The South Carolina Independent School Association

Early Childhood Accreditation Packet

Revised April 2020

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INTRODUCTION TO SCISA ACCREDITATION

All member schools must pass minimum SCISA accreditation standards within 18 months of being approved for membership by the Board of Directors.

ECA Accreditation requires a one-day visit by two (enrollment under 400 students) university instructors, or three (enrollment over 400 students) and one SCISA Headmaster/Representative. You will be asked to choose 6 preference dates for your visit and the exact date will be confirmed with you.

Your team will prepare a packet to be scanned and emailed to the Accreditation Coordinator at least 2 weeks prior to your visit. The contents of the following 4 items:

1. A completed SELF STUDY REPORT covering 13 subjects (only 12 for Initial Accreditation)
2. The school's Long-Range Plan (see item L of the Standards)
3. Your school's current ANNUAL REPORT
4. Your school's most current STANDARDIZED TESTS

Complete instructions are included in this packet along with other requirements for a successful visit.

You will be asked to prepare a comfortable meeting room for your visitors and plan to serve lunch. Please have your Board President, Chairman or some other member of your Board to be available during lunch to meet with the team for approximately thirty (30) minutes.

SCISA ECA ACCREDITATION PREFERENCE DATES

SCISA ECA ACCREDITATION requires a one-day visit by two (enrollment under 400) university instructors, or three (enrollment over 400) university instructors, and one SCISA headmaster. To assist us in preparing for your visit, please list in the **order of preference,** six (6) dates that would be good for your school. As much as possible we will try to schedule the visit on one of your choice dates. Of course, before any plans are finalized, we will confirm everything with you.

The dates of your visit should be normal school days. Check the SCISA and the SCISAA calendars to avoid conflicts. Also, do not select dates that could have groups of students or faculty members off campus for field trips, extracurricular activities, etc. Visitors must see teachers teaching during the visit.

After the dates are determined, we will contact a SCISA Headmaster/Representative to be an evaluator on your visit. If there is someone you would prefer that we do NOT ask, please let us know in the space provided below.

School_____Headmaster_____

Address_____ City _____ Zip code_____

Total enrollment K-5 through last grade served _____

Your school serves grades _____   through _____

Number of full-time teachers _____   Number of part-time teachers _____

ATTACHED IS A SCISA ACTIVITY CALENDAR. BE SURE YOU DO NOT SELECT DATES FOR YOUR VISIT THAT WOULD FALL ON THE DAYS OF AN ACTIVITY IN WHICH YOU MIGHT WISH TO PARTICIPATE. YOU MUST BE READY FOR YOUR VISIT ON THE EARLIEST DATE SELECTED.

CHOICE OF DATES IN ORDER OF PREFERENCE

You must include one choice per month between _____ & _____.

1. _____   2. _____   3. _____   4. _____   5. _____

Is there a headmaster you prefer we NOT ask to be on your visit? Name:_____

You will be required to complete this form and bring it with you to the mandatory meeting prior to your scheduled visit.

ACCREDITATION MATERIALS

Scan & Email to SCISA

1. School Name _____ SELF-STUDY REPORT

    Using the ECA ACCREDITATION SELF-STUDY QUESTIONS and following the directions to the letter!

2. School Name _____ LONG RANGE PLAN

    Using the REQUIREMENTS FOR AN ACCREDITED SCHOOL (Item L) ensuring the document is complete and contains all 6 of the specific points.

3. School Name _____ CURRENT SCISA ANNUAL REPORT

4. School Name _____ STANDARDIZED TESTS

    Your school's most current MASTER LIST SUMMARY page for each grade tested. Also provide PSAT scores/documents for students tested in the 10th or 11th grade.

Email each numbered item separately at least two weeks before your on-site visit.

ACCREDITATION MATERIALS

Available for visitors on the day of your visit:

1. Blank report cards, blank permanent record cards, blank application forms and contracts, blank testing applications or preliminary application.

2. School brochure or catalog; student handbook, faculty handbook, faculty handbook, and the school or Board policy handbook

3. Copy of the SCISA Accreditation Standards for an Accredited School revised and adopted April 2020.

4. Have available one copy of the school's curriculum guides and be able to demonstrate how your school is managing the curriculum.

5. A diagram indicating classroom locations with room numbers and the teacher assigned to that room.

6. A copy of your Internal Review Diagnostic.

7. A copy of your EAP (Emergency Action Plan).

8. A copy of your current Safety Audit.

9. A copy of your report and checklist from your previous visit (Does not apply to your Initial Accreditation.

These materials must be readily available in the workroom designated
to your visiting team members.

ECA ACCREDITATION SELF-STUDY QUESTIONS

Organize and type the self-study report using the following format:

1. Make a cover page. Include the school's name and address, headmaster's name, assistant headmaster's and any other administrators name (s), and date of the report.

2. Use a **separate page** to answer each of the numbered questions. First, **restate the questions**, and then follow with the answer. Number each page of the report.

   The benefits of the self-study are two-fold:
   1. To promote the Board, the Headmaster, and Faculty to enter into a Self-study.
   2. To acquaint the Visitation Team with the operations of the school in advance of their visit.

PLEASE ANSWER THE FOLLOWING:

1. **STATEMENT OF PURPOSE:**
   a) What does the school conceive its mission to be? E.g., solely college preparatory? Primarily college preparatory? General?
   b) If the mission includes preparation of non-college students, what special curriculum and career guidance does the school have for those students?
   c) State the Athletic Philosophy. (for athletic member schools)

2. **ORGANIZATION AND ADMINISTRATION**
   a) What is the composition of the Board of Directors?
   b) Is there a clear-cut separation of authority and duties between the Board and the Headmaster?
   c) Does the Headmaster attend all or part of the meetings of the Board?
   d) Is there an Assistant Headmaster?   If so, what are his/her duties and responsibilities?

3. **EDUCATIONAL PROGRAM** (As the answers to this section differ from grade to grade, please indicate which grades to which you are referring)
   a) By whom and through what process is the content of the curriculum chosen? Is this content in writing?
   b) What are the mechanics and philosophy of textbook selection? Do textbooks determine the curriculum?
   c) Are entrance tests required? How are the results used?
   d) If the school has a heterogeneous population, what special provisions are made for the different academic levels and needs of the pupils?

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4. **FINANCIAL RESOURCES**
    a) Is there an external audit of the previous year's operation? Please include it.
    b) Is there a line-item budget for the current year's operation? Please include it.
    c) Is there an adequate bookkeeping system for the posting of all income and expenditures? Briefly describe it.
    d) How is purchasing accomplished? Who signs checks? Is there an internal audit?

5. **FACULTY**
    a) How are faculty members recruited, interviewed, and hired?
    b) Is there an official transcript, I-9 form (for all employees hired after November 6, 1989), School Employee Evaluation for Tuberculosis, verification of annual Blood-borne Pathogens Training, and EAP Training on file for every faculty member?
    c) Are teaching workloads equitable?

6. **LIBRARY**
    a) What are the library holdings, including audio-visual equipment? List periodicals and the dates of major reference materials.
    b) Provide documentation of a budget line-item for library acquisitions and audio-visual equipment. (REQUIRED).
    c) Is the librarian trained?
    d) What services does the library offer to the students? To the teachers?

7. **STUDENT SERVICES**
    a) Are counseling and guidance services offered, particularly for the upper level, college-bound students?
    b) How is discipline maintained?
    c) Are entrance and achievement tests administered? Are the results analyzed?
    d) How are student records maintained?
    e) How are health records maintained?

8. **PHYSICAL PLANT**
    a) Is there a floor plan available? If so, please include.
    b) Is there a regular maintenance plan?
    c) Is there an annual Safety Audit? (REQUIRED) A copy must be provided for the visiting team on the day of your visit. (REQUIRED)

9. **PROJECTIONS**
   a) What is the assessment of the school's viability? It's future financial strength? Turnover and retention rates of teachers? Enrollment predictions?
   b) What should be done to strengthen the school's viability.

10. **PROFESSIONAL DEVELOPMENT**
    a) Describe your procedures for ensuring faculty development for your school.
    b) Complete the attached Professional Development Checklist including both formal and informal professional development.
    c) All teaching faculty must attend the Annual Teachers' Conference within the schools respective 3-5 year accreditation cycle. Proof of attendance is required.

11. **SCHOOL CALENDAR**
    a) Attach the school calendar for the current year.
    b) Compile the number of gross days represented on the calendar (Item II D).
    c) Define a half day at your school.
    d) List the total number of half days in your school calendar.
    e) For what purposes do you schedule a half school day?

12. **INTERNAL REVIEW DIAGNOSTIC**
    a) Rank each category of the review based upon the stated required evidences.
    b) Ranking should be based on compliance of stated evidences.
    c) Provide a narrative summary of your findings.
    d) Ranking Qualifications:
       4 = 75% compliance of evidence or greater.
       3 = 50% to 75% compliance of evidence.
       2 = 25% to 50% compliance of evidence.
       1 = 0% to 25% compliance of evidence.
       NA = Not Applicable.

13. **PREVIOUS VISIT** (Does not apply to initial accreditation)
    a) Provide a list of progress made on recommendations and/or deficiencies written by the visitation committee on your last visit.

REQUIREMENTS FOR AN ACCREDITED SCHOOL

I. An accredited independent elementary school must employ qualified (defined II, B) teachers and other necessary staff personnel, maintain a proper pupil-teacher ratio (defined II G), use a course of study appropriate to its pupils, adopt adequate textbooks approved by appropriate personnel or by a committee on standards representing the SCISA, provide adequate library services and adequate guidance services including annual use of nationally recognized tests to validate local evaluation and to determine proper placement.

II. An accredited independent secondary school must meet the minimum standards set by the SCISA. To be accredited, an independent secondary school must:

A. Employ a school administrator with at least a bachelor's degree who does not teach more than two of the following: Two periods a day or coach two varsity athletic teams, or one of each. An assistant administrator, who teaches less than a full load, is required in schools over 250 enrollment.

B. Employ teachers in grades K5 (hired after January 1994) through 12 whose academic training, experience, or combination of same, fully indicate the professional ability, insight, and enthusiasm necessary to complete classroom assignments satisfactorily. Each teacher in grades K5 through 12 must have a minimum of a state certificate and/or bachelor's degree.

C. Employ a sufficient number of such teachers to sustain a curriculum that shall include one or both of the following:

GENERAL DIPLOMA REQUIREMENTS:
Subject Units
* English:	4
* Mathematics:	3
* Science:	3
* Social Studies (One of these must be a unit in American History):	3
* Physical Education (PE)	1
* Computer Science	1
Electives:	9

* Two units of the same foreign language may be substituted for two of the following three units: One unit of science, one unit of mathematics, or one unit of social studies.

COLLEGE PREPARATORY DIPLOMA REQUIREMENTS:

Subject Units

English:	4
Mathematics (Algebra I, Geometry, Algebra II):	4
Science (Phys. Science, Biology, Chemistry, or Physics, I and/or):	4
Social Studies (American Hist., European Hist., Govt. /Econ. 1/2 each):	3
Foreign Language (Two units of the same language):	2
Physical Education:	1
Computer Science	1
Electives:	8

Appropriate research experiences should be included in the curriculum.

These may apply to one "track" of a high school with more than one curriculum or to a high school as a whole. If only part of the school is meeting these, the administration must be sure the Board, pupils, and parents are aware of which pupils are in which "track," and the school's diploma should indicate the distinction.

A school chartered for diagnosed learning disabilities may receive special consideration in the areas of course requirements and grade level promotion.

Levels in each curriculum as applicable to each individual member school:

FOR ADVANCEMENT TO:	GENERAL DIPLOMA	COLLEGE PREPARATORY
Sophomore (grade 10)	6 units	6 units
Junior (grade 11)	12 units	12 units
Senior (grade 12)	18 units	18 units
Graduation	24 units	24 units

Each member school shall determine eligibility for grade placement according to entrance tests, past records, and the needs of each individual student.

D. Operate the school no fewer than 5 1/2 hours per day for a minimum of 180 school days (gross) per year. This is defined as no less than 175 student school days per session with only three half-day exam days each semester being allowed to count toward the total number of days as a full day. Gross days are defined as student days plus faculty in-service days. One-unit courses meet five days per week for a minimum of 45 minutes each period or the equivalent.

E. Provide an on-campus, centralized (inventoried and controlled) access to sufficient library books, technological and other resources, to supplement and enrich the total school program emphasizing instruction in research skills. Complete library standards are included in accreditation standard packets. Note: Use of off-campus research facilities is encouraged, but this should not take the place of the on-campus facility.

F. Provide adequate guidance services including annual use of nationally recognized achievement tests to validate local evaluation and to determine proper placement. Administer achievement tests to four grades each year and I.Q. tests to at least three grades each year through the SCISA testing program. In addition, P.S.A.T.'s must be given in the 10th or 11th grade.

G. Realize that though the SCISA strongly recommends a maximum class size of 25 pupils per class, schools may increase this number to 28 per class. Any increase above 28 requires action of the school's Board of Directors and must be documented and be available to the SCISA upon request.

H. Keep adequate permanent records on teachers and pupils, including current valid transcripts on all teachers and pupils. An official transcript or copy of the official transcript showing the college seal is required on teachers and administrators.

I. Schools must make provisions for annual faculty development.

J. Administrators and/or school representatives must attend at least one headmasters' meeting (November or March) each year, and are encouraged to attend workshops and take graduate courses.

K. Have curriculum guides which provide a detailed description of the curriculum of the school available for inspection by the visiting team.

L. A school must have a LONG RANGE PLAN. The Long Range Plan must include all of the following elements:
  1. A three to five-year outlook for the school.
  2. A statement of the enrollment goals of the school.
  3. A statement of the budget and salary goals of the school.
  4. A plan and demonstration of consistency between the school's Mission Statement and the Long Range Plan.
  5. A plan and demonstration of consistency between the school's Curriculum and the Long Range Plan.
  6. Input from the broad school constituency concerning these listed items.

III. A school's physical facilities must meet the applicable federal, state, and local safety, fire, and *health (*definition: including immunizations, School Employee Evaluation For Tuberculosis, and Blood borne Pathogens) regulations. In laboratories these regulations require that the laboratory include eye wash, safety shower, ventilation, gas and water cut-offs located inside the laboratory, two fire extinguishers, and safe storage for flammable substances. The grounds shall provide areas for physical education and recreation and the building shall be maintained to provide a safe, sanitary, and attractive environment for learning.

IV.
A. A school is normally accredited for three years. However, the visiting committee may recommend either of two one year periods of accreditation when it feels the circumstances warrant, including but not limited to, frequent faculty, administration, or trustee turnover and/or a sharp decline in student enrollment.

B. Provisional Accreditation is a one year accreditation of a school that is not currently accredited and meets many of the requirements but needs to improve in certain areas without undue delay. Though this will be most frequently used for schools never before accredited, it may be used for schools which have lost accreditation.

C. Probational Accreditation is a one year extension of a currently held full accreditation when the school does not merit a renewal of accreditation for the full three year term.

D. Effective July 1, 1995, the maximum length of time a school may hold provisional or probational accreditation shall be two years.

E. Each time a school is visited, a $900 accreditation fee will be required in advance. A fee of $75 will be required if an additional on-site visit is required for the school to complete the accreditation requirements or to verify that any deficiencies have been satisfied.

F. The accreditation of any school may be temporarily suspended by the Accreditation Committee, after the Committee's review, if it appears that the school may not be meeting all accreditation standards.

G. Initial Accreditation becomes effective at the Board meeting at which it is approved. ECA and
Advanced accreditation become effective and expire on July 1.

Last revised and adopted April 2020

LIBRARY STANDARDS

(Please use this copy as a guide for evaluating the library)

The South Carolina Independent School Association Accreditation Standards for Media Centers and Libraries will consist of the three specific categories: On-Site Traditional Library, Off-Site Library, and Virtual Library.

ON-SITE TRADITIONAL LIBRARY REQUIREMENTS:

Facilities
- The library shall be in a designated room(s) on campus.
- The library or combination library-study hall designated room must be equipped with tables, chairs, bookshelves, magazine rack, circulation desk and other equipment commensurate with the size of the school.

Books
- The library shall have a minimum of 2000 usable and acceptable books or an average of 10 books per student, whichever is greater.
- These shall be books exclusive of government documents, multiple texts, and pamphlets.
- The collection should be well-balanced and systematically selected for a wide coverage of subjects.
- The elementary library should not contain more than two-thirds of its titles in fiction, and the high school should not contain more than one-third of its titles in fiction.

Reference Materials
- Each school library shall provide a well-rounded collection of basic reference materials needed to satisfy curricular requirements and stimulate intellectual development of students. Reference materials can be either in hard copy form or in electronic form.

Periodicals
- Each school library shall provide an interesting and useful collection of current periodicals to accommodate needs for current information and appeal to personal interests of students. Periodicals and publications can be either in hard copy form or in electronic form.

Professional Materials
- Each library shall provide a central collection of easily accessible professional materials for teachers to keep abreast of trends, developments, research, and techniques both in general and specialized areas of education. Professional materials can be either in hard copy form or in electronic form.

Newspapers
- Each library shall provide a daily newspaper that provides coverage of local, state, and national news. Daily newspapers can be either in hard copy form or in electronic form.

Technology
- Each library shall provide internet access. It is recommended that all students be exposed to automated library systems.
- Each library must have and maintain a DISCUS subscription.

Librarian
- A school shall have a teacher assigned to the library.
- A secondary school shall have a teacher assigned who has library training through SCISA or through an approved mentor program.

OFF-SITE LIBRARY REQUIREMENTS:

Facilities
- The Off-Site Library must be a "public library" facility that is funded by local, county, or state government.
- The library must be within close or walking proximity of the school.
- The use of an Off-Site Library must be approved in writing by SCISA officials.
- All Off-Site Library usage must be approved in advance of an accreditation visit by SCISA officials.

