engage children in reciprocal conversations.** [O]

☐ **Teachers use open-ended questions and statements to stimulate thinking and self-expression.** [O]

☐ **Teachers allow time for children to respond to questions and comments.** [O]

☐ **Teachers describe objects and events to expand children's vocabulary.** [O]

☐ **Teachers encourage children to engage in meaningful discussion with each other.** [O]

School Age

☐ **Teachers engage in reciprocal conversation with children.** [O]

☐ **Teachers use open-ended questions and statements to stimulate thinking and self-expression.** [O]

☐ **Teachers provide opportunities for children to engage in meaningful discussion with each other.** [O]

◯ **MEETS STANDARD**   ◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE						
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____			
	Yes	No	DK		Yes	No	DK
Validator Comments						
Director Response						

Glossary Term(s): Gestures, Inflections, Open-Ended Questions and Statements, Reciprocal Conversation, Self-Expression

E12. **Reading is promoted through daily experiences with books, print, and**
Part 1 of 3 **phonological awareness.**

All Ages

☐ **Books are accessible to children for self-selection.** [O]

☐ **Books are rotated periodically to maintain children's interests.** [ES]

☐ **Books are kept in good repair.** [O]

☐ **Teachers model appreciation of books to help children form good book-care habits.** *(Ex. books are picked up off the floor, teacher shows a child how to turn pages, teacher redirects mishandling of books)* [O]

☐ **Teachers pace the reading of a book to allow children to ask questions, make comments, and/or react.** [O, ES]

☐ **Print has meaningful uses and is displayed throughout the classroom.** (*Ex. children's names in view, personal belongings labeled, pictures with text, materials labeled, rebus charts, labels, word walls, charts, environmental print: menus, newspapers, empty food containers; commercial posters, signs)* [O]

Infants, Toddlers, Twos

☐ **A variety of age-appropriate books are provided.** *(Ex. soft, vinyl, board, nursery rhymes, picture books, books with real pictures, alphabet, number)* [O]

☐ **Teachers read with individual children and/or small groups daily.** [O, I]

☐ **Teachers use songs, fingerplays, and rhymes.** [O, I]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK
Validator Comments
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Director Response
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Glossary Term(s): Accessible, Phonological Awareness

E12. **Reading is promoted through daily experiences with books, print, and**
Part 2 of 3 **phonological awareness.**

All Ages

☐ **Books are accessible to children for self-selection.** [O]

☐ **Books are rotated periodically to maintain children's interests.** [ES]

☐ **Books are kept in good repair.** [O]

☐ **Teachers model appreciation of books to help children form good book-care habits.** *(Ex. books are picked up off the floor, teacher shows a child how to turn pages, teacher redirects mishandling of books)* [O]

☐ **Teachers pace the reading of a book to allow children to ask questions, make comments, and/or react.** [O, ES]

☐ **Print has meaningful uses and is displayed throughout the classroom.** (*Ex. children's names in view, personal belongings labeled, pictures with text, materials labeled, rebus charts, labels, word walls, charts, environmental print: menus, newspapers, empty food containers; commercial posters, signs)* [O]

Preschool

☐ **A variety of age-appropriate books are provided.** *(Ex. books with real pictures, alphabet, number, rhyming, alliteration, hardback, big, favorite books, poems)* [O]

☐ **Some of the books are related to the lesson plan.** [O]

☐ **Teachers read with individual children and/or small groups daily.** [O, I]

☐ **Books are displayed at child's eye level with the cover of some books in sight to invite children's interest.** [O]

☐ **Teachers call attention to print concepts while reading aloud.** *(Ex. left to right, top/bottom, front/back, words/pictures, author/illustrator)* [O, I]

☐ **Literacy props are available for children to act out, create, or retell stories.** *(Ex. puppets, flannel board pieces, costumes, pictures)* [O, I]

☐ **Teachers promote phonological awareness.** *(Ex. using rhymes, songs, alliteration, chants, word games, rhythm patterns, fingerplays, listening centers)* [O, I]

◯ **MEETS STANDARD** ◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____   Yes No DK
Validator Comments
Director Response

Glossary Term(s): Accessible, Phonological Awareness, Print Concepts

E12. **Reading is promoted through daily experiences with books, print, and**
Part 3 of 3 **phonological awareness.**

All Ages

☐ **Books are accessible to children for self-selection.** [O]

☐ **Books are rotated periodically to maintain children's interests.** [ES]

☐ **Books are kept in good repair.** [O]

☐ **Teachers model appreciation of books to help children form good book-care habits.** *(Ex. books are picked up off the floor, teacher shows a child how to turn pages, teacher redirects mishandling of books)* [O]

☐ **Teachers pace the reading of a book to allow children to ask questions, make comments, and/or react.** [O, ES]

☐ **Print has meaningful uses and is displayed throughout the classroom.** (*Ex. children's names in view, personal belongings labeled, pictures with text, materials labeled, rebus charts, labels, word walls, charts, environmental print: menus, newspapers, empty food containers; commercial posters, signs)* [O]

School Age

☐ **A variety of age-appropriate books are provided.** *(Ex. picture books, poems, chapter books, non-fiction books)* [O]

☐ **Reading opportunities are scheduled daily.** *(Ex. individual reading, reading to peers, teachers read aloud, teachers read to individuals)* [O, I]

☐ **Teachers read with individual children and/or small groups daily.** [O, I]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____   Yes   No   DK
Validator Comments   _____   _____   _____
Director Response   _____   _____   _____

Glossary Term(s): Accessible, Phonological Awareness

E13. Handwriting is promoted through daily opportunities to use writing tools in a print-rich environment.

Infants, Toddlers, Twos

☐ Writing tools are available with teacher supervision for children with sufficient motor skills to hold a writing implement. *(Ex. nontoxic crayons, markers, chalk)* [O, I]

☐ Prewriting efforts are encouraged, accepted, and displayed at children's eye level. *(Ex. markings, scribbling, drawings)* [O]

☐ Handwriting is displayed in meaningful ways in the classroom. *(Ex. names on personal belongings, labels, pictures, teacher-made signs and charts)* [O]

Preschool

☐ Materials that promote writing are accessible for children's use. *(Ex. paper, markers, crayons, pencils, envelopes, paper of various sizes, alphabet displays, name cards, letter stencils, word wall)* [O]

☐ Prewriting/writing efforts are encouraged, accepted, and displayed at children's eye level. *(Ex. scribbling, drawing, letter-like symbols, inventive spelling)* [O]

☐ Opportunities are made for children to dictate their ideas to teachers. *(Ex. tell about their art work, create stories, make class books, "thank you" notes)* [O, I]

☐ Handwriting is used in meaningful ways throughout the classroom. *(Ex. name tags, sign-in sheets, labels that give information about use or contents, teachers' charts, journals)* [O]

School Age

☐ Materials that assist children in composing and editing their writing are accessible. *(Ex. dictionary, thesaurus, grammar rules)* [O]

☐ Writing tools and paper are accessible in a designated area for self-selection. *(Ex. pens, colored pencils, envelopes, forms, stationery)* [O]

☐ Handwriting is used in meaningful ways in the classroom. *(Ex. stories, sign-in sheets, class rules, journals, charts, posters, poems)* [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Accessible, Available, Dictate, Print-Rich Environment

E14. **Math concepts are promoted through daily hands-on experiences with number, pattern, shape, spatial relationships, measurement, classification, and comparison.**

Infants, Toddlers, Twos

☐ Teachers use math vocabulary as it relates to children's experiences. (*Ex. a little, a lot, more/less, up/down, big/small, over/under, almost, soon, next)* [O]

☐ Materials and activities that build an awareness of beginning math concepts are accessible. *(Ex. toys of various shapes, sizes, patterns, and textures, songs, simple puzzles, blocks, stacking rings, nesting cups, activity boxes, balls, tunnels, books, boxes, shape sorters, fingerplays)* [O]

Preschool

☐ Teachers use math vocabulary during interactions. (*Ex. alike/different, larger/smaller, beside/between, first/last, before/after, tomorrow/yesterday, sooner/later, how many?, how long?)* [O]

☐ Materials that promote an understanding of basic math concepts are accessible. (*Ex. manipulatives, puzzles, stringing beads, counting cubes, sensory table, construction materials, measuring cups, pattern blocks, books, geoboards, cooking sets; items to group, sort, compare, order, measure)* [O]

☐ Teachers use basic math concepts in real situations. *(Ex. graphing the votes of children, counting snacks to match the number of children, time concepts as they relate to routines and seasons, charting growth, cooking activity, rebus charts, songs, fingerplays)* [O, I]

☐ Wooden unit blocks are accessible. [O]

School Age

☐ Teachers use math vocabulary during interactions. *(Ex. greater than/less than, minutes, inches, degrees, days of the week, months)* [O]

☐ Materials that promote an understanding of math concepts are accessible. *(Ex. items for graphing, sequencing, ordering, and measuring; games, puzzles, dice, tangrams, geoboards, construction materials, rulers, calculators, 100+piece puzzles)* [O]

☐ Teachers provide opportunities for children to use math concepts in meaningful ways. *(Ex. graphing the votes of children, planning a pizza party, calendar, guessing games, cooking)* [O, I]

☐ Wooden unit blocks are accessible. [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Terms: Accessible, Hands-On Experiences, Math Concepts

Association for Early Learning Leaders

E15. **Science is promoted through daily opportunities for prediction, reasoning, and experimentation.**

Infants, Toddlers, Twos

☐ Children are encouraged to independently explore materials and the environment. [O]

☐ Teachers provide materials for children to use their five senses to observe and learn about real objects. *(Ex. rattles, fabrics, sensory bottles, natural objects: feathers, sand, water)* [O, I]

☐ Books and posters with real photographs are used as tools for learning. *(Ex. machines, animals, people, nature, fruits, vegetables)* [O]

Preschool

☐ Activities promote an understanding of physical properties, living things, and the environment. *(Ex. cooking, recycling, planting beans, simple investigations, nature collections, work with wood, terrarium, fish/insect/plant life cycles)* [O]

☐ Opportunities for children to experiment using their five senses are accessible. *(Ex. smell jars, sound shakers, color paddles, sound games, sand, water, sensory table, play dough)* [O]

☐ Simple tools and materials that encourage children to ask questions, make predictions, and experiment with possible solutions are accessible. *(Ex. tongs, scales, balances, magnifying glasses, eyedroppers, plastic test tubes, magnets, gardening tools, measuring cups)* [O]

☐ Non-fiction books and/or posters that provide information and vocabulary about science concepts of interest are accessible. [O]

School Age

☐ Activities broaden children's understanding of life, earth, and physical sciences. *(Ex. animal life cycles, butterfly/vegetable gardens, recycling, conservation projects, composting, rock collections, simple experiments)* [O]

☐ Tools and materials that stimulate problem solving through inquiry, hypothesis, and investigation are accessible. *(Ex. thermometer, tweezers, microscope, pulleys, prisms, rulers, cylinders, compass, rain gauge, tornado tubes, construction kits)* [O]

☐ Non-fiction and reference books that provide information and vocabulary about science concepts of interest are accessible. [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Accessible, Hypothesis/Prediction, Non-Fiction, Science Concepts

E16. Social studies is promoted through a shared sense of community and an appreciation for diversity.

All Ages

☐ Materials and/or activities reflect the lives of the children and families served. [O, FS]

☐ Materials and/or activities promote understanding of diversity found in society. [O]

☐ Materials and/or activities reflect individuals and groups in gender neutral ways. [O]

☐ Teachers encourage children to engage in activities without imposing cultural or gender bias. [ES, O]

☐ Community members are invited into the classroom to enrich the curriculum. [ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE					
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____		
Yes	No	DK	Yes	No	DK

Validator Comments

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Director Response

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Glossary Term(s): Cultural Bias, Diversity, Gender Neutral, Social Studies

E17. **Creativity is promoted through daily opportunities for self-expression, symbolic**
Part 1 of 3 **representation, and development of aesthetic sensibility.**

All Ages

☐ **Music has a purpose and is not used as ongoing background noise or for adult entertainment.** [O, ES]

☐ **An assortment of musical styles is available for children's enjoyment.** (*Ex. children songs, jazz, classical, world music*) [O, I]

☐ **Children express their own ideas through movement to music.** (*Ex. dancing, swaying, streamers, parachute, scarves*) [O, I]

☐ **Protective clothing is used for messy play.** [O, I]

Infants, Toddlers, Twos

☐ **Children have opportunities to play simple instruments.** (*Ex. rattles, drums, shakers, xylophones*) [O, I]

☐ **Simple props are accessible for pretend play.** (*Ex. dolls, hats, dishes, telephones, scarves*) [O]

☐ **Art materials are available with teacher supervision.** (*Ex. nontoxic finger paint, crayons, play dough, large paper*) [O, I]

☐ **Examples of children's artwork are displayed at the children's eye level.** (*Ex. display in infant/ toddler rooms: finger paintings placed behind plexi-glass, laminated crayon pictures posted on the backs of shelves*) [O]

☐ **Children have ample opportunities to express their own ideas and feelings through process- oriented art.** (*Ex. easel painting, collage art, drawings, string painting*) [O, D]

◯ **MEETS STANDARD** ◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____   Yes No DK
Validator Comments
Director Response

Glossary Term(s): Accessible, Aesthetic Sensibility, Available, Process-Oriented Art

E17. **Creativity is promoted through daily opportunities for self-expression, symbolic**
Part 2 of 3 **representation, and development of aesthetic sensibility.**

All Ages

☐ **Music has a purpose and is not used as ongoing background noise or for adult entertainment.** [O, ES]

☐ **An assortment of musical styles is available for children's enjoyment.** (*Ex. children songs, jazz, classical, world music*) [O, I]

☐ **Children express their own ideas through movement to music.** (*Ex. dancing, swaying, streamers, parachute, scarves*) [O, I]

☐ **Protective clothing is used for messy play.** [O, I]

Preschool

☐ **An assortment of musical instruments is available for children's self-expression.** (*Ex. jingle bells, maracas, rhythm sticks, tom-toms, tambourines*) [O, I]

☐ **Children have access to a dramatic play area equipped with a variety of props.** (*Ex. dishes, pretend food, dress up clothes, dolls, menus, cookbook, stethoscope, stuffed animals*) [O]

☐ **A variety of open-ended art materials are accessible for self-selection.** (*Ex. easel paint, yarn, crayons, wood scraps, play dough, variety of paper, glue, markers, watercolors*) [O]

☐ **Examples of children's artwork are displayed at the children's eye level.** [O]

☐ **Children have ample opportunities to express their own ideas and feelings through process-oriented art.** (*Ex. teachers do not provide ditto sheets or patterns to color within, teachers do not make models for children to copy*) [O, D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
                                   Yes   No   DK

Validator Comments

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Director Response

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Glossary Term(s): Accessible, Aesthetic Sensibility, Available, Open-Ended Art Materials, Process-Oriented Art

E17. Creativity is promoted through daily opportunities for self-expression, symbolic
Part 3 of 3 representation, and development of aesthetic sensibility.

All Ages

☐ **Music has a purpose and is not used as ongoing background noise or for adult entertainment.** [O, ES]

☐ **An assortment of musical styles is available for children's enjoyment.** (*Ex. children songs, jazz, classical, world music*) [O, I]

☐ **Children express their own ideas through movement to music.** (*Ex. dancing, swaying, streamers, parachute, scarves*) [O, I]

☐ **Protective clothing is used for messy play.** [O, I]

School Age

☐ **Children have access to different types of musical instruments.** (*Ex. recorders, drums, rhythm instruments, keyboards, tone bells*) [O, I]

☐ **Children have access to a variety of creative drama materials.** (*Ex. props, costumes, stage area, puppets*) [O]

☐ **A variety of art media for children to explore is accessible.** (*Ex. clay, 3-D sculpting materials, collage, pastels, watercolors*) [O]

☐ **Children's artwork is displayed at the children's eye level.** [O]

☐ **Children express their own ideas and feelings through planned and child-initiated activities in arts and crafts.** (*Ex. murals, jewelry, beading, weaving, paper-mache*) [O, D]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK
Validator Comments
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Director Response
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Glossary Term(s): Accessible, Aesthetic Sensibility, Available, Child-Initiated

E18. **Cognitive skills are promoted through daily opportunities for concept development, information-seeking, persistence, memory, and problem solving.**

All Ages

☐ **Teachers ask questions and make comments about materials and activities that stimulate thinking and problem solving.** [O]

☐ **Teachers provide additional information and/or resources to increase engagement, persistence, and further learning.** [O]

Preschool

☐ **Teachers encourage children to plan, participate, and reflect on activities.** [O]

☐ **Teachers rotate throughout the classroom during open-ended, child-initiated activity time, individualizing learning with an awareness of the whole group.** [O]

School Age

☐ **Teachers encourage children to plan, participate, and reflect on activities.** [O]

☐ **Teachers rotate throughout the classroom during open-ended, child-initiated activity time, individualizing learning with an awareness of the whole group.** [O]

◯ **MEETS STANDARD**   ◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Child-Initiated, Concept Development, Persistence, Problem Solving

E19. **Gross motor skills are promoted through daily opportunities for physical activity to develop large muscle groups and coordination.**

Infants, Toddlers, Twos

☐ **Infants have opportunities throughout the day to practice coordination, movement, and balance.** *(Ex. provide toys for infants to reach for, pull up on; kick, tummy time, space to roll over, crawl, practice walking)* [O, ES]

☐ **Positioning of infants is changed in response to their signals.** [O, ES]

☐ **Movement of infants is not restricted by equipment and space for extended periods of time.** [O, ES]

☐ **Toddlers and twos have opportunities for active participation in physical activities.** *(Ex. tunnels, stairs, push cars, balls, slides, small climbing structures, dancing, movement to music, inclement weather activities)* [O, D]

Preschool

☐ **Children have opportunities for active participation in physical activities.** *(Ex. climbing structures, tricycles, slides, balls, obstacle courses, space for running, skipping, hopping, balance beam, stretching, bean bag toss, parachute, inclement weather activities)* [O, D]

School Age

☐ **Children have opportunities for active participation in physical activities.** *(Ex. non-competitive games, basketball hoops, hula hoops, jump ropes, swings, slides, climbing equipment, dancing, stretching, obstacle courses, inclement weather activities)* [O, D]

○ **MEETS STANDARD**　　　○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____
Yes　　　　No　　　　DK
Validator Comments
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Director Response
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Glossary Term(s): Motor Skills (Gross)

E20. **Fine motor skills are promoted through daily opportunities to use small muscles to manipulate objects and practice hand-eye coordination.**

Infants, Toddlers, Twos

☐ **Teachers provide materials to encourage the development of hand muscle control.** *(Ex. rattles, stacking rings, nesting cups, simple puzzles, shape sorters, stringing beads, play dough)* [O]

Preschool

☐ **Teachers provide materials and activities for practicing control of hand muscles.** *(Ex. pegboards, construction toys, scissors, play dough, chalk, doll clothing, puppets)* [O]

School Age

☐ **Teachers provide materials and activities for refining control of hand muscles.** *(Ex. making jewelry, building models, hole punchers, clay, pens, building bricks, board games)* [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
Director Response

Glossary Term(s): Hand-Eye Coordination, Motor Skills (Fine)

E21.   **Healthy habits are encouraged to promote wellness and development.**

All Ages

☐   **Good health practices are integrated into routines.** *(Ex. discussion, activities, and practice: healthy eating, dental health, importance of sleep and rest, good hygiene, safety, first aid, physical activity/fitness; books and posters depicting healthy food choices, proper hand washing, covering mouth when sneezing and coughing)* [O]

☐   **Teachers provide activities to promote mindfulness, intentional thinking, and self-regulation.** *(Ex. breathing exercises, meditation, yoga, relaxation activities, stretching)* [ES, O]

☐   **Teachers model good health practices.** *(Ex. teachers consume healthy food and drinks while children are present, wash hands at appropriate times using correct methods)* [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____   _____   _____
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Validator Comments

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Director Response

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Glossary Term(s): Health Practices, Mindfulness, Model, Self-Regulation

E22. **Technology use supports learning.**

Infants, Toddlers, Twos

☐ Computers, technology devices, and TV/video are not used. [O, FS]

Preschool
Check all technology used in this classroom:

❑ Computers ❑ Technology Devices ❑ TV/Video
❑ No technology used in this classroom

☐ Other activities are available for children who do not wish to participate. [ES, O]

☐ Programs/applications are previewed by Onsite Supervisors or Lead Teachers and determined appropriate for age of children. [ES, O]

☐ Programs/applications serve an educational purpose. [O, I]

☐ Computer/technology device usage is monitored. *(Ex. amount of time, internet access)* [O, I]

☐ Computers, technology devices and/or TV/video are not used to fill time especially at arrival or departure. [O, I]

☐ A system is in place to ensure each interested child has equal access to computers and/or technology devices. [O, I]

If TV/video are used, write in frequency: _____ x per _____ and length of time per use_____.

School Age
Check all technology used in this classroom:

❑ Computers ❑ Technology Devices ❑ TV/Video
❑ No technology used in this classroom

☐ Other activities are available for children who do not wish to participate. [ES, O]

☐ Programs/applications are previewed by Onsite Supervisors or Lead Teachers and determined appropriate for age of children. [ES, O]

☐ Computer/technology device usage is monitored. *(Ex. amount of time, internet access)*. [O, I]

☐ A system is in place to ensure each interested child has equal access to technology. [O, I]

If TV/video are used, write in frequency: _____ x per _____ and length of time per use_____.

