

## Appendix H

### **NAEYC Program Portfolio Instructions for Organization**

#### **What is a Program Portfolio?**

Throughout Self-Study and Self-Assessment, the program administrator develops the Program Portfolio, which contains plans, documents, and records that provide evidence of program implementation of the NAEYC Accreditation Criteria. Programs refer to their assembled Program Portfolio to report results of their formal Self-Assessment when they submit their candidacy materials. In addition, assessors will review the Program Portfolio during the on-site assessment, considering its evidence when determining performance on individual criteria. The results of the on-site assessment are then used by the NAEYC Academy to determine the accreditation decision.

The Program Portfolio is an opportunity for programs to present evidence of the program's capacity to meet the NAEYC Early Childhood Program Standards and Accreditation Criteria over time. It is a mechanism for tracking policies and recording events that provides current evidence of implementation of the standards and criteria. Evidence is current if it reflects a policy or document that is in effect or if it has been collected or documented within 12 months of the program's Candidacy deadline.

#### **What Criteria need to be supported with documentation in the Program Portfolio?**

Any criteria listing PP (Program Portfolio) as a source of evidence must include documentation in the Program Portfolio. Be sure to use the *Updated Checklist of Sources of Evidence for All Criteria* to identify which criteria require Program Portfolio evidence.

Please note, each criterion within each program standard is identified by its relevant age group (or groups). Many criteria are identified as "universal" (U), meaning that all classrooms within the program must address these criteria. Other criteria apply to specific age groups:

I = Infant

P = Preschool

T = Toddlers/twos

K = Kindergarten

Programs identify the age groups they serve based on the age ranges identified in the Ratios with Group Size, Table 3, on page 29 of the Leadership and Management Standard book included in the *NAEYC Self-Study Kit*.

**The following information is updated and expanded guidance (released August 4, 2006) that supersedes the instructions for Program Portfolios found in the NAEYC Self-Study Kit.**

## How should the Program Portfolio be organized?

There are 2 options for how organize the Program Portfolio:

(1) Programs may choose to organize their Program Portfolio either by the eight (8) sections identified throughout the *NAEYC Self-Study Kit* OR (2) by the 10 NAEYC Early Childhood Program Standards. These instructions provide a checklist of specific evidence that should be compiled in your program portfolio, presented separately for each approach.

### Option 1: Organizing by Eight Sections (pages 4–10)

Each of the NAEYC Standards books in the *NAEYC Self-Study Kit* provides a list of documents required for that standard and identifies the section in which it should be filed. The CD-ROM (included in the *Assessment Tools* book) provides a Checklist for the Program Portfolio and suggests organizing the Program Portfolio in eight sections:

Community Resources	Families and Children
Curriculum and Assessment	Legal
Employees	Program Improvement Plans
Facilities	Program Organization

The *Checklist for Organizing a Program Portfolio by Eight Sections* identifies the criteria associated with each piece of evidence listed for each section in the Self-Study Kit

### Option 2: Organizing by Ten Standards (pages 11–18)

An alternative approach to organizing by the eight sections suggested in the Self-Study Kit is to organize the Program Portfolio following the 10 NAEYC Early Childhood Program Standards:

1—Relationships	6—Teachers
2—Curriculum	7—Families
3—Teaching	8—Community Relationships
4—Assessment of Child Progress	9—Physical Environment
5—Health	10—Leadership and Management

Regardless of the option chosen, clear organization and careful labeling each piece of evidence will facilitate the use of the Program Portfolio by program staff as well as by the Assessor during the on-site assessment visit. Programs may choose file folders, crates, binders, or other storage mechanisms to denote and organize their Program Portfolio evidence. Materials may also be stored electronically, provided that the assessor can easily be given individual access in a private location.

### Things to keep in mind

- Many of the criteria clearly articulate the specific evidence required, while others have multiple indicators that comprise the criteria. Carefully review each

criterion to be sure that the evidence in the Program Portfolio truly supports its intent.

- Each document or other evidence included within a Program Portfolio **MUST** be clearly labeled with the criterion number that it supports. If the program is submitting a document that is several paragraphs or pages in length and only a portion is the actual evidence for that criterion, please highlight or flag that portion. This will assist assessors in their review of the Program Portfolio during the on-site assessment.
- Not all evidence needs to be copied and placed in the Program Portfolio, **if** it can be readily provided to the assessor along with the portfolio. However, then a “place holder” should be added to the portfolio in the appropriate section, listing the criterion number and a detailed explanation of where the evidence is located. For example, Criteria 6.A.03 and 6.A.04 refer to the orientation process and procedures. Such evidence may be included as part of an Employee Handbook (for the purposes of this example, assume on page 10). It is sufficient to insert place holders where these criteria are identified (either under Employees if following the section approach or under Teachers if following the standard approach). The placeholder should say something like, “Evidence for 6.A.03 and 6.A.04 is in our Employee Handbook on page 10.” The specific orientation procedures on page 10 would then be marked with a tape flag and labeled “6.A.03 and 6.A.04,” and the handbook would be provided to the assessor along with the Program Portfolio.