Books
- Off-Site Libraries must shall have a minimum of 2000 usable and acceptable books or an average of 10 books per student, whichever is greater.
- Off-Site Libraries must have books exclusive of government documents, multiple texts, and pamphlets.
- Off-Site Libraries must have a collection that is well-balanced and systematically selected for a wide coverage of subjects.
- Off-Site Libraries for the elementary section should not contain more than two-thirds of its titles in fiction, and the high school section should not contain more than one-third of its titles in fiction.

Reference Materials
- Off-Site Libraries shall provide a well-rounded collection of basic reference materials needed to satisfy curricular requirements and stimulate intellectual development of students. Reference materials can be either in hard copy form or in electronic form.

Periodicals
- Off-Site Libraries shall provide an interesting and useful collection of current periodicals to accommodate needs for current information and appeal to personal interests of students. Periodicals and publications can be either in hard copy form or in electronic form.

Professional Materials
- Off-Site Libraries shall provide a central collection of easily accessible professional materials for teachers to keep abreast of trends, developments, research, and techniques both in general and specialized areas of education. Professional materials can be either in hard copy form or in electronic form.

Newspapers
- Off-Site Libraries shall provide a daily newspaper that provides coverage of local, state, and national news. Daily newspapers can be either in hard copy form or in electronic form.

Technology
- Off-Site Libraries shall provide internet access. It is recommended that all students be exposed to automated library systems.
- Off-Site Libraries must have and maintain a DISCUS subscription.

Librarian
- A school shall have a teacher assigned to conduct off-site library academic and instructional responsibilities.
- A secondary school shall have a teacher assigned who has library training through SCISA or through an approved mentor program.

VIRTUAL LIBRARY REQUIREMENTS:

Facilities
- A Virtual Library shall be in a designated room(s) on the school campus.
- The Virtual Library or combination virtual library-study hall designated room must be equipped with tables, chairs, computers, iPads, tablets, or other electronic devices that can be used by students to access electronic reading and library platforms.
- A specifically designated set of electronic devises must be available in the school's virtual library at all times.
- A multitude of charging ports must be in functional and accessible to support the electronic demands of the virtual library.

Reference Materials
- Virtual Libraries shall provide an electron subscription or portal for a well-rounded collection of basic reference materials needed to satisfy curricular requirements and stimulate intellectual development of students. Reference materials can be either in hard copy form or in electronic form.

Periodicals
- Virtual Libraries shall provide an electronic subscription or portal for interesting and useful collection of current periodicals to accommodate needs for current information and appeal to personal interests of students.

Professional Materials
- Virtual Libraries shall provide an electronic subscription or portal for the collection of easily accessible professional materials for teachers to keep abreast of trends, developments, research, and techniques both in general and specialized areas of education.

Newspapers
- Virtual Libraries shall provide an electronic subscription or portal for a daily newspaper that provides coverage of local, state, and national news.

Technology
- Virtual Libraries shall provide both wireless and hard-wired internet access. It is recommended that all students be exposed to automated library systems.
- Virtual Libraries must have and maintain an active DISCUS subscription.

Librarian
- The school shall have a teacher assigned to conduct virtual library academic and instructional responsibilities.
- A secondary school shall have a teacher assigned who has virtual library training through SCISA or through an approved mentor program.

ACCREDITATION TERMS AND DEFINITIONS

BOOKS – The library shall have a minimum of 2000 usable and acceptable books or an average of 10 books per student, whichever is greater. These shall be books exclusive of government documents, multiple texts, and pamphlets. The collection should be well-balanced and systematically selected for a wide coverage of subjects. The elementary library should not contain more than two-thirds of its titles in fiction, and the high school should not contain more than one-third of its titles in fiction.

NOTE: Titles on CD Rom, computer software, or the internet may be substituted for hard bound books.

REFERENCE MATERIALS – Each school library shall provide a well-rounded collection of basic reference materials needed to satisfy curricular requirements and stimulate intellectual development of students. The collection shall include a current encyclopedia set, an unabridged dictionary, a foreign language and geographical dictionary, a thesaurus, a current atlas and almanac, literary criticisms, and biographies.

MAGAZINES – Each school library shall provide an interesting and useful collection of current periodicals to accommodate needs for current information and appeal to personal interests of students.

PROFESSIONAL MATERIALS – Each library shall provide a central collection of easily accessible professional materials for teachers to keep abreast of trends, developments, research, and techniques both in general and specialized areas of education.

NEWSPAPERS – Each library shall provide a daily newspaper that provides coverage of local, state, and national news.

TECHNOLOGY – Each library shall provide internet access. It is recommended that all students be exposed to automated library systems.

LIBRARIAN – A school shall have a teacher assigned to the library. A secondary school shall have a teacher assigned who has library training through SCISA or through an approved mentor program.

FACILITIES – All schools shall provide a separate library or combination library-study hall equipped with tables, chairs, bookshelves, magazine rack, circulation desk and other equipment commensurate with the size of the school.

South Carolina Independent School Association
P.O. Drawer 690, Orangeburg, SC 29116

Dear Accreditation Team Member,

We appreciate your willingness to serve as an evaluator on the accreditation team listed below. Following are suggestions to help make this a productive visit:

1. Plan to arrive at the school by 8:00 a.m.
2. Conduct an interview with the Head upon arrival.
3. Accreditation team members should divide the areas of responsibility of the visit to best serve the school.
4. Review all curriculum guides.
5. Review the Long Range Plan (6 points)
6. Visit every classroom and observe each teacher in a teaching situation.
7. Tour the entire school plant and facility.
8. Review all student and personnel records.
9. Review the school's previous accreditation report (s) to be sure any previously reported deficiencies have been satisfied. DOES NOT APPLY TO INITIAL VISIT>
10. Plan a conference with the board chairman or his/her representative and all team members.
11. Plan to interview a cross-section of students and faculty members.
12. Use the entire school day to conduct the visit.
13. After the school day the team should meet to discuss the strengths and weaknesses of the school prior to the exit conference.
14. Conduct an exit conference with the Head to share the team's findings.
15. Evaluation reports should be assigned and returned to the SCISA office by _____.

VISIT TO: _____

ADDRESS: _____

 UNIVERSITY TEAM MEMBERS: _____

_____

SCISA HEADMASTER: _____

Copy to: Headmaster of the school to be visited.

ECA ACCREDITATION INFORMATION

ACCREDITATION CHECKLIST

SCHOOL _____DATE _____

Please mark one of the boxes under each statement. A mark of unacceptable requires an explanation in the space provided for comments.

1. The school administrator has at least: (a bachelor's degree for ECA) and (a master's degree for advanced) and does not teach more than two periods a day or coach two varsity athletic teams, or one of each. An assistant administrator who teaches less than a full load is required in schools with over 250 enrolled.

    ACCEPTABLE _____   UNACCEPTABLE _____

    Comments:
    _____
    _____

2. The school employs teacher in graded K-5 – 12 whose academic training, experience or combination of same, fully indicate the professional ability, insight, and enthusiasm necessary to complete classroom assignments satisfactorily. Each teacher in grades K-5 – 12 has a minimum of a state certificate and/or a bachelor's degree. A transcript designated by the issuing school as official must be available for each teacher. A student copy or a copy of a copied transcript is not acceptable unless a state certificate is also on file in a fire-proof cabinet. In addition to a transcript, teacher's, administrator's and staff files must include a School Employee Evaluation for Tuberculosis, an I-9 Form for all employees hired after November 6, 1986, and verification of Blood-borne Pathogens Training, and EAP training is required for ALL school employees. (Employee is defined as anyone in direct contact with your students.)

    ACCEPTABLE _____   UNACCEPTABLE _____

    Comments:
    _____
    _____
    _____

3. The school employs a sufficient number of teachers to sustain a general or college preparatory curriculum or both.

    ACCEPTABLE _____   UNACCEPTABLE _____

    Comments:
    _____
    _____
    _____

4. The school follows the recommendations of SCISA that a maximum class size should be 25 students, but increases may be up to 28. Any increase above 28 has been approved by the school's Board of Directors and is documented and available to SCISA.

ACCEPTABLE _____   UNACCEPTABLE _____

Comments:_____
_____
_____

5. The school has a site-specific Emergency Action Plan (EAP)

ACCEPTABLE _____   UNACCEPTABLE _____

Comments:_____
_____
_____

6. The school maintains a course of study appropriate to its pupils adhering to either general diploma or college preparatory requirements.

ACCEPTABLE _____   UNACCEPTABLE _____

Comments:_____
_____
_____

7. The school has curriculum guides which provide a detailed description of the curriculum of the school and proof that it is being managed.

ACCEPTABLE _____   UNACCEPTABLE _____

Comments:_____
_____
_____

8. The school provides a library science / media arts program with either a centralized (inventoried & controlled) access to sufficient library books, technological and other resources, to supplement and enrich the total school program emphasizing instruction in research skills.

ACCEPTABLE _____   UNACCEPTABLE _____

Comments:_____
_____
_____

9. The school keeps adequate permanent records on students stored electronically and housed off site, or in a fire-proof cabinet. Student records must include a SC Certificate of Immunization, a current valid transcript, and a SCISAA Parent's Permission form, a SCISAA Medical Form (doctor's certificate), and a signed Warning of Inherent Risk form for athletic members.

    ACCEPTABLE _____   UNACCEPTABLE _____

    Comments:_____
    _____
    _____

10. The school provides adequate guidance service including annual use of nationally recognized achievement tests to validate local evaluation and to determine proper placement. The school administers achievement tests to four grades each year and I.Q. tests to three grades each year through a nationally recognized testing service. In addition, PSATs must be given in the 10th or 11th grade.

    ACCEPTABLE _____   UNACCEPTABLE _____

    Comments:_____
    _____
    _____

11. The school operates no less than five and one-half hours a day for 180 days (gross) per year. This is defined as no less than 175 student school days per session with only three half-day exam days each semester being allowed to count toward the total number of days as a full day. Gross days are defined as student days plus faculty in-service days. One unit courses meet five days per week for a minimum of 45 minutes each period or the equivalent.

    ACCEPTABLE _____   UNACCEPTABLE _____

    Comments:_____
    _____
    _____

12. The school has adequate laboratory facilities to support the curriculum of the school. These regulations require that the lab include eye wash, safety shower, ventilation, gas and water cut-offs located inside the lab, two fire extinguishers, and safe storage for flammable substances. Physical facilities meet the applicable federal, state, and local safety, fire, and health regulations. The grounds provide areas for physical education and recreation and the building is maintained to provide a safe, sanitary, and attractive environment for learning.

    ACCEPTABLE _____   UNACCEPTABLE _____

    Comments:_____
    _____
    _____

13. Administrators and/or school representatives must attend at least one headmasters' meeting (November or March) each year and are encouraged to attend workshops and take graduate courses.

     ACCEPTABLE _____   UNACCEPTABLE _____

14. Comments:_____
_____
_____

15. Schools make provisions for faculty development either formally or informally.

     ACCEPTABLE _____   UNACCEPTABLE _____

     Comments:_____
_____
_____

16. The school has LONG RANGE PLAN which includes each of the following:
    A three to five-year outlook for the school.
    A statement of the enrollment goals of the school.
    A statement of the budget and salary goals of the school.
    A plan and demonstration of consistency between the school's Mission Statement and the Long Range Plan.
    A plan and demonstration of consistency between the school's Curriculum and Long Range Plan.
    Input from the broad school constituency concerning these listed items.

     ACCEPTABLE _____   UNACCEPTABLE _____

     Comments:_____
_____
_____

17. There is a clear-cut separation of authority between the Board and the Headmaster. A good working relationship exists between the Board, Headmaster, Faculty, and parents.

     ACCEPTABLE _____   UNACCEPTABLE _____

     Comments:_____
_____
_____

18. The school utilizes proper publications to communicate with students, faculty, and parents. (Faculty and Student handbooks)

     ACCEPTABLE _____   UNACCEPTABLE _____

     Comments:_____
_____
_____

19. The school has an Athletic Philosophy Statement. (only required for Athletic Members)

       ACCEPTABLE _____   UNACCEPTABLE _____

       Comments:_____
       _____
       _____

20. The school performs an annual Safety Audit. A copy must be made available to the visiting team on the day of the visit.

       ACCEPTABLE _____   UNACCEPTABLE _____

       Comments:_____
       _____
       _____

21. All teaching faculty has attended the SCISA Annual Teachers' Conference within the schools respective 3-5 year accreditation cycle.

       ACCEPTABLE _____   UNACCEPTABLE _____

       Comments:

       _____
       _____
       _____

22. A school representative has attended the mandatory accreditation training within 18 months of the scheduled SCISA visit.

       ACCEPTABLE _____   UNACCEPTABLE _____

       Comments:

       _____
       _____
       _____

PROFESSIONAL DEVELOPMENT CHECKLIST

Teacher	Position	Professional Development (Show three years)	Attendance at SCISA Teachers' Conference

COMPLETE FILES CHECKLISTS

STUDENT FILE:

SC Certificate of Immunization
Valid Transcript

STUDENT ATHLETE FILE:

- SC Certificate of Immunization
- Valid Transcript
- Parental Permission Form
- SCISA Athletic Medical Form
- Warning of Inherent Risk Form

FACULTY FILE:

- Bachelor's Degree Transcript and/or
- State Certificate
- TB Test
- I-9 Form and/or E-Verify
- Annual Training: Blood-borne Pathogen & EAP

STAFF FILE:

- TB Test
- I-9 Form and/or E-Verify
- Annual Training: Blood-borne Pathogen & EAP

ACCREDITATION DAY CHECKLIST

_____ Work room arranged for your visitors with tables, chairs, drinks and snacks. The team will get right to work at 8:00.

_____ Select a cross section of both students and parents to be interviewed by the team. Informal teacher interviews can take place during classroom visits

_____The required materials are also located in the work room:

- Blank report cards, blank permanent records, blank formal applications and contracts, blank testing applications or preliminary applications
- School brochure or catalog, student and faculty handbooks and the school or board policy handbook
- Complete current testing results
- One copy of the school's curriculum guides and proof that the curriculum is being managed
- An annotated map of classroom locations, subjects and teachers
- A copy of your Emergency Action Plan (EAP)
- A copy of the SCISA Accreditation Standards for an Accredited School revised and adopted March, 2019.

_____ Prepare lunch for the visitors including the board members present (at least the Board Chair). This will be a "working lunch"

_____ Team members are at your school to observe teaching and learning. No testing on accreditation days. No out of school or in-school activities besides teaching. No videos, field trips, guest speakers, etc. An annotated schedule for the day. (to be completed the day before the visit)

_____ Provide proof of "other" resources relating to access to books. Nooks, I-pads, Kindles, etc.

For visits other than initial accreditation:

_____ Proof that all deficiencies from your previous visit have been rectified.

_____ Cite actions taken on recommendations/suggestions made by the last visitation team.

SCISA Early Childhood Accreditation

Internal Review Diagnostic & Standards

Standards Development

SCISA is committed to the care and education of all students within our association. In that regard, SCISA employs a research and performance-based protocol for early learning schools that commits to the care, education, learning, growth and development of young children. SCISA holds its accredited early learning schools accountable to high quality educational and childcare standards and results supported by an engagement of continuous improvement.

SCISA Standards for Quality Early Learning Schools

The SCISA Standards for Quality Early Learning Schools provide the foundation for the SCISA Accreditation Process. The Standards also represent the continued evolution of accreditation as a powerful tool for driving effective practices in support of young children. The SCISA Standards for Quality Early Learning Schools are comprised of Standards, Indicators and Criteria. The Standards are research-based, comprehensive quality statements that describe conditions that are necessary for early learning schools to achieve organizational effectiveness and ensure young children learn and grow. These Standards support an education process that is truly visionary; characterizing how early learning schools should operate to promote a culture of continuous learning that is fluid – engaging leaders, staff and parents. The Indicators are operational definitions or descriptions of exemplary practices and processes, together providing a comprehensive picture of each Standard. The Indicators will be scored individually through a set of Criteria. These Criteria contain rich, detailed descriptors of what each Indicator looks like in practice. The performance of each early learning school will be rated on each Criteria as "Met" or "Not Met" based on evidence.

Key Educational Concepts in Standards

1. All schools commit to rigor, equity, student engagement and depth and application of knowledge.

2. All schools commit to developmentally appropriate cognitive, emotional, social, creative, and physical growth and development, as well as shared values and beliefs about teaching, learning, development and care for young children.

3. The school improvement plan requires identification of goals for improvement of achievement and instruction.

4. The governing body operates consistent with established roles and responsibilities; must be ethical and free of conflict of interest.

5. Teachers participate in collaborative learning communities.

6. All schools have formal structures whereby each student is well known.

7. Curriculum, instruction and assessment are adjusted in response to data about young children's readiness for the next level.

8. Professional and support staff members are trained in evaluation, interpretation and use of data.

9. Schools must demonstrate, using data, growth in student learning, student readiness for the next level and student success at the next level.

SCISA Standards for Quality Early Learning Schools

Standard 1: Mission and Purpose. The school engages and communicates a mission and purpose that commit to a sense of community and relationships among young children and adults; developmentally appropriate cognitive, emotional, social, creative and physical growth and development; as well as shared values and beliefs about teaching, learning, development and care for young children.

Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support learning, growth and development in young children; family involvement; and school effectiveness.

Standard 3: Learning Environment and Instruction. The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and the developmentally appropriate cognitive, emotional, social, creative, and physical growth and development of young children.

Standard 4: Facilities and Resources. The program has resources and provides services that support its purpose and direction to ensure success for all children.

Standard 5: Data Analysis for Student Growth. The school uses data about the developmentally appropriate learning, growth and development of young children and overall school effectiveness to guide continuous improvement.

Standards for the Future

Through our own commitment to improvement, SCISA revises its Standards to ensure that they remain relevant and current as the foundation of the SCISA Accreditation Process. There are very practical reasons to review the Standards – our knowledge of effective practices changes, and research reveals new information about factors that contribute to student achievement and the learning, growth and development of young children.

However, revising the Standards also opens the door to considering future trends in education and SCISA's own research and findings from the institution visits at the nearly 30,000 accredited schools and school systems that we have conducted over the last five years. Feedback from the field also provided rich experiences and expertise that allowed us to look at creating Standards for the future, not just today.