○ MEETS STANDARD   ○ NEEDS IMPROVEMENT

CONTINUED ON NEXT PAGE

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK

FAMILY SURVEY: _____ _____ _____
Yes   No   DK

Validator Comments

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Glossary Term: Educational Purpose (Technology)

E23. **The outdoor learning environment space is designed to accommodate the developmental needs of the children using it.**

All Ages

The outdoor learning environment has

☐ **Large motor equipment** *(Ex. riding toys, climbing equipment, slides, balls)* [O]

☐ **A variety of play activities offered daily** *(Ex. art, dramatic play, table toys)* [ES, O]

☐ **Contact with nature** *(Ex. trees, flowers, gardens)* [O]

☐ **A variety of surfaces** *(Ex. grass, sand, hard surface for riding toys)* [O]

☐ **Drinking water** [O]

☐ **Shaded areas** [O]

☐ **A layout that allows supervision by sight and sound** [O]

☐ **Access to a nearby bathroom** [ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
                           Yes   No   DK

Validator Comments

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Director Response

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F. Interactions between Teachers and Children

F1. **Children's development of trust and emotional security is promoted with consistent, responsive, and nurturing teachers.**

All Ages

☐ Teachers greet each child and parent by name upon arrival. [FS, O]

☐ Teachers acknowledge and comfort distressed children during arrival and departure. [FS, O]

☐ Teachers demonstrate warmth by smiling, speaking in a caring voice, and offering calming actions. [O]

☐ Teachers promptly attend to children's physical needs. *(Ex. provide water when thirsty; change diapers when wet or soiled; recognize and take appropriate action when children show signs of illness; allow child to rest when tired)* [O]

Infants, Toddlers, Twos

☐ Teachers promptly respond to crying and other signs of distress. *(Ex. learn to read infants' cries and signals, provide needed care, verbally assure child of intent to respond)* [O, ES]

☐ Teachers allow children to keep a security object with them when needed. [O, I]

Preschool

☐ Teachers comfort children who are upset, hurt, or angry. [O, ES]

☐ Teachers follow through on commitments made to children. *(Ex. ensure child has a turn at the easel when told they would be next; make available activity as promised; read the book agreed on earlier)* [O]

School Age

☐ Teachers assist children who are upset, hurt, or angry. [O, ES]

☐ Teachers follow through on commitments made to children. *(Ex. ensure child has a turn at the computer when told it would be available; read book to child when promised)* [O]

◯ **MEETS STANDARD**   ◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE					
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____		
Yes	No	DK	Yes	No	DK
Validator Comments					
Director Response					

Glossary Term(s): Commitments, Distress, Emotional Security, Responsive, Security Object, Trust

F2. **A positive sense of self is promoted through respectful teacher-child interactions.**

All Ages

☐ **Teachers have frequent positive interactions with children throughout the day.** *(Ex. verbal, non-verbal)* [O]

☐ **Teachers use children's names in encouraging and respectful ways.** *(Ex. incorporated into songs and fingerplays; used in conversations; primarily refer to children by name used instead of in terms of endearment such as honey, sweetie; used at times of acknowledgement and not just times of discipline)* [O]

☐ **Teachers verbally acknowledge the child's emotions and feelings.** (*Ex. "Jan, are you getting frustrated? Let me move the rattle a little closer so you can reach it.", "Jose, you look sad. Do you miss your Mom?", "Li, would you like to talk about how you are feeling?"*) [O]

☐ **Teachers acknowledge children's efforts and accomplishments.** *(Ex. attempts at self-help skills, completing a challenging puzzle)* [O]

☐ **Teachers demonstrate respect for all children and do not laugh at, embarrass, criticize, threaten, tease, reject, or show preferential treatment to a child.** [O, ES, FS]

Infants, Toddlers, Twos

☐ **Teachers interact with individual children at child's level.** *(Ex. sitting on the floor, sitting at eye level when feeding, child sitting on teacher's lap)* [O]

Preschool

☐ **Teachers lower to the child's eye level when conversing with individual children.** [O]

☐ **Teachers are receptive to children's ideas and suggestions.** [O]

School Age

☐ **Teachers converse with individual children at the child's eye level.** [O]

☐ **Teachers respond positively to children's ideas and suggestions.** [O]

◯ **MEETS STANDARD**   ◯ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE					
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____		
Yes	No	DK	Yes	No	DK
Validator Comments					
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Director Response					
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Glossary Term(s): Respect

F3. **Cooperative and positive social behaviors are promoted through opportunities for**
Part 1 of 2   **learning social skills, empathy, and reciprocity.**

All Ages

☐ Teachers model positive social behaviors with children and other adults. *(Ex. teachers speak kindly; demonstrate listening, turn taking, sharing, waiting; teachers use please, thank you, and you're welcome; teachers model empathy; teachers do not sit on shelves, stand on chairs, or kick toys out of the way)* [O]

☐ Teachers verbally acknowledge emerging pro-social skills. *(Ex. caring, empathy, helping, cooperation)* [O]

☐ Teachers help children needing assistance when entering a play situation. *(Ex. help a child's transition into the classroom; support a child entering group play; help a wandering child engage in activity)* [O]

☐ Teachers help children understand the actions and feelings of others. *(Ex. "Sam is crying. He's ready to eat.", "Priya is sad because her Mom is going to work.", "Suzie, how do you think Li is feeling?", "I feel frustrated because you are not listening to Maria.")* [O]

☐ Teachers respond with sensitivity to individual children, treating them with equal consideration. *(Ex. children with varying abilities, activity levels, temperaments)* [O, ES, FS]

Infants, Toddlers, Twos

☐ Teachers encourage children to begin to play with others. *(Ex. sit infants in proximity to one another, roll a ball to child, provide multiple telephones for children to talk with each other)* [O]

☐ Teachers promptly intervene when negative or hurtful peer interactions occur. *(Ex. mobile infant crawls on top of non-mobile infant, child bites another child, child screams "mine" and grabs toy away from another child)* [O, ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE					
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____		
Yes	No	DK	Yes	No	DK
Validator Comments					
_____					
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Director Response					
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Glossary Term(s): Model, Pro-Social Skills

F3. **Cooperative and positive social behaviors are promoted through opportunities for**
Part 2 of 2 **learning social skills, empathy, and reciprocity.**

All Ages

☐ Teachers model positive social behaviors with children and other adults. *(Ex. teachers speak kindly; demonstrate listening, turn taking, sharing, waiting; teachers use please, thank you, and you're welcome; teachers model empathy; teachers do not sit on shelves, stand on chairs, or kick toys out of the way)* [O]

☐ Teachers verbally acknowledge emerging pro-social skills. *(Ex. caring, empathy, helping, cooperation)* [O]

☐ Teachers help children needing assistance when entering a play situation. *(Ex. help a child's transition into the classroom; support a child entering group play; help a wandering child engage in activity)* [O]

☐ Teachers help children understand the actions and feelings of others. *(Ex. "Sam is crying. He's ready to eat.", "Priya is sad because her Mom is going to work.", "Suzie, how do you think Li is feeling?", "I feel frustrated because you are not listening to Maria.")* [O]

☐ Teachers respond with sensitivity to individual children, treating them with equal consideration. *(Ex. children with varying abilities, activity levels, temperaments)* [O, ES, FS]

Preschool

☐ Teachers encourage cooperation rather than competition. [O]

☐ Teachers assist children in learning to solve social problems. [O]

☐ Teachers promptly intervene when negative or hurtful peer interactions occur. *(Ex. when children are being teased, called names, excluded from play)* [O, ES]

School Age

☐ Teachers encourage cooperation. [O]

☐ Teachers actively involve children in solving their conflicts and problems. [O]

☐ Teachers promptly intervene when children engage in hurtful peer interactions, bullying, and other antisocial behavior. [O, ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE						
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____			
	Yes	No	DK	Yes	No	DK
Validator Comments						
Director Response						

Glossary Term(s): Competition, Model, Pro-Social Skills

F4. **Positive guidance techniques are used to promote the development of self-regulation**
Part 1 of 3 **and self-control.**

All Ages

☐ Teachers give positive feedback acknowledging desired behavior. *(Ex. respond to compliance with daily routines and limits, encourage efforts in self-regulation)* [O]

☐ Teachers give choices acceptable to both child and teacher. [O]

☐ Teachers state what a child can do instead of what cannot be done. *(Ex. "Walk in the classroom" instead of "Don't run")* [O, FS]

☐ Teachers inform child of how the inappropriate behavior affects self, others, and/or materials. [O]

☐ Children are redirected to a more appropriate activity and/or behavior. [O]

☐ Expectations for social behaviors are suitable for the age and developmental levels of the children. [O]

☐ Teachers guide children to express both negative and positive emotions in acceptable ways. [O]

☐ Teachers do not use physical punishment or punitive time out. [ES, O]

Infants, Toddlers, Twos

☐ Teachers verbalize ways the child is following routines and simple safety limits. *(Ex. "You are holding my hand and being safe.", "We are walking in the hall.", "I see you sitting in the chair.")* [O]

☐ Teachers give clear, positive, one or two-step directions. [O]

☐ Toddlers and twos teachers follow through with directions given to a child. [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE						
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____			
	Yes	No	DK	Yes	No	DK
Validator Comments						
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Glossary Term(s): Logical Consequences, Positive Guidance Procedures, Punitive Timeout, Self-Control, Self-Regulation

F4. **Positive guidance techniques are used to promote the development of self-regulation**
Part 2 of 3 **and self-control.**

All Ages

☐ **Teachers give positive feedback acknowledging desired behavior.** *(Ex. respond to compliance with daily routines and limits, encourage efforts in self-regulation)* [O]

☐ **Teachers give choices acceptable to both child and teacher.** [O]

☐ **Teachers state what a child can do instead of what cannot be done.** *(Ex. "Walk in the classroom" instead of "Don't run")* [O, FS]

☐ **Teachers inform child of how the inappropriate behavior affects self, others, and/or materials.** [O]

☐ **Children are redirected to a more appropriate activity and/or behavior.** [O]

☐ **Expectations for social behaviors are suitable for the age and developmental levels of the children.** [O]

☐ **Teachers guide children to express both negative and positive emotions in acceptable ways.** [O]

☐ **Teachers do not use physical punishment or punitive time out.** [ES, O]

Preschool

☐ **Teachers give clear, positive directions.** [O]

☐ **Teachers look for the cause of inappropriate behavior.** *(Ex. child is bored; child did not receive a turn; too few popular toys; inadequate space for activity; child is thirsty, hungry, tired, overstimulated)* [O]

☐ **Teachers give children an opportunity to offer solutions to solve the inappropriate behavior.** [O]

☐ **Teachers move to the children and do not call across the classroom or outdoor learning environment.** [O]

☐ **Teachers follow through with directions given to a child.** [O]

☐ **Teachers use logical consequences to promote desired behavior.** *(Ex. sticker charts and other reward and punishment systems are avoided)* [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE	
EMPLOYEE SURVEY: ___ ___ ___ Yes No DK	**FAMILY SURVEY:** ___ ___ ___ Yes No DK
Validator Comments	
Director Response	

Glossary Term(s): Logical Consequences, Positive Guidance Procedures, Punitive Timeout, Self-Control, Self-Regulation

Association for Early Learning Leaders

F4. **Positive guidance techniques are used to promote the development of self-regulation and self-control.**

Part 3 of 3

All Ages

☐ Teachers give positive feedback acknowledging desired behavior. *(Ex. respond to compliance with daily routines and limits, encourage efforts in self-regulation)* [O]

☐ Teachers give choices acceptable to both child and teacher. [O]

☐ Teachers state what a child can do instead of what cannot be done. *(Ex. "Walk in the classroom" instead of "Don't run")* [O, FS]

☐ Teachers inform child of how the inappropriate behavior affects self, others, and/or materials. [O]

☐ Children are redirected to a more appropriate activity and/or behavior. [O]

☐ Expectations for social behaviors are suitable for the age and developmental levels of the children. [O]

☐ Teachers guide children to express both negative and positive emotions in acceptable ways. [O]

☐ Teachers do not use physical punishment or punitive time out. [ES, O]

School Age

☐ Teachers give clear, positive directions. [O]

☐ Teachers look for the cause of inappropriate behavior. [O]

☐ Teachers give children an opportunity to discuss the cause and offer solutions to solve the inappropriate behavior. [O]

☐ Teachers move to the children and do not call across the classroom or outdoor learning environment. [O]

☐ Teachers follow through with directions given to child. [O]

☐ Teachers use logical consequences to promote desired behavior. *(Ex. sticker charts and other reward and punishment systems are avoided)* [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE	
EMPLOYEE SURVEY: _____ _____ _____ Yes No DK	**FAMILY SURVEY:** _____ _____ _____ Yes No DK
Validator Comments	
Director Response	

Glossary Term(s): Logical Consequences, Positive Guidance Procedures, Punitive Timeout, Self-Control, Self-Regulation

F5. **Age appropriate self-help skills are encouraged to promote self-care, responsibility, adaptive skills, and autonomy.**

Infants, Toddlers, Twos

☐ Teachers give children simple tasks to promote emerging skills. *(Ex. putting toys in a basket, assisting with putting on clothes)* [O, ES]

☐ Teachers encourage children to participate in self-care routines. *(Ex. assist in diaper changing by holding the diaper, wiping their own face, throwing their tissue in the trash, holding cold compress on a wound)* [O, ES]

☐ Teachers notify children before a self-care routine occurs, describe what care is needed, and describe actions when performing the care. (*Ex. notify child that they will be next to get a diaper change; "Two minutes before we will need to wash our hands for snack."; letting the child know you are putting them in the crib for nap time; "Next I will use a wipe to clean your buttocks.")* [O, ES]

Preschool

☐ Teachers facilitate the development of self-help skills in children. *(Ex. pick up toys when finished, get paper from the shelf, store belongings in cubbies)* [O, ES]

☐ Children assist in the care and upkeep of the classroom. [O]

☐ Teachers support child participation in self-care routines as the child is able. *(Ex. nose wiping, putting on jacket, washing hands at appropriate times, wiping own face)* [O, ES]

☐ Teachers notify children when self-care is required and describe the reasons and steps to the routine. [O, ES]

School Age

☐ Children assist in the care and upkeep of the classroom. [O]

☐ Teachers facilitate the child's responsibility for both self-care and personal belongings. [O, ES]

○ **MEETS STANDARD** ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK
Validator Comments
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Director Response
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Glossary Term(s): Adaptive Skills, Autonomy, Self-Care, Self-Help Skills

F6. Children's overall emotional well-being is supported by the classroom environment.

All Ages

☐ **Children are generally happy, relaxed, and engaged.** [O, FS]

☐ **Classroom sounds are pleasant.** *(Ex. music volume at level appropriate for the activity; teacher voices do not predominate; conversational tones rather than stressful noise or forced quiet)* [O]

☐ **Peer interactions are generally positive.** [O]

☐ **Adult to adult interactions are positive and supportive.** [O, ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE						
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____			
Yes	No	DK		Yes	No	DK

Validator Comments

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Director Response

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F7.   Snack and mealtimes are pleasant and social learning experiences for children.

All Ages

☐ **Food is not used as a method of discipline or reward.** [ES, O]

☐ **Teachers have meaningful conversations with children.** *(Ex. talk about events of the day, encourage children to talk with one another, talk about nutrition)* [O]

☐ **Teachers sit with the children when not helping with the meal service routine or providing necessary assistance to children.** *(Ex. teachers assists a child who needs to use the bathroom, teachers get additional food, a teacher transitions with children who are finished)* [O, I]

Infants, Toddlers, Twos

☐ **Infants are held during bottle feeding and spoken to in supportive tones.** [O]

☐ **Older infants, toddlers, and twos are encouraged to feed themselves as their abilities allow.** *(Ex. use child-size utensils, pick up finger food, choose which food to eat next)* [O]

☐ **Toddlers and twos assist in cleaning up as their abilities allow.** *(Ex. throw away napkin, help wipe up spills)* [O, I]

Preschool

☐ **Children are encouraged to serve themselves as their abilities allow.** *(Ex. set tables, put out napkins, scoop food using sturdy serving spoons, pour milk from child-size pitchers)* [O, I]

☐ **Children assist in cleaning up as their abilities allow.** *(Ex. clear table, throw away trash, wipe up spills)* [O]

School Age

☐ **Children serve themselves.** [O, I]

☐ **Children assist in cleaning up.** [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE		
EMPLOYEE SURVEY: _____ _____ _____		
Yes No DK		
Validator Comments		
Director Response		

Association for Early Learning Leaders

G.   Classroom Health and Safety

G1.   Health practices are implemented throughout the day.

All Ages

☐ Teachers monitor the temperature/weather and ensure that children are dressed appropriately for indoor and outdoor activities. [O]

☐ Adjustments are made to protect children from potentially harmful environmental conditions. *(Ex. heat and cold extremes, strong wind, ozone hazards, overexposure to the sun, exposure to chemical fumes, spray-over of sanitizer/disinfectant)* [ES, O]

☐ Extra clothing is available for children's use. [O, I]

☐ Mouthed toys are removed from play area to be sanitized before reuse. [O]

☐ Candles are not used. [O]

☐ Basic first-aid supplies are available in the classroom and outdoor learning environment. (Ex. *nitrile, latex, or vinyl gloves, adhesive bandages, soap, water)* [O, I]

Infants, Toddlers, Twos

☐ Families of infants and toddlers receive daily, written information regarding feeding, diapering, and sleeping. [D]

☐ Infant classrooms are shoe-free to reduce the exposure of dirt and containments, including lead. [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK
Validator Comments
Director Response

Glossary Term(s): First Aid Supplies (Classroom/Outdoor Learning Environment), Sanitize, Shoe-Free

G2. Universal precautions are practiced to minimize the spread of infectious disease.

All Ages

☐ Surfaces are cleaned with a multistep process that includes cleaning with a detergent, rinsing with water, and sanitizing/disinfecting with appropriate solution using a single-use or disposable towel with each step. *(Note: Manufacturer's product instructions should be followed. If surface was in contact with a possible blood containing fluid it must be disinfected.)* [O]

☐ Single-use disposable vinyl, nitrile, or latex gloves are worn when there is contact with blood and/or other potentially infectious bodily fluids. [ES, O]

☐ Disposable materials contaminated with blood and/or other potentially infectious bodily fluids are placed in a plastic bag, closed securely, and kept in a plastic-lined, hands-free covered container until disposal. [ES, O]

☐ Non-disposable materials and/or clothing contaminated with blood and/or other potentially infectious bodily fluids are placed in a plastic bag, closed securely, and stored out of reach of children until cleaned. [ES, O]

Diaper Changing

☐ Single-use disposable vinyl, nitrile, or latex gloves are worn for each change of a soiled diaper/pull-up. [O]

☐ Single-use disposable vinyl, nitrile, or latex gloves are disposed of after each child's soiled diaper/pull-up change. [O]

☐ Soiled diapers/pull-ups are placed in a plastic bag or inverted glove and kept in a plastic-lined, hands-free covered container until disposal. [O]

☐ Wet or soiled clothing is placed in a plastic bag, closed securely, and returned to family for cleaning. [ES, O]

☐ After each use, diaper changing surfaces are cleaned of organic matter with a multistep process: cleaned with a detergent, rinsed with water, and disinfected with a disinfecting solution using a single-use or disposable towel with each step. [O]

☐ Teachers and children wash hands with soap and water following each diaper change. [O]

OR

☐ No diaper changing [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

Association for
Early Learning Leaders

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____   _____   _____
　　　　　　　　　　　Yes　　　　　No　　　　　DK

Validator Comments

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Director Response

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Glossary: Cleaning, Disinfect, Multi-Step Cleaning Process, Organic Matter, Sanitize, Soiled, Universal Precautions

G3. **Hand washing facilities are provided for employee and child use.**

All Ages

☐ Sink is at child's height or equipped with a stable step platform for the sink to be accessible to children. If a platform is used, it is child-safe with a slip-proof surface. [O]

☐ Non-antibacterial liquid soap and paper towels are placed near sink. *(Note: Antibacterial soap should not be used.)* [O]

☐ Water temperature is comfortable to encourage thorough hand washing. [O]

☐ A sink is located near diapering and bathroom areas. [O]

☐ If sink must be used for multiple purposes, it is cleaned and disinfected before being used to prepare drinks or food. [ES, O]

☐ If bathroom is not located in the classroom, a hand washing sink is in the classroom. [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
                        Yes   No   DK

Validator Comments

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Director Response

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Glossary Term(s): Accessible, Disinfect

G4. **Proper hand washing procedures are practiced by employees and children.**

All Ages

☐ **Teachers wash hands at appropriate times.** [O]

☐ **Children's hands are washed at appropriate times.** [O]

☐ **Liquid non-antibacterial soap and running water are used to wash hands.** [O]

☐ **Single-use paper towels are used to dry hands.** [O]

☐ **Teachers use paper towels to turn off manual faucets.** [O]

☐ **Teachers encourage children to use paper towels to turn off manual faucets.** *(Ex. teachers verbally remind children to use a paper towel, teachers model correct use)* [O, ES]

☐ **Visual cues for hand washing are placed near the sink.** *(Ex. hand washing procedure picture chart posted at child's eye level, handwashing rebus chart)* [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE

EMPLOYEE SURVEY: _____ _____ _____
                        Yes   No   DK

Validator Comments

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Director Response

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Glossary Term(s): Hand Washing (Appropriate Times)

Association for Early Learning Leaders

G5. Safety practices are followed throughout the day.

All Ages

☐ **Safety limits are enforced in all activities.** [O]

☐ **Teachers position themselves so that children can be observed in all areas of the classroom and the outdoor learning environment.** [O]

☐ **Teachers focus on the children and are not distracted by paperwork, electronic devices, or other employees.** [O]

☐ **Primary and alternate evacuation routes are posted in each room used by children.** [D]

☐ **Emergency procedures are posted in each room used by children.** *(Ex. fire evacuation procedures, bad weather, injury)* [D]

Infants, Toddlers, and Twos

☐ **Children are supervised at all times by sight and sound and are never left unattended.** [O, ES]

☐ **Cribs meet federal safety standards mandated by the Consumer Product Safety Commission.** [D, O]

☐ **Routine care areas are arranged for convenient access and safety.** [O]

☐ **Safe sleep practices are followed with infants.** [O]

Preschool

☐ **Children are supervised by sight and sound and never left unattended.** [O, ES]

School Age

☐ **Children are supervised by either sight or sound, and teachers are aware of what the children are doing at all times.** [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____
Yes   No   DK
Validator Comments
Director Response

G6. **The children's environment is safe and appropriately maintained.**

All Ages

☐ **Diluted sanitizing and disinfecting solutions are labeled.** [O]

☐ **Diluted sanitizing and disinfecting solutions are stored out of reach of children.** [O]

☐ **All chemicals, toxic materials, teachers' purses, and any products labeled "Keep out of reach of children" are inaccessible to children and stored in a locked cabinet.** *(Ex. toothpaste, white out, liquid hand sanitizer, make up, medications)* [O]

☐ **All areas are free of debris and environmental hazards.** [O]

☐ **Floor coverings are backed with non-slip materials or attached to the floor and edges do not present a tripping hazard.** [O]

☐ **Electrical outlets are covered with child-resistant covers.** [O]

☐ **Electrical cords are not frayed and are placed out of children's reach.** [O]

☐ **Extension cords are not used.** [O]

☐ **Surge protectors are securely mounted, and unused outlets are covered.** [O]

☐ **Windows that open are securely screened.** [O]

☐ **Opened windows are monitored.** [O, ES]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
EMPLOYEE SURVEY: _____ _____ _____   Yes   No   DK
Validator Comments   _____   _____   _____   _____
Director Response   _____   _____   _____   _____

Glossary Term(s): Debris, Environmental Hazard, Locked, Toxic Materials

Association for
Early Learning Leaders

G7. **Furnishings, equipment, and materials are safe and appropriately maintained.**

All Ages

☐ **Heavy furnishings and equipment are sturdy, secure, and cannot easily be tipped or pulled over.** [O]

☐ **Furnishings and equipment are clean and in good repair.** [O]

☐ **Furnishings, equipment, and toys pose no safety or health concerns.** [O]

☐ **Furniture is in good condition without foam or inside stuffing exposed.** [O]

☐ **Stuffed animals, matting, pillows, and foam items are intact.** [O]

☐ **Materials and supplies are clean and in good repair.** [O]

☐ **Materials and supplies are nontoxic.** *(Ex. art supplies ACMI's nontoxic seal "AP" ASTM 4236, teething toys)* [O]

Infants, Toddlers, Twos

☐ **Toys and materials do not present a choking hazard.** [O]

☐ **Toys are screened for lead to prevent lead exposure.** [D]

☐ **Soft plastic and teething toys labeled "PVC-free" or "phthalate-free" are purchased and used.** *(Ex. beach balls, bath books, and "rubber ducky" teething toys)* [D, O]

Preschool

☐ **Children are discouraged from putting toys made out of soft plastic in their mouths.** *(Ex. vinyl dolls, beach balls, and bath books, as they may contain lead and phthalates)* [D, O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE
Validator Comments
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_____
Director Response
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Glossary Term(s): Bisphenol A-Free (BPA-Free), Lead Exposure, Nontoxic, Phthalates, Screened for Lead, Vinyl (Polyvinyl Chloride (PVC)) Containing Products

Association for
Early Learning Leaders

G8. Security measures are implemented in the classroom.

All Ages

☐ **Employees follow procedures that ensure the safe arrival and departure of all children.** [FS, O]

☐ **Access to classroom areas is limited to those who have a purpose for being there.** [ES, O]

☐ **Teachers position themselves so that their interactions with children are unobstructed.** [O]

☐ **The classroom has sufficient lighting for the teachers to work and be seen during rest time.** [O]

○ **MEETS STANDARD**   ○ **NEEDS IMPROVEMENT**

OBSERVER/VALIDATOR'S USE					
EMPLOYEE SURVEY: _____ _____ _____			**FAMILY SURVEY:** _____ _____ _____		
Yes	No	DK	Yes	No	DK

Validator Comments

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Director Response

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Glossary Term(s): Security Measures

Instructions for Completing *Observation Record*

The *Observation Record* is intended to show the history of the observation process. Sections of the *Observation Record* are to be completed by the various employees conducting observations:

- The Director completes the "Classroom" section at the top of the page.

  - For "Classroom Name", use the same name as recorded on the *Formal Education and Ongoing Training Log, the Program Profile*, and the children's daily schedule for each classroom.

  - For "Maximum Number of Children", report the largest number of children you would assign to the classroom.

  - For "Current Number of Children", report the current number of children enrolled in the classroom at the time of your request for an onsite visit.

  - For all other information in the "Classroom" section, provide information that is current at the time of your request for an onsite visit.

- The classroom teacher completes the "Lead Teacher Observation" section with the original and all subsequent date(s) of observation.

- The Director completes the "Director Observation" section with the original and all subsequent date(s) of observation.

- **The Director signs and dates the verification statement after all observations are completed.**

- The bottom section marked "For Validator's Use Only" is left blank for use by the Validator during the onsite validation visit.

- A copy of the completed *Observation Record* (see p. 140) for each classroom is to be submitted to the Accreditation Office with your *Request for Validation Visit* (in the Validation Visit section of your *Manual*).