Place holders may also be used when the same evidence is used to support multiple criteria. For example, evidence of collaborative relationships with other community service providers to promote continuity in services for children supports Criterion 7.C.06 and 8.A.04. If you choose to organize by standard, you may document the evidence for 7.C.06 and then use a placeholder giving the page number (or file name) of where the evidence appears in the portfolio for 8.A.04.

- It is critical to refer to the full language of the criteria when selecting evidence to demonstrate that it is met. Many of the criteria outline specific information needed and the language in the guides is simply a summary to serve as a convenient checklist.
- Most importantly remember that assessors will use the Program Portfolio to determine whether or not criteria are met. Therefore, anything you can do to help assessors efficiently locate needed evidence will make the on-site visit process an easier experience for both the program and the assessors.

## **NAEYC Program Portfolio Checklist of Evidence Organized by Eight Sections**

This checklist is one of two alternative approaches that may be used for organizing evidence within the Program Portfolio for NAEYC Accreditation. Unless specifically noted, each criterion is universal and applies to all programs. Emerging Practice Criteria are those for which NAEYC will gather information and determine whether to add them as full criteria in 2008; programs are not responsible for meeting Emerging Practice Criteria at this time but do receive credit for those assessed when met.

### **Section 1. Community Resources**

1.  Written agreements with consultants, including reports of their suggestions, and evidence that suggestions have been implemented regarding:
  - menu (nutrition or health consultant) (5.A.02 - Emerging Practice; 5.B.15);
  - food safety (nutrition or health consultant or sanitarian) (5.A.02 - Emerging Practice; 5.B.03) *Not applicable if program does not prepare or serve food.*
  - general health practices (health consultant) (5.A.02 - Emerging Practice)
2.  Evidence of cooperative arrangements with local health authorities and contact within the last year, including  communicable disease reports from local Health Department (5.A.05)
3.  Evidence that staff and families are encouraged to work together in community improvement or advocacy projects (8.C.03)
4.  List of child and family support services available in the community (7.C.05 -Emerging Practice; 8.A.01)
5.  Evidence of established relationships within the community and staff's use of community resources, including
  - partnerships or professional relationships with community agencies offering various child and family services that are  culturally and linguistically appropriate for families served (2.D.01, 8.A.02, 8.A.03),  reflect community (urban, suburban, rural or tribal) resources (8.B.02),  promote continuity in services for children (7.C.06, 8.A.04), and  assist all children's and families' full participation in the program (8.A.05).
  - evidence of cooperative arrangements with local health authorities including reports from local health departments
  - newsletter articles, fliers, announcements, or other evidence of informing families about community events or activities (8.B.03), including some that are co-sponsored by the program (8.B.05)

- invitations to (or documented participation by) local artists, residents, or professionals to share their talents with children (8.B.04)
- communications with or involvement of program neighbors (8.C.04)
- 6.  Policies to guide use of specialist consultants to assist in serving children with disabilities, behavior challenges, or other special needs (10.B.10 -Emerging Practice)
- 7.  Samples of fliers and other publicity documents describing the program to community councils, service agencies and local government entities (8.A.06)
- 8.  Evidence that staff are encouraged to participate in conferences, councils, and other community groups that increase community awareness of the program, including joint trainings and service integration efforts (8.C.01, 8.C.02, 8.C.05)
- 9.  Evidence of program leadership's knowledge of current public policy issues (8.C.06)

## Section 2. Curriculum and Assessment

1.  Copy of the program's written philosophy statement (2.A.01)
2.  Copy of the front cover of the written curriculum or a copy of the front page with a note on where the complete curriculum is located (Do this copying for each curriculum or curriculum framework used by the program.) (2.A.02, 2.A.03, 2.A.04, 3.F.01)
  - If a published curriculum, copy pages showing that the curriculum addresses all developmental domains (cognitive, social, emotional, physical) and guides teachers to incorporate play and ensures access to all
  - If not a published curriculum, copy pages or write out how the curriculum or curriculum framework addresses the issues above
3.  Evidence that opportunities for language acquisition align with program philosophy (2.D.01)
4.  Written assessment plan showing how results are used to support curriculum goals and individualized learning (4.A.02, 4.A.03)
5.  Evidence of child assessment methods and procedures, both formal and informal, used by the program with short explanation about how they are consistent with program curriculum and philosophy (may be included as part of assessment plan) (2.A.05, 2.A.06, 4.A.01, 4.B.01, 4.B.03, 4.B.04)
6.  Procedures for developmental screening, including tools and timelines (may be included as part of the assessment plan) (4.C.01 - Emerging Practice)
7.  Evidence that choice of materials, equipment and furnishings is consistent with curriculum goals (9.A.13)
8.  Evidence of regular planning meetings to interpret and use assessment results to align curriculum and teaching practices (4.D.02 - Emerging Practice)