This rich and deep revision process produced a set of Standards that will challenge early learning schools to commit to the care and educational well-being of young children, to reach higher, to examine closer and to demonstrate the fidelity and integrity of best practices in early learning. The Standards for Quality Early Learning Schools significantly increase the focus on teaching and learning; incorporate 21st Century Skills related to early learning; embed high expectations for professional practice; and focus on developmentally appropriate cognitive, emotional, social, creative, and physical growth and development, as well as shared values and beliefs about teaching, learning, development and care for young children.

Each Indicator has descriptive Criteria, and both schools and the visiting External Review Teams will evaluate the institution against each Indicator, not just the Standards.

SCISA Accreditation Protocols:

Performance-Based Models All SCISA Accreditation Protocols are systematic, systemic and sustainable approaches to improving student performance results over time based on meeting Standards, engaging in continuous improvement and implementing quality assurance. Early learning schools may pursue accreditation as individual schools or as part of a system.

SCISA Early Learning (School) Accreditation is a researched-based framework that supports the process of accreditation; provides a means to engage in continuous improvement; and involves the entire school community in a continuous process of self-evaluation, reflection and improvement. The process invites external scrutiny and welcomes the constructive feedback of peers. The process demands rigor, is based in data and approaches documentation of results with early learning childcare and educational best practices.

SCISA School System Accreditation (for Early Learning) is a powerful systems approach to improving learning, growth and development of young children as well as organizational effectiveness overtime. School System Accreditation recognizes that supporting children in their learning, growth and development is a result of how well all the parts of the education system—

the school or corporation system, early learning school and the learning environments —work together to meet the needs of children. SCISA Accreditation is used by school from across South Carolina and Georgia.

SCISA Early Learning Protocol

The SCISA Early Learning Protocol is grounded in early learning research, incorporates the SCISA Standards for Quality Early Learning Schools, and includes both an ongoing Internal Review process and an External Review. Whether engaged in the individual early learning school protocol or the systems protocol, each early learning school will conduct Internal Review and will host an External Review.

Internal Review: The SCISA Protocol employs diagnostic tools for schools to conduct an Internal Review. These reviews are focused on evaluating performance related to the SCISA Standards, Indicators, Criteria and Stakeholder Feedback. The process of internal reflection helps schools move forward in their ongoing improvement efforts. Early learning schools have access to a variety of resources and support tools to assist the school in the accreditation process. SCISA Field Consultants are available to mentor and provide assistance to individual schools and systems.

Each early learning school is responsible for collecting and analyzing evidence, updating the school's demographics, and completing and submitting each of the following diagnostics in ASSIST:

• Assurances • Self-Assessment on Early Learning Standards, Indicators and Criteria • Executive Summary • Improvement Plan • Stakeholder Feedback Diagnostic (parents and teachers)

Evidence: As part of the Self-Assessment, evidence is defined for each of the Criteria. Evidences help school stakeholders to engage in a discussion about how the school knows it is adhering to the Standards, Indicators and Criteria.

External Review: Each early learning school hosts an External Review every five years as part of the school protocol or systems protocol. The External Review involves observations of the learning environments, provides focused feedback, and includes evaluation and validation of the school's improvement efforts. During the External Review, the Team reviews evidence relating to the school's adherence to the SCISA Accreditation Standards, Indicators and Criteria; progress in improvement efforts; and stakeholder feedback from staff and parents. If the school is part of a system, the External Review Team also gains knowledge about how the continuous improvement efforts of the system are implemented at the school level.

The External Review spans two days. The team will spend two days at a school pursuing School Accreditation. For schools that are part of a systems protocol, the team will remain at the school for a minimum of one day while spending the second day of the review gathering additional information about each school while onsite with the school system.

The External Review Team is comprised of multiple team members, typically four or five individuals. Each team member contributes to specific roles and responsibilities that address multiple purposes of the External Review. External Review Team members are required to be trained in the SCISA Accreditation Process through initial and update training sessions.

Accreditation Term: Per SCISA Policy, the final status of accreditation is granted by the SCISA Accreditation Commission. The accreditation term is for five years.

Standard 1 Purpose and Direction

The school maintains and communicates a purpose and direction that commit to a sense of community and relationships among young children and adults; developmentally appropriate cognitive, emotional, social, creative and physical growth and development; as well as shared values and beliefs about teaching, learning, development and care for young children.

INDICATOR 1.01

The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for the care and developmentally appropriate learning, growth and development of young children.

INDICATOR	CRITERIA EVIDENCE	RANKING
INDICATOR 1.01.001 The school has a clearly defined purpose statement that guides and defines the philosophy, program and learning expectations for children and families.	Statement of purpose that includes learning expectations for children and families	
INDICATOR 1.01.002 The school has an improvement planning process that ensures the implementation of the school's purpose, the achievement of learning expectations for children, the provision of high-quality services and long-term financial and resource management.	Written improvement plan that addresses the achievement of learning expectations	

Standard 2 Governance and Leadership

The school operates under governance and leadership that promote and support learning, growth and development in young children, family involvement and school effectiveness.

INDICATOR 2.01

The school's policies, practices and agreements ensure effective administration of the school.

INDICATOR	CRITERIA EVIDENCE	RANKING
INDICATOR 2.01.001 The school establishes conflict resolution and dispute mediation policies, paired with good communication, to ensure an open and healthy dialogue between all parties.	Written procedures for conflict resolution that includes a process for mediation	
INDICATOR 2.01.002 The school has written policies for all governing bodies, advisory groups or councils to define the roles, expectations and responsibilities for all members of those groups.	Written procedures for governance that includes roles and responsibilities of the governing authority member(s)	
INDICATOR 2.01.003 School leaders remain current and knowledgeable in national, state and local statutes, laws, regulations and policies that affect the school's programs, services and resources to children and their families.	Reports, licenses, certificates and other relevant documents of compliance for all applicable national, state and local requirements	
INDICATOR 2.01.004 The school has comprehensive policies that address effective operations as well as staff responsibilities and planning time, training and professional development, and collaboration and engagement of families and community partners.	Written policies or procedures that define staff expectations, professional development and engagement of stakeholders	
INDICATOR 2.01.005 The school has a technology infrastructure that includes information management systems that allow staff to gather and analyze data for the purposes of monitoring and adjusting programs.	A technology-based information management system	
INDICATOR 2.01.006 The school provides a certificate of insurance coverage that includes both accident and liability coverage for children and adults.	Certificate of accident and liability insurance	

INDICATOR 2.01 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
INDICATOR 2.01.007 The school has policies and practices to ensure the recruitment, hiring and retention of qualified staff members.	Written policies or procedures for recruitment, hiring and retention of staff. The school's policies, practices and agreements ensure effective administration of the school.	
INDICATOR 2.01.008 The school has policies to ensure that the needs of children with disabilities or specialized behavior or learning needs are effectively met through the use of qualified specialized consultants or relationships with other agencies for children who are eligible for services.	Written policies or procedures for identifying and coordinating services for children with disabilities or specialized needs	
INDICATOR 2.01.009 The school has policies that assign primary responsibility for specific groups of children to teaching staff and are implemented to ensure the well-being of the children through ongoing contact, supervision and care.	Written policies or procedures on the primary responsibility of staff for the well-being of the children to which they are assigned	
INDICATOR 2.01.010 The school has policies and procedures to ensure the sound financial management of the organization and a process to ensure that finances are monitored through an annual audit system. Policies ensure that the school's budget and resource management support the purpose and direction of the program related to learning expectations and that the school maintains budgets and financial records and reports.	Written policies or procedures for financial management. The audit report is required	
2.01.011 The administrator and/or staff responsible for the implementation of the program are involved in the long-range fiscal planning and budget process and management for the school.	Examples demonstrating staff input into the budgeting process, e.g., budget request or acquisition forms, written budget process	

INDICATOR	CRITERIA EVIDENCE	RANKING
2.01.012 The school has written policies that ensure the health and safety of children and adults and promote wellness. This includes policies to address occupation health hazards (physical, environmental and infectious diseases); management and reporting requirements for illness and injury; medication administration; supervision of children; adequate nutrition; safe sleeping and napping arrangements; sanitation and hygiene; appropriate food handling and feeding procedures; facility and equipment maintenance; prohibitions of smoking, weapons or other hazards; and referrals for staff to support wellness and stress management.	Written policies or procedures that address the health, safety and wellness of children and adults	
2.01.013 The school has written policies and procedures that meet public health requirements and protect children and adults from environmental hazards including lead, asbestos and pollution.	Written policy that requires school compliance with public heath requirements; for example, certificates, licenses or other applicable documentation are on file	
2.01.014 The school has written policies and procedures for reporting child abuse and/or neglect that are in compliance with applicable local, state and/or federal laws. Policies require staff to report all suspected incidents by families, staff or others to the appropriate agencies, and policies protect staff reporting such incidents from any disciplinary actions unless the report is proven to be malicious in nature.	Written procedures, for reporting suspected child abuse or neglect, that are in compliance with governmental laws	
2.01.015 The school has written procedures that address accusations of abuse or neglect of a child by a staff member and protect the rights of both parties.	Written policies or procedures that protect the rights of staff and children in cases of suspected abuse or neglect	

INDICATOR 2.01 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
2.01.016 The school has written procedures for health and safety information collected from families on all children. Procedures ensure that files are maintained in one location in the facility, updated at least quarterly and kept confidential with access available only to administrators or teaching staff who have consent to access the records from the parent, legal guardian or regulatory authorities.	Written policies procedures for ensuring confidentiality of student information and records	
2.01.017 The school has comprehensive written emergency medical and dental procedures for children and staff. These procedures include the identification of a primary hospital or care center, access to written consent forms and relevant health insurance information for emergency treatment or transportation, the presence of an adult with pediatric first aid training in the school at all times and individual emergency care plans for children with known medical or developmental conditions that may require regular medical support or care.	Written policies or procedures for handling medical and dental emergencies for children and staff	
2.01.018 The school has written personnel policies that define nondiscriminatory hiring and evaluation processes, roles and responsibilities within job descriptions, qualifications and specialized training requirements of all staff and volunteers. Personnel policies provide details on salary, benefits, qualifications, evaluation processes, professional development and training opportunities, termination and grievance procedures.	Written policies or procedures for human resource management	
2.01.019 The school implements policies and procedures to ensure that all employees who come into contact with children in any capacity in the program have passed a background check, are free from criminal records and a history of child abuse and neglect, are at least 18 years old (21 for vehicle transport drivers), have completed high school, and have provided personal references and current health assessments relevant to the job description tasks.	Written policies and procedures for criminal background checks, minimum age requirements and health assessments relevant to staff job descriptions with verification documents on file	

INDICATOR 2.01 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
2.01.020 The school has policies providing for a probationary period for new staff in which the administrator and other personnel evaluate the staff member's competence in working with children.	Written policies or procedures for probationary period of new staff	
2.01.021 The school has a written policy regarding benefits for full time staff who have successfully completed their probationary period. Written policies are shared with the staff members and detail health insurance, employee sick leave, vacation, holiday and personal leave, education benefits and retirement plans. Benefits for part-time employees are addressed in policy and are available on a pro-rated basis.	Written policies or procedures for benefits for full time and part time staff	
2.01.022 The school provides staff members with breaks of at least 15 minutes per four-hour period in which they are provided a place and time away from the children. The school also provides temporary relief for staff when needed.	Daily schedules showing required break times for all staff	
2.01.023 The school maintains all confidential personnel files, including applications, transcripts, evaluations and other personnel records in a secure location.	Secure location for personnel records	
2.01.024 The school and facility meet all applicable local and state regulatory requirements and maintain documentation related to these requirements including certificates, licenses, and records of violations or deficiencies and appropriate resolution of these.	Certificates, licenses, reports or other applicable documentation of compliance with governmental requirements	
2.01.025 The school documents and implements procedures to hire and retain staff members who reflect the culture, diversity and primary language of the children and families served.	Written policies and procedures for recruiting and hiring staff who reflect the culture and diversity of children and families served	

INDICATOR 2.02

Leadership and staff foster a culture consistent with the school's purpose and direction.

INDICATOR	CRITERIA EVIDENCE	RANKING
2.02.001 The school's administrator and leadership promote an inclusive organizational culture based on shared purpose, trust and collaboration.	Examples of collaboration and shared leadership, e.g., advisory groups, staff leadership teams, new or updated instructional programs or processes based on shared decision-making	
2.02.002 The school has formal procedures and planning processes that include teachers, administrators and families in the transition of children between teachers, groups, classrooms and/or programs.	Written policies or procedures for defining the transition of children through the instructional program	
2.02.003 The school has policies to keep infants and toddlers with consistent teaching staff for nine months or longer to promote continuity and relationships. The school has specific criteria to evaluate and implement developmentally appropriate exceptions for transitioning children earlier or later than this timeframe.	Written policies or procedures for defining consistent staff assignments to infants and toddlers	

INDICATOR 2.03

Leadership engages defined stakeholder groups effectively in support of the school's purpose and direction.

INDICATOR	CRITERIA EVIDENCE	RANKING
2.03.001 Teachers and staff ensure that families have continuous access to information about rules, routines and expectations within all learning environments.	Examples or descriptions of methods for families to have continuous access to information	

INDICATOR	CRITERIA EVIDENCE	RANKING
INDICATOR 2.03.002 All teachers, assistant teachers and teacher aides contribute to the awareness and improvement of early learning through formal or informal leadership, community opportunities relevant to young children and their families, school and community relationships, or other conditions of early learning in general.	Examples or descriptions of staff advocacy for early learning within the community or in general, e.g., school presence at chamber of commerce events, involvement in professional organizations in early learning, participation in community activities focused on children	
2.03.003 Staff and families are encouraged to work together on projects that support advocacy for early learning education, young children, families and community.	Examples or descriptions of collaborative staff and family advocacy for early learning within the community or in general, e.g., parents volunteer their career or talent expertise in the community on behalf of children	
2.03.004 School leaders' efforts result in mutual relationships, involvement of school neighbors in program activities, stakeholder feedback and participation, and school involvement in neighborhood and community priorities and needs.	Examples or descriptions of engagement with community partners	
2.03.005 School staff are encouraged to seek out opportunities to participate on boards, councils or other service efforts that support a sense of community or further early learning education.	Examples of staff participation on boards, councils or organizations that support early learning	
2.03.006 The school's leadership effectively engages staff and families in support of the school's purpose through opportunities to provide feedback, collaborate and shape decisions with at least one formal process for involvement annually.	Documented examples of decisions derived through staff and family input and involvement	

INDICATOR 2.04

Leadership and staff supervision and evaluation processes result in improved professional practice and developmentally appropriate learning, growth and development of young children.

INDICATOR	CRITERIA EVIDENCE	RANKING
2.04.001 All teachers, assistant teachers and teacher aides engage in continuous professional development through participation in professional learning communities, self-reflection and feedback from formal evaluation and supervision, and personalized and documented annual goals for professional growth.	Documented examples of professional development activities for all staff	
2.04.002 The school has procedures that ensure all staff are evaluated at least annually by an appropriate supervisor and that the administrator is evaluated by the appropriate governing body or representative.	Written policies or procedures for staff supervision and evaluation	

Standard 3 Teaching and Assessing for Learning

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and the developmentally appropriate cognitive, emotional, social, creative and physical growth and development of young children.

INDICATOR 3.01

The school's curriculum includes challenging content and provides equitable and challenging learning experiences that ensure the developmentally appropriate cognitive, emotional, social, creative and physical growth and development of all young children and that lead to success at the next level.

INDICATOR	CRITERIA EVIDENCE	RANKING
3.01.001 The curriculum is evidence-based, identifies a research-based developmentally appropriate philosophy, includes curriculum frameworks aligned with the identified philosophy and addresses the developmentally appropriate cognitive, emotional, social, creative and physical growth and development of all children.	Written curriculum document(s), frameworks, learning outcomes, instructional methodologies and assessments for all programs	
3.01.002 The school uses the curriculum framework to provide the foundation for planning, promoting and assessing learning. The curriculum includes the identification of the intent or outcome of the activities as well as content-driven instruction and provides opportunities for child-focused teaching, teacher-child interactions and child-child interactions.	Written curriculum document(s), frameworks, learning outcomes, instructional methodologies and assessments for all programs, e.g., units and lessons aligned to the curriculum documents	
3.01003 The curriculum provides ongoing opportunities for children to gain knowledge, skills and dispositions through self-chosen and self-directed play and subject integration in a stimulating and challenging environment aligned with the school's purpose and philosophy.	Examples or descriptions of child-directed engagement in learning, e.g., pictures, video-clips, self-selected learning centers	
3.01.004 The curriculum includes practices related to the development of cultural competence and responsiveness to the background of children and families.	Examples and descriptions of culturally diverse content within the curricular and instructional programs	

INDICATOR 3.01 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.01.005 The curriculum includes guides that assist in the development of a schedule that provides a routine and predictable framework for classroom activities. It also provides flexibility to allow teachers the time to respond to the individual social, emotional, cognitive and physical needs of children. The schedule identifies transitions from one activity to another, allows for indoor and outdoor activities and provides a balance of time for children to be active and to rest.	Classroom schedules aligned to the curricular and instructional programs	
3.01.006 The curriculum explicitly guides teachers to provide experiences and activities that promote cognitive, social, emotional, creative and physical growth and development of children. The activities integrate content-focused early literacy, mathematics, social studies, science, creative arts and age-appropriate technology.	Written curriculum document(s), frameworks, learning outcomes, instructional methodologies and assessments for each content area	
3.01.007 The schedule is both flexible and predictable. It includes large blocks of time for children to engage in play and creative expression in large and small group settings and is both teacher and self-directed.	Classroom schedules aligned to the curricular and instructional programs	
3.01.008 Teachers and staff create classroom expectations that are implemented in a consistent and predictable manner and manage behaviors through these expectations.	Examples or descriptions of classroom routines for children, e.g., guidance for getting along and transitioning from one activity to another	
3.01.009 The curriculum provides the framework for planning varied and meaningful learning experiences in all content and developmental areas. Teachers adapt their learning strategies to meet the learning, growth and developmental needs of the children.	Examples or descriptions of planned instructional strategies that reflect varied learning needs of students	

INDICATOR 3.01 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.01.010 The school enriches its program opportunities for children by participating in community or cultural events and encouraging the participation of the children and their families in the events.	Examples or descriptions of children and family involvement in cultural or community events	
3.01.011 Teachers and staff are knowledgeable of curriculum content and characteristics of developmental levels of the children and apply this knowledge by providing appropriate learning activities to support children in learning key curriculum concepts.	Examples of instructional methodologies reflective of developmentally appropriate practice in each content area	
3.01.012 Teachers and staff work with all children in encouraging, positive and nurturing ways; recognize and protect children from health and safety hazards; successfully adapt to change; consistently improve the learning environment; and effectively communicate with families and their children.	Examples or descriptions of observed instructional methods and interactions that are reflective of positive and safe learning environments	
3.01.013 Teachers differentiate their responses to children based on each child's individual social, emotional and cognitive developmental needs.	Examples or descriptions of differentiated instructional methodologies based on each child's needs	
3.01.014 Teachers and staff provide a safe environment that is free from negative verbal interaction or threats as a form of discipline.	Written policies or procedures that prohibit negative verbal interaction or threats as a form of discipline	
3.01.015 Infants experience frequent physical and verbal contact with teachers and staff. Teachers talk, sing to and repeat sounds made by infants. They routinely smile, touch and hold infants.	Examples or descriptions of observed instructional methodologies reflective of developmentally appropriate practice for infants	
3.01.016 Teachers and staff assist children in the development of their social skills by assisting them in entering into social and play interactions with others.	Examples or descriptions of observed instructional methodologies reflective of developmentally appropriate practice for social skill development	
3.01.017 Teachers and staff plan time for daily inside and outside activities that ensure the safety of all children.	Daily schedules reflect time for inside and outside activities for all children	

INDICATOR 3.02

Curriculum, instruction and assessment are monitored and adjusted systematically in response to data about young children's readiness, learning and development as well as examination of professional practice.