  - Retain the originals of the *Observation Record* and attach them to the front of the appropriate clean copy of the *Classroom Observation* (p. 91–138) for the Validator's use during the onsite validation visit.

Association for Early Learning Leaders

Observation Record

Classroom

Classroom Name		Age Group	☐ Infants ☐ Preschool	☐ Toddlers ☐ School Age	☐ Twos
Age Range	Maximum Number of Children	Current Number of Children		Number of Teacher(s)	
Lead Teacher				Staff-Child Ratio :	
Additional Teacher(s)					

Lead Teacher Observation

Date of Observation	Number of Teacher(s)	Number of Children	Staff-Child Ratio :
Name of Teacher(s) Observed			
Name of Lead Teacher			

Director Observation

Date of Observation	Time Begun		Time Completed
Number of Teacher(s) During Observation	Number of Children During Observation		Staff-Child Ratio :
Lead Teacher Observed			
Additional Teachers Observed			
Name and Title of Observer			

I verify to the best of my knowledge that the information recorded is accurate. I have reviewed the results of the classroom observations with the teacher(s). The teacher(s) have made the necessary adjustments to meet Commission Standards. I have completed the clean copy of the *Classroom Observation* for the validator's use. This classroom is ready for a validation observation by the National Accreditation Commission.

_____   _____

Director's Signature   Date

For Validator's Use Only (Validator observation of classroom)					
Classroom Name		Age Group	☐ Infants ☐ Preschool	☐ Toddlers ☐ School Age	☐ Twos
Date of Observation	Time(s) Begun		Time(s) Completed		
Number of Teacher(s)	Number of Children		Age Range		
Validator Name					
Lead Teacher Observed		Other Teacher(s) Observed			

Additional Observations

Lead Teacher Observation

Date of Observation	Number of Teacher(s)	Number of Children	Staff-Child Ratio :
Name of Teacher(s) Observed			
Name of Lead Teacher			

Lead Teacher Observation

Date of Observation	Number of Teacher(s)	Number of Children	Staff-Child Ratio :
Name of Teacher(s) Observed			
Name of Lead Teacher			

Director Observation

Date of Observation	Time Begun		Time Completed
Number of Teacher(s) During Observation	Number of Children During Observation	Staff-Child Ratio :	
Lead Teacher Observed			
Additional Teachers Observed			
Name and Title of Observer			

Director Observation

Date of Observation	Time Begun		Time Completed
Number of Teacher(s) During Observation	Number of Children During Observation	Staff-Child Ratio :	
Lead Teacher Observed			
Additional Teachers Observed			
Name and Title of Observer			

Surveys

Contents of this Section

*All forms are shown in italics

Instructions for Completing *Employee Survey*

The accreditation process involves all adults associated with the program: administrators, employees, and families. Each employee is asked to examine and respond to their own experience with the Standards. All employees, both part- and full-time, who work directly with children and are counted in the staff-child ratio at some time during the day and all onsite supervisors, including the director, are to be given an opportunity to anonymously complete the *Employee Survey*.

Employees have an essential role in the implementation of the program's policies and procedures. It is important that they be aware of and understand the Standards and Indicators *before* they complete the survey, as their feedback will be used to verify applicable Standards.

Steps for conducting the *Employee Survey*:

- Make one copy of the *Employee Survey* for each employee as identified above.
- Provide employees access to a copy of the *Administrator's Report* and the *Classroom Observation*.
- Give each employee a survey to complete anonymously.
- Collect the surveys in a manner that allows for confidentiality.
- At least 75% of employees as defined by Commission Standards B1 and B2 (as identified above) must return a completed survey for the results to satisfy Accreditation requirements.

After all surveys are returned:

- Count responses and record the totals on a blank copy of the *Employee Survey* (see example and Instructions for Recording Survey Totals on next page).
- Complete the Employee Survey section of the *Survey Verification* (See **"Employee Survey Verification" on page 156**).
- Submit a copy of the *Employee Survey* with the totals and the *Survey Verification* with the *Request for Validation Visit*.
- Store the completed surveys in the Doc Box in a file folder labeled "Employee Surveys".

NOTE: The Validator will sample surveys for accurate reporting and, if a discrepancy is found in the final count, administration will be asked to immediately re-total responses to all questions on the survey and create a new record of survey totals. This is a lengthy process and can significantly impact the onsite validation visit. We strongly recommend that the director double-check the accuracy of the totals before submitting the program's *Request for Validation Visit* to the Accreditation Office. If additional surveys come in after the survey totals have been submitted, keep those surveys separate from the ones already counted and recorded.

Association for Early Learning Leaders

Example

Recording Employee Survey Totals

	Standard	Yes	No	Don't Know	
A1	I am aware of the program's mission statement, philosophy, and goals, and how they guide program administration.	17	2	1	
A2	The program is objective in its hiring, enrolling, and termination practices, and does not discriminate when hiring and terminating employees, or when enrolling and disenrolling children.	20	0	0	
B6	My supervisor and I develop a written annual plan for my professional growth based on topics identified in my annual performance appraisal.	17	1	2	
B8	The administration regularly provides information, such as policy changes and upcoming activities, to ensure employee awareness of program happenings.	18	0	2	
D10	Medication is only given by designated employees that are trained in administration of medication and device usage. *(Check N/A if program does not administer medication.)*	0	0	2	**N/A** 18
D12	The program firmly adheres to written policies and procedures regarding the safe transport of children. *(Check N/A if program does not transport children.)*	0	0	4	**N/A** 16
E2	Written observations of the children's development are utilized to plan activities that will further learning and development.	14	6	0	

Instructions for Recording Survey Totals

- Print a blank copy of the *Employee Survey*.

    - If the Spanish version was used by employees during the Self-Study process, the totals must be recorded on the **English** version.

- For each question on all completed surveys:

    - Total the "Yes" responses and record that number in the "Yes" column for that question.

    - Total the "No" responses and record that number in the "No" column for that question.

    - Total the "Don't Know" responses and record that number in the "Don't Know" column for that question.

    - Total the "N/A" (not applicable) responses and record that number in the "N/A" column for that question, if box provided.

    - If a question was left blank or more than one response was given to a question, count it as a "Don't Know".

Employee Survey

Dear Employee,

Our program is in the Self-Study process for the National Accreditation Commission. Your participation is vital to this quality improvement process. Please take time to fill out this survey according to your experience in the program. **This is a confidential survey and does not need to be signed.**

Steps for Completion (check each box when done):

☐ **Review Standards in the** *Administrator's Report* **and** *Classroom Observation*.

☐ **Complete the survey.**

☐ **Return completed survey to the location designated by the administrator.**

☐ **Record date submitted** _____

	Standard	Yes	No	Don't Know
A1	I am aware of the program's mission statement, philosophy, and goals, and how they guide program administration.			
A2	The program is objective in its hiring, enrolling, and termination practices, and does not discriminate when hiring and terminating employees, or when enrolling and disenrolling children.			
A4	Upon hire, new employees complete a comprehensive orientation process.			
A5	I have been given written personnel policies that state the expectations, rights, and responsibilities of my employment. I have read, had an opportunity to ask questions about, and understand the personnel policies, and am willing to abide by the policies.			
A6	I have been given written operating procedures with detailed instructions to carry out specific tasks related to my work. I have read, had an opportunity to ask questions about, and understand the operating procedures, and am willing to abide by the procedures.			
A7	The program provides benefits that meet my needs. *(Check N/A if your position is not eligible for benefits. For example, part-time or temporary employees.)*			N/A
A8	If volunteers work with children, they are always under direct supervision and are not counted in the staff-child ratio. *(Check N/A if the program does not use volunteers to work with children.)*			N/A
A11	Staff-child ratios are consistently maintained, minimally, as follows: B–1 1 : 4 1–2 1 : 5 2–3 1 : 6 3–4 1 : 9 4–5 1 : 12 5 1 : 12 Grades K–2 1 : 15 Grades 3–6 1 : 18			

	Standard	Yes	No	Don't Know
A12	Group sizes are consistently maintained, minimally, as follows: B–1 8 1–2 10 2–3 12 3–4 18 4–5 22 5 24 Grades K–2 26 Grades 3–6 30			
A13	Children remain with their primary classroom during the majority of the day, and are not shifted from one classroom to another throughout the day to maintain staff-child ratios.			
A14	I have received a copy of the program's discipline policy and positive guidance procedures and understand corporal punishment and other harsh methods of punishment are strictly forbidden.			
B3	If individuals under the age of 18 are hired to work with children, they are always under direct supervision of a credentialed employee and are not left alone with children. *(Check N/A if program does not hire individuals under the age of 18 to work with children.)*			N/A
B5	My annual appraisal of job performance is based on expectations that I was informed of in advance, includes classroom observations conducted by my supervisor, and is discussed with me in private.			
B6	My supervisor and I develop a written annual plan for my professional growth based on topics identified in my annual performance appraisal.			
B7	The Director and/or other Onsite Supervisors are consistently available as needed, providing support with classroom situations, individual child needs, and interactions with families.			
B8	The administration regularly provides information, such as policy changes and upcoming activities, to ensure employee awareness of program happenings.			
B9	The program has systems in place to encourage employees to communicate important information with each other to ensure awareness of current circumstances.			
B10	Employees are encouraged to recognize each other's skills and accomplishments and problem solve as a team.			
B10	Employees have opportunities to meet outside the classroom and to suggest agenda topics for team building, training, program planning, and/or goal setting.			
B11	Employees have the opportunity to evaluate the program, make recommendations, and receive feedback on how their ideas have influenced program decisions.			
C1	Classroom teachers have an opportunity to visit with families during the child's orientation to the program.			
C3	The program communicates important information to families on a regular basis.			
C4	Employees maintain ongoing written and/or verbal communication with families about their child's experiences and activities.			

	Standard	Yes	No	Don't Know	
C5	Employees work cooperatively with families and outside agencies when necessary to understand the needs of the child, to promote the child's ongoing development, and to assist in the transition to kindergarten/elementary school.				
C6	Formal conferences are an opportunity to discuss the child's progress and overall development determined from classroom observation, as well as to encourage families to share developmental information and the unique needs of their child. The Director and/or Onsite Supervisor participate in the conference, if needed.				
C7	The program provides information to help parents/legal guardians better understand their children's development and learning in various ways, such as meetings, workshops, articles, etc.				
C8	The program connects and collaborates with outside agencies to provide resources that support the needs of children and families.				
C9	Employees provide opportunities for families to be involved in their child's classroom experiences, including ways that do not always require them to take time away from their jobs.				
C10	Family suggestions and ideas are considered when reviewing program operations and goals and are integrated when appropriate.				
D3	For the safety of the children and employees, access to the classrooms and outdoor learning environments is limited to those having a purpose for being there.				
D5	Parents/legal guardians are notified when their child has had an incident, contracted an illness, or been exposed to a communicable disease/parasite at the program that caused and/or had potential to cause injury or harm. *(Ex. child is left unsupervised, pre-k classroom has one case of head lice, child who was hit in the shoulder by a block, but no mark was left)*				
D7	Program policy states all employees have current certification in pediatric/adult first aid and CPR.				
D9	I have completed comprehensive training on Shaken Baby Syndrome and child abuse and neglect and understand my responsibility for reporting.				
D10	Medication is only given by designated employees that are trained in administration of medication and device usage. *(Check N/A if program does not administer medication.)*				N/A
D12	The program firmly adheres to written policies and procedures regarding the safe transport of children. *(Check N/A if program does not transport children.)*				N/A
D13	Steps are taken to monitor air quality, and all areas used by children are ventilated and maintained at a comfortable temperature.				
D16	An effective cleaning schedule of facility, bathrooms, bedding, dress-up clothes, toys, and trash removal is maintained.				
D17	All sanitizers/disinfectants are prepared according to manufacturers' instructions and used only for their intended purpose.				
D18	Daily safety inspections are made before the children enter the outdoor learning environment to ensure they are free of debris and potential environmental hazards.				

	Standard	Yes	No	Don't Know
D19	All undiluted chemicals, cleaning supplies, and toxic materials are safely stored and disposed of according to manufacturers' instructions.			
D20	All garbage bins containing organic matter remain covered.			
D21	Employees have easy access to children's contact information so that it can be taken with them in an emergency.			
D24	The nutritional needs of children (USDA's CACFP guidelines) are met for the hours they are at the program even when families provide snacks and/or meals for their own child.			
E1	Teachers receive adequate planning time and are provided resources to prepare and implement lesson plans.			
E1	Teachers have the flexibility to adapt the written lesson plans to meet the changing needs and interests of the children.			
E2	Written observations of the children's development are utilized to plan activities that will further learning and development.			
E3	Written assessments are completed on each child incorporating information obtained from multiple sources and are utilized for lesson planning.			
E4	Teachers and administrators work with parents/legal guardians and outside specialists when needed to make reasonable modifications for individual children with temporary or special needs and/or persistent challenging behaviors.			
E5	Teachers use the unexpected occurrence, discovery, or interest of the children as an opportunity to extend their learning.			
E6	Teachers follow the daily classroom schedule to provide a predictable routine. Teachers are flexible to accommodate the children's needs and inform them in advance of changes to the schedule or routine.			
E8	Teachers set up the classroom before children arrive.			
E9	Teachers have sufficient materials for rotation to meet the lesson plan goals, interests, and developing abilities of the children.			
E11	I participate in reciprocal communication with children.			
E12	Teachers provide books of interest to children and read them in a manner that allows children to participate.			
E16	Teachers encourage children to engage in activities without imposing gender bias and take opportunities to support gender neutrality.			

	Standard	Yes	No	Don't Know	
E16	Teachers have the opportunity to invite community members to participate in the classroom curriculum.				
E17	Music has a purpose and is not used by employees as ongoing background noise or as entertainment for the adults.				
E19	Infants have opportunities throughout the day for floor time and are not kept in a confined space or position for long periods of time. *(Check N/A if there are no infants at the program.)*				**N/A**
E21	Activities to promote mindfulness, intentional thinking, and self-regulation are provided to children.				
E22	If TV/video, computers, and/or other technology devices are used with children age 3 and older, the content is previewed by teachers, usage is monitored, and other activities are always available for children who do not wish to participate. *(Check N/A if TV/video, computers, and/or technology devices are not used in your classroom.)*				**N/A**
E23	A variety of play activities are offered daily in the outdoor learning environment.				
E23	Children have supervised access to a nearby bathroom when they are outside.				
F1	Teachers respond promptly to children's signs of distress (crying, upset, hurt, or angry).				
F2	All employees are respectful of all children. I have not seen employees laugh at, embarrass, criticize, threaten, tease, or show preferential treatment to a child.				
F3	Employees treat all children with equal consideration and do not let personal preferences or biases affect their interactions with individual children.				
F3	Teachers promptly intervene when negative or hurtful peer interactions occur.				
F4	All employees use positive guidance techniques. I have not seen anyone use physical punishment or punitive time out.				
F5	Teachers facilitate the development of self-help skills appropriate to the ages and ability levels of the children.				
F6	My interactions with other adults in the classroom are generally positive and supportive.				
F7	Teachers do not use food as a method of discipline or reward.				
G1	Teachers take steps to protect children from potentially harmful environmental conditions such as extreme heat, cold, sun exposure, ozone warnings, spray-over from sanitizer/disinfectant, and/or exposure to chemical fumes.				

	Standard	Yes	No	Don't Know	
G2	Employees practice universal precautions for handling exposure to blood and bodily fluids.				
G3	If the sink is used for multiple purposes, it is cleaned and disinfected before being used to prepare drinks or food. *(Check N/A if you have a food prep sink or do not prepare food or drinks in your classroom.)*				**N/A**
G4	Employees model proper hand washing procedures for the children.				
G5	Infants, toddlers, twos, and preschoolers are supervised at all times by sight and sound.				
G5	An instance of a child left unsupervised is immediately reported to administration.				
G6	If windows in the classroom are opened, they are monitored to ensure the children's safety. *(Check N/A if windows cannot or are not opened.)*				**N/A**
G8	During operating hours, employees ensure access to classrooms and outdoor learning environments is limited to those with a purpose for being there.				

Instructions for Completing *Family Survey*

The accreditation process involves all administrators, employees, and families associated with the program. Each family is asked to examine and respond to their own experience with Standards. All parents/legal guardians with children enrolled in the program are to be given the opportunity to anonymously complete the *Family Survey*.

It is recommended that parents/legal guardians be aware of and understand the Standards *before* they complete the survey, as their feedback will be used to verify applicable Standards. You may consider using the orientation, the parent handbook, newsletters, websites, bulletin boards, and workshops/meetings to inform parents/legal guardians of program policies and procedures required by Commission Standards.

Steps for conducting the *Family Survey:*

- Conduct the *Family Survey* during periods of typical enrollment and not when enrollment is low.

- Make one copy of the *Family Survey* **for each child**. If a child has multiple residences, the parent/legal guardian of each household should be given an opportunity to complete the survey.

- Give the parents/legal guardians an opportunity to anonymously complete the survey.

- Collect the surveys in a way that allows for confidentiality.

- At least **60%** of distributed surveys must be completed and returned for the results to satisfy Accreditation requirements.

After all surveys are returned:

- Count the responses and record the totals on a blank copy of the *Family Survey* (see example and Instructions for Recording Survey Totals on next page).

- Complete the Family Survey section of the *Survey Verification* (See **"Family Survey Verification" on page 156**).

- Submit a copy of the *Family Survey* with the totals and *Survey Verifications* with the *Request for Validation Visit*.

- Store the completed surveys in the Doc Box in a file folder labeled "Family Surveys".

NOTE: The Validator will sample surveys for accurate reporting and, if a discrepancy is found in the final count, administration will be asked to immediately re-total responses to all questions on the survey and create a new record of survey totals. This is a lengthy process and can significantly impact the onsite validation visit. We strongly recommend that the director double-check the accuracy of the totals before submitting the program's *Request for Validation Visit* to the Accreditation Office. If additional surveys come in after the survey totals have been submitted, keep those surveys separate from the ones already counted and recorded.

Association for Early Learning Leaders

Example
Recording Family Survey Totals

	Standard	Yes	No	Don't Know	
A13	My child has been in the same classroom with consistent teacher(s) and has not been moved to a new classroom more than one time each year.	64	2	4	
C1	My child and I were provided an orientation to the program that included a visit in the classroom for a period of time that allowed both of us to be comfortable in the new surroundings.	70	0	0	
C4	Employees communicate with me on an ongoing basis about my child's experiences and activities.	70	0	0	
C7	The program provides information to help me better understand my child's development and learning in various ways, such as meetings, workshops, articles, etc.	66	1	3	
D12	I receive advance notification of each field trip activity that requires my child to be transported, including walking trips off premises. (Check N/A if the program does not remove the children from the premises except in an emergency.)	35	0	2	N/A 33
D16	The program is kept clean and orderly and is free of strong chemical odors.	70	0	0	
D20	If pesticides are going to be applied at the program, I am notified in advance of the application.	70	0	0	
D21	I have been given a copy of the program's plan for moving children to another location in emergency situations.	50	17	3	
D24	I have been given information on providing my child with nutritionally balanced meals and/or snacks to eat at the program. (Check N/A if the program provides all meals/snacks for your child while at the program.)	70	0	0	N/A 0
F2	Teachers treat children with respect, and I have not seen employees laugh at, embarrass, criticize, threaten, tease, or reject any child.	52	18	0	

Instructions for Recording Survey Totals

- Print a blank copy of the *Family Survey*.

  - If the Spanish version was used by families during the Self-Study process, the totals must be recorded on the **English** version.

- For each question on all completed surveys:

  - Total the "Yes" responses and record that number in the "Yes" column for that question.

  - Total the "No" responses and record that number in the "No" column for that question.

  - Total the "Don't Know" responses and record that number in the "Don't Know" column for that question.

  - Total the "N/A" (not applicable) responses and record that number in the "N/A" column for that question, if box provided.

  - If a question was left blank or more than one response was given to a question, count it as a "Don't Know".

Association for Early Learning Leaders

Family Survey

Dear Parent(s):

Our program is in the Self-Study process for the National Accreditation Commission. Self-Study is an in-depth evaluation of all aspects of our program. Administrators, along with employees, are giving thoughtful consideration to program strengths and challenges. Your input is vital to this quality improvement process. Please respond to these questions based on your experience with our program. **This is a confidential survey and does not need to be signed.**

Return the completed survey to _____ by _____ .
(location) (date)

Steps for Completion (check each box when done):

☐ **Fill out the survey.**

☐ **Return completed survey to the location designated by the administrator.**

☐ **Record date submitted** _____

This survey is to be completed by the custodial adult(s) legally responsible for the child.

	Standard	Yes	No	Don't Know
A13	My child has been in the same classroom with consistent teacher(s) and has not been moved to a new classroom more than one time each year.			
A14	I have received a copy of the program's discipline policy and guidance procedures and understand corporal punishment and other harsh methods of punishment are strictly forbidden.			
C1	My child and I were provided an orientation to the program that included a visit in the classroom for a period of time that allowed both of us to be comfortable in the new surroundings.			
C2	I have been given a copy of the written policies and procedures of the program and have agreed to abide by them.			
C3	The administration provides me with important information about the program on a regular basis.			
C4	Employees communicate with me on an ongoing basis about my child's experiences and activities.			
C5	My child's teacher(s) work with me (and/or an outside agency) to resolve any concerns, including transition from one classroom/teacher to another and preparation for kindergarten/elementary. *(Check N/A if your child has not had any concerns or transitions.)*			**N/A**
C6	During formal conferences, my child's teacher provides me with information about my child's development and progress and asks for and considers my ideas. *(Check N/A if you have not had a formal conference.)*			**N/A**

	Standard	Yes	No	Don't Know	
C7	The program provides information to help me better understand my child's development and learning in various ways, such as meetings, workshops, articles, etc.				
C8	The program provides resources on the importance of health and developmental screenings, as well as available community resources.				
C9	I am permitted access to my child's classroom during all hours of operation and am given the opportunity to use my skills and talents to contribute to my child's early learning experience.				
C10	I am given opportunities to share feedback about the program through ongoing suggestions and annual written evaluations.				
D3	My child is released only to persons I have authorized in writing.				
D4	I have been given the program's written policy regarding the care and exclusion of sick children.				
D5	I am notified when my child has had an incident at the program which caused injury, potential harm, and/or has been exposed to communicable illnesses or parasites such as lice.				
D10	I have received the program's written policy and procedures regarding medication administration.				
D12	I receive advance notification of each field trip activity that requires my child to be transported, including walking trips off premises. *(Check N/A if the program does not remove the children from the premises except in an emergency.)*				**N/A**
D13	I am aware of the program's anti-idling policy.				
D16	The program is kept clean and orderly and is free of strong chemical odors.				
D20	If pesticides are going to be applied at the program, I am notified in advance of the application.				
D21	I have been given a copy of the program's plan for moving children to another location in emergency situations.				
D24	I have been given information on providing my child with nutritionally balanced meals and/or snacks to eat at the program. *(Check N/A if the program provides all meals/snacks for your child while at the program.)*				**N/A**
D24	I have been given information on the recommended use of BPA-free plastics for serving and storing food and drinks.				
E1	Lesson plans are posted for my viewing.				
E4	The program works with parents/legal guardians to make accommodations for children with short-term or long-term needs.				
E11	I am aware the classroom teacher(s) actively engage my child in conversation (or respond to vocalizations of my infant or toddler) in meaningful ways.				

Association for
Early Learning Leaders

	Standard	Yes	No	Don't Know	
E16	The backgrounds, cultures, and experiences of the children and their families are often reflected in lesson plan activities and classroom materials.				
E22	Teachers provide other activities instead of using TV/DVD/video and computers with infants, toddlers, and two-year olds. *(Check N/A if you do not have a child in these age groups.)*				**NA**
F1	The teachers greet me and my child by name upon arrival each day and support us if it is a difficult transition.				
F2	Teachers treat children with respect, and I have not seen employees laugh at, embarrass, criticize, threaten, tease, or reject any child.				
F3	Teachers are responsive to my child's needs.				
F4	Teachers give directions using positive words, for example, "Walk" rather than "Don't run", "Gentle touches" rather than "Don't hit."				
F6	My child is generally happy, relaxed, and participates in activities while at the program.				
G8	Employees follow procedures that ensure the safe arrival and departure of the children.				