### Section 3. Employees

1.  Employee handbook and/or other documents relating to the employees' employment, including:
  - roles and responsibilities for teaching staff (10.B.01, 10.E.01)
  - roles and responsibilities of program administrator including involvement in long-range fiscal planning and budgeting (10.C.02)
  - qualifications for each position (10.E.01)
  - specialized training required of staff and volunteers (10.E.01)
  - benefits (10.E.06)
  - provision of time away from children (10.E.07)
  - provision of introductory employment period (10.E.05)
2.  Orientation plan for new employees, substitutes, and volunteers with documentation that it occurs (6.A.03, 6.A.04, 7.A.01, 10.E.11)
3.  Process for ensuring teachers know and use ethical guidelines (such as documentation of training and/or discussions of ethical issues or signed statements by teaching staff agreeing to adhere to ethical guidelines) (6.A.01)
4.  Process for ensuring staff share an understanding of the purpose, value, and uses of assessment in the program and can explain these to others (4.B.06)
5.  Designated Program Administrator (10.A.04)
6.  Current program-wide staff development plan (10.E.11; 10.E.12)
7.  Sample professional development summary sheets for teaching staff, including both internal (to the program) and external professional development experiences (10.E.12)

### Section 4. Facilities

1.  Cleaning and sanitation frequency table and cleaning checklists and the location of records that document when cleaning and sanitation has occurred (5.C.01; 9.C.06)
2.  Logs of testing and service for fire extinguishers, fire alarms, smoke detectors, and carbon monoxide detectors, including evidence that carbon monoxide detectors are not required (9.C.11)
3.  Documentation showing square footage of classroom and outdoor spaces (9.B.04; 9.C.01)
4.  Findings of inspection by a Certified Playground Safety Inspector (9.B.07)
5.  Evidence of compliance with ADA accessibility requirements (or proof of legal exemption) (9.C.03)
6.  Evidence of policies and steps taken to protect children and adults from hazards, including air pollution and smoke (9.C.08, 9.D.03, 9.D.06, 10.D.02)
7.  Policies for ensuring that first aid kits are fully equipped and readily available (9.C.10)

8.  Evidence that rooms that are renovated are ventilated before use by children (9.C.13)
9.  Vehicle maintenance documentation,  pre-trip vehicle checklists (for vehicles used to transport children) (9.C.14), and  steps to ensure that approved child and adult safety restraint devices are used appropriately (9.C.15)
10.  Building inspection report for hazards and evidence of remediation of hazards noted on the report (9.D.01)
11.  Water safety report, if the water supply is from a non-public source (9.D.02)
12.  Maintenance reports for heating and cooling systems (9.D.05)
13.  Statement of compliance with recommendations of a health professional for allergy-free areas for staff and children, if applicable (5.C.04, 9.D.07)
14.  Written pesticide–herbicide policy that provides evidence of use of Integrated Pest Management (9.D.08)

### Section 5. Families and Children

1.  Evidence of efforts to know, understand, and involve families, including policy of facility access to families, and strategies for negotiating differences (3.F.03, 7.A.02, 7.A.03, 7.A.06, 7.A.11, 7.A.12, 7.A.14, 7.C.02, 7.C.04)
2.  Information provided to families about screening, assessment, and confidentiality in English and other languages used by families, including samples of how assessment results are shared (4.E.02, 4.E.06, 4.E.07, 7.B.02, 7.B.03, 7.B.04)
3.  Sample consent form for sharing child information with other relevant providers, agencies, or other programs (7.C.08)
4.  Sick child policy (5.A.04)
5.  Sample notification forms informing families about communicable disease in the program (5.A.05)
6.  Samples of newsletters and other home-school connection materials; invitations and announcements of family orientations, conferences, home visits, meetings or trainings; and other samples of family materials in English and other languages used by families (7.A.09, 7.B.01, 7.B.02)
7.  Evidence of opportunities for family participation, including in leadership roles (7.A.07; 7.A.08; 7.A.09; 7.A.13)
8.  Evidence of ways that families are supported to make decisions affecting their child (7.C.01, 7.C.03)
9.  Sample medication permission slip (5.A.11), including  permission to use sunscreen and insect repellent when warranted (5.A.07)
10.  Evidence of information provided to families to help with children’s transitions to other programs or schools (7.C.06, 7.C.07)

11.  Written materials shared with families, such as a family handbook, in English and other languages used by program families (10.B.08)

### Section 6. Legal

1.  Documentation of current licensed or regulated status by applicable state and local regulatory systems (10.B.04, Required Criterion)
2.  List of current board of directors or other governing body information and policies that define roles and responsibilities, including interactions with program staff (10.B.06)
3.  Financial policies and procedures (10.C.01), including an  annual operating budget,  evidence of periodic review and amendment of the budget,  quarterly reconciliation of budget with expenses (10.C.01) and  yearly audit that demonstrate that the program leadership is actively managing the program resources to support a program of excellence (10.C.03)