INDICATOR	CRITERIA EVIDENCE	RANKING
3.02.001 The school assesses student progress based on curriculum goals and objectives and uses the results to modify instruction to ensure the attainment of learning goals and content.	Examples of how assessment results are used to modify curriculum and instruction	
3.02.002 Teachers and staff use what they learn through assessments and observations to support and build on children's learning by modifying the schedule, intentionally arranging the equipment and making themselves available to children.	Examples of modifications to the learning environment based on results of assessments and observations	
3.02.003 Teachers and staff utilize and build on children's interests and curiosity about concepts and ideas as they engage them in learning activities related to new content and developmental skills.	Examples of observed adjustments made by teachers and staff in content and learning materials based upon children's current interests and developmental skills	
3.02.004 Teachers modify instructional strategies and learning activities based on children's current interests and current levels of physical, social, emotional, language and cognitive development.	Examples of modifications to instructional methodologies and learning activities based on children's current interests and developmental skills	
3.02.005 Teachers and staff intentionally plan schedules, routines and learning experiences for infants based on teachers' monitoring of their needs and interests.	Examples of modifications to schedules and routines for infants based on their observed current needs and interests	

INDICATOR	CRITERIA EVIDENCE	RANKING
3.02.006 Teachers and staff appropriately support and encourage infants to sustain an activity when they demonstrate interest or delight in that activity.	Examples of teachers and staff encouraging infants to sustain an activity in areas of interest or delight	
3.02.007 Teachers and staff intentionally seek to provide for infants' needs and desires by recognizing and responding to their non-verbal cues. They use simple language when it is an appropriate response.	Examples of how teachers and staff intentionally seek and respond to non-verbal cues of infants	

3.02.008 Teachers and staff plan and provide meaningful learning activities for individuals and groups of children based on their assessment and understanding of children's interests, ideas, skill levels and social relationships.	Examples of how teachers and staff plan learning activities based on children's interests and development	
3.02.009 Teachers and staff intentionally monitor each child's learning throughout the day by observing them as they work, talking with them and listening to them.	Examples and descriptions of processes to observe and monitor each child's learning	
3.02.010 Teachers and staff use multiple sources of information to assess children's progress physically, emotionally, socially and cognitively. These include but are not limited to formalized assessments; observations of children's interaction in the learning environment; and children's level of understanding of concepts, ability to perform skills and changing interests. Teachers and staff respond by making appropriate adaptations to the curriculum and learning activities.	Examples and descriptions of multiple sources of information for assessing and recording children's learning, growth, and development; and the ways the results are used to modify curriculum and instruction	

3.02.011 Teachers and staff scaffold meaningful learning experiences for children. They monitor their progress and use the information to provide appropriate instructional support to meet their abilities and to ensure children continue to grow and develop physically, emotionally, socially and cognitively.	Examples of how instructional methodologies and learning activities are linked to children's prior learning	
3.02.012 The school has a written plan that describes its assessment system. The plan includes the purpose; procedures, timelines and conditions for implementing the assessments; intended uses of the assessment results; procedures for communicating assessment results to families; and protections for maintaining confidentiality of assessment information and results.	Written description of the assessment system and its purposes and implementation	
3.02.013 The assessment system includes a variety of assessment methods that yield results used for developmental screening, referrals for further diagnostic testing when indicated, identification of	Written evidence that the assessment system yields results that are used to identify each child's needs and progress, improve curriculum and	

the interests and needs of children, measurement of student progress, improvement of curriculum and instruction, enhancement of the learning environment and/or communication with families.	instruction and communicate with families	
3.02.014 The assessment system is fair, sensitive and consistent with children's experiences, abilities and needs as well as families' cultures and languages, and results in accurate and meaningful information.	Written evidence that the assessment system is valid, reliable and bias-free	

3.02.015 The assessment system includes multiple measures of children's learning, growth and development including physical development and cognitive, emotional, social and creative skills. The assessment system measures student outcomes in all areas of the school's learning curriculum.	Written evidence that the assessment system includes multiple measures of children's learning, growth, and development and measures all areas of the learning curriculum	
3.02.016 Assessment methods and results are used to develop learning goals for individual children and groups of children to monitor progress and guide curriculum planning and instruction.	Written evidence that the assessment system yields results that are used to guide curriculum planning and instruction	
3.02.017 The curriculum and learning activities build on knowledge of the community and the families served by the school.	Examples of how the curriculum and learning activities reflect the community and families	
3.02.018 Curriculum and assessment information provide guidance for teachers and staff to individualize learning goals for children.	Examples of how assessment results are used to individualize learning for children	
3.02.019 The curriculum guides teachers to integrate children's engagement in play within the curriculum topics.	Examples of how play is integrated into curriculum and learning activities	
3.02.020 Children have multiple and varied opportunities to engage with teachers and staff who responsively facilitate each child's social interaction and competence in learning to work with others.	Examples or descriptions of how interactions between children and staff facilitate the development of each child's skills and competencies in social interactions and working with others	

INDICATOR	CRITERIA EVIDENCE	RANKING
3.02.021 Curriculum practices and delivery are influenced by information and cultural backgrounds of children and their families.	Examples of how the curriculum and learning activities reflect the cultural backgrounds of children and their families	

INDICATOR 3.03

Teachers engage young children in their learning through developmentally appropriate and effective instructional strategies that address achievement of learning expectations.

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.001 Teachers and staff work collaboratively to implement the curriculum and learning activities for all children, including the learning activities related to individualized plans such as Individualized Learning Plans (IEPs) or Family Service Plans.	Examples or descriptions of the processes used to implement Individual Learning Plans (ILP) or Individual Family Service Plans (IFSP)	

Area of Development and Learning: Physical Development

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.002 Infants and toddlers/twos interact within an environment that supports them as they move about to practice the developmental physical skills related to coordination, balance and perceptual-motor integration.	Documentation of furniture, equipment and learning environment resources to support the physical development skills of infants and toddlers/twos	
3.03.003 Infants and toddlers/twos interact within an environment that supports them as they work to develop fine motor skills using their hands and fingers in multiple and age appropriate ways.	Documentation of learning environment resources to support the development of fine motor skills of infants and toddlers/twos	
3.03.004 Children engage in multiple and varied activities and are provided materials focused on developing fine-motor skills.	Examples and descriptions of learning activities that support the development of each child's fine motor skills	

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.005 Children engage in multiple and varied activities focused on developing the large motor skills of balance, strength and coordination. Activities range from the familiar to new and challenging, and appropriately engage children of varying abilities and at varying developmental stages in activities that are similar to their peers.	Examples and descriptions of learning activities that support the development of each child's large motor skills	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.006 Teachers and staff appropriately schedule time and organize space each day to provide opportunities for children to work on activities or engage in play individually, in pairs, or in small groups or to work together as a whole classroom.	Examples and descriptions of how teachers and staff plan time and organize space to support individual, small group and whole group activities	
3.03.007 Teachers and staff assist children in entering into and sustaining play.	Examples of observed ways that teachers and staff help children to enter and sustain play	
3.03.008 Play is planned each day to support children's learning.	Schedules reflect planned time for daily play	

Area of Development and Learning: Personal, Social and Emotional

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.009 Teachers and staff use daily routines to support the continuing development of children's self-awareness, language acquisition and social interaction.	Examples or descriptions of how daily routines are used to support each child's self-awareness, language acquisition and social interaction	
3.03.010 Teachers and staff reinforce appropriate ways for each child to express his or her emotions.	Examples or descriptions of how teachers and staff reinforce appropriate ways for children to express their emotions	

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.011 Teachers and staff foster children's independence in exploring, selecting and using educational materials and resources that support learning activities and curriculum goals.	Examples and descriptions of how teachers and staff support children's independence	
3.03.012 Teachers and staff focus individually on infants during caregiver procedures.	Documentation of observed ways that teachers and staff interact individually with infants during caregiver procedures	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.013 Teachers provide meaningful and varied learning activities that challenge children's current thinking and support new learning through both teacher-initiated and child-initiated experiences.	Examples and descriptions of how planned learning activities challenge children's current thinking and support new learning	
3.03.014 Teachers and staff customize interactions with infants, toddlers and twos to meet children's individual states and levels of arousal.	Documentation of observed ways that teachers and staff customize interactions with infants, toddlers and twos	
3.03.015 Teachers and staff pose problems and ask questions of children that encourage and stimulate children 's thinking. They help children express their thinking and provide activities to extend their thinking and to develop meaning from their learning experiences.	Examples and descriptions of how instructional methodologies encourage children to solve problems and to stimulate and express their thinking	
3.03.016 Teachers and staff immediately and appropriately respond when infants, toddlers and twos cry or are distressed. Teachers know the children in their care and provide responses that meet the individual needs of each child when they cry or are in distress.	Documentation of observed ways that teachers and staff immediately and appropriately respond to children who cry or are in distress	
3.03.017 Teachers and staff guide children to use prior knowledge when learning concepts and skills and provide meaningful learning activities that build on and extend their current levels of understanding.	Examples of how instructional methodologies and learning activities are scaffolded to build upon and extend children's learning	

3.03.018 Teachers and staff frequently talk and listen to children attentively and respectfully to build a caring relationship with each child. They use effective communication strategies to respond to children's questions and requests and engage them in regular conversations.	Documentation of observed ways that teachers and staff use respectful conversation and attentive listening techniques to build a caring relationship with each child	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.019 Teachers and staff guide individual and small groups of children in collaborative inquiry when learning concepts and skills.	Examples or descriptions of instructional methodologies that promote collaborative inquiry	
3.03.020 Teachers and staff are attentive to infants' social interactions and attend to them when they are looking, touching or vocalizing.	Documentation of observed ways that teachers and staff are attentive to an infant's social interactions	
3.03.021 Teachers and staff closely observe and monitor children while they engage in learning center activities. They are attentive to children, listen to them as they work in the centers, ask guiding questions and are positioned at eye level.	Documentation of observed ways that teachers monitor and interact with children during learning center activities	
3.03.022 Teachers and staff provide numerous opportunities for children to develop friendships, attain social skills and learn from each other through play.	Examples or descriptions of learning activities that support children in developing friendships, attaining social skills and learning through play	
3.03.023 Teachers and staff chunk concepts and learning tasks by breaking them into small and manageable parts to promote children's success in learning.	Examples of instructional guides or lesson plans that align to instructional objectives	
3.03.024 Teachers and staff facilitate children's ability to appropriately resolve conflicts through identifying feelings, problems and finding alternate solutions.	Documentation of observed ways that teachers and staff assist children in resolving conflicts	
3.03.025 Teachers and staff are attuned to the variety of children's learning needs and provide purposeful learning activities during which children practice emerging skills. They extend purposeful learning for	Examples or descriptions of how planned learning activities are attuned to children's learning needs, e.g., observational checklists about children's	

those activities in which children participate repeatedly.	emerging skills aligned to instructional activities	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.026 Teachers and staff fairly and consistently use classroom rules and routines to redirect children who demonstrate inappropriate interactions such as bullying, isolation of or hurting other children.	Documentation of classroom rules and routines	
3.03.027 Teachers and staff engage children in purposeful, meaningful and developmentally appropriate learning activities and explicitly teach them important skills and concepts.	Documentation of observed ways that teachers and staff engage children in learning activities on important skills and concepts	
3.03.028 Teachers and staff guide and promote positive and acceptable peer interaction for all children, particularly those who are reserved, withdrawn or excluded.	Documentation of observed ways that teachers and staff promote positive peer interaction	
3.03.029 Teachers and staff model sensitivity to differences by treating all children respectfully and valuing their different backgrounds, cultures and differences. They provide activities that help children learn about themselves and others using a variety of strategies that include providing children with explicit models (e.g., examples, pictures) of people from cultures, backgrounds and abilities different from their own and intervene if children tease or reject others based on differences.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on differences, e.g., differences in cultures, abilities or backgrounds	
3.03.030 Teachers and staff promote and create a classroom community that provides appropriate opportunities for children to have input into decision-making about classroom rules and activities.	Description of how children are involved in decision making about classroom rules and activities	
3.03.031 Teachers and staff closely monitor children's behavior and are proactive in anticipating potential behavior problems and redirecting children to behave appropriately.	Children engage in multiple and varied activities focused on recognizing and naming their own emotions and those of others.	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.032 Teachers and staff guide children to express how they are feeling as well as how other children are feeling. They also provide opportunities for children to explore the wide range of feelings and emotions and how to appropriately express them.	Examples or descriptions of monitoring techniques that support children in behaving appropriately	
3.03.033 Teachers and staff model appropriate social behavior and treat all staff and children with respect, showing care and concern for others by sharing and taking turns. They provide guidance for children and assist them in playing and interacting appropriately with other children when they are sharing materials, taking care of the classroom, providing opportunities for all children to contribute to the learning of the group, listening to one other and providing appropriate emotional support to other children.	Documented ways that teachers and staff model appropriate social behavior	
3.03.034 Teachers and staff intentionally and explicitly teach children appropriate social, communication and self-regulating skills.	Written curriculum document(s), frameworks, learning outcomes, instructional methodologies or documented observations focusing on appropriate social, communication and self-regulating skills	
3.03.035 Teachers and staff guide and support children to develop the capacity to persist when they do not meet with immediate success; engage in cooperative play; develop language skills to communicate their needs; take turns; control physical impulses; appropriately express emotions when upset, angry or frustrated to keep themselves and other children safe; develop problem solving skills; and learn about themselves and others.	Documentation of observed ways that teachers and staff support children in developing appropriate skills for persistence, cooperative play, communication and self-expression of feelings and emotions	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.036 Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on recognizing and naming emotions of self and others	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on each child's skills for regulating his/ her own behavior	
3.03.037 Children engage in multiple and varied activities focused on developing the skills necessary to regulate their own behavior and attention.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on each child's skills for regulating his/ her own behavior	
3.03.038 Children engage in multiple and varied activities focused on developing positive dispositions toward their own learning. These dispositions include persistence, discovery and mastery.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on each child's positive disposition toward learning	
3.03.039 Children engage in multiple and varied activities focused on developing social competence and understanding of how to appropriately enter social groups and how to help others.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's social competence skills	
3.03.040 Children engage in multiple and varied activities focused on developing the ability to treat others with respect, cooperatively learn from and play with others and problem-solve in order to appropriately resolve conflicts.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in cooperating with others and resolving conflicts in appropriate ways	
3.03.041 Children engage in multiple and varied activities focused on developing the capacity to show empathy and understand and consider the perspectives of others.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in showing empathy and understanding of others	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.042 Children engage in multiple and varied activities focused on developing skills necessary to solve interpersonal problems that are connected to the physical world.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on developing children's skills for solving interpersonal problems connected to the physical world	
3.03.043 Children engage in multiple and varied activities that focus on developing a positive self-identity.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on skills for developing positive self-identity	
3.03.044 Children engage in multiple and varied activities that focus on developing their feeling of being an integral part of their classroom community. Children feel accepted and develop a strong sense of belonging.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on each child's skills for connecting to the classroom community and developing a sense of belonging	
3.03.045 Teachers and staff incorporate appropriate materials and schedule adequate time daily for children to engage in self-selected activities.	Daily classroom schedules depicting time for self-selected activities	
3.03.046 Teachers and staff provide appropriate opportunities for children to interact with children of various ages.	Schedules or curricular objectives showing opportunities for children to interact with other children of various ages	
3.03.047 Teachers and staff provide opportunities for children to return to learning tasks, experiences and materials over time.	Instructional methodologies that document opportunities for children to return to learning experiences over time	
3.03.048 Teachers and staff appropriately organize the space each day to ensure infants have opportunities to play individually, in pairs and/or in small groups.	Documented observations of infant classroom spaces organized for infants to play individually, in pairs and in small groups, e.g., descriptions of the intended uses of space areas and arrangements	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.049 Teachers and staff incorporate daily routines that support children as they learn to clean up and put away learning materials.	Classroom schedules showing planned times for cleanup	
3.03.050 Teachers and staff support children's successful transitions from one activity to another through predictable but flexible scheduling of daily routines and activities.	Classroom schedules showing planned times for transitioning from one activity to another	
3.03.051 Teachers and staff provide appropriate opportunities for children to participate in group projects to support children's individual learning and learning from their peers.	Schedules or curricular objectives showing opportunities for children to participate in group projects that support individual learning and learning from their peers	
3.03.052 Teachers and staff participate in snack and mealtimes with children. They sit with them, listen to them and engage them in conversations with adults and other children.	Documented observations or school policies requiring teachers and staff to participate in meal and snack times with children and engage them in conversation with other children and adults Area of Development and Learning: Language, Communication and Literacy	
3.03.053 Children engage in multiple and varied activities focused on developing skills necessary for language acquisition that reflect the program philosophy and are mindful of family and community perspectives.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills for language acquisition and representative of family perspectives	
3.03.054 Children engage in multiple and varied activities focused on developing verbal and non-verbal communication skills.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in verbal and nonverbal communications	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.055 Children engage in multiple and varied activities that focus on developing vocabulary based on their environment and learning experiences.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in vocabulary development	
3.03.056 Children engage in multiple and varied activities focused on experiencing songs, rhymes, routine games and books. They have opportunities to interact with and respond to a variety of books that include pictures and rhymes as well as have access to durable books for individual exploration.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's experiences with songs, rhymes, routine games and picture books	
3.03.057 Infants and toddlers/twos interact within an environment that is rich with exposure to books, songs, rhymes and routine games that include rhymes, songs and finger plays, as well as multiple and varied opportunities to hear stories and have books read to them. Durable books are provided to encourage independent exploration and support their ability to make the connection that pictures are representative of real-life objects.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's experiences with songs, rhymes, routine games, finger plays and picture books appropriate to infants and toddlers	
3.03.058 Children engage in multiple and varied activities focused on providing a print-rich environment that includes personal items, materials and written rules. This environment supports children in developing a sense of print, recognizing it and using print as a part of the environment. Teaching staff explicitly assist children with understanding the connection between the written and spoken word.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's experiences and opportunities to understand the connection between the written and spoken word	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.059 Children engage daily in multiple activities in which they are read to by the adults in an expressive and engaging manner such as talking like the character in the book. These include individual and small group settings. Children have access to a wide variety of books (e.g., informational text, alphabet books, books with rhymes and picture books) in quiet and cozy places. Children are read books multiple times, provided opportunities to re-tell and reenact story events and supported in making connections between the books they are reading and curriculum content. Children talk about books and identify parts (beginning, middle and end) of books.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's experiences with books, their understanding and reenactment of story events including teachers and staff reading books to children expressively	
3.03.060 Children engage in multiple and varied activities focused on the development of writing skills. Writing materials are integrated into art, dramatic play and learning centers as appropriate. Children scribble and make letter-like marks and demonstrate developmental spelling. They have opportunities to write or dictate their ideas to adults, who write what children say, and read the writing together. Children are supported as they take steps to write independently. Access to a print-rich environment is provided and includes the alphabet and printed words reflecting topics of children's interest. Print information is at eye-level and recorded on durable material. Teachers model writing of everyday words and assist children in making connections to these words in the real-world environment.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children engaging in writing activities and accessing the written word	
3.03.061 Children engage in multiple and varied activities focused on recognizing and writing letters.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in recognizing and writing letters	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.062 Children in kindergarten engage in multiple and varied activities focused on helping them learn to read familiar words, phrases, sentences and books.	For Kindergarten, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in learning to read familiar words, phases, sentences and books	
3.03.063 Children in kindergarten engage in multiple and varied activities focused on recognition of phonemes in words.	For Kindergarten, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in recognizing phonemes in words	
3.03.064 Children in kindergarten engage in multiple and varied activities during which they write independently.	For Kindergarten, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on each child's skills in independent writing	
3.03.065 Teachers and staff support children's understanding of spoken language using a variety of strategies. These include but are not limited to showing pictures and objects familiar to children, body language and physical cues.	Documented observations or checklists that show children's understanding of spoken language	
3.03.066 Teachers and staff model appropriate vocabulary and language to assist children in sharing their experiences in conversations with adults and other children.	Documented ways that teachers and staff model appropriate vocabulary and language and engage children in conversations with other children and adults	
3.03.067 Children engage in multiple and varied activities focused on developing oral and written communication skills that are reflective of the home language of their families.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on each child's oral and written communications skills that are reflective of the home language of their families	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.068 Children have consistent and ongoing access to books and writing materials throughout the learning environment.	Instructional materials inventories that confirm children's access to books and writing materials throughout the learning environment	
3.03.069 Teachers and staff encourage the development and use of language by infants through such ways as talking, verbalizing and making sounds, eye contact, smiling and physical interactions.	Documented observations of teachers and staff encouraging the use of language by infants through verbalizing and making sounds, eye contact, smiling and physical interactions	