What else would you like to tell us?
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Survey Verifications

Employee Survey Verification

Total Number of Employees (see Standards B1 & B2)	Date Employee Surveys Distributed
Total Number of Surveys Distributed	Total Number of Surveys Returned (at least 75% of distributed)

Initial each statement below

_____ All employees, as defined by Commission Standards B1 and B2, were given an opportunity to anonymously complete the *Employee Survey*.

_____ Surveys were collected in a manner that maintained the confidentiality of all employees.

_____ All survey responses as completed by employees were included in the totals.

_____ I accurately recorded the totals of the survey responses on a blank *Employee Survey* document.

_____ I understand that a validator will verify the total number of recorded survey responses on the day of the validation visit. If discrepancies are found, I will be required to immediately re-total all survey responses.

_____ At least **75%** of all employees, as defined by Commission Standards B1 and B2, completed and returned the survey.

I certify to the best of my knowledge that all information on this *Employee Survey Verification* is accurate. I have kept the original surveys in the Doc Box for review by Validator(s) on the day of the onsite validation visit.

Director's Signature _____ **Date** _____

Family Survey Verification

Total Number of Families	Date Family Surveys Distributed
Total Number of Surveys Distributed (one per child per household)	Total Number of Surveys Returned (at least 60% of distributed)

Initial each statement below

_____ All households were given an opportunity to anonymously complete the *Family Survey*.

_____ Surveys were collected in a manner that maintained the confidentiality of all families.

_____ All survey responses, as completed by families, were included in the totals.

_____ I accurately recorded the totals of the survey responses on a blank *Family Survey* document.

_____ I understand that a validator will verify the total number of recorded survey responses on the day of the onsite validation visit. If discrepancies are found, I will be required to immediately re-total all survey responses.

_____ At least **60%** of distributed surveys were completed and returned.

_____ The survey was conducted during a period of typical enrollment.

I certify to the best of my knowledge that all information on this *Family Survey Verification* is accurate. I have kept the original surveys in the Doc Box for review by Validator(s) on the day of the onsite validation visit.

Director's Signature _____ **Date** _____

Documentation

Contents of this Section

*All forms are shown in italics

Instructions for Using *Document Organization*

Documents are required as evidence that certain Standards and Indicators are met. This documentation must be organized according to instructions in the *Document Organization*. **Materials organized in any other manner will not be accepted**.

Organization of documents should begin as the *Administrator's Report* is being reviewed during the Self-Study process and **must be completed before submission** of the *Request for Validation Visit*. There will be no time to gather materials during the onsite validation visit. Documents not immediately available for the Validator's review will result in the corresponding Standard(s) or Indicator(s) as being determined as not met.

Most documents are required to be placed in file folders labeled with the corresponding Standard number. Each folder is to contain only the document(s) required by that particular Standard and should be in the order specified in the *Document Organization*. The labeled file folders containing the required documentation should be stored in a file box or file crate for easy access by the Validator on the day of the onsite validation visit.

When instructions state that documentation must be placed in a file folder, it is NOT acceptable to place a note in the file folder directing the Validator to the handbook or a different location.

NOTE: As specified in the *Document Organization*, some Standards require review of confidential records of children and employees. These documents should remain in their existing locations at the program to be sampled on the day of the onsite validation visit. A listing of these documents is on the form *Children and Employee Records Document Review* (located after *Document Organization)*. This form can be used as a worksheet to assist in tracking any missing record for children and employees during the Self-Study process.

Document Organization

Administrator's Report (Standards A1-D24)

A1. The program has a written mission statement, philosophy, and goals that describe the environment, reflect the program's beliefs about how children learn, and include overall goals for children and families.

1. Written mission statement
2. Written philosophy
3. Written goals for children and families

In a file folder labeled A1, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **A copy of the program's mission statement.**

2. **A copy of the program's philosophy.**

3. **A copy of the program's goals for children and families.**

NOTE: Submit copies of 1-3 with the *Request for Validation Visit*.

A2. The program's administration complies with non-discrimination laws covering hiring and termination of employees and the enrollment and disenrollment of children.

1. Family policies and procedures
2. Personnel policies and procedures
3. Employment application
4. Employment advertisement (if applicable)

In a file folder labeled A2, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **A copy of the page(s) in the family policies and/or procedures that documents compliance with non-discrimination laws. HIGHLIGHT relevant section(s).**

2. **A copy of the page(s) in the employee policies and/or procedures that documents compliance with non-discrimination laws. HIGHLIGHT relevant section(s).**

3. **A blank employment application.**

4. **A copy of the most recent employment advertisement (if applicable).**

A3. The program maintains confidential written records for each employee.

1. Employment application
2. Work history
3. Transcripts/Diplomas of education and certificates of training
4. Screening of references
5. Current criminal history background check
6. Current emergency contact information

NO FILE FOLDER NEEDED:

All documents are to remain in confidential employee files. The Validator will review these records when sampling files.

A4. A written orientation plan is consistently implemented with each new employee.

1. Completion of personnel forms
2. Curriculum
3. Discipline policy and positive guidance procedures
4. Emergency preparedness plan
5. Employee has opportunity to observe assigned classroom
6. Family policies and procedures
7. Introduction to key people
8. Job description
9. Licensing/Regulatory standards
10. Meeting children and co-workers
11. Mission, philosophy, and history of program
12. National Accreditation Commission Standards
13. Operating procedures
14. Organization chart
15. Personnel policies
16. Pre-employment training hours as required by licensing agencies
17. Professional ethics
18. Recognizing and reporting child abuse and neglect
19. Social media policies and procedures
20. Technology usage
21. Tour of facility
22. Universal precautions

23. Signed and dated documentation of orientation completion is in the employee's file.

In a file folder labeled A4, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

> **1-22.** **A copy of the orientation plan for employees; this can be a checklist of items covered. HIGHLIGHT sections that document compliance with each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.**

NOTE: 23. The signed and dated orientation form remains in each employee's file. The Validator will review these records when sampling files.

A5. The program has written personnel policies that state the conditions and expectations of employment and inform employees of their rights, responsibilities, and privileges.

1. Attendance and punctuality
2. Cell phone usage
3. Compensation and benefits
4. Confidentiality of information regarding program, employees, children, and families
5. Conflict resolution
6. Discipline (children)
7. Employee discipline
8. Grievance
9. Illness
10. Job description
11. Media/Photography
12. Non-discrimination
13. Payroll
14. Performance appraisals
15. Professional development
16. Professional Ethics
17. Prohibition of smoking, drugs, and firearms on the premises
18. Provisionary period
19. Resignation/termination
20. Social media
21. Standards of conduct
22. Technology usage

23. Personnel policies are reviewed a minimum of every two years and updated as necessary.

24. Signed and dated statement of receipt of personnel policies is in the employee's file. Statement of receipt should include a signed statement that the employee has read, had an opportunity to ask questions about, understands, and is willing to abide by the policies.

In a file folder labeled A5, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

Make a copy of the relevant pages of the personnel policies.

> **1-23.** **Policies must be ordered as listed above. If multiple policies appear on one page, HIGHLIGHT the relevant policy and put the number of the corresponding Indicator beside the relevant section. If the policy is multiple pages, please clip together.**
>
> **For example: The first page in this folder will be a copy of the policy on attendance and punctuality and labeled "Attendance and punctuality" at the top of the page. The second page will be a copy of the policy on cell phone usage and labeled "Cell phone usage" at the top of the page.**

NOTE: 24. The signed and dated receipt of personnel policies remains in each employee's file. The Validator will review these records when sampling files.

A6. The program has written operating procedures that provide employees with detailed instructions for carrying out specific tasks related to their work.

1. Accidents/Incidents
2. Air quality
3. Allergy/Medication
4. Cleaning, sanitizing, and disinfecting
5. Contagious illness
6. Curriculum and lesson planning
7. Daily health checks
8. Diaper changing
9. Emergency preparedness plan
10. Family communication
11. Field trips
12. Food service

13. Hand washing
14. Hazardous waste
15. Health and developmental screenings
16. Integrated pest management
17. Medical and dental emergencies
18. Monitoring furnishings, equipment, and materials for safety concerns
19. Observations and assessments
20. Playground supervision
21. Positive guidance
22. Recycling

23. Safe arrival and departure
24. Safe sleep practices
25. Safety and supervision rules
26. Social media
27. Suspicion of abuse or neglect
28. Technology usage
29. Toilet learning
30. Transition planning
31. Transportation of children
32. Universal precautions

33. Written operating procedures are reviewed and updated a minimum of every two years and as necessary.

34. Signed and dated statement of receipt of operating procedures is in the employee's file. Statement of receipt should include a signed statement that the employee has read, had an opportunity to ask questions about, understands and is willing to abide by the procedures.

In a file folder labeled A6, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

Make a copy of relevant pages of the operating procedures.

> **1-33. Procedures must be ordered as listed above. If multiple procedures appear on one page, HIGHLIGHT the relevant procedure and put the number of the corresponding Indicator beside the relevant section. If the procedure is multiple pages, please clip together.**
>
> **For example: The first page in the folder will be a copy of the procedure on accidents/incidents and labeled "Accidents/Incidents" at the top of the page. The second page will be a copy of the procedure on air quality labeled "Air quality" at the top of the page.**

NOTE: 34. The signed and dated receipt of operating procedures remains in each employee's file. The Validator will review these records when sampling files.

Insert a complete copy of the employee handbook in a file folder labeled Employee Handbook, placed directly behind A6.

A8. Volunteers

1. Oriented on program policies and procedures that cover basic health and safety, child abuse reporting responsibilities, confidentiality, emergency procedures, child discipline policies, and guidance procedures
2. Screened for criminal history background

In a file folder labeled A8, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

When volunteers are used:

> **1. A copy of the orientation plan for volunteers; this can be a checklist of items covered. HIGHLIGHT sections that document compliance with this Indicator.**
>
> **2. A copy of the criminal history background check for all current volunteers.**

NOTE: Block out any confidential information.

A9. Insurance is maintained on all aspects of the program.

1. Liability insurance
2. Accident insurance
3. Fire and theft insurance
4. Worker's compensation or self-insurance
5. Vehicle insurance (if transportation provided)
6. Certificate of Additional Insured (naming Association for Early Learning Leaders' National Accreditation Commission)

In a file folder labeled A9, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-5.   A copy of the certificates of coverage. HIGHLIGHT sections that document each of the required types of insurance AND put the number of the corresponding Indicator beside the relevant sections. HIGHLIGHT date(s) of expiration.

6.   A copy of the Certificate of Additional Insured naming Association for Early Learning Leaders' National Accreditation Commission.

A10. A fiscal plan is followed, monitored, and reviewed.

All Programs:
1. The program has a compensation plan based on merit, education, and/or performance.
2. Annual budget
3. Quarterly income and expense reconciliation
4. Annual federal tax filing documentation or annual outside review verification

In a file folder labeled A10, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1.   A copy of the compensation plan.

2.   A copy of the annual budget (if applicable).

3.   A copy of the quarterly income and expense reconciliation (if applicable).

4.   A copy of the annual federal tax filing documentation or outside review of accounting practices (if applicable).

NOTE: Block out any information that is considered confidential or sensitive.

A11. Staff-Child Ratios

	Age Range	Ratio
1.	B-1	1 : 4
2.	1-2	1 : 5
3.	2-3	1 : 6
4.	3-4	1 : 9
5.	4-5	1 : 12
6.	5	1 : 12
7.	K-2nd	1 : 15
8.	3rd-6th	1 : 18

In a file folder labeled A11, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1.   A copy of the required ratios as determined by licensing agency.

2.   A list indicating the age range and ratio of each classroom served at the program.

A12. Group Sizes

	Age Range	Group Size
1.	B-1	8
2.	1-2	10
3.	2-3	12
4.	3-4	18
5.	4-5	22
6.	5	24
7.	K-2nd	26
8.	3rd-6th	30

In a file folder labeled A12, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **A copy of the required group sizes as determined by licensing agency.**

2. **A list indicating the age range and group size of each classroom served at the program.**

A14. The program has a discipline policy and positive guidance procedures which forbid corporal punishment and harsh, cruel, or unusual treatment of any child.

1. Prior to working with children, employees receive basic training on appropriate discipline and positive guidance practices, including what corporal punishment is and forbidden practices.
2. The policy includes examples of what is expressly forbidden.
3. The policy includes protocol for employees should they suspect physical, verbal, and/or psychological punishment is being used within the program.
4. The policy includes what the program will do if an employee is suspected of violating or determined to have violated the discipline policy.
5. Employees receive a positive guidance refresher training every two years or as necessary.
6. Signed and dated statement of receipt of the discipline policy and guidance procedures is in the employee's file. Statement of receipt should include a signed statement that the employee has read, understands, and will abide by the discipline policy and positive guidance procedures.
7. Signed and dated statement of receipt of the discipline policy and positive guidance procedures is in the child's file.

In a file folder labeled A14, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-5. **A copy of the discipline policy and positive guidance procedures. HIGHLIGHT sections that document compliance with each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.**

NOTE: **1&5.** **Record discipline and positive guidance training on each employee's *Formal Education and Ongoing Training Log*. Documentation of training completion should be kept in the individual employee file and will be reviewed by the Validator on the day of the validation visit.**

6. **The signed and dated receipt should be kept in each employee's file.**

7. **The signed and dated receipt should be kept in each child's file.**

B1. Director Qualifications

NO FILE FOLDER NEEDED:

All documents are to remain in the employee's file. The Validator will review these records when sampling files.

B2. Employee Qualifications

Onsite Supervisor(s)
1. Bachelor's degree or higher with 12 college semester credits or 18 college quarter credits in Early Childhood Education/Child Development

Lead Teachers
2. The majority of Lead Teachers have a minimum of an Associate's degree or higher with 12 college semester credits or 18 college quarter credits in Early Childhood Education/Child Development

Assistant Teachers
3. The majority of Assistant Teachers have a minimum of a national Child Development Associate (CDA) Credential

   OR
4. 12 college semester credits or 18 college quarter credits of Early Childhood Education/Child Development

   OR
5. A state-approved equivalent

In a file folder labeled B2, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

> **1.** **A current list of Onsite Supervisor(s) noting the highest level of formal education completed. Insert a copy of diploma, certificates, and/or current transcripts for each Onsite Supervisor.**
>
> **2.** **A current list of Lead Teachers and highest level of formal education completed. Insert a copy of diploma, certificates, and/or current transcripts for each Lead Teacher.**
>
> **3-5.** **A current list of Assistant Teachers noting the highest level of formal education completed. Insert a copy of diploma, certificates, and/or current transcripts for each Assistant Teacher.**

NOTE: Work history should remain in the employee's file. The Validator will review these records when sampling files. Block out any information that is considered confidential or sensitive.

B4. Professional development training is required annually.

1. Training received is conducted by a variety of sources.
2. Training received is conducted by an expert in the material/information presented.
3. The Director has a minimum of 35 clock hours of annual training in early childhood/child development and topics related to program management, leadership, and supervision.
4. The Onsite Supervisor(s) has a minimum of 30 clock hours of annual training in early childhood/child development and topics related to supervision.
5. Each employee counted in the staff-child ratio has a minimum of 25 clock hours of annual training in early childhood/child development including topics related to the age group of children with whom the employee is working.

In a file folder labeled B4, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

> **1-5.** **The *Formal Education and Ongoing Training Logs* for the current employees counted in the staff-child ratio, including Director and Onsite Supervisor(s). *Formal Education and Ongoing Training Logs* should be updated prior to the validation visit. If new employees are hired between the *Request for Validation Visit* and the validation visit, a *Formal Education and Ongoing Training Log* for each new employee should be added to the folder.**

NOTE: **1-5.** **Evidence of the annual training hours reported on the *Formal Education and Ongoing Training Log* is to remain in the individual employee's file. Evidence can include, but is not limited to, certificates, agendas/goals with date, time, and signature, detailed sign-in sheet, or online transcripts. The Validator will review these records when sampling files.**

> **2.** **A copy of state licensing requirements for trainers and state training registry requirements (if applicable). Include a list of all trainers used and identify each trainer's qualifications to meet the National Accreditation Commission's glossary definition of "Expert".**

Submit copies of the *Formal Education and Ongoing Training Logs* with the *Request for Validation Visit*.

B5. Each employee receives a performance appraisal.

1. A written appraisal is made of new employees within 90 days of employment concerning their competence for working with children.
2. A written appraisal of each employee occurs at least annually.
3. Appraisals of the Director include feedback from employees and families.
4. Employees are given the opportunity for self-appraisal.
5. Appraisals are signed and dated by supervisor and employee.

In a file folder labeled B5, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

> **1-3.** **A blank copy of the written appraisal form.**
>
> **4.** **A blank copy of the self-appraisal form.**

NOTE: 1-5. Completed appraisals are to remain in the employee's file. The Validator will review these records when sampling files.

B6. A written annual professional development plan is prepared for each employee.

1. Date(s) courses completed and/or training/mentoring received for each identified topic.
2. A copy of the professional development plan is in the employee's file.

In a file folder labeled B6, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

> **1-2.** **A blank copy of the professional development plan form.**

NOTE: 1-2. Completed professional development plans are to remain in the employee's file. The Validator will review these records when sampling files.

B10. Employees are provided with opportunities to meet for team building, training, program planning, and goal setting.

1. Meeting opportunities are provided at least monthly.
2. An agenda specifies topics and/or goals to be addressed.
3. A sign-in sheet records time, date, and attendance.

In a file folder labeled B10, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

> **1-3.** **Copies of agendas and corresponding sign-in sheets for meetings conducted within the past year.**

B11. Employees have opportunities to provide feedback on the program

1. Annual written evaluations of the program are completed by the employees.

In a file folder labeled B11, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

> **1.** **Evidence of evaluations of the program completed by the employees in the past year.**

NOTE: Evaluations can be the *Employee Survey* provided in the National Accreditation Commission *Accreditation Manual*.

C1.   A written orientation plan introduces children and families to the program.

1. Discussion of current health and developmental needs and screening expectations
2. Discussion of expectations of family and the needs of the child
3. Discussion of parent/legal guardian and teacher roles
4. Family visit with classroom teaching team
5. Interpreter available if needed
6. Introduction to key employees
7. Opportunity for extended visit in the classroom by both family and child to allow both to be comfortable in the new surroundings
8. Overview of available family support resources and activities
9. Overview of program policies and procedures
10. Technology usage
11. Tour of facility

12. Signed and dated documentation of orientation completion is in the child's file.

In a file folder labeled C1, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-11.   A copy of the orientation plan for families; this can be a check list of items covered. HIGHLIGHT sections that document compliance with each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.

NOTE: 12. The signed and dated documentation of orientation completion remains in each child's file. The Validator will review these records when sampling files.

C2.   Families are provided with written policies and procedures.

1. Admission procedure
2. Anti-idling
3. Child abuse and neglect identification and reporting requirements
4. Curriculum
5. Complaint procedure
6. Discipline policy and positive guidance procedures
7. Drop off/pick up procedure
8. Emergency preparedness
9. Family participation
10. Fee structure/payment plan
11. Formal conferences
12. Health and developmental screenings
13. Holidays
14. Hours of service
15. Illness policy
16. Late payment
17. Medication administration
18. Program mission, philosophy, and goals
19. Prohibition of drugs, smoking, and firearms
20. Refund information
21. Safe sleep practices
22. Social media
23. Statement reflecting the role and influence of families
24. Technology usage
25. Transition planning
26. Transportation
27. Withdrawal/Dismissal procedure

28. Parent(s)/legal guardian sign and date a statement of receipt of policies and procedures that is kept in the child's file. Statement of receipt should include a signed statement that the family has read, had an opportunity to ask questions about, understands, and is willing to abide by the procedures.

In a file folder labeled C2, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

Make a copy of the relevant pages of the policies and procedures.

1 – 27.   Policies must be ordered as listed above. If multiple policies appear on one page, HIGHLIGHT the relevant policy, AND put the number of the corresponding Indicator beside the relevant section. If the policy is multiple pages, please clip together.

For example: The first page in the folder will be a copy of the procedure on admission procedure and labeled "Admission procedure" at the top of the page. The second page will be a copy of the procedure on anti-idling and labeled "Anti-idling" at the top of the page.

NOTE: 28. The signed and dated statement of receipt of policies and procedures remains in each child's file. The Validator will review these records when sampling files.

C6.   Formal conferences are conducted to discuss children's progress and overall development.

1. Formal conferences are offered to parents/legal guardians a minimum of twice per year.

2. Documentation of the conference is made, dated, signed by a parent/legal guardian and teacher, and a copy kept in the child's file.

3. Parents/legal guardians are provided the opportunity to request a formal conference at any time.

In a file folder labeled C6, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **Evidence that formal conferences are offered to parents/legal guardians a minimum of twice a year.**

2. **A copy of documentation of two (2) formal conferences for each classroom held during the past year.**

3. **HIGHLIGHT the statement reflecting the opportunity to request a formal conference in the policy.**

C8.   The program develops partnerships with community agencies to connect families to resources.

1. A current listing of community agencies and services is available to families.
2. Families are provided information about applicable community events.
3. Families are provided information regarding the importance of health and developmental screenings.
4. The program collaborates with outside agencies to support children and families.

In a file folder labeled C8, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **A statement identifying the location of the file/notebook listing community agencies and services available to families.**

2. **Current samples of information provided to families about community events for children and families.**

3. **Copy of an article or resource regarding health and developmental screenings.**

4. **Listing of community agencies that provide support to children and families in the area.**

C10.   Families have opportunities to provide feedback on the program.

1. Annual written evaluations are completed by families.
2. Suggestions and evaluation results are integrated into program operations and/or goals when appropriate.

In a file folder labeled C10, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **Evidence that families have completed an evaluation of the program during the past year. Insert completed evaluations.**

2. **List examples of ways families' ideas have been integrated into program operations and goals.**

NOTE: Evaluations can be the *Family Survey* provided in the National Accreditation Commission *Accreditation Manual*.

D1. The program maintains compliance with licensing standards and state and local regulations for health and safety of children in group settings.

1. Licensing visit or licensing exemption documentation
2. Fire inspection
3. State licensing ratio and group size
4. State quality rating reports (if applicable)
5. Other as required by the program's location

In a file folder labeled D1, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **A copy of the last three (3) full licensing reports or copy of the licensing exemption documentation. Include any additional reports for complaints or investigations. A copy of any additional reports conducted after the *Request for Validation Visit* submission should be included in this folder. Write received after Request for Validation Visit submission in the top right hand corner and highlight for validator review.**

2. **A copy of the last fire inspection report.**

3. **A copy of the state quality rating report (if applicable).**

4. **A copy of the state required ratios and group size.**

5. **The most recent copy of any other inspection required by the program's location.**

NOTE: Any significant licensing noncompliance that may result in the program's license being suspended, made provisional, or revoked should be immediately reported to the Accreditation Office.

Submit copies of 1-5 with the *Request for Validation Visit*.

D2. The program maintains current, confidential written records for each child.

1. Attendance records
2. Emergency contact information
3. Health and/or developmental screenings completed per state guidelines
4. Medical information
5. Physician's statement of health and ability to participate in group care on file within 90 days of enrollment
6. Up-to-date immunizations

In a file folder labeled D2, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **A sample of one (1) week's attendance records for each classroom and a statement regarding how they are maintained.**

3. **A copy of state screening guidelines per child care licensing or state quality rating system.**

NOTE: 2-6. These documents are to remain in their existing location at the program. The Validator will review these records when sampling files.

D3. The program implements security measures for protection of children and employees.

1. Written authorization is obtained from parents/legal guardians specifying person(s) to whom the child can be released.
2. Written parental permission is obtained before children's photos, video footage, and/or digital imagery are made and used for public viewing or any form of publication.

NO FILE FOLDER NEEDED:

All documents are to remain in their existing location at the program. The Validator will review these records when sampling files.

D4. The program has a written policy regarding illness that is given to all families.

1. Conditions under which sick children are excluded
2. Temporary care of ill children is provided away from other children.
3. Notification of parents/legal guardians
4. Terms defining when children can return to the program

In a file folder labeled D4, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-4. **A copy of the illness policy for families. HIGHLIGHT sections that document compliance with each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.**

D5. Parents/legal guardians are notified of incidents, injuries, illnesses, and detection of parasites.

1. Forms are completed to document a child's illness, actions by employees, and notification of parents/legal guardians.
2. Forms are completed to document the injury/incident, actions by employees, and notification of parents/legal guardians.
3. Parents/legal guardians of children exposed to communicable illnesses and/or parasites are given notification that includes symptoms, method of transmission, period of communicability, control measures being taken by the program, and measures for implementation at home.