### Section 7. Program Improvement Plans

1.  Evidence of staff development efforts to help staff work effectively with diverse families and form positive relationships (7.A.01, 10.E.12)
2.  Evidence of strategic planning process (10.B.07)
3.  Annual program assessment, goals, improvement plans, status reports that address all areas of functioning and include participation of staff and families (10.B.03 -Emerging Practice if technology is used; 10.F.01; 10.F.03; 10.F.04).
4.  Evidence of system for monitoring that program goals and requirements are met, including a data system to collect evidence that is incorporated into annual planning (10.F.05 - Emerging Practice; 10.B.03 - Emerging Practice if technology used)
5.  Summary findings report from evidence gathering
  - Staff survey summaries (10.F.01)
  - Family survey summaries (10.F.02)
  - Summary assessment reports of children's growth and development (10.F.02)
  - Community feedback (8.A.07; 8.C.04)
  - Equipment and facility checklists (see The Tour)
  - Completed classroom observations
6.  Evidence that staff, families, governing body, and community partners were informed of the results (10.F.02)

### Section 8. Program Organization

1.  Operations manual (10.B.02)
2.  Mission statement (10.A.01)
3.  Philosophy statement (10.A.01; 2.A.01)

4.  Child and family outcomes statement (10.A.01)
5.  Discipline policy (10.B.08)
6.  Written standards of staff-child interactions, documentation of staff development addressing staff-child interactions, or both (10.B.12)
8.  Supervision policies (3.C.02, 3.C.03, 3.C.04, 3.C.05)
9.  Health, nutrition, and safety policies and procedures that address  providing protection from cold, heat, sun injury and insect-borne disease;  avoiding the spread of infectious disease in water play;  administering medications and medical procedures;  preparing, serving and storing food, including food brought from home;  keeping liquids and foods hotter than 110 degrees Fahrenheit out of children's reach;  cleaning toys contaminated by body secretions;  reducing occupational hazards such as infectious diseases and injuries and other procedures to promote wellness and safeguard the health and safety of children and adults;  collecting health information from families and maintaining it on file for each child at one central location within the facility;  dealing with medical and dental emergencies for both staff and children (5.A.07, 5.A.10, 5.A.11, 5.B.01, 5.B.02, 5.B.07, 5.C.03, 10.D.01, 10.D.05, 10.D.08, 10.D.09)
10.  Nutritional policies and practices for infants, including procedures for  working with families to ensure that food provided to infants meets their nutritional needs (5.B.08),  supporting breastfeeding (5.B.09),  serving and storing formula (5.B.10),  not offering solid foods or fruit juices for infants younger than 6 months of age (5.B.11),  not feeding cow's milk to infants younger than 12 months and serving only whole milk to children of ages 12 months to 24 months (5.B.13; *not applicable to programs that do not serve infants*)
11.  Nutritional policies to avoid serving children younger than four years specified foods and cutting foods according to child's chewing and swallowing capacity (5.B.14; *not applicable to programs that do not serve children younger than age 4*)
12.  Meal time protocol for each age group including  scheduled times for meals and snacks (5.B.16),  sample menus available to families (5.B.15), and  documentation of participation in the USDA Child and Adult Care Food Program (CACFP) or that food provided by the program (prepared on-site or catered) meets CACFP guidelines (5.B.01)
11.  Procedures for Standard Precautions (5.C.02)
12.  SIDS policies and procedures (5.A.12; *applies only to programs serving infants*)
13.  Hand washing and diapering policies and procedures (5.A.08; 5.A.09)
14.  Oral health policies and procedures (5.A.16; *applies only to programs serving toddlers/twos, preschool, or kindergarten groups*)
15.  Animal and pet policy (5.C.05)
16.  List of staff trained in pediatric first aid and rescue breathing with documentation of successful completion training (5.A.03)

17.  List of employees trained in the administration of medications with documentation of training and annual evaluation of performance by a health professional (5.A.11; 10.D.10)
18.  Child abuse and neglect policy including procedures in the event of accusation of abuse or neglect by staff member (10.D.03, 10.D.04)
19.  Arrival, departure, and transportation policies (10.D.06, 10.D.07, 9.C.15)
20.  Staff recruitment policy, including efforts to obtain staff or volunteers who speak the language of the children, and efforts to reduce turnover (10.B.09, 10.E.03)
21.  Vehicle license and insurance documents (must be on-site) (10.D.07)
22.  Teaching assignments to document teacher–child ratios, group size, and evidence of staff continuity (10.B.11, 10.B.12, 10.B.13, 10.B.15; *10.B.15 applies only to programs serving infants or toddlers/twos*)
22.  Transition policies and practices (7.C.07, 10.B.14, 10.B.15; *10.B.15 applies only to programs serving infants or toddlers/twos*)
23.  Certificate of insurance for accident and liability coverage for children and adults (10.B.05)
24.  Written disaster preparedness and emergency evacuation procedures, including designation of appropriate person to assume authority when the program administrator is not on-site (10.D.08)

## NAEYC Program Portfolio Checklist of Evidence Organized by Ten Program Standards

This checklist is one of two alternative approaches that may be used for organizing evidence within the Program Portfolio for NAEYC Accreditation. Unless specifically noted, each criterion is universal and applies to all programs. Emerging Practice Criteria are those for which NAEYC will gather information and determine whether to add them as full criteria in 2008; programs are not responsible for meeting Emerging Practice Criteria at this time but do receive credit for those assessed when met.

### Standard 1: Relationships

None of the criteria in the Relationships Standard require Program Portfolio Evidence.