Area of Development and Learning: Mathematics

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.070 Infants and toddlers/twos interact within an environment in which they use language, gestures and materials to explore the mathematical concepts of more and less, big and small, shapes, sizes, colors and patterns. Number awareness is developed using real-life objects. Children are provided access to a variety of books that show counting, numbers, words and shapes.	Documented observations of infant classroom environments and instructional support materials organized for infants to explore mathematical concepts, i.e., more and less, big and small, shapes, colors, sizes, and patterns	
3.03.071 Children engage in multiple and varied activities that focus on building an understanding of numeracy, number names and one-to-one correspondence.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of numeracy, number names and one to one correspondence	
3.03.072 Children engage in multiple and varied activities that focus on categorizing objects according to size, shape and color.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of categorizing objects according to size, shape and color	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.073 Children engage in multiple and varied activities that encourage them to appropriately use mathematical terms in everyday conversation with adults and other children.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in using mathematical terms in conversation with adults and other children	
3.03.074 Children interact with a variety of appropriate materials that encourage the understanding of the mathematical concepts of standard and non-standard units of measurement.	List of equipment and materials that support the understanding of mathematical units of measures	
3.03.075 Children engage in multiple and varied activities and are provided appropriate materials that focus on understanding basic geometry concepts such as identifying two- and three-dimensional shapes and recognizing that figures are composed of differing shapes.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of geometry concepts	
3.03.076 Children engage in multiple and varied activities that encourage them to develop an understanding of time in the context of their daily routines.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of time in the context of daily routines	
3.03.077 Children engage in multiple and varied activities focused on pattern recognition and naming repeating patterns.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's ability to recognize and name repeating patterns	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.078 Children in kindergarten engage in multiple and varied activities focused on developing an understanding of standard and non-standard units of measurement and their corresponding numerical values.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of standard and non-standard units of measurement and their numerical values	
3.03.079 Children in kindergarten engage in multiple and varied activities focused on creating patterns; using drawings, letters and objects to represent repeating patterns; and extend repeating and growing patterns.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding and use of patterns	
3.03.080 Children in kindergarten engage in multiple and varied activities that integrate written mathematical representations of their experiences.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills to integrate mathematical concepts in the context of their experiences	
3.03.081 Children in kindergarten engage in multiple and varied activities focused on developing an understanding of the mathematical concepts of adding, taking away and dividing objects into equal and unequal groupings.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of addition, subtraction and dividing objects into equal parts	
3.03.082 Children in kindergarten engage in multiple and varied activities focused on the concept of time and the tools used to measure time such as clocks and calendars.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of tools that measure time, for example clocks and calendars	

Area of Development and Learning: Science

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.083 Infants and toddlers/twos are provided numerous and varied opportunities to explore their environment using their senses to discover their ability to make things happen and solve simple problems.	For infants and toddlers, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on an infant's use of senses to explore the environment	
3.03.084 Children engage in multiple and varied activities that focus on building an understanding of basic concepts and key principles of science. This includes topics such as the differences between living and non-living things, exploring the life cycles of a variety of living organisms, earth and sky, light and shadow, concepts of hard and soft, sinking and floating, transformations of materials such as liquids changing into gases, solids and melting.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of basic concepts of science	
3.03.085 Children engage in multiple and varied activities that require the use of multiple senses to observe, explore and experiment with scientific phenomena.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills to observe, explore and experiment with scientific phenomena	
3.03.086 Children engage in multiple and varied activities that include observation and interaction with objects and scientific phenomena through the use of simple tools and processes.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's abilities to interact with scientific objects and use simple tools and processes	

INDICATOR 3.03 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.087 Children engage in multiple and varied activities that focus on using the scientific processes of collecting objects or data and representing their findings using varied means such as the use of drawings or graphs.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills to use scientific processes for collecting objects or data and using drawings or graphs	
3.03.088 Children engage in multiple and varied activities that focus on the development of the skills of questioning, inferring and reasoning about their observations of science principles.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in referencing, inferring and reasoning about scientific principles	
3.03.089 Children engage in multiple and varied activities that integrate the discussion of scientific concepts into everyday conversation with adults and other children.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in integrating scientific concepts into conversation with adults and other children	
3.03.090 Children engage in multiple and varied activities that focus on learning and using scientific terminology and vocabulary.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in using scientific terminology and vocabulary	

Area of Development and Learning: Understanding the World (Social Studies)

INDICATOR 3.03 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.091 Children engage in multiple and varied activities that focus on developing a non-stereotypical understanding of cultural diversity, family structure, ability, language, age and gender.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on each child's understanding of cultural diversity, family culture, ability, language, age and gender	
3.03.092 Children engage in multiple and varied activities that use play to explore social roles in the family and workplace.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in using play to explore social roles in the family and workplace	
3.03.093 Children engage in multiple and varied activities that focus on learning about the community in which they live.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of the community in which they live	
3.03.094 Children engage in multiple and varied activities that provide occasions to talk about fairness, friendship, responsibility, authority and differences.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on each child's ability to talk about fairness, friendship, responsibility, authority and differences	
3.03.095 Children engage in multiple and varied activities that focus on the foundations of learning about geography through the physical characteristics of their local community.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of geography and the physical characteristic of their community	

INDICATOR 3.03 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.096 Children engage in multiple and varied activities that focus on learning about the ways people take care of their environment and the ways people pollute the environment.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of ways that people take care of their environment	
3.03.097 Children engage in multiple and varied activities to develop a foundation for understanding economic concepts such as exchanging money and playing restaurant or store.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of exchanging money for goods and services, e.g., in restaurants or stores	
3.03.098 Children in kindergarten engage in multiple and varied activities to lay a foundation for learning geography, history and social studies by making connections between what they have learned about their community, state, nation or their country of origin.	For Kindergarten, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's abilities to make connections in concepts related to geography, history and social studies and their community, state, nation or their country of origin	

Area of Development and Learning: Creative - Expressive Arts (Music, Drama, Visual Arts)

INDICATOR 3.03 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.099 Children engage in multiple and varied activities that focus on building an appreciation of art, music, drama and dance that occurs in an environment that reflects sensitivity to and appreciation of cultural diversity.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's appreciation of art, music, drama and dance occurring in environments that reflect sensitivity and cultural diversity	

INDICATOR 3.03 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.100 Teachers and staff support a learning environment that provides for children's physical activity, rest, nourishment and sensory stimulation.	Documented observations of teachers and staff ensuring environments that support children's physical activity, rest, nourishment and sensory stimulation	
3.03.101 Infants and toddlers/twos are provided numerous and varied opportunities to explore and engage with age appropriate art materials.	For infants and toddlers, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on an infant's exploration of age-appropriate art materials	
3.03.102 Infants and toddlers/twos are provided numerous and varied opportunities to learn new art, music, drama and dance concepts and terms.	For infants and toddlers, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on an infant's exploration of art, music, drama and dance concepts and terms	
3.03.103 Children engage in multiple and varied activities that focus on developing their range of abilities to express themselves artistically through a variety of developmentally appropriate mediums.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's abilities to express themselves artistically through a variety of developmentally appropriate mediums	
3.03.104 Children engage in multiple and varied activities that provide opportunities for free and creative expression in music, drama, dance and two- and three-dimensional art.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's abilities to freely and creatively express themselves through music, drama, dance and art	

INDICATOR 3.03 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.105 Children engage in multiple and varied activities during which they respond to the art of their peers or adults.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's abilities to respond to the art of their peers or adults	
3.03.106 The school provides children with experiences in visual and performing arts through ways such as inviting artists, musicians and/or performers to share their talents with the children or visits to museums, exhibits and performances.	Schedules, agendas or documented observations of children's experiences in visual and performing arts	
3.03.107 Infants and toddlers/twos are provided numerous and varied opportunities to respond to music through creative and free movement and to engage in creative play.	For infants and toddlers, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on their response to music through creative and free movement and play Area of Development and Learning: Technology	
3.03.108 Children have limited access to the media of television, film, CDs and DVDs, and these media are used as developmentally appropriate learning tools to engage students in their learning and to extend their understanding.	Policy or curriculum statement describing the scope of use of television, film, CDs and DVDs as part of the curriculum and instructional program for children	
3.03.109 Children have equitable access to developmentally appropriate digital and technology tools, and they use them independently, in collaboration with other children, and under the supervision of the teaching staff or the parents/guardian.	Policy or curriculum statement ensuring equitable access to technology as learning tools aligned to the curriculum and instructional program	
3.03.110 Technology is used as a developmentally appropriate learning tool to support and enrich learning.	Policy or curriculum statement describing the scope of technology as learning tools aligned to the curriculum and instructional program Area of Development and Learning: Health and Safety	

INDICATOR 3.03 continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.111 Children engage in multiple and varied activities focused on developing good health practices such as proper nutrition, serving and feeding themselves, exercise, handwashing and tooth-brushing.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of health practices	
3.03.112 Children engage in multiple and varied activities focused on learning about nutrition; identifying where their food comes from; and recognizing, making, eating and appreciating the value of healthy foods.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of the value of healthy nutrition and sources of nutrition	
3.03.113 Children engage in multiple and varied activities that focus on building awareness of safety rules and practices in their classroom, homes and community.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of safety rules in their classroom, homes and community	
3.03.114 The school promotes daily outdoor play to practice and master emerging large motor physical skills and implements an outdoor play protocol with specific precautions depending on the temperature and other conditions such as hot weather to avoid heat stress and/or extremely cold weather or other environmental conditions. Indoor and outdoor play structures and playground equipment meet safety, layout and design guidelines complying with safety codes and regulations.	Policy, handbook or written description of outdoor play protocol including precautions for temperature conditions and complying with equipment safety codes, regulations or guidelines	
3.03.115 Children engage in multiple and varied activities to practice safety procedures.	Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding and practice of safety procedures	

INDICATOR 3.03 continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.03.116 Teachers and staff provide a safe environment that ensures that all children are treated with dignity and respect; are free from physical, emotional and sexual abuse; and are entitled to physical and emotional well-being.	Policy, handbook or written description of assurances that children are treated with dignity and respect in all aspects of their physical and emotional well-being	

INDICATOR 3.04

School leaders monitor and support the improvement of instructional practices of teachers to ensure young children's success.

INDICATOR	CRITERIA EVIDENCE	RANKING
3.04.001 Curriculum, instruction and assessments are monitored and adjusted in response to assessment results including teacher interactions with children and ongoing observations of children's learning, growth and development.	Descriptions of recent adjustments to curriculum, instruction or assessments based on assessment results of children's learning, growth and development	

INDICATOR 3.05

Mentoring, coaching and induction programs model best practices and support instructional improvement consistent with the program's values and beliefs about teaching and learning.

INDICATOR	CRITERIA EVIDENCE	RANKING
New teachers and staff receive specified training in school operations prior to working independently with children. The training includes, at a minimum, purpose and direction of the school; values and goals related to curriculum, instruction and learning; school operations; school routines and activities; expectations for ethical behaviors; nurturing behavior management techniques for all learning environments; health and safety emergency procedures; regulations for reporting child abuse and neglect; and individual needs of all children for which they will have responsibility. Ongoing training is provided for all staff following the initial orientation.	Descriptions of mandatory training and the training objectives for new teachers and staff and ongoing training following initial orientation	

INDICATOR 3.05 continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.05.002 Substitute teachers and adult volunteers who work with children receive an orientation applicable to their responsibilities prior to working with the children. At a minimum, the orientation includes health, safety and emergency procedures; fundamental school operations, routines and activities; expectations for ethical behaviors; nurturing behavior management techniques for all learning environments; health and safety emergency procedures; and regulations for reporting child abuse and neglect. Substitute teachers and adult volunteers only work with children under the supervision of the school administration or teaching staff.		