In a file folder labeled D5, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **A copy of two (2) completed forms dated within the last two (2) years. HIGHLIGHT specific Indicator requirements. Block out confidential information.**

2. **A copy of two (2) completed forms dated within the last two (2) years. HIGHLIGHT specific Indicator requirements. Block out confidential information.**

3. **A copy of two (2) notices of communicable illnesses or parasites that would be distributed to families that include: symptoms, method of transmission, period of communicability, control measures being taken by the program, and measures for implementation at home.**

D6. The program monitors the health of each employee who has direct or indirect contact with children.

1. A health appraisal is obtained within the first month of employment
2. A health appraisal is obtained every two years.
3. The health appraisal includes a statement that there are no health-related circumstances that should keep the employee from participating in the daily activities involved in caring for and engaging in activities with young children.
4. TB test is obtained, if required by local health authorities.
5. Employees who have contracted a highly contagious illness obtain written permission from a health professional to return to work.

In a file folder labeled D6, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

4. **Policy stating program's TB test requirements.**

5. **Policy stating program's exclusion from work and return to work requirements. Completed documentation remains in the original location.**

NOTE: 1-4. These documents are to remain in the individual employee's file. If applicable, TB test results remain in the individual employee's file. The validator will review these records when sampling files.

D7. Employees receive training on CPR, first aid, and safe sleep practices.

1. All employees have a current certification in pediatric/adult first aid and CPR.
2. The training source is a national authority or a state licensing recognized provider on CPR and first aid training.
3. All employees receive training on safe sleep practices and the prevention of Sudden Infant Death Syndrome (SIDS).

In a file folder labeled D7, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **A copy of current certification on pediatric/adult first aid and CPR for each employee.**

2. **Documentation that source is a national authority or recognized by state licensing.**

<u>NOTE</u>: 1&3. Record training information for each employee on the *Formal Education and Ongoing Training Log*. Original certificates for each employee should remain in employees' file. The Validator will review these records when sampling files.

D8. Employees receive training in universal precautions.

1. Prior to working with children, new employees receive training or provide documentation of training received within the last two years.
2. All employees receive refresher training every two years.

<u>NO FILE FOLDER NEEDED:</u>

Training documentation is to remain in the individual employee's file. The Validator will review these records when sampling files.

<u>NOTE</u>: 1-2. Record training information for each employee on the *Formal Education and Ongoing Training Log*.

D9. Employees receive child abuse and neglect training that includes recognizing symptoms, prevention, the mental and physical health consequences for children, and reporting responsibilities.

1. Prior to working with children, new employees receive training or provide documentation of training received within the last two years.
2. The training includes employee reporting responsibilities, prevention, symptoms, and long-term mental and physical health consequences.
3. The training includes prevention and recognition of Shaken Baby Syndrome.
4. All employees receive refresher every two years.

<u>NO FILE FOLDER NEEDED:</u>

Training documentation is to remain in the individual employee's file. The Validator will review these records when sampling files.

<u>NOTE</u>: 1-4. Record training information for each employee on the *Formal Education and Ongoing Training Log*.

D10. Medication policies and procedures are written and implemented to protect the child, employee, and program.

The policies and procedures for all medications include:

1. The program does not administer the initial dosage of a medication, except with a licensed health care professional's written permission for life-threatening situations.
2. Children are monitored post-administration of medication.
3. Parents/legal guardians provide written instructions that include the medication name, dosage, route, time and date medication is to be given, and special instructions for monitoring.
4. Instructions are consistent with labeling on the medication or licensed health care professional's instructions.
5. All medicine must be in the original container and bear the full name of the child to whom it is given.
6. Documentation is made that shows the name of the medication, dosage, route, time and date, and the name of the person administering it.
7. All medicines are stored in a locked refrigerator, cabinet, or container AND are inaccessible to children.
8. Medication has not expired.
9. Medication is given only by designated employees trained in administration of medication.

Medications delivered by a device *(Ex. EpiPen, inhaler, nebulizer)*:

10. Parents/legal guardians or a licensed health care professional provide written instructions on indications for use, including signs and symptoms that the medication is needed.
11. Parents/legal guardians or a licensed health care professional demonstrate use and any special care after use of the device to all employees who will be administering the medication.
12. Documentation of the demonstration for use and care is made on the medication form including demonstrator, date, and employees in attendance.
13. Medication is given only by employees trained on use of the device.
14. Training on use and care of the device is provided annually or as needed with employee or device changes.

In a file folder labeled D10, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-14. If medications are administered, make a copy of your procedures regarding administration of medications. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.

6. A copy of the medication documentation will be reviewed by the Validator.

9&12. List of current employees designated to give medication and trained on applicable devices.

NOTE: 3-8. The Validator will review current medications and documentation during the validation visit.

When medication is administered by the school nurse, provide:

- A letter written by the school nurse on school letterhead that all of the Indicators (1 – 14) are met.
- A copy of three (3) completed documentations of administered medication and written instructions from the parents/legal guardians.

D11. Transportation Vehicles

When children are transported in vehicles owned by the program or commercial carrier/school district, the program requires each of the following:

1. Age appropriate safety restraints
2. First aid supplies
3. Communication device
4. Current vehicle license
5. Current vehicle inspection certification (if required by the state)
6. Current and proper license of designated driver(s)
7. Documentation of vehicle maintenance
8. Transportation log showing vehicle trips, mileage, and vehicle condition

When private vehicles are used, the program requires vehicles to have each of the following:
9. Age appropriate safety restraints
10. First aid supplies
11. Communication device
12. Current vehicle license
13. Current vehicle inspection certification (if required by the state)
14. Vehicle insurance as required by federal and state laws
15. Current and proper license of designated driver(s)
16. Clearance obtained by the program's liability insurance
17. Written permission from parent/legal guardian for their child to be transported in private vehicles

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In a file folder labeled D11, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

Program-owned/commercial/school district vehicles:

1-3. A copy of program's procedures. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.

4 A copy of current vehicle license.

5 A copy of current inspection certification (if required by the state)

6 A copy of the current and proper license of all designated drivers. Multiple licenses can be copied on the same page.

7 A copy of vehicle maintenance for the last two (2) years.

NOTE: 8. Transportation log can remain in its existing location for validator review on the day of the validation visit.

When transportation is provided by a commercial carrier/school district, obtain a letter stating that Indicators 1 through 8 are met.

Private vehicles:

9-15. A signed statement from each driver that Indicators 9 through 15 are met.

16. A copy of program's liability insurance showing clearance to use private vehicle(s).

17. A copy of the form used for obtaining written permission from parent/legal guardian for their child to be transported by a private vehicle(s).

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D12. When children are transported, written policies and procedures regarding safety, supervision, and transportation are followed.

1. A preplanning form completed for field trips that identifies the purpose of the trip, supervising employee(s), as well as employee(s) and site contact information
2. Notification of parents/legal guardians in advance of each field trip activity
3. Written permission from parents/legal guardians for their child to attend the field trip
4. Written permission from parents/legal guardians for their child to be transported
5. Safety rules for children
6. Procedures for emergencies
7. Accountability for children at all times
8. Emergency supplies are brought on during transport
9. Communication device

When Vehicles Used:
10. Children logged in when entering and logged out when exiting the vehicle
11. Drivers receive annual training on transporting children.
12. Drivers are prohibited from smoking, consuming alcohol, and taking illegal/legal drugs and medications that impair driving.
13. Drivers are prohibited from the use of all mobile devices while the vehicle is in motion or stopped in traffic, with the exception of the use of a hands-free navigational system.
14. Smoking is not permitted within program-owned transportation vehicles at any time.

In a file folder labeled D12, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

    1-9. **If children are transported, make a copy of your procedures regarding transportation. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.**

When vehicles used, in addition to 1-9:

    10. **A copy of completed log for a trip that occurred within the last two (2) years.**

    11-14. **A copy of the procedures regarding transportation. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section**

D13. Steps are taken to ensure that indoor and outdoor air quality is monitored.

Indoor

1. Conditions that lead to excess moisture are avoided to prevent the growth of mold and mildew.
2. HVAC filters are changed or cleaned at least every 3 months or more often if indicated by manufacturer's guidelines.
3. Aerosols are not used.
4. Smoking is not permitted anywhere on the facility's indoor and outdoor premises or in sight of children, including hours children are not present.

Outdoor
5. Outdoor air quality is monitored by checking the Air Quality Index.
6. Outdoor activities are limited or avoided during unhealthy Air Quality Index days.
7. An anti-idling policy is in place, and opportunities are taken to educate employees and families about the importance of reducing children's exposure to vehicle exhaust.

In a file folder labeled D13, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

    1-7. **A copy of the procedures taken to ensure indoor and outdoor air quality is monitored. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.**

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D14. The program consults with a health care organization or professional to provide guidance regarding health policies, procedures, and practices.

1. A written procedure describes the provider of the services, contact information, and situations to request consult.

In a file folder labeled D14, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

      1. **A copy of your procedures including the provider of the services, contact information, and situations to request consult.**

D15. The facility has been tested for harmful environmental health hazards.

Radon
1. The facility is tested for radon minimally every two years, and as necessary.
2. If elevated levels of radon were found, action was taken to mitigate.

Lead
3. All sources of tap water have been tested for lead. If lead levels are elevated, water filtration devices that have been certified to remove lead are used.

If building was constructed before 1979
4. Paint condition inside and outside is inspected at least monthly, and the facility is free of flaking, chipping, peeling, or otherwise deteriorating paint.
5. To prevent cracking and flaking of paint, all areas around doors and windows that are in good condition are washed at least weekly using a mop, sponge, or paper towel with warm water and a general all-purpose cleaner.
6. Federal guidelines are followed before painting, remodeling, renovating, or making repairs.
7. Renovation areas are sealed off from where children play, or are completed when children are not present.
8. The soil is tested for lead contamination in outdoor areas where children spend time. If soil is contaminated, children are not permitted access to bare soil.

In a file folder labeled D15, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

      1. **A copy of the facility's most recent radon results.**

      2. **If needed, documentation of the actions taken to mitigate.**

      3. **A copy of lead testing results. Include a copy of the acceptable lead levels.**

If building was constructed before 1979:

      4-7. **A copy of your procedures. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.**

      8. **A copy of the facility's test results and, if needed, actions taken based on results.**

D16. Effective cleaning, sanitation, and disinfecting procedures are consistently practiced.

The schedule includes:

1. Facility is cleaned, sanitized, and/or disinfected daily or more often as needed based on the area.
2. Bathrooms are cleaned and disinfected daily and upon obvious contamination.
3. Floors and surfaces are cleaned and sanitized daily and upon obvious contamination.
4. All area rugs and carpeted areas are vacuumed daily.
5. All area rugs and carpeted areas are steam cleaned at least twice a year and more often as needed.
6. Individual bedding is laundered weekly or more often as needed.
7. Dress-up clothes and stuffed toys are laundered weekly and more often as needed.
8. Trash is removed daily or more often as needed.
9. Paper, cardboard, glass, aluminum, and plastic bottles are recycled as service is available.

In a file folder labeled D16, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-9. A copy of the program's cleaning procedures including the cleaning schedule. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.

D17. Least-toxic cleaning, sanitizing, and disinfecting products are consistently used according to manufacturers' instructions.

1. Cleaning products are used according to manufacturers' instruction.

Sanitizers/Disinfectants:

Household bleach and water is used as a sanitizer/disinfectant:
2. Bleach concentration and bleach/water solution ratio is posted.
3. Bleach/water solution is made fresh daily.
4. Bleach/water solution is made according to dilution ratio required.

Sanitizer/Disinfectant other than household bleach is used:
5. Sanitizer/disinfectant is EPA registered.
6. Sanitizer/disinfectant is the least toxic option for use around children.
7. Sanitizer/disinfectant is prepared and used according to manufacturer's instructions, including appropriate contact time.

In a file folder labeled D17, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-7. A copy of the program's cleaning, sanitizing, and disinfecting procedures. HIGHLIGHT sections of procedures that include each of the applicable Indicators AND put the number of the corresponding Indicator beside the relevant section.

5&7. A copy of the EPA registry and manufacturers' instructions found either on the product label or the material safety data sheet (MSDS).

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D18. The outdoor learning environment meets Consumer Product Safety Commission (CPSC) safety guidelines and is maintained.

1. Daily safety inspections are made prior to children entering the playground.
2. A comprehensive playground safety inspection is conducted once a year.
3. Documentation is kept on file concerning equipment and surfacing purchases, installation warranties, and safety standard guidelines.
4. If playground equipment is wooden, and was built before 2006, 2 coats of waterproof stain or sealant is applied at least once a year (if applicable).
5. Surfaces of rubber or rubber-like materials that meet ASTM F1292 Standards and are in good condition.

In a file folder labeled D18, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **Documentation of one (1) week of daily playground inspections. This can include log or checklist.**

2. **A copy of the most recent annual comprehensive playground safety inspection.**

3. **Documentation of playground equipment and surfacing purchases made during the past two (2) years AND installation warranties and safety standard guidelines for those purchases.**

4. **If playground equipment is wooden, and was built before 2006, documentation that two (2) coats of waterproof stain or sealant was applied during the previous year (if applicable).**

5. **If rubber surfacing products are used, documentation from manufacturer/installer that surfaces of rubber or rubber-like materials meet ASTM F1292 Standards.**

D19. Undiluted chemicals, cleaning supplies, mercury-containing items, and other toxic materials are safely stored and disposed of, or recycled when possible.

Disposal

1. Disposed of according to manufacturers' instructions.
2. To prevent mercury from entering water sources, make effort to recycle all used batteries, fluorescent and compact fluorescent light bulbs, and mercury-containing thermometers and thermostats at a hazardous waste facility.

In a file folder labeled D19, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-2. **A copy of the procedures the program follows when it is necessary to dispose of chemicals or items containing mercury. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.**

D20. Integrated Pest Management (IPM) techniques are utilized to control pests, including insects and vermin.

1. Nontoxic techniques to prevent and control pests are used indoors and outdoors.
2. When pesticide application is the only viable option, families and employees are notified in advance of the application.
3. A professional trained in Integrated Pest Management techniques applies the least toxic, effective product at a time when children will not have exposure to the application area for at least 12 hours.

In a file folder labeled D20, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-3. **A copy of the procedures the program follows regarding pest management. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.**

2. **A copy of the most recent notification to parents and employees, if pesticide application has been used in the last two (2) years.**

D21. The program has made preparations for emergencies.

1. A person is designated to assume authority in an emergency situation in the director's absence.
2. Fire extinguishers, sprinklers, and alarms have current certification.
3. All employees receive training in use of fire extinguishers.
4. Documentation is made of battery replacement for smoke detectors.
5. When exposure is possible, carbon monoxide detectors are present and monitored for battery replacement.
6. Fire drills are held monthly and documented.
7. Emergency drills are practiced quarterly or more often as needed and documented.
8. Alternate emergency communication is identified.
9. Alternate emergency lighting exists and is maintained.

Emergency preparedness plan:
10. A written plan exists for emergencies that do not allow for relocation and includes emergency provisions, location within the building, and notification of parents/legal guardians.
11. A written plan exists for moving children to another location and includes transportation, pre-approved relocation sites, and notification of parents/legal guardians.
12. A written plan exists for managing media relations and includes a designated spokesperson.
13. A hazardous waste clean-up and disposal plan is in place.
14. The emergency preparedness plan is reviewed annually by all employees.

In a file folder labeled D21, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1. **List the name(s) of the employee(s) in charge in the director's absence.**

2. **A copy of the documentation of current certification of fire extinguishers, sprinklers, and alarms.**

4. **A copy of documentation that batteries have been replaced in smoke detectors. Hard-wired detectors have documentation regarding backup when the power is out.**

5. **A copy of carbon monoxide detector documentation (when exposure is possible).**

6. **A copy of documentation of monthly fire drills for the past year.**

7. **A copy of documentation of quarterly emergency drills for the past year.**

8. **A listing of emergency communication to be used if the normal system is not in service.**

9. **A listing of emergency lighting to be used in the event of a power outage.**

10. **A copy of written plan for emergencies that do not allow for relocation. HIGHLIGHT details on each of these: emergency provisions, location within the building, and notification of parents.**

11. **A copy of written emergency plan for moving children to another location. HIGHLIGHT details on each of these: transportation, pre-approved relocation sites, and notification of parents.**

12. **A copy of written plan for managing media relations including having a designated spokesperson.**

13. **A copy of written plan managing hazardous waste clean-up and disposal.**

14. **A copy of signed documentation of annual review of emergency preparedness plan by all employees.**

NOTE: 3. A copy of the training documentation certificate or sign-in sheet is maintained in the employee's files. The fire extinguisher training for each employee should be documented in the *Formal Education and Ongoing Training Log*.

14. **A copy of signed documentation of annual review of emergency preparedness plan is kept in the employee's file. The Validator will review these records when sampling files.**

D22. The program has a written plan for handling medical emergencies.

1. Notification of parents/legal guardians
2. Name and telephone number of primary health care professional, and/or emergency care source
3. Written parental permission to obtain emergency treatment
4. Transportation

In a file folder labeled D22, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-4.   A copy of the procedures the program follows regarding medical emergencies. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.

NOTE: 3. Written parental permission to obtain emergency treatment remains in each child's file. The Validator will review these records when sampling files.

D23. When program prepares food onsite, all local health and sanitary requirements are met.

1. Food manager/handler certificate
2. Sanitation report
3. Health inspection report
4. Child and Adult Care Food Program (CACFP) report

In a file folder labeled D23, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1.   A copy of the current food manager/handler certification (if applicable).

2.   A copy of the most recent sanitation report (if applicable).

3.   A copy of the most recent health inspection report (if applicable).

4.   A copy of the most recent CACFP report (if applicable).

D24. Meals and Snacks

All programs:

1. The program provides families with information about proper nutrition, food safety, and about foods that may trigger allergic reactions.
2. Prepared food that is brought into the program to be shared among children is commercially prepared OR prepared in a kitchen that is inspected by local health officials.

When meals and/or snacks are provided by the program:

3. Menus periodically include foods representative of the cultures in the program.
4. Alternate provisions are made for children with allergies and/or other special nutritional needs.
5. Menus are displayed/provided for families.
6. All fruits and vegetables are thoroughly washed to avoid possible exposure to pesticides.
7. Bisphenol-free (BPA-free) plastics are used for serving and storing food and drinks.
8. To avoid possible lead exposure, imported, old, or handmade pottery is not used for cooking, storing, or serving food or drinks.
9. To avoid possible lead exposure, only cold water is used for drinking, cooking, and making baby formula.
10. To avoid possible lead exposure, water outlets used for cooking and drinking are run for 30 seconds prior to using after periods of non-use of six hours or more.

When meals and/or snacks are provided by families for their own children:

11. Families are encouraged to use and provide the program with baby bottles made of glass (covered with a silicone sleeve to prevent breaking), or plastic baby bottles/sippy cups that are labeled 'BPA-free.'

In a file folder labeled D24, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

All Programs

  1. **Three (3) samples of information about proper nutrition provided to parents during the last year and information provided to parents about foods that may trigger allergic reactions.**

  2. **A copy of the policy regarding outside food shared with the children.**

Programs that prepare meals and/or snacks

  3-10. **A copy of the procedures the program follows regarding food preparation. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.**

  5. **A copy of meal and/or snack menus for the past two (2) months.**

Meals and/or snacks are provided by families

  11. **A sample of the information provided to families regarding BPA-free plastics.**

Classroom Observation (Standards E1-G8)

E1.	Written lesson plans reflect planning that promotes children's overall development.

All Ages

1. Lesson plans include activities that promote social and emotional, cognitive, language, and motor development.
2. Activities are appropriate to the developmental stages of the children in the classroom.
3. Lesson plans have written goals for children.
4. Lesson plans have some form of written evaluation.
5. Lesson plans are posted for families' viewing.

In a file folder labeled E1, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

> **1-5. For each classroom, insert two (2) completed lesson plans conducted within the last two (2) years.**

NOTE: The current lesson plans remain in their original location in the program. The Validator will review during the validation visit.

E2.	Written observations are made on each child's actions, abilities, and knowledge as the child engages in the classroom and in routine outdoor settings.

All Ages

1. Observations are documented of each child on a regular basis over time.
2. Documentation includes observations on social and emotional, cognitive, language, and motor development.
3. Documentation includes time, date, and location of the observation.
4. Written observations are objective and free from bias.

In a file folder labeled E2, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

> **1-4. A statement identifying the location of the classroom teacher's written observations for each classroom AND a blank copy of each observation form used with each classroom. The Validator will review during the validation visit.**

E3. Written assessment is made of each child's learning and development.

All Ages
1. Assessments are based on developmental norms and expectations appropriate for the child's age.

Infants, Toddlers, Twos
2. Assessments include social and emotional, cognitive, language, and motor development.
3. Teachers complete assessments two (2) or more times per year.

Preschool
4. Assessments include social and emotional, cognitive, language, and motor development.
5. Teachers complete assessments two (2) or more times per year.

School Age
6. Assessments include general skills and abilities of school age children.
7. Teachers complete assessments a minimum of once per year.

In a file folder labeled E3, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-7. A statement identifying the location of the children's assessments for each classroom AND a blank copy of each assessment used with each classroom. The Validator will review assessments completed and/or in progress.

E6. The daily schedule provides a predictable routine that is responsive to the children.

All Ages
1. Schedule includes time for both indoor and outdoor activities.
2. Schedule includes a balance of active and quiet times scheduled alternately.
3. Written schedule is posted for viewing by families and guests.

Infants, Toddlers, Twos
4. Scheduling occurs around each infant's individual rhythms and routines.
5. The schedule includes time throughout the day, both indoors and outdoors, for continuous, uninterrupted, child-initiated play.
6. If group and/or teacher-guided activities are used, children are not required to participate.

Preschool
7. The schedule includes extended periods of time in the morning and in the afternoon, both indoors and outdoors, for continuous, uninterrupted, child-initiated play.
8. If group and/or teacher-guided activities are used, they are limited and adjusted according to children's developmental abilities and interests.

School Age
9. If group and/or teacher-guided activities are used, they are limited and adjusted according to children's interests.

In a file folder labeled E6, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

1-9. A copy of the current schedule for each classroom. In the top right-hand corner, note the lead teacher and other teaching assistants with their current schedule. Include floaters and break times. Ensure the schedule for each classroom is current and up-to-date prior to the validation visit.

NOTE: The current schedules remain in their original location in the program. The Validator will review during the validation visit.

Submit copies of the above daily schedules for each classroom with the *Request for Validation Visit*.

E7. Transitions throughout the day are planned and smoothly implemented.

All Ages
1. The number of whole group transitions is limited.
2. Transitions are often ongoing and/or individualized.

NO FILE FOLDER NEEDED:

The Validator will review the daily schedules for transitions and will observe implementation in the classroom and/or playground.

E17. Creativity is promoted through daily opportunities for self-expression, symbolic representation, and development of aesthetic sensibility.

Infants, Toddlers, Twos
1. Children have ample opportunities to express their own ideas and feelings through process-oriented art.

Preschool
2. Children express their own ideas and feelings through process-oriented art.

School Age
3. Children express their own ideas and feelings through planned and child-initiated activities in arts and crafts.

NO FILE FOLDER NEEDED:

The Validator will review the daily schedules and written lesson plans for creative art activities and will observe implementation in the classroom and/or playground.

E19. Gross motor skills are promoted through daily opportunities for physical activity to develop large muscle groups and coordination.

Infants, Toddlers, Twos
1. Toddlers and twos have opportunities for active participation in physical activities.

Preschool
2. Children have opportunities for active participation in physical activities.

School Age
3. Children have opportunities for active participation in physical activities.

NO FILE FOLDER NEEDED:

The Validator will review the daily schedules and written lesson plans for scheduled physical/motor activities and will observe implementation in the classroom and/or playground.

G1. Health practices are implemented throughout the day.

Infants, Toddlers, Twos
1. Families of infants and toddlers receive daily, written information regarding feeding, diapering, and sleeping.

> **NO FILE FOLDER NEEDED:**
>
> **The Validator will review the current information recorded for families of infants and toddlers while observing in those classrooms.**

G5. Safety practices are followed throughout the day.

All Ages
1. Primary and alternate evacuation routes are posted in each room used by children.
2. Emergency procedures are posted in each room used by children.

Infants, Toddlers, Twos
3. Cribs meet federal safety standards mandated by the Consumer Product Safety Commission (CPSC).