### Standard 2: Curriculum

<b>2.A.</b>	<b>Curriculum: Essential Characteristics</b>
<input type="checkbox"/> 2.A.01	Copy of philosophy of written curriculum
<input type="checkbox"/> 2.A.01 <input type="checkbox"/> 2.A.02 <input type="checkbox"/> 2.A.03 <input type="checkbox"/> 2.A.04	A description of the program curriculum (copy of the first page)
<input type="checkbox"/> 2.A.05 <input type="checkbox"/> 2.A.06	Evidence of child assessment methods and procedures, both <input type="checkbox"/> formal and <input type="checkbox"/> informal, used by the program with <input type="checkbox"/> short explanation about how they are consistent with program curriculum and philosophy
<b>2.D.</b>	<b>Areas of Development: Language Development</b>
<input type="checkbox"/> 2.D.01	Evidence that <input type="checkbox"/> opportunities for language acquisition align with program philosophy; evidence of <input type="checkbox"/> linkages with community agencies that offer culturally and linguistically appropriate services for families served

### Standard 3: Teaching

<b>3.C.</b>	<b>Supervising Children</b>
<input type="checkbox"/> 3.C.02 <input type="checkbox"/> 3.C.03 <input type="checkbox"/> 3.C.04 <input type="checkbox"/> 3.C.05	Supervision policies
<b>3.F.</b>	<b>Making Learning Meaningful for All Children</b>
<input type="checkbox"/> 3.F.01	A description of the program curriculum (copy of the first page)
<input type="checkbox"/> 3.F.03	Evidence of efforts to know, understand, and involve families, including strategies for negotiating differences

### Standard 4: Assessment of Child Progress

<b>4.A.</b>	<b>Creating an Assessment Plan</b>
<input type="checkbox"/> 4.A.01	Evidence of child assessment methods and procedures, both <input type="checkbox"/> formal and <input type="checkbox"/> informal, used by the program with <input type="checkbox"/> short explanation about how they are consistent with program curriculum and philosophy
<input type="checkbox"/> 4.A.02 <input type="checkbox"/> 4.A.03	Written assessment plan showing how results are used to support curriculum goals and individualized learning
<b>4.B.</b>	<b>Using Appropriate Assessment Methods</b>
<input type="checkbox"/> 4.B.01 <input type="checkbox"/> 4.B.03 <input type="checkbox"/> 4.B.04	Evidence of child assessment methods and procedures, both <input type="checkbox"/> formal and <input type="checkbox"/> informal, used by the program with <input type="checkbox"/> short explanation about how they are consistent with program curriculum and philosophy
<input type="checkbox"/> 4.B.06	Process for ensuring staff share an understanding of the purpose, value, and uses of assessment in the program and can explain these to others
<b>4.C.</b>	<b>Identifying Children’s Interests and Needs and Describing Children’s Progress</b>
<input type="checkbox"/> 4.C.01 <i>Emerging Practice</i>	Procedures for developmental screening, including tools and timelines
<b>4.D.</b>	<b>Adapting Curriculum, Individualizing Teaching, and Informing Program Development</b>
<input type="checkbox"/> 4.D.02 <i>Emerging Practice</i>	Evidence of weekly planning meetings to interpret and use assessment results to align curriculum and teaching practices
<b>4.E.</b>	<b>Communicating with Families and Involving Families in the Assessment Process</b>
<input type="checkbox"/> 4.E.02 <input type="checkbox"/> 4.E.06 <input type="checkbox"/> 4.E.07	Information provided to families about screening, assessment, and confidentiality in English and other languages used by families, including samples of how assessment results are shared

### Standard 5: Health

<b>5.A.</b>	<b>Promoting and Protecting Children’s Health and Controlling Infectious Disease</b>
<input type="checkbox"/> 5A.02 <i>Emerging Practice</i>	Written agreements with nutritionist and/or health consultant, including reports of their suggestions and evidence that suggestions have been implemented regarding general health practices, menus for nutrition, and food safety
<input type="checkbox"/> 5.A.03	List of staff trained in pediatric first aid and rescue breathing with documentation of successful completion of training
<input type="checkbox"/> 5.A.04	Sick child policy
<input type="checkbox"/> 5.A.05	<input type="checkbox"/> Communicable disease notification forms; <input type="checkbox"/> evidence of cooperative arrangements with local health authorities; and <input type="checkbox"/> reports from local health department
<input type="checkbox"/> 5.A.07	Health, nutrition, and safety policies and procedures that address protection from cold, heat, sun injury and insect-borne disease
<input type="checkbox"/> 5.A.08	Diapering policies and procedures
<input type="checkbox"/> 5.A.09	Hand washing policies and procedures