INDICATOR 3.06

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

INDICATOR	CRITERIA EVIDENCE	RANKING
3.06.001 Teachers and staff partner with families to create meaningful connections that establish and maintain systematic, ongoing, two-way communication.	Schedules, agendas, written correspondences or documented observations of two-way communications between parents and teachers and staff	
3.06.002 Teachers and staff obtain information about each child's culture, religion, home language and family structure to support the preferences of the family.	Intake documentation that includes the child's culture, religion, home language, family structure or other information to support the preferences of the family	
3.06.003 Teachers and staff communicate with family members on a continuing basis to stay abreast of children's individual needs and ensure supportive transitions between home and school.	Examples of regular communications between teachers and staff and family members relative to each child's needs and supportive transitions between home and school	

Indicator 3.06 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.06.004 Teachers and staff make families feel welcomed and respected and work collaboratively with them to solve problems that may arise due to differences in the professional values of the school and family values. The focus is on decisions in the best interest of each child that ensures children experience success at school.	Examples of collaborative decisions between staff and family members relative to the best interests of each child's experiences at school	
3.06.005 Teachers and staff are respectful of children's home languages and are supportive of the development and maintenance of this language as appropriate.	Examples of ways that teachers and staff are respectful of the child's home language within the experiences at school	
3.06.006 Teachers and staff engage parents in their child's learning through classroom experiences that involve parents and other members of the children's families.	Schedules, agendas or activity descriptions that show parents or family members actively engaged in classroom experiences with their children	
3.03.007 The assessment system includes ways for families to have input into assessment methods appropriate to their child's needs, strengths and interests.	Intake documents, notes of teacher parent conferences or other documented ways showing parent input into assessment methods appropriate to the child's needs	
3.06.008 The school creates a multicultural classroom environment by sharing and participating in customs, traditions and events of the families and community cultures.	Documented observations of classroom activities or environment that share customs, traditions and events of families and community cultures	
3.06.009 The school provides information regarding a child's wellbeing exclusively to the child's parent or legal guardian.	Documentation of a child's parent or legal guardian and a policy that describes exclusive communication of the child's well-being to the parent or legal guardian	

Indicator 3.06 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.06.010 Teachers and staff develop and maintain strong ongoing communication and relationships with families.	Documented observations of ongoing communication and relationships with families	
3.06.011 Teachers and staff engage with families to gain knowledge of children's interests, needs and concerns that can be used to guide planning for classroom learning experiences.	Documented observations of ongoing communication with families regarding their child's interests and needs to guide planning for classroom learning experiences	
3.06.012 An established communication system is in place that includes a variety of formal and informal strategies to keep families informed about curriculum, instructional practices, assessment, child caregiving issues, special needs, food and daily routines. Communications allow for interactive decision-making by children, teachers, parents and families that fosters a whole-child approach and that supports learning at their particular stage of development.	Policies, handbook, procedures or other written description of an established communication system to keep families informed about curriculum; instruction; assessment; health and safety; and learning, growth and progress in their child's stage of development	
3.06.013 The school has procedures in place to share daily caregiving, transition and food issues with families.	Description of daily communications procedures with families, e.g., notes, checklist and personal communications	
3.06.014 The school has procedures in place to allow families access to the facilities during school operation hours.	Policies or written procedures for permitting family access to the facilities during school operation hours	
3.06.015 The school offers a wide variety of opportunities to plan programs, events and activities that encourage family collaboration, participation and involvement fostering family-school partnerships.	Schedules, agendas or documented observations of family involvement in activities that foster family-school partnerships	

Indicator 3.06 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.06.016 The school encourages leadership roles by including families as members and active participants in the school's governing or advisory groups and in planning events and activities.	Schedules, agendas or documented observations of family members participating in governing or advisory roles and in planning events and activities	
3.06.017 The school promotes meaningful interactions between teachers and parents by planning regular events to bring families and school staff together for positive interaction, taking into account parents'/guardians' schedules and availability.	Schedules, agendas or documented observations of regular events that bring family members and school staff together for positive interaction	
3.06.018 The school establishes diverse mechanisms to foster dialogue with parents/guardians at school and/or at home such as parent-teacher conferences, pick-up and drop-off times, school-wide events, emails, phone conferences or home visits.	Documented examples of various ways that teachers and staff dialogue with parents/guardians	
3.06.019 School information to families is provided and accessible in their language of understanding.	Policy or handbook that requires family access to school information in the family's language of understanding	
3.06.020 The school has an assessment system that is comprehensive, ethical and holistic that includes an ongoing process of collecting, documenting, reflecting on and using information in order to support and enhance children's future learning and achievement over time. Families are informed of the assessment system and the uses of the assessment results.	Written description of the assessment system and its purposes and implementation	

Indicator 3.06 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.06.021 The school has developed responsible, supportive and sensitive methods and materials to communicate, help and support staff and families with the responsibility of recognizing children with special needs and to assist in the screening of children for developmental milestones/delays, shared caregiving issues and other information that affects the well-being and development of these children.	Handbooks, pamphlets or other documented methods or communication processes for assisting families in obtaining screening for their children in areas that affect their well-being and development	
3.06.022 The school maintains multiple communication channels so that parents/guardians and staff get information to understand the day's activities and help transition between school and home. Daily charts record lengths of naps, amount of food intake for each child and frequency and timing of diapering (where relevant). Drop-off and pick-up each day provides critical information-sharing time and is designed to have the necessary coverage to facilitate information exchange.	Description of daily communications procedures with families through multiple communications channels, e.g., notes, checklists and personal communications	
3.06.023 Updated weekly communications are provided to parents/ guardians surrounding issues or information about their child's development, well-being and adjustment to preschool activities and routines.	Description of weekly communications procedures with parents/guardians that focus on issues or information about their child's development, well-being and routines	
3.06.024 The school engages family in collaborative, meaningful ways that result in mutually supportive environments for children's learning needs, interests and development.	Examples or descriptions of collaborative staff and family decisions that result in mutually supportive environments for children's learning needs	

Indicator 3.06 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.06.025 The school promotes a family-friendly facility and environment by embracing, respecting and celebrating the diversity of the families it serves; posting daily schedules, events and activities; organizing, labeling and displaying children's work in a manner appropriate for their ages and perceptual skills; and providing clearly designed processes for check-in and check-out.	Documented observations that describe or ensure the facility and environment is family friendly	

INDICATOR 3.07

Documenting, measuring and reporting young children's learning, growth and development that represent the attainment of learning goals and content are consistent across the school's developmental programs.

INDICATOR	CRITERIA EVIDENCE	RANKING
3.07.001 The school documents how results from the assessment system prove that 1) all assessments are aligned to the curriculum; 2) instruction is based on curricular goals and student needs; and 3) the degree to which all summative assessments are appropriate, valid, reliable and unbiased. The assessment system includes meaningful student performance results for all children, including English-language learners and children with special needs.	Documentation about the assessment system includes all children and describes how 1) all assessments are aligned to the curriculum; 2) instruction is based on curricular goals and student needs, and 3) summative assessments are appropriate, valid, reliable and unbiased.	
3.07.002 Assessment results are analyzed and interpreted to determine whether the school is achieving curriculum goals and learning outcomes for children.	Summaries, reports, charts or graphs showing the results of data analysis and interpretation relative to curriculum goals and learning outcomes for children	
3.07.003 Infants are observed by teachers and staff to assess their learning, growth and development and to modify curriculum, instruction and personal care.	For infants, documented results of teachers and staff assessment observations relative to infants learning, growth and development and modification of curriculum, instruction and personal care	

Indicator 3.07 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.07.004 Teachers and staff encourage the development and use of language by children through talking and personal interactions and use children's verbalizations and language to assess their areas of strengths, needs and interests.	Documented instructional activities that encourage the development and use of language by children	
3.07.005 Teachers and staff plan, modify and improve curriculum and instruction through information gained by observing and assessing children's behaviors and work in learning and play environments.	Examples of recent modifications to curriculum and instruction based on observations and assessment results	
3.07.006 The assessment system includes ways for families to share their results of observations of the learning, growth and development of their children from home settings.	Documented examples of ways that the assessment system includes results from observations from families relative to their child's learning	
3.07.007 The assessment system requires a minimum of quarterly written reports to families that document their child's progress in their learning, growth and development.	Examples of quarterly written reports to families documenting their child's learning and progress	
3.07.008 The assessment system requires teachers and staff, families and other specialists relevant to the learning, growth and development of each child to routinely communicate with each other for the purposes of planning learning activities and monitoring strengths, progress and needs.	Schedules, agendas or minutes that document routine communications between and among teachers, staff and families about each child's learning and the resulting planning and monitoring of progress	

Indicator 3.06 Continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.07.009 The assessment system is clearly communicated to families and includes information about the appropriate purposes and uses of screening and assessment methods; procedures for scoring and interpreting results; uses of screening and assessment results; training of teachers and staff in the implementation, interpretation and uses of screening and assessment methods; conditions under which their children will be screened and assessed; and their access to their children's screening and assessment results.	Documented examples of the purposes and uses of screening as part of the assessment system	
3.07.010 The assessment system requires the full disclosure and explanation to families relative to the confidentiality of their child's screening and assessment results, the categories of persons who will have access to their child's screening and assessment results, regulations and procedures for record keeping and access to student files, and how and why their child's screening and assessment results may be used.	Policies, handbook or written procedures that inform families of confidentiality of their child's screening and assessment results, categories of staff who will have access to screening and assessment results, and how screening and assessment results will be used	
3.07.011 The assessment system includes the use of norm-referenced and standardized assessments in combination with informal assessments (e.g., observation checklists and student work samples) for assessing eligibility for special services and/or measuring program effectiveness.	List of all assessments that comprise the assessment system	
3.07.012 The school ensures that teacher-developed assessments are aligned with curriculum goals, are valid and reliable for all learners and are reviewed to ensure they provide accurate data for guiding curriculum and learning experiences.	Documented procedures for aligning teacher developed assessments with curriculum goals or objectives	

INDICATOR 3.07 continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.07.013 The assessment system includes screening methods for physical, health and sensory development; gross and fine motor skills; language development; and cognitive, emotional and social skills. The screening instruments are valid and reliable, are used for their intended purpose and provide normative scores reflective of a population relevant to the children being screened. Evaluation procedures are in place to measure the effectiveness of the screening process and follow-up referrals.	List of screening methods for physical, health and sensory development; gross and fine motor skills; language development; and cognitive, emotional and social skills along with documented examples of the effectiveness of the screening methods relative to follow-up referrals	
3.07.014 Teachers and staff use a variety of assessments and data sources to assess each child across all program goals and learning expectations.	List of assessments or data sources that are used to assess children across all program goals and learning expectations	
3.07.015 Teachers and staff use informal interactions and observations to inform curriculum and individualize learning experiences for children.	Examples of modifications to curriculum or learning experiences based on informal interactions and observations of children	

INDICATOR 3.08

All staff members participate in a continuous program of professional learning.

INDICATOR	CRITERIA EVIDENCE	RANKING
3.08.001 Teachers, assistant teachers and teacher aides have training in diversity of races, cultures and languages. Training may be through professional development and/or college-level courses that cover the topics within the core courses or separately. Curriculum includes diversity and instruction is adapted in response to children's differences.	Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides in diversity of races, cultures and languages	

INDICATOR 3.08 continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.08.002 Teachers, assistant teachers and teacher aides have training in the school's curriculum and in skills that support being an active member of a team. Such skills include communication, collaboration and teamwork.	Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides in the school's curriculum and in skills for communication, collaboration and teamwork	
3.08.003 Staff members are supervised or mentored only by other staff that have been trained in adult supervision, mentoring or leadership development through college level course work or specialized professional development in these areas.	Policies or written procedures for the supervision and mentoring of staff members	
3.08.004 All teachers, assistant teachers and teacher aides have training relevant to their teaching assignments. The training includes knowledge and skills relevant to the age ranges and needs of the children they will teach. Training may include college courses or specialized professional development that covers the knowledge and skills for their assignments.	Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides relevant to their teaching assignments	
3.08.005 Teachers and staff are trained in the evaluation, interpretation and use of data, and they meet on a regular basis to interpret assessment results to align and modify instructional activities to meet children's needs.	Transcripts or documented curriculum for the training of teachers and staff in the evaluation, interpretation and use of data	
3.08.006 The school's assessment system requires all teachers, assistant teachers and teacher aides to be trained in how to accurately implement the assessment procedures and to use the results to improve instructional practices, curriculum activities and the learning environment.	Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides in the implementation of assessment procedures	

INDICATOR	CRITERIA EVIDENCE	RANKING
3.08.007 All teachers, assistant teachers and teacher aides have training in working with children who have special needs. The training may include college courses or specialized professional development that provides preparation in working with children who have special needs; applicable laws relative to children with special needs, including children's and families rights; roles and responsibilities related to all aspects of the IEP process; professional practice supporting inclusion; modifying and adapting curriculum, instruction, materials, schedules and the learning environment to meet individual needs; and referral and follow-up procedures for assessments and resources.	Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides in working with children who have special needs	
3.08.008 All staff participate in professional development to improve the knowledge, skills, behaviors, attitudes and values of the early childhood personnel to work with diverse families.	Documentation of professional development for all staff on knowledge, skills and attitudes in working with diverse families	
3.08.009 School staff are encouraged to actively participate in professional and educational organizations that emphasize early learning education and other local, state and national events that focus on the care and education of young children.	Documented examples of staff participation in early learning professional organizations at the local, state and national levels	
3.08.010 Staff members are encouraged to participate in collaborative training activities or professional development opportunities with other early learning schools and community agencies.	Documented examples of staff participation in collaborative professional development or training opportunities with other early learning schools and community agencies	

INDICATOR 3.08 continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.08.011 The school's administrator demonstrates a commitment to the ongoing development of the school staff's professional learning and engages them in collaboration and teamwork to accomplish the school's purpose.	Documented examples of professional development for staff through collaboration and teamwork	
3.08.012 The school has a professional development plan that addresses the development of the knowledge and skills of all staff, including orientation for new staff. The plan is updated at least annually and is based on data from evaluations and other needs assessments to ensure staff have the appropriate knowledge to meet the needs of young children.	Documented orientation and professional development plan for all staff including processes for evaluating the needs of staff, updating the plan and implementing the plan	
3.08.013 The professional development plan is based on identified needs of staff from data such as staff evaluation, program evaluation and current best practice. The formal written plan involves all staff and addresses training in procedures and policies, relationships and collaboration, curriculum and pedagogy, and working with families and community.	Documented data-based professional development plan for all staff that includes training in procedures and policies, relationships and collaboration, curriculum and pedagogy, and working with families and community	

INDICATOR 3.09

The school provides and coordinates instruction to address the unique learning, growth and development needs of young children.

INDICATOR	CRITERIA EVIDENCE	RANKING
3.09.001 Teachers work collaboratively with support professionals and families to ensure children with serious behavior issues have an individual plan to provide the necessary support for successful integration and inclusion in classroom activities.	Examples of written individual plans for children with serious behavior issues that support integration and inclusion in classroom activities	

INDICATOR 3.09 continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.09.002 Teachers and staff implement strategies to support children with challenging behaviors to develop the appropriate social, communication and emotional skills necessary to self-regulate in order to successfully interact with adults and other children. Teachers use modifications related to the classroom environment and activities and teaching strategies to support the development of appropriate behavior.	Documented examples of modifications to teaching strategies, classroom activities and environments to meet the needs of children with challenging behaviors	
3.09.003 Teachers and staff utilize behavioral support strategies to address physical aggression that ensure the safety of the child demonstrating the aggressive behavior, the safety of the other children and the safety of the classroom environment. The teacher addresses the behavior calmly and respectfully identifies how the child is to appropriately behave.	Documented examples of strategies that were employed to ensure the safety of the child demonstrating aggressive behavior, the safety of other children and the safety of the classroom environment	
3.09.004 Teachers and staff create a learning environment that provides schedules, engaging activities and transitions that meet the needs and abilities of all children and minimize challenging or disruptive behaviors.	Classroom schedules showing planned instructional time and transitional time that reflect the needs of the children and minimize disruptive behaviors	
3.09.005 Teachers and staff listen for and respond to both verbal and nonverbal cues of infants to provide a climate of respect and responsiveness.	Documented observations of ongoing teacher and staff response to verbal and nonverbal cues of infants	
3.09.006 Teachers and staff promote mutual respect for children by demonstrating their interest in children's ideas, interests and experiences.	Documented observations of ongoing teacher and staff response to children's ideas, interests and experiences promoting mutual respect	

INDICATOR 3.09 continued

INDICATOR	CRITERIA EVIDENCE	RANKING
3.09.007 Teachers and staff demonstrate knowledge and use of a variety of developmentally appropriate instructional strategies to meet differing learning, growth and development needs of children.	Documented observations of teachers and staff implementing instructional strategies appropriate to the differing learning, growth and development needs of children	

Standard 4 Resources and Support Systems

The program has resources and provides services that support its purpose and direction to ensure success for all children.