> **In a file folder labeled G5, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:**
>
> > **3. A copy of the manufacturers' documentation regarding compliance with the federal safety standards mandated by CPSC.**
>
> **NOTE: 1-2. Primary and alternate evacuation routes and emergency procedures remain posted in their original locations in the program. The Validator will review during the validation visit.**

G7. Furnishings, equipment, and materials are safe and appropriately maintained.

Infants, Toddlers, Twos
1. Toys are screened for lead to prevent lead exposure.
2. Soft plastic and teething toys labeled "PVC-free" or "phthalate-free" are purchased and used.

Preschool
3. Children are discouraged from putting toys made out of soft plastic in their mouths.

> **In a file folder labeled G7, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit.**
>
> > **1-3. A copy of the procedures the program follows regarding materials and toy purchases. HIGHLIGHT sections of procedures that include each of the Indicators AND put the number of the corresponding Indicator beside the relevant section.**

Self-Study Documentation

Administrator's Report

In a file folder labeled Administrator's Report, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

- The working copy used throughout the Self-Study process.
- The original copy of the *Administrator's Report* submitted with the *Request for Validation Visit*.

Classroom Observations - Director

In a file folder labeled Classroom Observations - Director, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

- The original copy of the Director's *Classroom Observation* [Standards E1- G8] conducted during Self-Study for each classroom. In front of each *Classroom Observation*, place the *Observation Record* noting the classroom name and date and time of observation. This is the working copy and can contain multiple observations and administrative notes.

NOTE: If the Lead Teacher of a classroom changes or is replaced, a new Director's *Classroom Observation* must be conducted prior to the validation visit. If the Director changes, a new *Classroom Observation* for each classroom must be conducted. Remove any observations conducted on or by past employees. Completed *Classroom Observations* will be verified by the Validator on the day of the visit.

Classroom Observations - Lead Teacher

In a file folder labeled Classroom Observations - Lead Teacher, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

- The original copy of the Lead Teacher's *Classroom Observation* [Standards E1- G8] conducted during Self-Study for each classroom. In front of each *Classroom Observation,* place the *Observation Record* noting the classroom name and date and time of observation. This is the working copy and can contain multiple observations and teacher notes.

NOTE: If the Lead Teacher of a classroom changes or is replaced, a new Lead Teacher's *Classroom Observation* must be conducted prior to the validation visit. Remove any observations conducted on or by past employees. Completed *Classroom Observations* will be verified by the Validator on the day of the visit.

Classroom Observations - Validator

In a file folder labeled Classroom Observations - Validator, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

- **The clean single-sided *Classroom Observation* [Standards E1- G8] form with the agreed upon determinations for each classroom. In front of each *Classroom Observation*, place the completed *Observation Record* documenting the Self-Study observations. <u>Do NOT staple</u>; use binder or paperclips to keep classrooms separate. These *Classroom Observations* will be used by the Validator on the day of the validation visit. Except for checking the Indicator boxes and Meets Standard/Needs Improvement, no other writing should be on the copy. The Observer/Validator's Use box needs to remain blank.**

<u>NOTE</u>: If the program has a change of Director or Lead Teacher at any point prior to the validation visit, a new *Classroom Observation* must be completed with a new *Observation Record*.

Employee Surveys

If* Employee Surveys *are not already included in the file folder for B11:

In a file folder labeled Employee Surveys, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

- **Original completed *Employee Surveys* documented on the *Survey Verification* and totals recorded on the blank copy of the *Employee Survey* submitted with the *Request for Validation Visit*.**

<u>NOTE</u>: The Validator will sample surveys for accurate reporting and, if a discrepancy is found in the final count, the program will be asked to immediately re-total responses to all questions on the survey and create a new record of survey totals.

Family Surveys

If* Family Surveys *are not already included in the file folder for C10:

In a file folder labeled Family Surveys, insert the following, and keep this folder in the Doc Box at the program for validator review on the day of the validation visit:

- **Original completed *Family Surveys* documented on the *Survey Verification* and totals recorded on the blank copy of the *Family Survey* submitted with the *Request for Validation Visit*.**

<u>NOTE</u>: The Validator will sample surveys for accurate reporting and, if a discrepancy is found in the final count, the program will be asked to immediately re-total responses to all questions on the survey and create a new record of survey totals.

Children and Employee Records Document Review

This worksheet includes the documents required as evidence that the following Indicators pertaining to children and employees are met. **Keep these documents in their usual place(s) at your program for the Validator to review during the onsite validation visit.** As you review your files for these documents during the Self-Study process, check the box to indicate that all children or employee records were found. Record missing documents in the "Notes" column as a reminder to obtain them before you request an onsite validation visit. Refer to *Document Organization* for all other documentation needed on the day of the onsite validation visit.

Std	Children Records	Notes
A14	☐ Signed and dated statement of receipt of the discipline policy and positive guidance procedures	
C1	☐ Signed and dated documentation of orientation	
C2	☐ Signed and dated receipt of parent policies and procedures	
D2	☐ Up-to-date immunizations	
	☐ Medical information	
	☐ Health and/or developmental screenings	
	☐ Physician's statement of health and ability to participate in group care on file within 90 days of enrollment	
	☐ Emergency contact information	
D3	☐ Authorization forms specifying persons to whom the child can be released	
	☐ Written parental permission for photos, videos, etc.	
D22	☐ Written permission to obtain emergency treatment	
Std	Employee Records	Notes
A3	☐ Employment application	
	☐ Work history	
	☐ Transcripts/diplomas of education and certificates of training	
	☐ Screening of references	
	☐ Criminal history background check	
	☐ Emergency contact information	
A4	☐ Signed and dated documentation of orientation completion	
A5	☐ Signed and dated receipt of personnel policies	
A6	☐ Signed and dated receipt of operating procedures	
A14	☐ Signed and dated statement of receipt of the discipline policy and positive guidance procedures	
B1	☐ Documentation of director qualifications	
B4	☐ Documentation of annual training reported on the *Formal Education and Ongoing Training Log*	
B5	☐ Signed and dated appraisal—within 90 days of employment	
	☐ Signed and dated appraisal—annual	

CONTINUED FROM PREVIOUS PAGE

B6	☐ Written annual plan for professional development with documentation of implementation	
D6	☐ Health appraisal—within first month of employment	
	☐ Health appraisal—every two years	
	☐ Statement on health appraisal that there are no health-related circumstances that should keep the employee from participating	
	☐ TB test result as required by local health authorities, if applicable	
D7	☐ Current certification in pediatric/adult first aid & CPR	
	☐ Training on safe sleep practices and prevention of Sudden Infant Death Syndrome (SIDS)	
D8	☐ Universal Precautions training—upon hire	
	☐ Universal Precautions training—refresher every two years	
D9	☐ Training on child abuse and neglect—upon hire	
	☐ Training on child abuse and neglect—refresher every two years	
D21	☐ Training on use of fire extinguishers	
	☐ Training on emergency preparedness plan—annually	

Validation Visit

Contents of this Section

All forms are shown in italics

Association for
Early Learning Leaders

Instructions for Submitting *Request for Validation Visit*

Programs submit the *Request for Validation Visit* when the director has deemed the program ready for a validator to verify compliance.

Eligibility Requirements

● The program has been in continuous operation for at least one year.

● The program has engaged in the Self-Study process for a minimum of six months.

● The program has a minimum of 15 children enrolled.

● The director has been in place for at least six months and was responsible for leading the program through the Self-Study process.

● The current director must be the person who completed the documentation for the onsite validation visit.

● The program's Self-Study period has not expired. The Self-Study period is effective for two years. Programs may receive a courtesy reminder prior to the expiration date.

Before Submitting the Request

● Double-check all required documents to ensure they are organized according to the *Document Organization* instructions.

● Confirm that the classroom names are consistent on all documents: the *Program Profile*, the *Formal Education and Ongoing Training Log*, the *Observation Record* for each classroom, and the children's daily schedule for each classroom.

● Do last-minute walk-through observations throughout the program, checking for ongoing compliance with Commission Standards in the *Administrator's Report* and the *Classroom Observation*.

● Review the *Formal Education and Ongoing Training Log* to make sure all new employees have a log and that any last-minute training received by employees has been recorded.

● **Complete a clean copy of the *Classroom Observation* for each classroom** and retain them along with their corresponding *Observation Records* at your center for the Validator's use during the onsite validation visit.

> **Provide accurate and complete information when submitting the *Request for Validation Visit* documentation to ensure that the onsite visit is scheduled in a timely manner.**

Communication

Communication between the program and the Accreditation Office is key during the scheduling period. The National Accreditation Commission contacts programs by both phone and e-mail; remember to check e-mails regularly and return phone calls promptly during the time the visit is being scheduled. When calling, leave a detailed message and the best time(s) for Accreditation Staff to call you at the program. Please note that it may take up to 2 business days for the National Accreditation Commission to return your call.

> **To initiate contact with the Accreditation Office during the process of scheduling your validation visit, e-mail us at validationvisits@earlylearningleaders.org.**

Scheduling the Onsite Validation Visit

The onsite validation visit will be scheduled only during times when:

- Your enrollment is at least 75% of your typical enrollment. Typical enrollment is your usual enrollment during the majority of the year.

- Each classroom has a staff-child ratio and group size that is typical for your program during the majority of the year.

- Each age group that you typically serve can be observed.

Block Out Dates

If there are days you want to avoid (block out) for the onsite validation visit, you must request them at the time you submit the request for the onsite validation visit. (Ex. director away from center, picture day at school, scheduled field trip, expected low enrollment days such as holidays, scheduled days the program is closed)

Note: The National Accreditation Commission must be given all known days that need to be blocked out when you request the onsite validation visit.

- Block out dates provided on the *Request for Validation Visit Submission* form will help determine timeframe options. A timeframe cannot be issued if there are more than ten (10) block out dates in that specified time period.

- Once the timeframe is confirmed by the Accreditation Office, you will have three (3) business days to update or change your block out dates. After this time, adding or changing block out dates will result in a processing fee and scheduling delays.

- The National Accreditation Commission cannot schedule a two-week window if there are more than two (2) days blocked out during that time period.

- Keep in mind that if the number of days listed as block out dates provides an insufficient choice of two-week windows to match the validator's schedule, a delay of the visit may result.

- Block out days the program will be closed, such as holidays or professional development days. The Accreditation Office will not assume whether the program will be open or closed for a specific day.

Timeframe

After the paperwork has been reviewed and the program has been deemed ready to move forward with scheduling, the Accreditation Office will contact the director and present timeframe options for the visit. The timeframe is an 8-week period within which the program can have ten (10) block out dates and the

two-week window will occur. You will receive verification of the timeframe by e-mail along with pertinent information regarding your onsite validation visit. Ensure you thoroughly read the e-mail as you are responsible for knowing its content. Once the program is notified of the timeframe, a variable fee will result if changes are requested, either in block out dates or the timeframe itself.

Two-Week Window

The Accreditation Office determines the dates of the two-week window within the confirmed timeframe. The window is based on validator availability and the program's requested block out dates.

You will receive verification of the two-week window by phone and/or e-mail. A letter will follow via e-mail, providing pertinent details about the visit and additional instructions. Ensure you thoroughly read the e-mail and letter as you are responsible for knowing the contents.

Once the program is notified of the two-week window, a rescheduling fee will result if changes are requested, either in block out dates or the two-week window itself. The amount of the fee will vary, based in part on the nonrefundable expenses that have already been accrued.

Scheduling Timeline

The onsite validation visit is typically scheduled within three (3) months after receipt and approval of all required documentation, barring circumstances over which the National Accreditation Commission has no control.

- Due to the high volume of requests for visits in the spring, programs that want a visit in **March, April, or May** must submit a request **four (4) months** in advance of desired dates.

> **Onsite validation visits are unannounced. You will not be informed of the exact date(s) of the visit, only the two-week window during which the visit will occur.**

Association for Early Learning Leaders

Request for Validation Visit

Program Name (include your corporate program number, if any)		
Physical Address		**County**
City	**State**	**Zip**
Telephone	**E-mail**	
Director's Name		

- You will be given a two-week window during which time the onsite validation visit will occur. The exact date of the onsite validation visit will not be revealed. Once the Accreditation Office has notified you of the two-week window, any change requested in the scheduled period will result in a fee and delay in rescheduling.

- Are there any times of year in which your enrollment decreases significantly and the Validator would not be able to observe certain groups?

  ☐ Yes ☐ No If yes, list: _____

- Are there any times of year in which your enrollment increases significantly and your staff-child ratios and/or group sizes and/or number of classrooms change?

  ☐ Yes ☐ No If yes, list: _____

I confirm that (Name of Program) _____ has completed the Self-Study process as documented on the enclosed *Self-Study Timetable* and is now requesting an onsite validation visit to verify Standards in the *Administrator's Report* as submitted with this *Request for Validation Visit* and in the *Classroom Observation* (one for each classroom) prepared and held at the program. This is a voluntary process on our part.

I understand that the National Accreditation Commission has the right to cancel the validation visit if, upon the Validator's arrival, required documents are not available or are not organized in the manner required by the National Accreditation Commission or if happenings in the program are not "typical" of activities that usually occur or are not as reported. I understand that there will be no refund of money and another validation visit fee will be charged to reschedule the onsite validation visit.

I understand that the National Accreditation Commission has the right to defer or deny accreditation if it is determined that this program does not meet Commission Accreditation Standards.

If awarded accreditation, I understand that the National Accreditation Commission has the right to revoke accreditation status for non-compliance of Standards and/or procedures, failure to submit any required documentation as specified by the National Accreditation Commission, and/or reporting false information.

Authorized person requesting validation visit: _____

<center>Name Typed or Printed</center>

_____	_____	_____
Signature	Title	Date

Association for Early Learning Leaders

Required Documents

When your program is ready for the validation visit, submit all of the following to the Accreditation Office with your *Request for Validation Visit* (p. 192). Refer to the Accreditation Forms page on our website (**www.earlylearningleaders.org**) for further submission instructions.

Organize and submit documents in the order listed below.

Initial on each line to indicate that the documentation is enclosed, that you have followed written instructions for completion, and that the enclosed documentation is complete and accurate.

_____ **Completed** *Request for Validation Visit Submission* **form** (In Validation Visit section, p. 192)

_____ **Completed** *Request for Validation Visit* (in Validation Visit section p. 192)

_____ **Signed** *Disclaimer* (in Validation Visit section p. 197)

_____ **Completed** *Self-Study Timetable* **used in your Self-Study process** (In Overview section, p. 12)

_____ **Completed** *Program Profile* (in Validation Visit section, p. 195)

_____ **Completed** *Administrator's Report* (Standards A1–D24, p. 17–82)

_____ **Program's Mission Statement, Philosophy, and Goals** (see Standard A1, p. 17)

_____ **The** *Observation Record* **for each classroom** (p. 140)   Total # submitted: _____
                         Do NOT send full observations

_____ **The children's daily schedule for each classroom** (each classroom on a separate page)

_____ **The work schedule for teacher(s) in each classroom** (record on top right of the children's daily schedule with the lead teacher identified)

_____ *Survey Verification* (in Surveys section p. 156)

_____ **Record of** *Employee Survey* **totals** (in Surveys section p. 145)

_____ **Record of** *Family Survey* **totals** (in Surveys section p. 153)

_____ **Typed** *Formal Education and Ongoing Training Log* **for each employee specified in the Instruction for Completing** *Formal Education and Ongoing Training Log* (In Administrator's Report section p. 85)

_____ **Three (3) most recent full licensing inspection reports, plus any investigation and/or complaint reports during the past two (2) years**

_____ **Any other documents that may be requested by the Accreditation Office**

_____ **Appropriate Validation Visit fee made payable to Association for Early Learning Leaders by check or online payment** (see fees online at www.earlylearningleaders.org)

> **The onsite validation visit will not be scheduled until all items listed above have been verified.**

Check that you have complied with the following:
- ☐ **The above documents are submitted in looseleaf form, NO STAPLES.**
- ☐ **They are NOT spiral bound or placed in folders or a three-ring binder.**
- ☐ **All copies are single-sided on white, letter-size paper.**

> **Before sending the request, carefully review the instructions for completion of each document found in the** *Accreditation Manual* **(See Table of Contents). Incomplete documents will be considered missing, and scheduling the onsite validation visit will be placed on hold with a fee charged for the second review.**
> **This delay may cause programs to miss crucial deadlines and experience a lapse in accreditation.**

Association for Early Learning Leaders

Instructions for Completing *Program Profile*

The information requested on the *Program Profile* is to enable the National Accreditation Commission to properly schedule the onsite validation visit. All information requested on the form must be provided. If you have questions on completing this form, please call the Accreditation Office for assistance.

Page One

- Provide current contact information, as it will be used to coordinate onsite validation visit date(s).

- For "Program Name", corporate programs include their corporate program number, if applicable.

- For "Number of Enrolled Families", record the program's current enrollment numbers at the time you submit the request for an onsite validation visit.

- For "Number of Enrolled Children", record the program's current enrollment numbers at the time you submit the request for an onsite validation visit.

- For "Number of Employees", record the current number of employees (as identified in Standards B1 and B2) at the time you submit the request for an onsite validation visit.

- For "Total Number of Classrooms", record the current number of classrooms at the time you submit the request for an onsite validation visit.

- Complete all other information as requested on the *Program Profile*.

Page Two

- Use the same classroom name as recorded on the *Formal Education and Ongoing Training Log*, children's daily schedule for each classroom, and the *Observation Record* for each classroom.

- List all teachers, including floaters, who are assigned to each classroom at some time during the day.

- Indicate the lead teacher in each classroom. The same lead teacher should be recorded on the *Program Profile*, the *Formal Education and Ongoing Training Log*, the *Observation Record*, and the children's daily schedule.

- For "Maximum Group Size", record the largest number of children you would assign to the classroom.

- For "Current Group Size", record the number of children assigned to the classroom at the time you submit the request for an onsite validation visit.

- For "Ratio", record the ratio maintained in the classroom. Ratio can be calculated by dividing the total number of children by the total number of teachers.

- Complete all other information as requested on the *Program Profile*.

NOTE: If you have unique groupings in your program (such as groups of children that rotate to multiple rooms or a teacher who has multiple classroom during the week) and are unsure how to accurately complete this form, contact the Accreditation Office for assistance.

> **If the number of classrooms or age categories change after you submit the *Request for Validation Visit*, contact the Accreditation Office immediately with the updated information.**

Program Profile

Program Name (include your corporate program number, if any)		
Physical Address		**County**
City	**State**	**Zip**
Telephone	**E-mail**	
Mailing Address (if different from above)	**Website**	
City	**State**	**Zip**

Director's Name	
Director's Telephone Number at the Program (if different from above)	**Does the director have access to the program's e-mail as listed above?** ☐ Yes ☐ No
How long has the above named been director at this program?	

Owner/Legally Responsible Party for Program (if different from director)		
Address		**County**
City	**State**	**Zip**
Telephone	**E-mail**	

How long has the program been:	**In Operation?**	**At this Location?**	**Under Current Ownership?**
Months of Operation	**Days of Operation**	**Hours of Operation**	☐ **Full Day** ☐ **Part Day** ☐ **Extended Day**
Licensed Capacity	**Number of Enrolled Families**	**Number of Enrolled Children**	**Number of Employees** (Standards B1 & B2)
Age Groups Served (Check all that apply) ☐ **Infants** ☐ **Toddlers** ☐ **Twos** ☐ **Preschool** ☐ **School Age**		**Total Number of Classrooms**	

List all agencies that regulate/license the program

Program Type (Check all that apply)

☐ **Sole Proprietor**   ☐ **Faith Affiliated**   ☐ **Campus Program**   ☐ **Drop In**

☐ **Incorporated**   ☐ **Head Start**   ☐ **Corporate Affiliate**   ☐ **Inclusion**

☐ **Non-Profit**   ☐ **School District**   ☐ **Employer Sponsored**   ☐ **ELL**

Other _____

Classroom is defined as children assigned to identified teacher(s) in a designated space with well-defined barriers. This may be a classroom or a space within a large room that is separated by half walls or similar barriers that prevent intermingling of children.

Classroom Name				Age Group
Maximum Group Size	Current Group Size	Ratio :	Days of the Week	Hours
Teacher(s)				

Classroom Name				Age Group
Maximum Group Size	Current Group Size	Ratio :	Days of the Week	Hours
Teacher(s)				

Classroom Name				Age Group
Maximum Group Size	Current Group Size	Ratio :	Days of the Week	Hours
Teacher(s)				

Classroom Name				Age Group
Maximum Group Size	Current Group Size	Ratio :	Days of the Week	Hours
Teacher(s)				

Classroom Name				Age Group
Maximum Group Size	Current Group Size	Ratio :	Days of the Week	Hours
Teacher(s)				

Classroom Name				Age Group
Maximum Group Size	Current Group Size	Ratio :	Days of the Week	Hours
Teacher(s)				

Classroom Name				Age Group
Maximum Group Size	Current Group Size	Ratio :	Days of the Week	Hours
Teacher(s)				

Classroom Name				Age Group
Maximum Group Size	Current Group Size	Ratio :	Days of the Week	Hours
Teacher(s)				

(Copy and attach additional pages as needed)

Association for Early Learning Leaders

Disclaimer

(Name of program)_____

hereby releases and agrees to indemnify and hold harmless the National Accreditation Commission, the Association for Early Learning Leaders, their officers, directors, agents, servants, employees, legal representatives, successors, and assigns, and all persons acting through or in concert with them, of and from any and all claims, demands, obligations, actions, causes of action, rights, injuries, damages, losses, costs, and expenses (including attorney's fees) of any nature whatsoever which may hereafter be incurred by, accrue to, or otherwise be acquired by

(Name of program)_____

or any person, corporation, association, partnership, or other third-party entity against the National Accreditation Commission or the Association for Early Learning Leaders arising out of or related in any way to this application for review and accreditation, the National Accreditation Commission's accreditation, or its supervision to obtain or maintain accreditation, except for cases of gross negligence or willful misconduct.

It is expressly understood that the National Accreditation Commission makes no warranties (express or implied) regarding accreditation and that the National Accreditation Commission's granting of accreditation to applicant only signifies that applicant has met applicable standards for accreditation at time of the validation visit.

I understand that this program has the right of advance notice of a timeframe for a validation visit by one or more validators assigned by the National Accreditation Commission.

I further understand that I may request a different validator if there is a conflict of interest. Notice of such request must be given to the Accreditation Office within 48 hours of my notification of the validator's assignment.

I understand that if awarded accreditation, I may receive unannounced visits to determine ongoing compliance with Commission Standards.

I understand that the validation visit fee is required with the *Request for Validation Visit* and is non-refundable whether or not accreditation is awarded. I also understand that if accreditation is denied, I have the right to a limited appeals process.

Authorized person requesting validation visit: _____
<div align="center">Name Typed or Printed</div>

_____   _____   _____
<div align="center">Signature   Title   Date</div>

Association for
Early Learning Leaders

Day of Onsite Validation Visit

Points to Remember

- The Validator(s) must see a "typical" day.

    - Do not plan unusual activities or field trips or bring in extra volunteers or additional paid employees during your confirmed two-week window.

    - If circumstances appear to be out of the normal, the visit may be cancelled with no refund of fees.

- A private, confidential, and quiet workspace must be available for use by Validator(s), preferably close to, but separate from, the director's office.

    - If the only available private space in the program is the director's office, you will need to make alternate workspace arrangements for yourself on the day of the onsite validation visit.

- Any employee(s) hired after the *Request for Validation Visit* is submitted must be oriented to all Commission Standards, as they will be held responsible for compliance during the onsite validation visit.

- Outside consultants and mentors cannot be in the program on the day of the onsite validation visit.

Director's Schedule during a One-Day Onsite Validation Visit

The director must be available for the Validator(s) throughout the day, especially in the afternoon when the director will assist the Validator(s) with Standard verification, arrange for teacher interviews, and participate in the Exit Interview.

- **Arrange to have someone available to handle the duties of the director all afternoon.** The director will be required to work with the Validator(s) for the whole afternoon.

- **If the director is also a scheduled classroom teacher, notify the Accreditation Office of this when requesting the onsite validation visit.** A substitute will be needed for the classroom after 1:00 p.m. so the director can be available to the Validator(s) for the completion of the validation visit.