### Standard 5: Health

<input type="checkbox"/> 5.A.10	Health, nutrition, and safety policies and procedures that address not spreading infectious disease through water play
<input type="checkbox"/> 5.A.11	Medication policies and procedures
<input type="checkbox"/> 5.A.12	SIDS policies and procedures ( <i>applies only to programs serving infants</i> )
<input type="checkbox"/> 5.A.16	Oral health policies and procedures ( <i>does not apply to programs serving infants</i> )
<b>5.B.</b>	<b>Ensuring Children’s Nutritional Well-Being</b>
<input type="checkbox"/> 5B.01 <input type="checkbox"/> 5.B.02	Health, nutrition, and safety policies and procedures address USDA guidelines for food preparation, service, and storage
<input type="checkbox"/> 5.B.03	Food safety policies; documentation of compliance and corrections made based on recommendations of health or nutrition consultant
<input type="checkbox"/> 5.B.07	Health, nutrition, and safety policies address keeping liquids and foods hotter than 110 degrees Fahrenheit out of children’s reach
<input type="checkbox"/> 5.B.08 <input type="checkbox"/> 5.B.09 <input type="checkbox"/> 5.B.10 <input type="checkbox"/> 5.B.11 <input type="checkbox"/> 5.B.13	Nutritional policies and practices for infants ( <i>5.B.13 also includes toddlers/twos</i> ), including procedures for <input type="checkbox"/> working with families to ensure that food provided to infants meets their nutritional needs, <input type="checkbox"/> supporting breastfeeding, <input type="checkbox"/> serving and storing formula, <input type="checkbox"/> not offering solid foods or fruit juices for infants younger than 6 months of age, <input type="checkbox"/> not feeding cow’s milk to infants younger than 12 months and serving only whole milk to children of ages 12 months to 24 months
<input type="checkbox"/> 5.B.14	Nutritional policies and practices for toddlers/twos, preschool children younger than age 4 to avoid serving specified foods and cutting foods according to child’s chewing and swallowing capacity
<input type="checkbox"/> 5.B.15	Sample written menus available to families and for review by consultant
<input type="checkbox"/> 5.B.16	Mealtime protocols, including scheduled times for meals and/or snacks
<b>5.C.</b>	<b>Maintaining a Healthful Environment</b>
<input type="checkbox"/> 5.C.01	Cleaning and sanitation frequency table with cleaning checklists and location of records that document when cleaning and sanitation has occurred
<input type="checkbox"/> 5.C.02	Procedures for standard precautions
<input type="checkbox"/> 5.C.03	Health policy and procedures for cleaning toys contaminated by body secretion
<input type="checkbox"/> 5.C.04	Statement of compliance with recommendations of a health professional for allergy-free areas for staff and children, if applicable
<input type="checkbox"/> 5.C.05	Animal and pet policy

### Standard 6: Teachers

<b>6.A.</b>	<b>Preparation, Knowledge, and Skills of Teaching Staff</b>
<input type="checkbox"/> 6.A.01	Process for ensuring teachers know and use ethical guidelines (such as documentation of training and/or discussions of ethical issues or signed statements by teaching staff agreeing to adhere to ethical guidelines)
<input type="checkbox"/> 6.A.03 <input type="checkbox"/> 6.A.04	Orientation plan for new employees, substitutes, and volunteers with documentation that it occurs

**Standard 7: Families**

<b>7.A.</b>	<b>Knowing and Understanding the Program’s Families</b>
<input type="checkbox"/> 7.A.01	Orientation and staff development process addresses working with diverse families
<input type="checkbox"/> 7.A.02 <input type="checkbox"/> 7.A.03 <input type="checkbox"/> 7.A.06	Evidence of efforts to know, understand, and involve families
<input type="checkbox"/> 7.A.07 <input type="checkbox"/> 7.A.08 <input type="checkbox"/> 7.A.09	Evidence of opportunities for family participation and involvement
<input type="checkbox"/> 7.A.11	Policy and procedures for family access to facility
<input type="checkbox"/> 7.A.12	Evidence of efforts to know, understand, and involve families
<input type="checkbox"/> 7.A.13	Evidence of opportunities for family participation, including leadership opportunities
<input type="checkbox"/> 7.A.14	Evidence of opportunities for family participation in planning events
<b>7.B.</b>	<b>Sharing information between Staff and Families</b>
<input type="checkbox"/> 7.B.01	Evidence of promoting dialogue with families
<input type="checkbox"/> 7.B.02	Evidence that program information is provided in language(s) that families can understand
<input type="checkbox"/> 7.B.03 <input type="checkbox"/> 7.B.04	Evidence that families are informed about systems for assessing children’s progress and provided results of child assessments
<b>7.C.</b>	<b>Nurturing Families as Advocates for Their Children</b>
<input type="checkbox"/> 7.C.01	Evidence of ways that families are supported to make decisions affecting their children
<input type="checkbox"/> 7.C.02	Evidence of efforts to know, understand, and involve families, including strategies for negotiating differences
<input type="checkbox"/> 7.C.03	Evidence of ways that families are supported to make decisions affecting their children
<input type="checkbox"/> 7.C.04	Evidence of efforts to know, understand, and involve families, including strategies for negotiating differences
<input type="checkbox"/> 7.C.05 <i>Emerging Practice</i>	List of child and family support services available in the community
<input type="checkbox"/> 7.C.06 <input type="checkbox"/> 7.C.07	Evidence of relationships with other programs and schools; <input type="checkbox"/> evidence of information provided to families to help with children’s transitions to other programs or schools
<input type="checkbox"/> 7.C.08	Sample consent form for sharing child information with other relevant service providers or programs