INDICATOR 4.01

The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction and educational program.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.01.001 The administrator/director of the program has the appropriate educational qualifications and professional commitment to lead the school's program. This includes a minimum of a baccalaureate degree with nine credits related to leadership and administration and 24 credits in early childhood education and related child development courses and/or required state (equivalent to or exceeding above requirements) or national criteria for alternative preparation and qualifications. Administrators/Directors not meeting these requirements can document that a plan is in place to meet the indicators within five years and/or can provide documentation of relevant formal education and experience to meet alternative educational qualifications for a program administrator.	Written policies or procedures for hiring, training and retaining administrators with appropriate educational and professional background	
4.01.002 The school has a designated, qualified full-time administrator/director if it has an enrollment of 60 or more full-time equivalent children and employs eight or more full-time equivalent staff. When a program has fewer FTE children and staff, the administrator/director may be employed part-time or may prorate their time as a teacher and administrator/director.	Written policies and procedures for assigning administrator's workload	

INDICATOR 4.02

The school employs qualified teachers for each administrative position to support the school's purpose, direction and educational program.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.02.001 The school ensures a staffing pattern of at least the following: a) all teachers have a minimum of an associate's degree and/or a Child Development Associate (CDA) credential (or state equivalent); or b) at least 75 percent of the teachers have a minimum of a baccalaureate degree or equivalent in early childhood education, child development, elementary education or early childhood special education; or c) teachers can demonstrate a combination of experience and education that meets alternative credential requirements, equivalent to or exceeding above requirements; or d) for international countries, governmental documentation showing the equivalency of credentials is acceptable. The teacher training includes learning, growth and development of young children; family and community relationships; observing, assessing and reporting progress in young children; and professional practices in teaching, learning and development of young children.	Written policies and procedures for hiring, training and retaining teachers with appropriate educational and professional background	
4.02.002 The school ensures a staffing pattern of at least the following: a) all assistant teachers or teacher aides have a high school diploma or GED; b) at least 50 percent of assistant teachers or teacher aides have at least a CDA credential or equivalent relevant formal education and experience to meet alternative educational qualifications for assistant teachers, equivalent to or exceeding above requirements; c) all assistant teachers or teacher aides who do not have a CDA are enrolled, actively participating in and documenting progress in a regionally accredited program leading to the CDA or its equivalent experience and professional development; and d) for international countries, governmental requirements for staff credentials for the position are acceptable.	Written policies or procedures for hiring, training and retaining assistant teachers with appropriate educational and professional background	

INDICATOR 4.03

The school maintains a class size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth and development of young children.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.03.001 The school has written policies and procedures to address the teacher-child ratios within each group and in all settings and hours of operation in the school. Teacher child ratios are detailed in the table below.	Written policies or procedures that address teacher-child ratios	

Age Group

Group Size	6	8	10	12	14	16	18	20	22	24
Infants Birth – 15 months	1:03	1:04								
Toddlers/Twos 12 – 28 months	1:03	1:04	1:04	1:04						
Toddlers/Twos 21 – 36 months		1:04	1:05	1:06						
Preschool 2.5 – 3-year-olds				1:06	1:07	1:08	1:09			
Preschool 4-year-olds						1:08	1:09	1:10		
Preschool 5-year-olds						1:08	1:09	1:10		
Kindergarten								1:10	1:11	1:12

INDICATOR 4.04

Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the early learning school.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.04.001 The school has sufficient staff that are assigned and organized to minimize the number of groups, teaching staff and classroom transitions for individual children during the day and to maintain the relationship between both teaching staff and children and groups of children.	Written policies or procedures that define classroom expectations for staff and classroom transitions and children-staff relationships	

INDICATOR 4.04 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.04.002 The school's administrator and other program leaders ensure that the school has sufficient resources to support the school's purpose and achievement of learning expectations and actively work to effectively generate and manage the necessary resources to support the school's program.	Written policies or procedures for ensuring sufficient resources to support the school's purpose and learning expectations	

INDICATOR 4.05

The school maintains facilities, services, and equipment to provide a safe, clean and healthy environment for all young children and staff.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.001 Teachers and staff design and provide a safe and healthy environment for all children in all school environments.	Written policies or procedures that address the health, safety and wellness of children and adults	
4.05.002 Teachers and staff provide supervision for children by ensuring they are physically positioned to see as many children as possible.	Written policies or procedures for ensuring proper supervision of the children	
4.05.003 Teachers and staff supervise children primarily by sight but can employ auditory supervision for short periods if they check frequently on those children who are out of sight (such as using a toilet independently).	Written policies or procedures for ensuring proper supervision of the children	
4.05.004 Indoor environments are designed to allow staff to supervise children by sight and sound at all times.	Written indoor facilities safety plan to ensure children's supervision	

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.005 Teachers and staff may allow kindergarten children doing tasks in a safe environment to be out of the teacher's visual and auditory supervision for a short time (such as taking something to the office or another classroom) if they are monitored for prompt return and/or confirmation of arrival at the new location by an adult.	Written safety plan to ensure proper supervision of kindergarten children	
4.05.006 Health records are current, confidential and maintained for each child. The child's individual record documents scheduled immunization records; routine screening tests as required by the health agencies; a comprehensive physical examination report; referrals to screening and health care as needed; a contact list of pediatrician or primary care provider, specialist, dentist, case worker (if applicable) and hospital in case of an emergency; the child's health insurance information; a description of other important health-related information about the child; and all prescription, over-the-counter and herbal medications the child takes regularly.	Written policy or procedure ensuring child's health information privacy and record confidentiality	
4.05.007 The school designates a licensed physician, registered nurse, nurse practitioner or physician's assistant with pediatric or family health training and/or experience with early childhood programs as the program's health care consultant to provide consultation and link health resources with facilities that provide primarily education and social services.	Written policies or procedures for hiring, training and retaining health practitioners with training and/ or experience with early childhood programs	
4.05.008 Children are dressed appropriately for all outdoor activities according to weather conditions. Only sunscreen and insect repellents labeled as approved by governmental or health authorities are permitted, are applied only according to label directions, and are used only with written parental/guardian permission to protect children from sun and insect bites.	Written policy or procedure for ensuring appropriate dress code according to weather conditions	

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.009 The school implements a health and hygiene protocol based on guidelines from governmental or health authorities. The protocol includes procedures for changing and disposing of cloth and disposable diapers, changing soiled underwear, scheduled diaper check, cleaning and disinfecting diaper/changing area and universal precautions using the bathroom or toilet training chair. Diapering, toilet training and toileting are done in a sanitary and appropriate manner considering the physical and emotional needs of each child. Designated diaper or changing areas are separate from any food storage, preparation area and/or eating area to prevent potential cross contamination. A diaper-changing procedure is in place, posted and followed for all diaper changes. Caregivers ensure the child's safety by gently placing the child on a diapering surface, always keeping a hand on the child and never leaving a child alone on a table or countertop. The caregiver records the diaper change in the child's daily log. Sanitation and hygiene procedures are followed and posted for diapering and toileting management and disposal including placing soiled clothing away from caregivers, children and any surfaces; cleaning and sanitizing the diaper-changing surface after each change; and disposing of soiled diapers and underwear in a plastic-lined, hands-free covered can.	Written policies or procedures on hand washing practices for school personnel and children	

INDICATOR 4.05 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.010 Proper hand washing practices are in place for school personnel and children upon arrival at school, after any restroom visit, before each meal, after coming inside from outdoor play, after handling pets and/or bodily fluids and after any activity that involves contact with others. Disposable gloves are used by school personnel when in contact with tears, nasal discharge, vomit, urine, stool or blood followed by proper hand-washing practices. Hand-washing procedures include using liquid soap and tempered water; rubbing hands vigorously with soap and tempered water; washing all surfaces of the hands to include the backs of hands, palms, wrists, under fingernails and between fingers; rinsing well; drying hands with a paper towel or other hand-drying device and turning off faucet with a paper towel or other method without re-contaminating hands.	Written policies or procedures on hand washing practices for school personnel and children	
4.05.011 The school promotes a safe, clean environment during water play. Sanitary water play involves the use of nontoxic plastic toys and props and the use of fresh potable water for each new group of children. Water tables are durable, easy to clean, scratch-resistant, safe (no exposed screws or bolts), tip-resistant and an appropriate height for the age of the child.	Written policy or procedure ensuring health and safety during water play	

INDICATOR 4.05 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.012 Protocols for administering, handling and storing of medication for every child are in place and a trained, consistent staff member or school nurse is designated to administer, handle and store child medications. All medications are kept out of the reach of children or in locked storage, stored in a manner that does not contaminate food and, if refrigeration is required, kept separate from food. A written, signed and dated authorization to administer medication to a child must be obtained from the child's parent or legal guardian; medications are in the original prescription container and are not out of date; medications are labeled with the child's name, specific dosage and times the medication is to be administered to the child; and the parent/guardian has provided the school with instructions on the methods of administration. Documentation of administration is maintained in the child's file and a copy provided to the parent/guardian.	Written protocol for administering, handling and storing medication	
4.05.013 Measures are in place to reduce the risk of Sudden Infant Death Syndrome (SIDS) for daytime naps and any other times of sleep by laying infants on their back to sleep, and following current federal guidelines for safe sleep. All cribs meet specific safety requirements approved by a governmental or health agency.	Written protocol for safe-sleep procedures to reduce the risk of Sudden Infant Death Syndrome (SIDS)	
4.05.014 The school practices preventive, healthy habits to avoid or reduce tooth decay (cavities) in infants and toddlers by always cleaning infants' gums after feeding, avoiding the use of propped bottles and encouraging the use of sippy cups when a child is developmentally ready.	Examples of preventive tooth decay practices in infants and toddlers, e.g., gum cleaning after feeding	

INDICATOR 4.05 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.015 Teachers and staff provide opportunities for tooth brushing and gum cleaning at least once a day to children older than one after at least two meals are provided.	Written protocol on tooth brushing and gum cleaning	
4.05.016 The school has food safety, handling, cleaning and sanitizing procedures in place to ensure that the food served to children is safe to eat considering governmental, health agencies and other applicable food safety provisions and provides documentation of compliance with food safety regulations.	Written food safety and sanitation policies or procedures	
4.05.017 The school has an approved procedure in place to provide food services and document feedings for all infants and children with special feeding needs. Daily documented feedings for all children are kept by the center and reviewed by parents/guardians. All special needs diets are prepared as prescribed by a physician or by the written instructions of the parent/guardian.	Written policies or procedures to provide food services and document feeding for all children	
4.05.018 The school allows easy access to fresh drinking water by providing and maintaining water coolers and/or water fountains, serving water in pitchers at meals and snacks for practice pouring and encouraging the use of sippy cups or water bottles.	Written policy or procedure to ensure easy access to fresh drinking water	
4.05.019 The school provides documentation that any water sources from wells or other private sources have been determined to be safe for human consumption by a local regulatory health authority.	Certificates or other relevant compliance documents stating that water sources are safe for human consumption	
4.05.020 The school provides appropriate foods to infants that are of sufficient proportions and nutritional value to meet each child's developmental health needs.	Written nutrition plan that includes feeding plan and meal and snack patterns	

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.021 The school supports breastfeeding mothers by providing proper handling and storage of human milk by following safe preparation and storage techniques to maintain the high quality of expressed breast milk and the health of the baby. Breast milk is placed in cleaned, leakage-free and sanitized containers. All containers of breast milk are identified with a label that will not come off in water or handling and have the date and time of collection and child's full name. The container(s) is immediately stored in the refrigerator or frozen upon arrival. Expressed breast milk is discarded if it presents a threat to the infant. An atmosphere that welcomes breastfeeding mothers is provided by making breastfeeding resources and facilities available to mothers and coordinating feeding times with mothers' schedules.	Policy on breast feeding and proper handling and storage of human milk	
4.05.022 Food provided to children is purchased, stored, prepared and presented in a safe and hygienic environment in compliance with applicable provisions of governmental or health agencies. Staff serve only manufacturer's sealed ready-to-feed powder or concentrate formulas and baby food jars for infants with the exception of human milk. Any formula or human milk not consumed is discarded after one hour if not refrigerated, and no infant foods are warmed in a microwave oven.	Written policies or procedures on food purchasing, preparation and storage	

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.023 The school has in place a food and nutrition policy based on government or state applicable recommendations for healthy eating and active lifestyles for children. The school ensures that children are receiving nourishing foods that are limited in sugars and concentrated sweets such as candy, sweetened drinks, fruit drinks (less than 100 percent real juice) and flavored milk. Solid foods and fruit juices are not provided to infants younger than six months unless recommended by the child's healthcare provider and approved by the family.	Written policies and procedures on food and nutrition to ensure healthy eating and an active lifestyle	
4.05.024 The school has a daily food plan for infants where feeding is provided by an adult that is familiar with the infant and follows the established feeding schedule.	Written daily plan with established feeding schedule for infants	
4.05.025 Infants younger than 12 months are not provided cow's milk and only whole milk is provided to children between the ages of 12 and 24 months.	Written policy on milk feeding infanttoddler children	
4.05.026 Staff cut foods into small pieces, removing seeds and pits and ensuring food pieces are appropriate to each child's chewing and swallowing capability. The school avoids serving foods that might cause children to choke for instance rounded, small or slippery foods such as baby carrots and grapes; firm but pliable foods such as hot dogs, sausages or bananas; light dry foods such as popcorn or pretzels; foods with dry skins such as raw apples; and chewy, sticky foods such as gummy bears or peanut butter; or any foods that are larger than can be swallowed whole.	Written safety policy on food preparation	

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.027 Monthly meals and snack menus are written, posted and available to families. Menus are stored on file every month for review by health consultants.	Written nutrition plan, menus, meals and snack schedules	
4.05.028 All meals and snacks follow a regularly established schedule according to approved feeding infant and toddler needs in which meals and snacks are at least two hours but no more than three hours apart.	Written feeding schedule	
4.05.029 The school has procedures to ensure the routine cleaning and sanitizing of all surfaces and areas in the facility on a regular basis and rely on ventilation and sanitation, not chemicals and deodorizers, to control odors in all areas of the facility.	Written policy or procedure to ensure clean and sanitized facilities	
4.05.030 Cleaning and disinfection guidelines and procedures are in place pertaining to cleaning and disinfection, diapering, hand washing, and the exclusion of ill persons. Guidelines and procedures also are applied to universal precautions which include surfaces and objects that have been contaminated with urine, stool, vomit or blood; objects handled by children; hand-washing sinks/faucet handles; indoor surfaces on which activities occur; diaper changing areas; the use of cloth/disposable diapers; toilet-training chairs; bathrooms; bottles, nipples and caps; pacifiers and thermometers; disposable gloves and wipes; carpeted and uncarpeted flooring; mops; cleaning gloves; changing tables; and the use of skin care items, disposable plastic bags and waste containers.	Written health and hygiene protocol that includes sanitation policies and procedures	

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.031 A planned schedule for cleaning and disinfecting is established for toys and mouthed items, food preparation and service areas (including tables and chairs used for meals or snacks), eating utensils and dishes, washable equipment and furniture, toilets, bathroom sinks and water fixtures, potties, floors (non-carpeted), carpets, wastebaskets, walls and ceilings.	Written cleaning and sanitation schedules	
4.05.032 All toys and equipment are properly washed and sanitized after every use.	Written health and hygiene protocol that includes sanitation policies and procedures	
4.05.033 School areas are maintained or adapted for children with special environmental allergies or other environmental health needs in accordance with recommendations from health professionals.	Written food and environmental allergy policy	
4.05.034 Teachers, staff and children remove or cover shoes before entering a play area used by infants.	Written health and hygiene protocol that includes sanitation policies and procedures	
4.05.035 The playground area is safe, protected and secured by a fence for the children who play there to be safe from any dangers or hazards.	Written policy for playground safety including the fencing of the entire playground areas	
4.05.036 Outdoor play is arranged so the adult must be able to hear children at all times, must be able to see children with a quick glance and must be able to physically respond immediately.	Written outdoor facilities and equipment safety plan to ensure proper supervision of the children	
4.05.037 The school supports outside play and learning by providing defined spaces that support a diverse range of experiences for children and provide a minimum of 75 square feet of area for each child outside at any time.	Written policies that support outside play and learning and characteristics of the preschool environment and physical activity of young children	

INDICATOR 4.05 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.038 A playground safety inspector assesses documents and certifies the quality of outdoor play spaces for all children and identifies the strengths and needs of an existing play space, which serve as a basis for setting priorities and planning enhancements and improvements. A current certificate of inspection is kept on file.	Current certificate of inspection issued by a qualified safety inspector	
4.05.039 A fully stocked first aid kit with a sufficient quantity of supplies to meet the needs of the enrolled children is available at all times. The school keeps an extra first aid kit (one per childcare group) available to accompany children and facility persons on any field trip away from the facility. Each vehicle in which children are transported also should be equipped with a complete first aid kit and emergency contact information for transported children.	Written health care policy statement describing the content and procedures for utilizing first aid equipment	
4.05.040 Preventive entry bathroom barriers are in placed to limit access to bathrooms by unattended toddlers.	Written injury and illness prevention plan	
4.05.041 The school establishes policies to manage exposure on high pollution days; implements individual management of exposure to outdoor air pollution for sensitive students; raises awareness of air pollution effects and symptoms among school personnel, families and students; and is prepared to respond to local situations other than smog and particle pollution that may affect air quality.	Written environmental allergy policy	
4.05.042 The classroom design promotes noise control levels by implementing noise control solutions such as using carpets and or acoustical walls and panels.	Examples demonstrating noise reduction solutions, e.g., placing acoustical walls and panels or installing carpets	

INDICATOR	CRITERIA EVIDENCE	RANKING
4.05.043 All school buildings and grounds are smoke-free. No smoking is allowed on the school grounds or within sight of any children.	Written policy that prohibits smoking on the school grounds and within sight of any children	
4.05.044 The school maintains facilities that are free from toxins such as pesticides, herbicides and other air pollutants.	Written health and hygiene protocol that includes pest management and other air pollutants	
4.05.045 The school provides work facilities to teachers and staff that contribute to a productive environment. The facilities include a staff room where childcare staff can have their lunch, short breaks and rest from their daily duties with adult-sized bathrooms, work desks and a separate teacher storage area for personal belongings.	Current classroom layout and floor plans	
4.05.046 At least one staff member on duty shall hold current certification in Infant/Pediatric Cardiopulmonary Resuscitation (CPR) from the American Red Cross, the American Heart Association or other certifying organization, as recognized by the governmental or health agencies. School personnel who teach special needs children swimming and wading hold certification for that activity, such as ASA Teacher for Swimmers with Disabilities or Red Cross.	Staff certification in Infant/Pediatric Cardiopulmonary Resuscitation	
4.05.047 Infants unable to sit are held for bottle feeding and all others sit or are held to be fed. Propped bottles are not used at any time and toddlers and twos do not carry bottles or any cups while walking or crawling.	Written feeding policies for infants	
4.05.048 Sandboxes (if provided) allow for drainage, are covered when not in use and are cleaned on a regular basis.	Written policies or procedures ensuring health and safety during sandbox use	

INDICATOR 4.06

The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; are ventilated, lighted and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks and drinking water.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.06.001 Children's toilets, sinks, and drinking fountains are mounted at heights that correspond to human dimensions for the ages served and are in proximity to children's indoor areas. Adult and handicapped accessible toilets are available with step stools available as necessary.	Written furnishings and equipment guidelines	
4.06.002 The school implements basic protective measures for recently painted, carpeted, tiled or renovated areas including proper ventilation and paint selection and storage.	Written health and hygiene protocol or maintenance protocol	

INDICATOR 4.07

Each classroom learning space has sufficient, usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children, is highly functional for program delivery, and encourages positive staff-to-child relationships.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.07.001 Classrooms are arranged by teachers and children in predictable ways so that children can readily access materials and know how and where to put them away.	Classroom and facilities Resource Management and Development Plan	
4.07.002 Teachers and staff intentionally and appropriately organize and reorganize the learning environment in order to adapt to children's needs as they explore new concepts, sustain activities and extend their learning.	Examples of classroom environment/ organization ideas, e.g., creating classroom display areas or implementing class promises instead of "rules"	

INDICATOR 4.07 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.07.003 The school designs positive classroom environments by creating comfortable spaces for children and adults to converse and interact.	Written furnishings and equipment guidelines	
4.07.004 The school supports primary indoor activity areas through defined spaces that provide a minimum of 35 square feet per child and support a diverse range of experiences for children.	Written policies and characteristics of the preschool environment and physical activity of young children	
4.07.005 The school provides access to natural light in some indoor areas to support the positive effect on health and learning.	4.07.005 The school provides access to natural light in some indoor areas to support the positive effect on health and learning.	