- **It is not unusual for the onsite validation visit day to extend past 6:00 p.m.** Make advance arrangements for personal activities, as the director's presence will be required at the program until the Validator departs. Depending on any unusual circumstances that may be experienced by the Validator(s), the size of the program, and/or the number of Standards the director will be asked to respond to in writing, the validation visit can extend into the evening.

Exit Interview

- The onsite director may choose to have one other onsite employee sit in on the Exit Interview.

    - Outside consultants and mentors cannot be present at the Exit Interview.

- The onsite director will have the opportunity to write a response under "Director Response" in the box marked "Observer/Validator's Use".

- Responses should focus on information that the National Accreditation Commission needs for an accurate picture of how the program implements a particular Standard and/or Indicator, as well as plans for correcting the concerns recorded by the Validator. Stating things such as "The teacher was nervous, but normally does a great job" or "We follow state requirements" is not helpful for showing that you will be proactive in maintaining Commission Standards.

- Written responses are limited to those of the onsite director.

  - The National Accreditation Commission counts on the person responsible for the day-to-day operation of the program to have a clear understanding of Commission Standards and to ensure their implementation.

- You are encouraged to make copies of the completed validation visit documentation so you can use this information immediately to give feedback and training to teachers.

  - Copies must be made without causing a delay in concluding the visit. Arrange to have someone help with making copies as soon as each section of the completed validation visit documentation has been discussed with the Validator.

  - If copies cannot be made at the program before the Validator departs, the Accreditation Office will make copies for a fee.

Typical Validator Schedule for a One-day Onsite Validation Visit

The following is a general outline of the Validator's tasks during a one-day onsite validation visit. Please note that the schedule for the validation visit is flexible and may vary from the order indicated depending on length of visit, number of validators, hours of operation, and any unexpected occurrences beyond the control of the Validator.

Morning

Director arranges their schedule to be available to Validator as needed, but in general, conducts business as usual for the morning.

Validator:

- Arrives at the program (around 8:00 a.m.), locates the director, and takes a brief tour of the facility.
- Does preliminary check of paperwork and documents.
- Begins observations in classrooms.

Afternoon

Director clears their calendar to be available to Validator to assist with Standard verification and document review and participates in Exit Interview.

Validator:

- Completes *Administrator's Report*.
- Interviews teachers at times arranged by the director (as needed).
- Reviews documents.
- Reviews children and employee records.
- Completes *Classroom Observations* as needed.
- Prepares *Classroom Observations* and *Administrator's Report* for Exit Interview.
- Holds Exit Interview with director.

Glossary

Contents of this Section

Glossary of Terms

Accreditation Standards

Accessible. E10, E12, E13, E14, E15, E17, G3
>Materials are within reach of the children so that they can access them independent of teacher assistance.

Accident Insurance. A9
>Coverage for bodily injury and/or death resulting from accidental means (other than natural causes).

Adaptive Skills F5
>Practical, everyday skills needed to meet the demands of one's environment, including the skills necessary to effectively and independently take care of oneself and interact with other people.

Aesthetic Sensibility E17
>Appreciation for and enjoyment of artistic and creative expression. Typically, this includes music, visual arts, drama, and dance.

Air Quality Index (AQI) D13
>Found in weather forecasts, or by visiting **www.airnow.gov**, and should be checked daily. If the forecast is for a Code Orange day (unhealthy for sensitive populations) or above, strenuous outdoor activities should be minimized, or children should be kept indoors. Providers can sign up for electronic updates by visiting www.enviroflash.info.

Anti-Idling Policy. C2, D13
>Car exhaust releases pollutants that are harmful to health (especially to children) and the environment. Pollution from idling vehicles can also enter a facility, thus affecting the indoor air quality. Anti-idling policies should mandate that all vehicles turn off their engines within the facility's designated parking areas as soon as possible to protect children from inhaling harmful car exhaust. The policy should be posted on or near the facility front door, and efforts should be made to ensure all families and caregivers are aware of the child care program's "anti-idling" policy. For more information, refer to Eco-Healthy Child Care® Air Quality Fact Sheet at **www.cehn.org/ehcc**.

Appraisal (Job Performance) A5, B5
>Also referred to as Performance Appraisals, Employee Evaluations, or Employee Reviews. An appraisal is an assessment of an employee's adherence to specific performance standards that have been identified by the program in the employee's job description, including both classroom criteria and program-related competencies.

Appraisal (Self) B5
>A review of one's own job performance. The purpose is to identify areas believed to be strengths, weaknesses, areas in which support is desired, and areas in which one wishes to gain greater knowledge.

Assessment. A6, C6, E3
>A systematic procedure for obtaining information from observations, interviews, portfolios, projects, and other sources to record age-appropriate and developmental milestones for the purposes of making decisions that will benefit the child.

Assistant Teacher/Teacher Aide . . . . THROUGHOUT
>All other employees included in the staff-child ratio who primarily work under the supervision of a lead teacher.

ASTM F1292 Standards. D18

ASTM F1292 Standards approximate the "critical height" rating below which a life-threatening head injury would not be expected to occur in the event of a child falling from playground equipment onto the surface. Manufacturers and installers of playground rubber or rubber-like protective surfacing should provide the critical height rating of their materials verifying that they meet ASTM F1292 Standards.

Autonomy F5

The development of independence and self-sufficiency.

Available E13, E17

Materials not openly accessible on shelves for children's independent selection and use due to the need for teacher supervision, but which are routinely used with the children.

Bisphenol A-Free (BPA-Free) D24, G7

Bisphenol A is a hormone disrupter that is used to make polycarbonate plastic (hard clear plastic). BPA can be found in baby bottles, water bottles, canned food liners, and sippy cups. Exposure to BPA can cause adverse health effects and occurs primarily through ingestion and skin contact. When choosing plastics intended for children's food use, choose bottles, sippy cups and drinking cups that are either made of glass (within protecting silicone sleeve) or plastic that is labeled BPA-free. For more information, refer to Eco-Healthy Child Care® Plastics Fact Sheet at **www.cehn.org/ehcc**.

Bleach Concentrations D17

Read the label to find the concentration of sodium hypochlorite (bleach) in the product to make sure you are using the right amount of bleach and water.

Follow guidance offered by local health authorities and/or the National Resource Center for Health and Safety in Child Care and Early Education.

Use only an EPA-registered, unscented product. The product you purchased should have a label that says EPA Reg# and lists the number. For EPA-registered disinfectants, visit **www.epa.gov**.

- Follow the manufacturer's instructions.

Certificate of Additional Insured A9

Certificate provided by your liability insurance. Association for Early Learning Leaders' National Accreditation Commission is named as an "additional insured" on the certificate of insurance.

Child Abuse and Neglect Training. D9

Specific training for educators on recognizing signs and symptoms of child abuse and neglect and on their responsibility for reporting. The training should include prevention and recognition of Shaken Baby Syndrome. The director or another trained staff person can conduct this training if they have been trained by recognized experts in this area, for example, licensing department, child and family services department, or other authorities such as the National Institute of Crime Prevention. Training should include state-specific reporting procedures.

Child Development Associate (CDA) Credential B2

Is awarded to individuals who successfully complete the full CDA assessment process through the Council for Professional Recognition. **NOTE**: Technical College Child Development Certificate, Community College Child Development Credential or State-Approved Child Development Credential can be substituted for National CDA if it has an equivalent number of course hours and requirements. For more information, refer to **www.cdacouncil.org**.

Child-Initiated. E6, E17, E18

Play, activities, and/or ideas originated by children as they interact with the materials, props, and supplies provided by teachers.

Child-Safe Mirrors E8

Reflective surfaces that are shatterproof, such as acrylic.

Chromated Copper Arsenate (CCA) Wood D18

Also referred to as pressure-treated wood. The wood in pre-2006 playground sets, picnic tables, benches, and decks can contain potentially hazardous levels of arsenic due to the use of Chromated Copper Arsenate (CCA) as a wood preservative and insecticide. The EPA-registered CCA solution which is used to treat wood contains up to 30% arsenic. Children who regularly spend time on treated structures built prior to 2005 could potentially be exposed to arsenic (e.g., by putting their hands in their mouths after playing on treated structures), but such exposures may be avoided or reduced by following the recommendations listed on CEHN's Arsenic Fact Sheet. For more information, refer to CEHN's Arsenic Fact Sheet at **www.cehn.org/ehcc**.

Classroom A11, A12

Children assigned to identified teacher(s) in a designated space with well-defined barriers. This may be a single room or a space within a large room that is separated by half walls or similar barriers that prevent intermingling of children.

Cleaning A6, D16, D17, G2

To physically remove all dirt and other organic contamination by washing with soap/detergent and water solution and rinsing with water. Routine cleaning with detergent and water is the most useful method for removing contaminants from surfaces in the child care setting. For more information, refer to the National Resource Center for Health and Safety in Child Care and Early Education at **http://nrckids.org/files/appendix/AppendixK.pdf**.

Clock Hours B1, B4

The total number of actual hours a person spends attending class or other instructional activities/trainings. To determine clock hours from college credits, multiply the number of units by the number of course weeks. For example, 3 semester credits taken over 16 weeks is 48 clock hours.

Cognitive Development E1, E2, E3

Construction of thought processes including memory, problem-solving, decision-making, inquiry, imagination, logic, and reasoning to help children think about and understand the world around them.

Commitments F1

Promises, understandings, or agreements that teachers make with children during the course of the day. Examples include "You will get to have a turn after", "We will read the book again tomorrow", and "I will bring the cars from the resource room after nap."

Compensation Plan A10

A set written plan detailing wages, salaries, and benefits, the manner in which it will be paid, and if/when employees receive bonuses, increases, and/or incentives.

Competition F3

An event that results in a child or a group of children receiving benefits over another child or group, for example, activities in which children are encouraged to "win" resulting in some children "losing".

Concept Development E18

The development of thoughts, notions, and ideas.

Confidential A3

Kept in a restricted area with limited access to ensure security and privacy of sensitive information.

Continuing Education Unit (CEU) B1, B4

10 clock hours of training is equivalent to 1 CEU.

Continuity of Care A13

Children are provided care in the same room with the same teachers on a daily basis and are not moved to another classroom more than once per year.

CPR (Pediatric/Adult) D7
Also referred to as Cardio Pulmonary Resuscitation. An emergency lifesaving procedure performed when the heart stops beating. Employees must be trained by a nationally recognized or state licensing-approved authority, such as the American Red Cross, American Heart Association, and National Safety Council. Other authorities should be nationally accredited or U.S. Department of Health and Human Services approved.

Consumer Product Safety Commission (CPSC) Safety Guidelines D18
The US Consumer Product Safety Commission has established guidelines for playground safety. The guidelines and a general maintenance checklist can be found in the publication *Public Playground Safety Handbook*. Visit **www.cpsc.gov** and search for Safety Education Resources.

Cultural Bias E16
Tendency to judge the outside world based on one's own culture.

Curiosity E10
Inquisitiveness or the strong desire to learn something.

Debris D18, G6
Scattered pieces of waste, rubble, broken or discarded items.

Developmental Norms and Expectations E3
Standards by which a child's development can be measured. These are usually based on predictable age-related milestones.

Developmental Screening A6, C2, C6, C8, D2
A brief, standardized, and validated tool used to determine a child's level of development and growth and to identify possible delays in development. Screening includes questions to see how the child learns, speaks, behaves, and moves. For more information, refer to the American Academy of Pediatrics at **http://www.healthychildcare.org**.

Dictate E13
A child speaks and observes their words being written down.

Director . . . . B1, THROUGHOUT
Onsite administrator responsible for the day-to-day operations of the program. The director is onsite a minimum of 50% of their Full Time Equivalent-time.

Discipline Policy (Children) A5, A14, C2
Preplanned set of guidelines that establish the course of action to work toward acceptable outcomes and objectives with children. Policy includes notification of practices that are forbidden at the program and creates infrastructure that supports the social and emotional and academic success of all children.

Disinfect A6, D16, D17, G2, G3
To destroy or inactivate most germs on non-porous surfaces, such as diaper changing tables, countertops, door and cabinet handles, hand washing sinks, toilets, and other bathroom surfaces. A disinfectant is effective only if organic matter has been first cleaned from the surface/object with a soap/detergent and water solution and rinsed with water. For additional guidelines, contact local health authorities or refer to the National Resource Center for Health and Safety in Child Care and Early Education at **http://nrckids.org/files/appendix/AppendixJ.pdf**. For EPA-registered disinfectants, visit **www.epa.gov**.

Distress F1
The child exhibits signs of pain, anxiety, sorrow, or physical or psychological suffering.

Diversity. E16

Differences between ourselves and others. Differences may include, but are not limited to, gender, age, religion, family structure, traditions, ethnicity, body shape, hair and eye color, language, ideas, and preferences.

Educational Purpose (Technology) E22

Technology is used selectively to foster greater insight/understanding of age-appropriate concepts.

Emergency Communication D21

Method of communication that will be used during emergencies if the typical system utilized is not in service. Examples include, but are not limited to, two-way radio or cell phone.

Emergency Lighting. D21

Lighting/light source that will be used during emergencies if the typical methods are no longer in service. Examples include, but are not limited to, battery-backup lighting or flashlights.

Emergency Medication. D10

If a medication is needed for a life-threatening condition, such as an EpiPen for severe allergic reaction, and the parent/legal guardian provides a doctor's order that it be readily available for use with the child at all times, it can be carried on the teacher's person in a closed container or pouch. This will be considered locked and inaccessible. If removed from the teacher's person, the medication is immediately returned to a locked container, inaccessible to children.

Emergency Preparedness Plan. A4, A6, C2, D21

A plan for what will happen at the program if something unforeseen occurs, for example, a bomb threat, fire, tornado warning, an escaped prisoner, gas leak, active shooter, etc. It includes steps to be taken for emergencies where children and employees remain in the building, as well as those emergencies when evacuation of the building must occur.

Emotional Security. F1

Providing a safe place for all children to verbalize, process, and express emotions.

Environmental Hazard D18, G6

Toxic chemical, biological, or physical agents found in the environment that may impact the health upon exposure, for example, lead, pesticides, air pollutants, and polluted water.

EPA-Registered D17

Disinfectants registered by the Environmental Protection Agency. For EPA-registered disinfectants, visit **www.epa.gov**.

Evaluation (Program) B11, C10

A review to determine how the program is doing in meeting the needs of the individuals served. Evaluations assist in identifying the program's strengths and weaknesses. Program evaluations are used to determine future programmatic objectives and participants should be notified of the results. Evaluations should be distributed to all, be anonymous, and be conducted one or more times per year. Possible program evaluations are the *National Accreditation Commission Survey (Employee and Family)* or internal assessments developed by employees and administration.

Expert B4

A person who has a comprehensive and authoritative knowledge of or skill in a particular area. Trainers should hold a Bachelor's in ECE or the field in which they are training on, and/or meet state licensing requirements for trainers, and/or be eligible to conduct training via the state's training registry system (if applicable).

Fall Zones D18

Fall zones include the area under and around a piece of equipment onto which a child falling from or exiting from the equipment would be expected to land. In general, the fall zone areas should extend

a minimum of six feet in all directions from the edge of stationary playground equipment. Refer to US Consumer Product Safety Commission for their *Public Playground Safety Handbook* at **www.cpsc.gov**.

First Aid (Pediatric/Adult) D7

Refers to medical attention that is usually administered immediately after an injury or at the onset of a sudden illness. It often consists of a one-time, short-term treatment such as cleaning minor cuts, scrapes, or scratches; removing debris from the eyes; icing a bump or bruise; or compress on a nose bleed. It also refers to emergency care and treatment of an injured or ill person until medical treatment by an EMT, doctor, or other medical personnel can be rendered. Employees must receive training from a nationally recognized or certified authority. Authorities include, but are not limited to, American Red Cross, the American Heart Association, or the National Safety Council for First Aid Training Institute.

First Aid Kit (State-Approved) D21

Supplies required by the state licensing office to be onsite for use in response to injuries sustained by children or adults. Check with your local licensing department for specific requirements. A program must have a minimum of one complete state-approved first aid kit. It should be stored in a central location in the facility, readily available to employees but inaccessible to children.

First Aid Supplies (Classroom/Outdoor Learning Environment) G1

Basic supplies must be available in the classroom/outdoor learning environment for immediate use in response to injuries and to follow Universal Precautions. This includes, but is not limited to, disposable gloves, access to soap and water, adhesive strip bandages in various sizes, gauze, and cold packs.

Flexible E6, E10

Easily modified to respond to circumstances or conditions.

Formal Conferences C6

Offered to parents/legal guardians to discuss the child's development and overall progress. Programs should take the parent's work schedule into consideration in setting up conference times.

Gender Neutral E16

Idea that behaviors and language should not distinguish roles according to gender, in order to avoid the impression that there are social roles for which one gender is more suited.

Gestures E11

Moving the limbs or body as an expression of thought or for emphasis.

Goals (Children) E1, E3, E9

The purpose for having children engage in an activity/learning experience. The goal of the planned experience is the knowledge, skill, or understanding that children will acquire through participation in the experience. Goals for the routines and experiences of infants and toddlers are individualized and relate to developmental milestones. Goals must be written out in their full form. For example, with regards to lesson plan goals, "At the manipulative table, the activity would be children sorting/counting pompoms using tweezers; the goal would be fine motor skills: hand and finger strength." **NOTE:** Referring to the goals by early learning outcome numbers or any other abbreviation will not be accepted.

Goals (Program) A1, B10, C2

Statements of desired outcomes for children and families that reflect the program's philosophy and mission statement. Goals can describe general program outcomes, as well as goals for specific components of child growth and development and/or family support.

Group Size A12, D1

The number of children within a designated classroom.

Hand-Eye Coordination E20

Also referred to as eye-hand coordination. Processing of visual input to guide the hands to accomplish tasks. This skill is necessary for tasks such as picking up toys, stringing, catching a ball, writing, etc.

Hand Washing (Appropriate Times) A6, G4

Recommendations of the American Academy of Pediatrics:

All Employees, volunteers, and children are to wash their hands at the following times:

- Upon arrival for the day, after breaks, or when moving from one child care group to another
- Before and after:
  - Preparing food or beverages
  - Eating, handling food or beverages, or feeding a child
  - Giving medication
  - Playing in water that is used by more than one person

- After:
  - Diapering
  - Using the toilet or helping a child use a toilet
  - Handling bodily fluid (mucus, blood, vomit), from sneezing, wiping and blowing noses, from mouths, or from sores

- Handling pets and other animals or cleaning up animal waste
- Playing in sandboxes and playing outside
- Cleaning or handling the garbage
- Messy Activities

Hands-On Experiences E14

Opportunities to actively explore and interact with materials. Such activities allow children to think about, act upon, problem-solve, and form concepts that are otherwise abstract.

Hazardous Waste Clean-Up and Disposal Plan A6, D21

A plan for what will happen at the program if something concerning hazardous waste occurs. The plan includes steps to be taken for exposure to children or employees, clean up, and disposal. Toxic materials must be cleaned up according to local or state public health standards and disposed of at the local hazardous waste collection site. Examples of hazardous waste include, but are not limited to, mercury spill from a broken fluorescent light bulb or broken thermometer, accidental spillage of pesticide, or disposal of unused paint or chemicals.

Head Entrapments D18

Openings between 3.5 and 9 inches that could trap a body or part of a body and projections that could catch clothing, thus preventing withdrawal and possibly resulting in strangulation and death. Refer to US Consumer Product Safety Commission for their *Public Playground Safety Handbook* at **www.cpsc.gov**.

Health Appraisal D6

Is conducted and signed by a qualified health care professional such as a licensed physician, registered nurse practitioner, or physician assistant.

Health Care Organization or Professional D14

A trained health organization or professional, including, but not limited to, the health department, a nurse practitioner, or a pediatrician, who is able to provide consultation to early care and education programs regarding health policies, procedures, and practices. They are knowledgeable about child health, contagious illnesses, child development, and health and safety in early care and education settings. Resources for locating one in your area may include your local Department of Public Health,

local pediatricians, the local chapter of the American Academy of Pediatrics, or your local Child Care Resource and Referral Agency (CCR&R).

Health Practices. E21

Actions and choices that enhance health, prevent diseases, promote self-care, cope with challenges, and develop self-reliance.

Health Screenings A6, C2, C6, C8, D2

Screenings conducted routinely by health care professionals to detect concerns. Screenings include, but are not limited to, vision, speech, hearing, and dental.

Hypothesis/Prediction E15

A tentative opinion or a suggested explanation about what the outcome will be. Examples of questions that help children learn to predict and hypothesize are "What will happen when…?", "How will you know…?", and "What if…?".

Incident D5

An occurrence or event involving the program or the care of the child that causes or may cause injury, harm, and/or health concerns. Incidents should be reported in writing to parents/legal guardians.

Individualized Education Program (IEP) C6, E4

A written document, derived from Part B of IDEA 2004 (Individuals with Disabilities Education Improvement Act), that is designed to meet a child's individual educational program needs beginning at age 3. The main purposes for an IEP are to set reasonable learning goals and to state the services that the school district will provide for a child with special educational needs. Every child who is qualified for special educational services provided by the school district is required to have an IEP.

Individualized Family Service Plan (IFSP) C6, E4

A written document, derived from Part C of IDEA 2004 (Individuals with Disabilities Education Improvement Act), that is formulated in collaboration with the family to meet the needs of a child, birth through 35 months, with a developmental disability or delay, to assist the family in its care for a child's educational, therapeutic, and health needs, and to deal with the family's needs to the extent to which the family wishes assistance.

Inflections E11

Using intonation or the rise and fall of pitch in the voice.

Integrated Pest Management (IPM) A6, D20

An effective and environmentally sensitive way to control pests, for example insects and rodents. IPM does not prohibit pesticide use but uses the strategy of least toxic methods first. IPM uses techniques that pose the least hazards to people, property, and the environment. It is also cost-effective.

Examples of IPM include: Cleaning up food and drink spills right away; Not leaving dirty dishes in the sink; Not allowing children to eat food other than in designated areas; Storing food in tightly sealed glass or metal containers; Fixing all leaks promptly and removing standing water; Sealing or caulking cracks and holes (insect entry-ways); Removing clutter so pests have fewer places to hide; Keeping trash in a closed container and taking it out frequently.

If you must use chemical pesticides, notify families and employees in advance about the timing and location of applications and what product(s) will be used. Make certain that the individual applying pesticides is a licensed professional.

Choose a pest management professional (PMP) that practices IPM. Certified PMPs can be located by searching: Green Shield Certified (**www.greenshieldcertified.org**), Green Pro (**www.npmagreen-pro.org**), or Eco-Wise (**www.ecowisecertified.org**). For more information, see Eco-Healthy Child Care® Pesticides Fact Sheet at **www.cehn.org/ehcc**.

Language Development E1, E2, E3

Process by which children develop the ability to perceive, understand, and produce language as a form of communication.

Lead Exposure. D15, D24, G7

Young children are at a greater risk of lead poisoning for several reasons. They often put their hands and other objects in their mouths—these objects may have lead dust on them. If they are exposed to high levels of lead, in paint, dust, or drinking water, their bodies can easily absorb the lead. Children sometimes eat lead-based paint because it can have a sweet taste. A child's body reacts differently to lead, as compared to an adult's body. Children's brains and nervous systems are still developing, thus they are more sensitive to the neurotoxic effects of lead.

Lead Hazards D15

Lead is currently used in the production of certain batteries, metal and PVC (polyvinyl chloride) piping, plumbing fixtures, electronic products, art supplies, ceramics, play jewelry, PVC toys (rubber duckies, beach balls, dolls, bath books), and paint. Due to health concerns, lead has been significantly reduced in paint, ceramic products, caulking, and pipe solder. Many urban areas have high levels of lead in their soil. The Environmental Protection Agency's Renovation, Repair and Painting (RRP) rule requires that renovations of child-occupied facilities be carried out only by Lead-Safe Certified renovation firms, using certified renovators trained in lead-safe work practices. For more information, refer to Eco-Healthy Child Care® Lead Fact Sheet at **www.cehn.org/ehcc**.

Lead Teacher. . . . . THROUGHOUT

Primary employee responsible for curriculum, assessment, and the direct care of children in a classroom and is included in the staff-child ratio. The program has at least one lead teacher per classroom of children.

Lesson Plan. E1

An intentional map, prepared by the teachers, to guide implementation of the curriculum. Lesson plans are organized outlines of children's activities and learning experiences.