**Standard 8: Community Relationships**

<b>8.A.</b>	<b>Linking with the Community</b>
<input type="checkbox"/> 8.A.01	List of child and family support services available in the community
<input type="checkbox"/> 8.A.02 <input type="checkbox"/> 8.A.03	Evidence of established relationships within the community and staff's use of community resources that are culturally and linguistically appropriate for families served
<input type="checkbox"/> 8.A.04	Evidence of established relationships within the community and staff's use of community resources that promote continuity for children
<input type="checkbox"/> 8.A.05	Evidence of established relationships within the community and staff's use of community resources that assist all children's and families' full participation in the program
<input type="checkbox"/> 8.A.06 <i>Emerging Practice</i>	Samples of fliers and other publicity documents describing the program to community councils, service agencies and local government entities
<input type="checkbox"/> 8.A.07 <i>Emerging Practice</i>	Evidence that community perspectives are considered in program improvement efforts
<b>8.B.</b>	<b>Accessing Community Resources</b>
<input type="checkbox"/> 8.B.02	Evidence of established relationships within the community and staff's use of the community urban, suburban, rural or tribal resources
<input type="checkbox"/> 8.B.03	Sample newsletter articles, fliers, announcements, or other evidence of informing families about community events or activities, such as museum exhibits, concerts, storytelling, and theater intended for children.
<input type="checkbox"/> 8.B.04	Invitations to (or documented participation by) local artists, residents, or professionals to share their talents with children
<input type="checkbox"/> 8.B.05	Newsletter articles, fliers, announcements, or other evidence of community events or activities that are co-sponsored by the program
<b>8.C.</b>	<b>Acting as a Citizen in the Neighborhood and the Early Childhood Community</b>
<input type="checkbox"/> 8.C.01 <input type="checkbox"/> 8.C.02	Evidence that staff are encouraged to participate in conferences, councils, and other community groups that increase community awareness of the program, including joint trainings.
<input type="checkbox"/> 8.C.03	Evidence that staff and families are encouraged to work together in community improvement or advocacy projects
<input type="checkbox"/> 8.C.04	Evidence of established relationships within the community, including communications with or involvement of program neighbors
<input type="checkbox"/> 8.C.05	Evidence that staff are encouraged to participate in interagency councils or other service integration efforts
<input type="checkbox"/> 8.C.06	Evidence of program leadership's knowledge of current public policy issues

### Standard 9: Physical Environment

<b>9.A.</b>	<b>Indoor and Outdoor Equipment, Materials, and Furnishings</b>
<input type="checkbox"/> 9.A.13	Evidence that choice of materials, equipment and furnishings is consistent with curriculum goals
<b>9.B.</b>	<b>Outdoor Environmental Design</b>
<input type="checkbox"/> 9.B.04	Documentation of outdoor square footage
<input type="checkbox"/> 9.B.07	Findings of inspection by Certified Playground Safety Inspector
<b>9.C.</b>	<b>Building and Physical Design</b>
<input type="checkbox"/> 9.C.01	Documentation of indoor square footage
<input type="checkbox"/> 9.C.03	Compliance with ADA requirements or proof of exemption
<input type="checkbox"/> 9.C.06	Cleaning and sanitation frequency table and cleaning checklists and the location of records that document when cleaning and sanitation has occurred
<input type="checkbox"/> 9.C.08	Policies to protect children and adults from hazards
<input type="checkbox"/> 9.C.10	Policies for equipping and first aid kits and making them available
<input type="checkbox"/> 9.C.11	Logs of testing and service for fire extinguishers, fire alarms, smoke detectors and carbon monoxide (or proof that carbon monoxide detector is not needed)
<input type="checkbox"/> 9.C.13	Evidence that rooms that are renovated are ventilated before use by children
<input type="checkbox"/> 9.C.14 <input type="checkbox"/> 9.C.15	Vehicle policies, procedures and documentation including pre-trip vehicle checklists (for vehicles used to transport children) and steps to ensure that approved child and adult safety restraint devices are used appropriately
<b>9.D.</b>	<b>Environmental Health</b>
<input type="checkbox"/> 9.D.01	Building and facility inspection reports and evidence of remediation of hazards
<input type="checkbox"/> 9.D.02	Report of water safety, if water is not provided by a public source
<input type="checkbox"/> 9.D.03	Policy to protect children and adults from air pollution
<input type="checkbox"/> 9.D.05	Maintenance reports for heating and cooling systems
<input type="checkbox"/> 9.D.06	Policy for smoke free facility
<input type="checkbox"/> 9.D.07	Statement of compliance with recommendations of a health professional for allergy-free areas for staff and children, if applicable
<input type="checkbox"/> 9.D.08	Written pesticide/herbicide policy that provides evidence of use of Integrated Pest Management

### Standard 10: Leadership and Management

<b>10.A.</b>	<b>Leadership</b>
10.A.01	Mission statement and philosophy statement including desired child and family outcomes
10.A.04	Designated program administrator
<b>10.B.</b>	<b>MANAGEMENT POLICIES AND PROCEDURES</b>
<input type="checkbox"/> 10.B.01	Outline of roles and responsibilities of staff
<input type="checkbox"/> 10.B.02	Program operations manual including policies
<input type="checkbox"/> 10.B.03 <i>Emerging Practice</i>	Evidence of technology-based information systems used for data gathering and analysis