INDICATOR 4.08

Each classroom/learning space has furniture, equipment and resources that are safe, clean, well maintained, adaptive, accessible and developmentally appropriate for the age group of young children they directly serve, sufficient in number and organized in ways to support appropriate and effective implementation of the program.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.08.001 Materials and equipment used to support the delivery of the curriculum are age appropriate and child centered. They represent the lives and families of the children served and include materials that represent the broad range of diversity found in society at large. Materials and equipment support and challenge children's learning and exploration of concepts and ideas both indoors and outdoors. The materials provide opportunities for children to talk with adults and other children about their ideas, promote self-directed use, reflect the current curriculum focus, encourage the development of new interests and skills, and meet the range of learning needs of the children, including children with special needs (such as students with disabilities and those in need of enrichment).	List of equipment and materials that support the integration of disciplines for the early childhood program	

INDICATOR 4.08 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.08.002 Materials and equipment used to support the delivery of the curriculum for infants, toddlers and twos promote exploration of items that interest them at their own pace, offer risk-free child initiated experimentation and discovery and provide opportunities for children to develop sensory and gross motor skills through practice of these skills supported by the adults.	List of equipment and materials that support the infant, toddler and twos curriculum	
4.08.003 All furniture, equipment, educational materials, toys, resources and activities are age, group size and developmentally appropriate selected, available and used to support the developmental needs and safety of all children. All classrooms and their furnishings are scaled and targeted towards the child such as child-sized toilets and sinks; age and height-appropriate tables, chairs and high chairs; cots, pads, mats or furniture labeled and assigned individually to each child for sleeping or napping; adapted or expanded materials and equipment to accommodate children's individual needs. Classroom furniture and materials are cleaned, sanitized and appropriately spaced apart from each other.	List of equipment and materials that support the developmentally appropriate early childhood program	
4.08.004 The school provides a secure and individual location for each child and staff member's personal belongings.	Written furnishings and equipment guidelines	
4.08.005 Teaching staff create an inclusive environment for children with special needs by providing safe and durable equipment, furnishings and materials that can be adapted or expanded to accommodate the child's individual needs.	Policies or procedures to assure an inclusive classroom/environment for children with special needs	

INDICATOR 4.08 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.08.006 Developmentally appropriate indoor and outdoor materials, toys, equipment and activities are used to cultivate a wide range of group/individual activities, active exploration, small and large muscle development, sensory perception, creativity, reasoning skills and self-expression, for all the different developmental levels children display, and support curriculum goals and objectives in all content areas. Toys and equipment are washed properly and sanitized after every use and include multicultural and nonsexist toys and books in good supply to promote, accept and respect cultural and racial/ethnic diversity.	Furniture, educational materials and equipment inventory that supports curriculum goals and objectives in all content areas	
4.08.007 Teachers and staff encourage children to take responsibility for their toys by providing open-low shelves in well-defined areas where children can reach for toys and put them away. Teachers rotate and adapt materials to promote and extend children's opportunities.	4.08.007 Teachers and staff encourage children to take responsibility for their toys by providing open-low shelves in well-defined areas where children can reach for toys and put them away. Teachers rotate and adapt materials to promote and extend children's opportunities.	
4.08.007 Teachers and staff encourage children to take responsibility for their toys by providing open-low shelves in well-defined areas where children can reach for toys and put them away. Teachers rotate and adapt materials to promote and extend children's opportunities.	Written furnishings, equipment and materials guidelines that support curriculum goals and objectives and meet the developmental needs and interests of children	
4.08.008 The school provides toys, equipment and materials to meet the developmental needs and interests of children enrolled and are supplied in number and variety to foster each child's interests and development.	Written furnishings, equipment and materials guidelines that support curriculum goals and objectives and meet the developmental needs and interests of children	

INDICATOR 4.08 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.08.009 The school sets clear pathways between areas and centers and clear boundaries around centers to facilitate play and work without interruptions.	Written policies and characteristics of the preschool environment and physical activity of young children	
4.08.010 The school divides indoor space into areas strategically arranged to accommodate children individually, in small groups and in a large group. Spaces and classrooms are child-friendly and child-sized; encourage autonomy and self-expression; are structured yet flexible; and are safe, secure and healthy. Teachers and staff can monitor, supervise and adapt spaces to support growth, development and learning in all content areas.	Current classroom layout and floor plans	
4.08.011 A comfortable and private place is provided for mothers to breastfeed their children.	Policy on breastfeeding accommodations for mothers	
4.08.012 The school's building and its facilities meet "barrier-free" accessibility requirements that can be approached, entered and used by persons with physical or sensory disabilities and are incompliance with applicable governmental regulations such as the Americans with Disabilities Act (ADA).	Policies or procedures to ensure an inclusive classroom/environment for children or adults with disabilities	

INDICATOR 4.09

Indoor and outdoor equipment are safe and available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.09.001 Developmentally appropriate outdoor play areas and equipment are used to cultivate a wide range of group/ individual activities, active exploration, small and large muscle development, sensory perception, creativity, reasoning skills and self-expression for all the different developmental levels children display. Additionally, outdoor play areas support curriculum goals and objectives in all content areas and include adapted equipment and materials to address children with special needs.	Written outdoor structures, equipment and materials guidelines that support curriculum goals and objectives and meet the developmental needs and interests of children	

INDICATOR 4.10

Each classroom/learning space has multiple learning interest centers that are organized for independent use by young children, support the learning activities of the instructional program and the creativity of young children, and are well-equipped with materials supportive of the purpose of each learning/interest center.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.10.001 The learning environment and materials are organized to stimulate learning focused on exploration, discovery, experimentation and experiential learning.	Examples of classroom environment/ organization ideas, e.g., make the environment "print rich" or post signs and symbols that show children and adults what the environment offers and that invite their participation, reflection, conversation and play	

INDICATOR 4.11

Each classroom/learning space provides all children with safe and comfortable, cozy areas to relax, rest or sleep that are continuously supervised by adults at all times.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.11.001 Teaching staff supervise infants, toddlers and twos by sight and sound at all times. School policy on supervision for infants, toddlers and twos	School policy on supervision for infants, toddlers and twos	
4.11.002 Sleeping infants, toddlers and twos are supervised by sight and sound at all times, even if other monitoring processes such as video or sound monitors are used. Staff must ensure crib sides are up and locked and that staff are positioned so they can hear and see all sleeping children under their supervision.	School policy on supervision for infants, toddlers and twos	

INDICATOR 4.12

Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, are attractively presented with appropriate content, portray the current learning activities and showcase children's work and creativity.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.12.001 Teachers and staff create classroom displays that promote children's reflection, extend their learning and incorporate children's work in a manner that engages them in their own work and the work of their peers.	Examples of classrooms displays that incorporate children's work	

INDICATOR 4.13

The school provides support services to meet the physical, social and emotional needs of young children that are integral to the educational program.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.13.001 Teachers work collaboratively with support professionals and families to ensure children with serious behavior issues have an individual plan to provide the necessary support for successful integration and inclusion in classroom activities.	Written Behavior Intervention Plan	
4.13.002 Teachers share information regarding their observations of infants' progress with families and other appropriate professionals who also are involved in the care of infants. Teachers ensure they observe all confidentiality requirements and only share information with the consent of the parents or legal guardians. Teachers use information based on their observations of infants' progress to provide experiences that support the infants' continuous physical, emotional, social, cognitive and language development.	Policies, processes or procedures for documenting and reporting development and learning	
4.13.003 The school makes available to families a current listing of community-based resources that may assist in the wellbeing of their children and family. The listing is based on trends or patterns of needs as observed by school staff or as requested by families.	List of learning support services and student population served by such services	

INDICATOR	CRITERIA EVIDENCE	RANKING
4.13.004 The school implements clearly defined procedures for appropriately communicating with agencies or services about mutually desired outcomes or collaborative work on behalf of the children served by both the school and the agency or service provider.	Written procedures for communicating with support agencies and service providers	

INDICATOR 4.13 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.13.005 Partnerships or other types of professional relationships are made with specialized consultants who may assist children with disabilities or other special needs and their families so that they can participate fully in the school programs.	Signed partnerships (contracts) with specialized consultants	

INDICATOR 4.14

Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health and safety.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.14.001 Teachers and staff provide warm, positive and predictable environments where children experience sensitive and responsive caregiving that fosters mutual respect, responsibility and affection between and among children and staff.	Documented observations of caregiving environments that foster mutual respect and trust between children and teachers and staff	
4.14.002 Teachers and staff demonstrate caring, warm, supportive and approachable behaviors.	Documented observations of teachers demonstrating caring, warm and supportive behaviors	
4.14.003 Teachers and staff demonstrate throughout their daily interactions their knowledge of the backgrounds, interests, families and cultural context of the children they teach.	Documented observations of teachers and staff integrating backgrounds, interests and cultural contexts of the children into daily interactions	
4.14.004 Teachers and staff create a differentiated learning environment in which children of varying abilities receive assistance to progress toward increasing their personal autonomy, responsibility and social understanding and interactions.	Documented observations of differentiated learning environments based on children's needs, growth and development	

INDICATOR 4.13 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.14.005 Teachers and staff build strong relationships with each child ensuring they are responsive, caring, consistent, supportive and culturally sensitive to the individual needs of each child.	Examples of relationships of teachers and staff with children in support of the individual needs of children	
4.14.006 Teachers and staff provide individual routine care (e.g., feeding or toileting) to incorporate family practices and cultural preferences as much as possible.	Examples of individualized routine care demonstrating inclusion and acceptance of family practices and cultural preferences	
4.14.007 Adults are provided comfortable seating to sit, hold and feed infants. Furniture is placed in locations to avoid injury to children who may be on the floor.	Written furnishings, equipment and materials guidelines that support curriculum goals and objectives and meet the developmental needs and interest of children	

INDICATOR 4.15

Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being and educational progress of the child.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.15.001 The school has written procedures that address and facilitate family and staff interaction as children arrive and depart and ensure that all children are transported safely and are accounted for before, during and after transportation.	Written policies and procedures for arrival and departure routines	

INDICATOR 4.16

The school provides services that support the counseling, assessment and educational referral needs of young children.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.16.001 Teachers address challenging behaviors of children by assessing the function of the behavior and engaging families and other professionals to develop positive behavioral support strategies and/or individualized plans to address the behaviors.	Written Behavior Intervention Plan	
4.16.002 Teachers and staff encourage families to become advocates and make primary decisions regarding services needed by their children.	Policies, handbooks or pamphlets providing families with information for advocating on behalf of their children for services needed by their children	
4.16.003 The school provides and coordinates child-centered learning support and referral services that meet the unique learning, growth and all development needs of young children and are designed to support the educational goals and the families.	Written procedures for child centered- learning support and referrals to support agencies and service providers	
4.16.004 Through a multi-pronged approach, the school provides reliable information and preparation to families about transition processes to other schools/programs including connections with other childcare programs, services and elementary schools.	Written protocol for child centered-learning support and referrals to service providers and written procedures for ensuring communication with families regarding transition, enrollment and preparedness at the next level	
4.16.005 The school provides information to families to assist in enrollment processes and transitions to other program options.	Written transition plan for families	
4.16.006 The school discloses information regarding a child to other providers or agencies only with the child's parent's or legal guardian's written consent.	Policies for the written consent by the parent/legal guardian to disclose information to other providers or agencies	

INDICATOR	CRITERIA EVIDENCE	RANKING
4.16.007 Partnerships or other types of professional relationships are made with agencies or other organizations on behalf of the school and the children and families it serves. Such partnerships and relationships provide assistance or support in serving the needs of the children and their families or further the capacity of the school programs.	Written partnerships agreements, contracts with agencies or other organizations on behalf of the school and the children and families it serves	
4.16.008 The school makes available to families a current listing of agencies or consultants that may provide culturally and linguistically appropriate support services to families.	List of childcare resource and referral centers	
4.16.009 The school advocates for its children, families and programs by creating awareness of the program and needs to multiple community-based resources, organizations, and agencies or other service agencies and entities.	Examples of awareness activities about community-based resources, organizations, agencies or other service agencies and entities	
4.16.010 The school programs include the use of neighborhood, cultural, tribal, urban, suburban or other community resources.	List of community resources (neighborhood, cultural, tribal, urban, suburban or other resources) and partnerships agreements	
4.16.011 The school provides families with current information about community activities and events that support the learning, growth, development and interests of children.	Examples of outreach strategies such as educational materials, newsletters or electronic link with resources	

INDICATOR 4.17

All children, families and staff experience an environment of reciprocal respect, trust and open communication in a fair and just way, respecting the needs and characteristics of each individual and promoting a sense of community, belonging, ownership and pride.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.17.001 Teachers and staff provide developmentally appropriate guidance to assist children in learning socially appropriate behaviors.	Examples of instructional strategies focusing on socially appropriate behaviors	
4.17.002 An established communication system that includes formal and informal strategies is established to create a warm, respectful and welcoming school environment to learn and understand families; is flexible in accommodating parents/guardians and families; and provides a variety of resources for parents/guardians to support their child's growth, development and learning.	Written parent/guardian communication plan	
4.17.003 Teachers and staff use a variety of techniques to mediate any difficulties in interactions with parents/guardians and address families in a language that the family understands.	Written policies or procedures for mediation with families in the language the family understands	
4.17.004 Teachers and staff demonstrate caring, warm, supportive and approachable behaviors.	Documented observations of teachers demonstrating caring, warm, supportive and approachable behaviors	
4.17.005 Teachers and staff provide recognition and encouragement of children's accomplishments.	Examples of positive guidance strategies ensuring recognition and encouragement of children's accomplishments	
4.17.006 Teachers and staff provide immediate, positive and developmentally appropriate responses that adapt to the emotional, cognitive, physical and social development of each child.	Examples of positive guidance strategies ensuring children's developmental needs	

INDICATOR 4.18

All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.

INDICATOR	CRITERIA EVIDENCE	RANKING
4.18.001 The school promotes safe and protected outdoor play areas by providing surface or ground under and around playground equipment that is soft enough to cushion a fall; surface is well maintained, kept free of standing water and debris and is not allowed to become compacted; play equipment is free of protrusion and entanglement hazards with no exposed sharp edges or points that could cut the skin; no entrapment openings are present throughout the play space; natural or artificial shade structures provide enough shade to accommodate the total number of children in the classroom.	Written guidelines that promote safe and protected outdoor play areas including grounds, equipment and sun protection	
4.18.002 The school building is well maintained in order to prolong the life expectancy of school buildings, its furniture and equipment. Maintenance is a continuous systematic and pro-active operation to prevent the need for repairs and to keep the school building, furniture and equipment in the best form for normal and safe use and to ensure the use of the school building as a shelter in case of an emergency caused by natural hazard events. The building has sufficient staff and budget for proper maintenance.	Written guidelines for routine and long term facility maintenance including the building, equipment and furniture	
4.18.003 The school enforces a hazard-free and safe environment for children and adults. The school looks for and mitigates possible hazards such as unsecured rugs or scattered toys and broken toys, desks or chairs with rough or sharp edges. The school excludes the use of baby walkers. The school also provides safety precautions that include secure windows, monitored entrances and exits, working smoke and carbon monoxide detectors, fire extinguishers and first aid kits. The school ensures that children are protected from electrical shock by covering and securing cords and outlets.	Written school health and safety plan or maintenance protocol	

INDICATOR 4.16 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
4.18.004 The school implements preventive choking strategies that include identification and removal of choking hazards from the children's proximity.	Written school health and safety plan	
4.18.005 The school enforces a hazard-free, safe environment for children and adults by providing well-lighted stairwells and corridors including emergency lighting. Regular and emergency exists are clearly marked.	Written school health and safety plan	

Standard 5 Using Results for Continuous Improvement

The school uses data about the developmentally appropriate learning, growth and development of young children and overall school effectiveness to guide continuous improvement.

INDICATOR 5.01

Professional and support staff continuously collect, analyze and apply learning from multiple data sources, including comprehensive and trend data about the readiness, growth, development and learning of young children as well as instruction, program evaluation and organizational conditions.

INDICATOR	CRITERIA EVIDENCE	RANKING
5.01.001 The school uses assessment results from a variety of assessment methods such as observations and curriculum-based checklists to support children's learning and to improve curriculum and instruction.	Examples on how assessment results are used to improve curriculum and instruction	
5.01.002 Professional and support staff are trained in the evaluation and use of data appropriate to their role and position.	Documented examples of professional development activities for all staff in the evaluation and use of data	

INDICATOR 5.01 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
5.01.003 Information from stakeholder groups is included in the goals, plans and processes for continuous improvement and used in planning for stakeholder involvement and community support in school programs.	Results of stakeholder feedback and the uses of the results in developing processes for continuous improvement	

INDICATOR	CRITERIA EVIDENCE	RANKING
5.01.004 The school establishes formal processes to collect, analyze and use data from multiple sources such as comparison and trend data, family and staff satisfaction data, student learning data and program evaluation to evaluate learning and organizational effectiveness. The data analysis must occur at least annually and provide the direction for leadership to develop goals for improvement and communicate the results to families and the community.	Written description of the assessment system and its purposes and implementation	
5.01.005 The school implements a continuous improvement process that establishes clear goals that are based upon an analysis of data, have clear measurable objectives and are linked to strategies and activities that include professional development to improve the program and achievement of learning expectations.	Written improvement plan that addresses the achievement of learning expectations	
5.01.006 The school has a clear assessment system to collect, analyze and use data to ensure that all program goals and requirements are met and that these data drive the evaluation of programs and measurement of the achievement of the continuous improvement goals.	Written description of the assessment system and its purposes and implementation	

INDICATOR 5.01 CONTINUED

INDICATOR	CRITERIA EVIDENCE	RANKING
5.01.007 Administrators, teachers and staff use assessment results from a variety of assessment methods to support children's learning, growth and development; and to improve curriculum, instruction and the effectiveness of programs and school conditions.	Documented observations of the use of assessment results to improve curriculum, instruction and the learning environment	