Lesson Plan Evaluation E1

A thoughtful reflection on the child(ren)'s experience(s) of the activities on the lesson plan. Evaluations are made by teachers who consider the effectiveness of planned activities in meeting stated goals. The format for evaluations must be written and show evidence of thoughtful contemplation. Evaluations should minimally include notes of what worked, what didn't work, and modifications to make before offering the activity/experience again; this information can be incorporated into the lesson plan or another form created.

Locked D19, G6

Secured with a device that will prevent a child from accessing. Examples include, but are not limited to, lock/key, child safety locks, magnetic locks, and self-locking cabinet/door.

Logical Consequences F4

Helping children understand the connection between their actions and the results of their behavior. Logical consequences place the responsibility for the outcome on the child rather than being imposed by an adult, and are stated in a respectful, non-accusatory manner to encourage the child in learning the appropriate/desired behavior. Examples of logical consequences: a child will not stop throwing play dough and must leave the table and find a different activity; a child who spills milk on the table is responsible for cleaning up the milk (with help as needed); a child who repeatedly throws sand in the sandbox loses the privilege of playing there until they stop throwing sand.

Math Concepts E14

Understanding basic math ideas that develop over time as the child has first-hand experiences with numbers, patterns, shapes, spatial relationships, measurements, classification, and comparison. This includes the vocabulary that describes concepts such as big, small, under, circle, more than, the same as, repetition, inches, and degrees.

Media Relations. D21
   Response to the media regarding the occurrence of an emergency or situation/event that may affect
   the program. Written policies for media relations should be in place, designating an official spokes-
   person for the program in the event the media needs to be addressed.

Medication D10
   Any medication, either prescription or over-the-counter, including, but not limited to, medication for
   severe allergic reactions, diaper cream, antibiotic ointment, sunscreen lotion, and insect repellant.

Medication Device D10
   The tool used to deliver the medication. Examples include, but are not limited to, nebulizer, EpiPen,
   and inhaler.

Medication Route D10
   The manner by which medication is administered: skin/topical, eyes, nose, mouth, ears, and/or
   injection.

Mercury-Containing Items D19
   Mercury is a naturally occurring metal that is released into the environment by human activity, such
   as through mining. Mercury is also released into the environment by improper disposal of mercu-
   ry-containing items, for example, batteries, fluorescent light bulbs, compact fluorescent light bulbs,
   and mercury thermometers and thermostats. It is imperative that the aforementioned items are
   collected and stored in a location inaccessible to children until they can be recycled at a hazardous
   waste facility. Visit **www.earth911.com** to find recycling locations near you.

Mindfulness E21
   Focusing one's attention to experiences occurring in the present moment.

Mission Statement A1, C2
   A short written statement that describes the purpose of the organization, who it serves, and why
   it exists. The mission statement drives program operations and the services provided. The mission
   statement serves as a guide for administrative decision-making in areas including, but not limited to,
   hiring, budgeting, family relationships, and children's programming.

Mobile Infants. E8
   Infants who are able to freely move from location to location.

Model E21, F3
   Providing an example to follow or imitate.

Modifications E4
   Changes made to materials, activities, interactions, and/or environment so that each child is able to
   participate successfully in the classroom/program. Reasonable accommodations are those changes
   that will not hinder the quality of care for the entire program.

Motor Development. E1, E2, E3
   Development of a child's bones, muscles, and ability to move around and manipulate the environ-
   ment. There are two types: Fine and Gross.

Motor Skills (Fine) E20
   The ability of the small muscles of the fingers and hands to manipulate small objects. For example,
   grasping, writing, drawing, squeezing, and use of manipulatives.

Motor Skills (Gross) E19
   The ability required to use the large muscles of the core, arms, and legs to manage body control and
   coordination for walking, running, jumping, throwing, sitting, crawling, and other activities.

Multi-Step Cleaning Process G2
Process to remove organic matter and germs from surfaces. First, clean the surface; follow by sanitizing or disinfecting.

Clean	To remove dirt, organic matter, and debris by scrubbing and washing with a detergent solution and rinsing with water. The friction of cleaning removes most germs and exposes any remaining germs to the effects of a sanitizer or disinfectant used later.
Sanitize	To reduce germs on inanimate surfaces to levels considered safe by public health codes or regulations.
Disinfect	To destroy or inactivate most germs on any inanimate object.

Non-Discrimination Laws A2
Prohibition of prejudice in respect to conditions of employment, enrollment, or termination on the basis of race, color, creed, religion, gender, national origin, age, pregnancy, disability, sexual orientation, gender identity, or veteran status. Select states include additional areas of protection, such as marital status. Administrators must be aware of and follow all non-discrimination laws. Check with local legal counsel to be sure you are in compliance with all federal, state, and local non-discrimination laws.

Non-Fiction. E15
Books and materials that are factual.

Non-Mobile Infants E8
Infants who have yet to develop the ability to move freely from location to location.

Nontoxic. G7
Not poisonous or toxic. Nontoxic art supplies are approved by the *Art and Creative Materials Institute* (ACMI) and are labeled with ACMI's nontoxic seal "AP" and conforms to ASTM D-4236. For more information, refer to **www.acminet.org**.

Objective and Free From Bias E2
Factual information that is neutral, free from opinions and beliefs, and includes no analysis of intent.

Observation A6, C6, E2
Objectively studying and recording information regarding children to obtain information about their capabilities, interests, behavior, and ways of learning.

Observation Documentation E2, E3
Short, objective, narrative notes made at the time of, or shortly after, an observation that accurately describe in detail a particular event that has been observed. There is to be no analysis of intent, only a factual report of actions and words. Notes should be collected in the child's confidential file. To be most useful, each recorded observation should contain the name of the child being observed, the place, date, and time of observation, as well as the observer's name. Multiple recorded observations that have been collected over time will give evidence of the child's learning and development. Information obtained from written observations is to be used as part of the evidence for assessments. Unbiased recordings of observations allow parents to get a realistic picture of their child at the program.

Onsite Supervisor . . . . THROUGHOUT
Assistant directors, program coordinators, and other employees with supervisory responsibilities.

Open-Ended Art Materials. E17
Supplies that can be used in a variety of ways. Children are allowed to be creative, explore, and express ideas and feelings by using materials in a way that is meaningful to them.

Open-Ended Questions and Statements E11
Words spoken by the teacher that encourage children to think about, experiment with, and express possible answers. Open-ended questions/statements do not require a "right" answer; such questions/statements elicit more than a "yes" or "no" response. For example, "Tell me what you know about…", "What do you think will happen when…?", "What can you do to let Sadie know you want to play?".

Operating Procedures. A6
Procedures that provide employees with detailed instructions for carrying out specific tasks related to their work.

Organic Matter D20, G2
Materials either of plant or animal origin, for example, dirt, food, bodily fluids, and any other plant or animal product.

Orientation Plan (Employee) A4
An organized system to ensure that each new employee has the basic information about the program, job responsibilities, and program expectations, and has a working knowledge of the program's policies and procedures.

Orientation Plan (Families) C1
A written plan for familiarizing families with the program and introducing children into the classroom. Such a plan ensures that each family receives the same information and opportunities and has a working knowledge of the program's policies and procedures.

Parasites D5
A living organism that thrives on or in the human body, including, but not limited to, ticks, bed bugs, head lice, mites, giardia, and pinworms.

Parent . . . . C1, C7, THROUGHOUT
Parent includes anyone in a parental role with a child: mother, father, foster parents, adoptive parents, grandparents and other relatives who are responsible for raising a child, and legal guardians.

Performance Standards B5
Expectations of the employer as outlined in the employee's job description and other documents. Criteria should include classroom competencies for those working with children, and reflect the unique values, culture, and goals of the program.

Persistence E18
Continued effort; steadfastness

Personnel Policies A4, A5
Written personnel policies state the conditions and expectations of employment and inform employees of their rights, responsibilities, and privileges. Indicators for the Standards related to personnel policies are not all-inclusive.

Philosophy A1, C2
A description of the program's views on basic issues in education, beliefs about how young children learn, and the value the program places on the roles of families and teachers. The philosophy guides overall program goals.

Phonological Awareness. E12
The ability to hear, identify, and manipulate speech sounds in spoken language. Elements include rhythm, alliteration (letter-sound repetition), rhyme, syllables (segmentation and blending), and phonemes (the simplest unit of sound, such as the /b/ in ball).

Phthalates G7

A class of chemicals that are used to soften plastics, such as PVC (Polyvinyl Chloride), bind fragrances in products, and act as solvents and fixatives, such as nail polishes. Human exposure occurs through: *Inhalation* - breathing in fragrances, or fumes from solvents and fixatives; *Ingestion* - chewing on a plastic toy creates small openings in the plastic, providing an avenue for leaching of chemicals from the toy into a child's mouth; and *Skin Absorption* - lotion, perfumes, deodorants. Adverse health effects include hormone disruption, developmental and reproductive problems, asthma, preterm birth, low sperm count, undescended testes, genital malformations, premature puberty, and development of some cancers.

Playground Safety Inspection (Comprehensive) D18

Evaluation of playground (outdoor learning environment) spaces to verify that all safety criteria are met. The inspection can be conducted by the program itself, or a professional evaluator can be hired to do the inspection. A suggested General Maintenance Checklist can be found in the *Public Playground Safety Handbook*, published by the Consumer Product Safety Commission at **www.cpsc.gov**. This list should be modified to comply with the specifications of your own playground (outdoor learning environment).

Playground Safety Inspection (Daily) D18

Monitoring of playground (outdoor learning environment) spaces and equipment on a daily basis to remove, correct, or make repairs to prevent injuries. A list of Routine Inspection and Maintenance Issues can be found in the *Public Playground Safety Handbook*, published by Consumer Product Safety Commission at **www.cpsc.gov**. This list should be modified to comply with the specifications of your own playground (outdoor learning environment).

Positive Guidance Procedures A6, A14, C2, F4

Practices that reflect an intentional and proactive approach to guiding children that supports learning, minimizes challenging behavior, and assists in the development of positive social and emotional skills; the teaching of appropriate social and emotional skills through preventive practices, which include guiding children's behavior by establishing predictable routines, setting clear limits, and by modeling kindness and respect.

Print Concepts E12

The rules about the organization of print and its use in reading and writing tasks. Print concepts include print directionality (left to right, top to bottom), book parts (cover, spine, back), author, illustrator, text versus illustrations, the relationship of letters to words, and, at higher levels, the importance of spaces between words, punctuation, and capitalization.

Print-Rich Environment E13

Many forms of print, including handwritten signs, labeled centers, charts and other printed materials, are displayed.

Pro-Social Skills F3

Voluntary behavior/actions intended to benefit another.

Problem Solving E18

Process of working through the details of a problem to reach a solution.

Process-Oriented Art E17

The experience of using and creating with art materials, rather than working on a product with a predetermined outcome. It is art directed by the child, not by the adult.

Professional Development Plan B6

A written plan for each employee that defines goals for growth and improvement. The plan is based on information obtained through the appraisal process. It includes the educational goals and professional interests of the employee. The plan is a working document that is to be reviewed regularly for

evidence of ongoing implementation and progress. Trainings completed to fulfill the plan should be noted on the plan and on the *Formal Education and Ongoing Training Log*.

Professional Ethics A4, A5

The personal and professional rules that govern behavior within the context of a particular profession.

Prompts E7

Signals that children recognize as a cue to begin a change in activity or location.

Provisionary Period A5

A specified period of time after hiring that enables the employer and employee to determine the suitability of an individual for a job.

Punitive Timeout F4

Includes threatening the use of timeout or frequent use of timeout, keeping the child separated from the group for long periods of time, or isolation to a chair or space that causes the child to be perceived by classmates as "being bad". Any action, words, or tone of voice that makes a child feel ridiculed, threatened, afraid, or belittled is punitive.

Quarter Credit B1, B2, B4

A unit for measuring educational credit, usually based on the number of classroom hours per week throughout a term. Schools that follow the quarter calendar system typically have four equally divided terms. In order to determine the number of clock hours for a course, multiply the number of quarter credits by the total number of course weeks. For example, a 3 credit hour course for 12 weeks is 36 clock hours.

Radon D15

Radon is a radioactive gas that you can't see or smell. It is produced by the natural breakdown of uranium in soil and water. Uranium is found in soils worldwide, with some areas having higher concentrations than others. Any building can have a radon problem. Radon gets into a building by moving up through the ground, and then through cracks and holes in the foundation. Buildings can trap radon, which can lead to harmful concentrations indoors. It is imperative that each child care facility test their building for radon to be sure that children and employees are safe. Radon Testing – Common Radon Test kits are available at larger home improvement stores, typically costing about $15; multiple kits may be required depending on size of facility. Test kits also can be ordered from online retailers, as well as from the National Radon Program Services. Visit **www.sosradon.org** or call 1-800-SOS-RADON. For more information, refer to Eco-Healthy Child Care® Radon Fact Sheet at **www. cehn.org/ehcc**.

Radon Mitigation D15

If your facility has elevated levels of radon, contact your state radon office for assistance. The EPA will also be helpful in finding a certified radon mitigator. Fixing buildings to reduce radon exposure may entail sealing cracks in the foundation, ventilating the area, or depressurizing the soil.

Receipt (Policies/Procedures) A5, A6, A14, C2

The receipt should include a signed statement by the respective employee and/or parent/legal guardian that they have read, had an opportunity to ask questions about, understand, and are willing to abide by the policies. There should also be a receipt for any updates or revisions since the original receipt was signed.

Reciprocal Conversation E11

Communication that takes place between the teacher and child following the back and forth rules of conversation.

Regular A8, C3, E2

Has a consistent or definite pattern of occurrence.

Respect F2
To communicate to children that their ideas, feelings, and needs are worthy of consideration.

Responsive E10, F1
Warm, sensitive, appropriate, and well-timed reaction to children's needs.

Risk-Taking E10
Trying new and challenging experiences in the hope of a desired result.

Routine E6
A pattern of activities or interactions planned and occurring on a regular basis.

Sanitize A6, D16, D17, G1, G2
To reduce germs on inanimate surfaces, such as food contact surfaces (tabletops, dishes, utensils, cutting boards, high chair trays), toys that children may place in their mouths, and pacifiers. A sanitizer is effective only if organic matter has been first cleaned from the surface or object with a soap/detergent and water solution and rinsed with water. For additional guidelines, contact local health authorities or refer to the National Resource Center for Health and Safety in Child Care and Early Education at **http://nrckids.org/files/appendix/AppendixJ.pdf**. For EPA-registered sanitizers, visit **www.epa.gov**.

Science Concepts E15
Understanding of scientific ideas about nature and the physical world that the child acquires through everyday experiences of observation, classification, analysis, and communication.

Screened for Lead G7
Ensure lead is not present in toys by searching **www.cpsc.gov** or **www.healthystuff.org**.

Security Measures D3, G8
Precautionary actions implemented for impending and/or probable danger.

Security Object F1
A comfort or transitional item used by the child to help them feel safe in the environment.

Self-Care F5
Tasks or routines to take care of personal health and hygiene needs.

Self-Control F4
The child's ability to control emotions and desires and/or the expression of them in their behavior.

Self-Expression E11
The expression of one's feelings, thoughts, or ideas.

Self-Help Skills F5
Development of the child's ability to carry out tasks and responsibilities on their own.

Self-Regulation E21, F4
The child's ability to monitor and control their thoughts, emotions, attention, and behavior, altering them in accordance with the demands of the situation.

Semester Credit B1, B2
A unit for measuring educational credit, usually based on the number of classroom hours per week throughout a term. In order to determine the number of clock hours for a course, multiply the number of semester credits by the total number of course weeks. For example, a 3-credit hour course for 16 weeks is 48 clock hours. Semester credits are worth 1.5 times more than quarter credits.

Shaken Baby Syndrome D9

Also referred to as Abusive Head Trauma, Shaken Impact Syndrome, Inflicted Head Injury, or Whiplash Shake Syndrome. Occurs when a child is severely shaken. Permanent brain damage or death may result. Symptoms include, but are not limited to, irritability, difficulty staying awake, seizures, abnormal breathing, poor eating, bruises, and vomiting.

Shock-Absorbing Surfaces D18

The protective surfacing on playgrounds. US Consumer Product Safety Commission recommendations on depth ranges of loose-fill materials are based on type of material and height of equipment. Refer to the CPSC handbook for specific depth requirements for your playgrounds at **www.cpsc.gov**.

Surfaces of rubber or rubber-like materials must meet ASTM F1292 Standards that approximate the "critical height" rating below which a life-threatening head injury would not be expected to occur in the event of a child falling from playground equipment onto the surface. Manufacturers and installers of playground protective surfacing should provide the critical height rating of their materials, verifying that they meet ASTM F1292 Standards. For more information about health and safety issues with certain playground surfaces, including crumb rubber and artificial turf, see Eco-Healthy Child Care® Playground Surfaces FAQ at **www.cehn.org**.

Shoe-Free G1

Shoes that are worn outside are covered by single use shoe covers when in the classroom environment. Inside shoes are used only within the classroom environment or no shoes are used at all. For more information, refer to National Resource Center for Health and Safety in Child Care and Early Education at **www.nrckids.org/CFOC**.

Smoking D12

Includes, but is not limited to, cigarettes, e-cigarettes, vape, pipes, cigars, marijuana, cloves, or other tobacco products.

Social and Emotional Development E1, E2, E3

A child's feelings, expression, behaviors, attachments, and management of emotions, as well as the ability to establish relationships with others. This encompasses both intrapersonal and interpersonal processes.

Social Media Policy/Procedures A4, A5, A6, C2

Also referred to as Social Networking Policy. A social media policy is a code of conduct which provides guidelines and specific procedures for employees/families that post content on the Internet. The goal of a social media policy is to set expectations for appropriate behavior and ensure that the employee's/family's posts will not expose the program to legal problems or public embarrassment. Such policies should include directives for when an employee/family should identify themselves as a representative of the company on a social networking website, as well as rules for what types and mediums of information can be shared, for example, children's names, videos, and photos. Social media policies include restrictions on disclosing confidential information.

Social Studies E16

Awareness of the roles people play in the family and community, as well as respect for their contributions.

Soiled G2

Contamination by bowel movement, in reference to diapers and clothing.

Staff-Child Ratio A11, D1

The number of children assigned to identified teacher(s). Ratio can be calculated by dividing the total number of children by the total number of teachers.

Tap Water (Lead) D15

Sources of water used in the facility. Lead can leach into water through lead service lines (LSL). A service line connects the water main (the underground pipe that delivers water to the customer's service pipe) to the plumbing of a building or a home. Water mains are usually made out of iron or steel; however, LSLs that were constructed before Congress banned them in 1986 are a public health hazard as they actually contain lead. Here are additional resources for lead in tap water:

- EPA: **http://www.water.epa.gov/infrastructure/drinkingwater/schools/guidance.cfm#sdwa**
- EPA: **http://www.epa.gov/safewater/lead**
- The Safe Drinking Water Hotline: 1-800-426-4791
- Lead Service Line Replacement Collaborative: **http://www.lslr-collaborative.org**
- Environmental Defense Fund's Report, *Putting Children First: Tackling Lead in Water at Child Care Facilities*

TB Test D6

Also referred to as Tuberculosis Skin Test. Test provided by a licensed health care provider to determine if a person has contracted Tuberculosis. Additional information and recommendations for frequency of testing can be obtained from local health authorities.

Teachable Moments E5

Unplanned "spontaneous" teaching opportunities are recognized and used by teachers to extend children's learning.

Teacher-Guided E6

Activities and experiences through which the adult teaches specific content information.

Technology Usage (Policy/Procedures). A4, A5, A6, C1, C2

Technology refers to electronics and electronic devices, such as tablets, cell phones, smart watches, televisions, computers, and recording devices. Policies, procedures, and practices are related to the employees' usage as part of their work responsibilities and restrictions on use during work hours. The program should disclose if recording is conducted for security and/or educational purposes to both employees and families. The family policies, procedures, and practices should include family usage and/or restrictions while at the program.

Technology/Software Applications B8, B9, C3, C4

Computer programs or apps that allow you to communicate with employees/families by sending them information electronically.

Temporary Needs E4

A child's need(s) that require(s) special modifications for a short period of time. Examples include, but are not limited to, experiencing separation or stranger anxiety, losing a family member or pet, extended parental separation or divorce, or a broken bone.

Toxic Materials D19, G6

Any item or product labeled "Keep Out of Reach of Children", including, but not limited to, paints, pesticides, toothpaste, cleaning materials, detergents, automatic dishwasher detergents, aerosols, health and beauty aids, medications, and lawn care chemicals.

Transition Planning A6, C2, C5

Preplanned course of action that provides detailed information on how a child will move from one classroom to the next, transition out of the program, and transition to elementary school. Planning should include input from affected family and employees.

Transitions E7

To move or change from one activity or location to another activity or location.

Transportation A6, C2, D11, D12, D21
Any time the children leave the premises licensed by child care licensing via walking, stroller rides, or vehicles.

Trust F1
Confidence placed in the reliability of an individual.

Uninterrupted E6
Children are given the opportunity to experience unhurried and continuous play/exploration free from interruption.

Universal Precautions A4, A6, D8, G2
Also referred to as Standard Precautions or Blood-Borne Pathogens. Steps recommended by the American Academy of Pediatrics to minimize the spread of infectious disease through contact with blood, bodily fluids, and excretions. Precautions include use of barriers, such as disposable diaper changing table paper, disposable towels, disposable gloves, and surfaces that can be cleaned and disinfected.

USDA's Child and Adult Care Food Program (CACFP) Guidelines D24
CACFP are based on the *Dietary Guidelines for Americans*. Under these standards, meals and snacks served include a greater variety of vegetables and fruit, more whole grains, and less added sugar and saturated fat. For more information, refer to **www.fns.usda.gov/cacfp/meals-and-snacks**.

Vinyl (Polyvinyl Chloride (PVC)) Containing Products G7
Include, but are not limited to, dolls, beach balls, rain boots, raincoats, shower curtains, "rubber ducky" type toys, infant teething toys, bibs, rest mats, inflatable swimming pools, garden hoses, wall paneling and flooring, window blinds, cosmetics, crib bumpers, imitation leather, and food packaging.

Volunteers A8
Unpaid persons who work in the program on a regular basis, including, but not limited to, interns, work-study students, practicum students, lab students, and field-work students.

Walk-Off Mat D16
The wiping of shoes before entering a child care facility is an important practice to trap contaminants and reduce exposures. A rough walk-off mat that is 10 feet in length, placed at the entrances of the facility, is encouraged.

Appendices

Contents of this Section

Association for
Early Learning Leaders

A: Sample Letter to Families

Dear Families,

We thank you for the confidence you place in us every day as you leave your child in our care. It is our goal to continue to stay informed and implement principles of high-quality early childhood education.

In our effort to do so, we have chosen to enter into a national accreditation process. The process will analyze individual standards of quality in early care and education programs such as health and safety, administration, professional development, family communication, curriculum, and interactions between employees and children. The accreditation process includes a self-study in which administrators, employees, and families evaluate the program on these standards. As we work through the self-study process, we will request your perspective and provide an opportunity to give feedback through completing a family survey issued by the accrediting body.

The second step in the process is an onsite validation visit and thorough review of all program aspects. The validation visit consists of an experienced early childhood professional visiting our program. The validator(s) will independently and objectively assess the same standards on which we have assessed ourselves.

The validator's assessment is closely reviewed by National Accreditation Commission early childhood experts who make the final accreditation decision. We feel that no matter the accreditation outcome, the process will allow us to identify our strengths, implement plans of improvement, and demonstrate our commitment to providing excellence in early care and education.

The entire staff and I appreciate your support and encouragement as we engage in this process.

Sincerely,

About Accreditation by the National Accreditation Commission

The National Accreditation Commission for Early Care and Education Programs is offered by the Association for Early Learning Leaders. The Association for Early Learning Leaders is the nation's leader among associations serving child care owners, directors, and administrators, as well as emerging leaders and other professionals who are dedicated to early care and education. For more information about the Association for Early Learning Leaders and the National Accreditation Commission, please visit www.earlylearningleaders.org.

B: Bibliography

Revision of Commission Standards involved a thorough and extensive review of literature and tools in administration, professional development, curriculum, social and emotional development, health, and safety. Early care and education rating scales, assessment tools, state quality rating systems and early learning guidelines, and research reports of recognized authorities were reviewed to ensure that current evidence-based practices were used as identifiers of quality outcomes for young children. A selected bibliography of these materials follows.

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