**Standard 10: Leadership and Management**

<input type="checkbox"/> 10.B.04	Documentation of current licensed or regulated status by applicable state and local or other public regulatory systems
<input type="checkbox"/> 10.B.05	Certificate of insurance for accident and liability coverage for children and adults
<input type="checkbox"/> 10.B.06	Policies that define roles and responsibilities of governing body, including their interactions with program staff
<input type="checkbox"/> 10.B.07	Evidence of strategic planning process
<input type="checkbox"/> 10.B.08	Program policies for welcoming families and sharing information with them, including written materials shared with families, such as a family handbook, in languages understood by families
<input type="checkbox"/> 10.B.09	Plans and policies for staff recruitment and reducing turnover
<input type="checkbox"/> 10.B.10 <i>Emerging Practice</i>	Policies and procedures for specialized consultants
<input type="checkbox"/> 10.B.11 <input type="checkbox"/> 10.B.12 <input type="checkbox"/> 10.B.13 <input type="checkbox"/> 10.B.15	Policies for assigning teaching staff to facilitate children’s learning and promote continuity
<input type="checkbox"/> 10.B.14	Policies and procedures for facilitating children’s transitions
<b>10.C.</b>	<b>Fiscal Accountability Policies and Procedures</b>
<input type="checkbox"/> 10.C.01	Financial policies and procedures including an <input type="checkbox"/> annual operating budget, <input type="checkbox"/> evidence of periodic review and amendment of the budget, <input type="checkbox"/> quarterly reconciliation of budget with expenses, and <input type="checkbox"/> yearly audit
<input type="checkbox"/> 10.C.02	Program administrator involved in long-range fiscal planning and budgeting
<input type="checkbox"/> 10.C.03	Financial policies and procedures that demonstrate that the program leadership is actively managing the program resources to support a program of excellence
<b>10.D.</b>	<b>Health, Nutrition, and Safety Policies and Procedures</b>
<input type="checkbox"/> 10.D.01	Health and safety policies to reduce occupational hazards such as infectious diseases and injuries and promote wellness and safeguard the health and safety of children and adults.
<input type="checkbox"/> 10.D.02	Procedures to protect children and adults from environmental hazards
<input type="checkbox"/> 10.D.03 <input type="checkbox"/> 10.D.04	Child abuse and neglect policies and procedures
<input type="checkbox"/> 10.D.05	Procedures for obtaining health and safety information
<input type="checkbox"/> 10.D.06 <input type="checkbox"/> 10.D.07	Procedures for arrival, departure, and transportation of children
<input type="checkbox"/> 10.D.08	Disaster preparedness and emergency procedures
<input type="checkbox"/> 10.D.09	Procedures for handling medical and dental emergencies
<input type="checkbox"/> 10.D.10	Policies and procedures for medication and medical procedures

### Standard 10: Leadership and Management

10.E.	Personnel Policies
<input type="checkbox"/> 10.E.01	Personnel policies that outline <ul style="list-style-type: none"> <li><input type="checkbox"/> roles and responsibilities, qualifications and specialized training required of staff and volunteers;</li> <li><input type="checkbox"/> nondiscriminatory hiring procedures and staff evaluation policies;</li> <li><input type="checkbox"/> job descriptions with reporting relationships;</li> <li><input type="checkbox"/> salary scales with increments based on qualifications, length of employment and performance evaluation;</li> <li><input type="checkbox"/> benefits package;</li> <li><input type="checkbox"/> resignation, termination and grievance procedures; and</li> <li><input type="checkbox"/> incentives for participation in professional development opportunities.</li> </ul>
<input type="checkbox"/> 10.E.03	Policies to recruit staff or volunteers who speak the language of the children served who regularly interact with the children and families
<input type="checkbox"/> 10.E.05	Evidence of required introductory period of employment for staff
<input type="checkbox"/> 10.E.06	Benefits package with written policies shared with each employee or plan for improving benefits
<input type="checkbox"/> 10.E.07	Staff schedule documenting time away from children
<input type="checkbox"/> 10.E.11	Implementation plan for professional development, including orientation
<input type="checkbox"/> 10.E.12	Program wide staff development plan; sample professional development summary sheets for teaching staff, including both internal (to the program) and external professional development experiences
10.F.	Program Evaluation, Accountability, and Continuous Improvement
<input type="checkbox"/> 10.F.01 <input type="checkbox"/> 10.F.02	Annual program assessment, goals, improvement plans, and status reports that address all areas of functioning and include participation of staff and families; <ul style="list-style-type: none"> <li><input type="checkbox"/> evidence that families, staff, and others are informed of results</li> </ul>
<input type="checkbox"/> 10.F.03	Goals for continuous improvement
<input type="checkbox"/> 10.F.04	Evidence from family involvement in program planning and evaluation
<input type="checkbox"/> 10.F.05	Evidence of ongoing system to monitor whether goals and objectives are met