

Performance Standards

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In 2018, leading education nonprofits AdvancED® and Measured Progress® came together. With more than a century of experience in accreditation and school improvement and decades of leadership in student assessment solutions, the new organization—Cognia™—brings institutions around the world a new, holistic way to view school performance and student achievement.

To assure that our Performance Standards remain relevant and forward-thinking, we undertake review and development of our Standards on a recurring 5-year cycle. We expect to publish new Cognia standards early in 2021; accreditation reviews based on the new standards will begin in school year 2021–22. The AdvancED Performance Standards in this document remain in effect until then.

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Introduction

This *Support Guide* is designed to serve as a resource to answer frequently asked questions, clarify the Early Learning Criteria and give examples of evidence to support ratings for the Criteria.

AdvancED is focused on quality. Quality is about the dynamic combination of inputs, processes, and results working in harmony to achieve the school's vision for young children's learning, growth, and development. The *AdvancED Standards for Quality Early Learning Schools* provide this comprehensive view of quality. Schools should use the Standards to focus on continuous quality improvement. The Criteria do not represent the end point, nor should they limit creative and innovative practices that best meet the needs of young children.

The ultimate goal of the accreditation and continuous improvement journey is to help schools maximize the success of learners and the effectiveness of the school.

Early Learning Criteria Notes

Criteria 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.

Example Evidence: Statement of purpose that includes learning expectations for children and families

Criteria 1.01.002 **Required**

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.

Example Evidence: Written improvement plan that addresses the achievement of learning expectations



Resource: School Improvement Plan Template, located at www.advanced.org/earlylearningresources under the **Goals & Plans** tab.

Criteria 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.

Example Evidence: Written procedures for conflict resolution that includes a process for mediation

Criteria 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.

Example Evidence: Written procedures for governance that includes roles and responsibilities of the governing authority member(s)

Criteria 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.

Example Evidence: Reports, licenses, certificates and other relevant documents of compliance for all applicable national, state and local requirements

Criteria 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.

Example Evidence: Written policies or procedures that define staff expectations, professional development and engagement of stakeholders

Criteria 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.

Example Evidence: A technology-based information management system

Criteria 2.01.006

The school provides a certificate of insurance coverage that includes both accident and liability coverage for children and adults.

Example Evidence: Certificate of accident and liability insurance



Clarification: If the school is located outside of the United States, this Criteria is optional. If it is met by the international school, mark Met. If it is not met, this Criteria can be marked as Met- N/A for an international school.

Criteria 2.01.007

The school has policies and practices to ensure the recruitment, hiring and retention of qualified staff members.

Example Evidence: Written policies or procedures for recruitment, hiring and retention of staff

Criteria 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.

Example Evidence: Written policies or procedures for identifying and coordinating services for children with disabilities or specialized needs

Criteria 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.

Example Evidence: Written policies or procedures on the primary responsibility of staff for the well-being of the children to which they are assigned



Resource: Articles from Early Childhood Training and Technical Assistance System: Primary Caregiving, located at <https://childcareta.acf.hhs.gov/resource/program-infanttoddler-care-pitc-six-essential-program-practices-relationship-based-care-4>

Continuity of Care, located at <https://childcareta.acf.hhs.gov/resource/program-infanttoddler-care-pitc-six-essential-program-practices-relationship-based-care-3>

Criteria 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.

Example Evidence: Written policies or procedures for financial management. **The audit report is required**



Clarification: The financial audit is a requirement for Assurances and for Criteria 2.01.010. Some private institutions are not required by state or federal business practices to complete a formal audit process. In this case, a Certified Public Accountant or bookkeeper, external to the school, can conduct an independent review of the school's finances and provide a letter stating that the school is in good financial standing.

Criteria 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.

Example Evidence: Examples demonstrating staff input into the budgeting process, e.g., budget request or acquisition forms, written budget process

Criteria 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 occupational 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.

Example Evidence: Written policies or procedures that address the health, safety and wellness of children and adults

Criteria 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.

Example Evidence: Written policy that requires school compliance with public health requirements; for example, certificates, licenses or other applicable documentation are on file



Clarification: For international schools, government health requirements must be followed. The written policy should reference compliance with government health requirements.

Criteria 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.

Example Evidence: Written procedures, for reporting suspected child abuse or neglect, that are in compliance with governmental laws

Criteria 2.01.015

The school has written procedures that protect the rights of both the staff member and the child when a staff member is accused of abuse or neglect of a child.

Example Evidence: Written policies or procedures that protect the rights of staff and children in cases of suspected abuse or neglect

Criteria 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.

Example Evidence: Written policies procedures for ensuring confidentiality of student information and records

Criteria 2.01.107

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.

Example Evidence: Written policies or procedures for handling medical and dental emergencies for children and staff

Criteria 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.

Example Evidence: Written policies or procedures for human resource management

Criteria 2.01.019 **Required**

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.

Example Evidence: Written policies and procedures for criminal background checks, minimum age requirements and health assessments relevant to staff job descriptions with verification documents on file



Clarification: Any staff member who is counted in ratio with children must be at least 18 years old and graduated from high school (or high school equivalent, such as a GED). AdvancED strongly supports work—study arrangements to provide high school students with work experience in the field. They can provide support as a classroom aide or any other duties within the school, but they cannot be counted in ratio.

Criteria 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.

Example Evidence: Written policies or procedures for probationary period of new staff

Criteria 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.

Example Evidence: Written policies or procedures for benefits for full time and part time staff

Criteria 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.

Example Evidence: Daily schedules showing required break times for all staff

Criteria 2.01.023

The school maintains all confidential personnel files, including applications, transcripts, evaluations and other personnel records in a secure location.

Example Evidence: Secure location for personnel records

Criteria 2.01.024 **Required**

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.

Example Evidence: Certificates, licenses, reports or other applicable documentation of compliance with governmental requirements



Clarification: The school must be licensed in good standing with the state or governmental regulatory body. Any violations or deficiencies noted on a licensing inspection report must be resolved in a timely manner as designated by the regulatory body.

Criteria 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.

Example Evidence: Written policies and procedures for recruiting and hiring staff who reflect the culture and diversity of children and families served

Criteria 2.01.026

The school implements and monitors written policies for the ethical conduct of all staff.

Example Evidence: Written policies and procedures for defining ethical conduct of all staff

Criteria 2.02.001

The school's administrator and leadership promote an inclusive organizational culture based on shared purpose, trust and collaboration.

Example Evidence: 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

Criteria 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.

Example Evidence: Written policies or procedures for defining the transition of children through the instructional program



Clarification: The school should include planning for children moving from enrollment in one classroom to the next level (e.g., an infant moving to a toddler classroom); planning for children to move from one designated teacher to another (e.g., primary caregiver, teacher turnover); and planning for children to move from the school to another school setting (e.g., transition to Kindergarten).

Criteria 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.

Example Evidence: Written policies or procedures for defining consistent staff assignments to infants and toddlers



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 2.03.001

Teachers and staff ensure that families have continuous access to information about rules, routines and expectations within all learning environments.

Example Evidence: Examples or descriptions of methods for families to have continuous access to information

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: Examples or descriptions of engagement with community partners

Criteria 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.

Example Evidence: Examples of staff participation on boards, councils or organizations that support early learning

Criteria 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.

Example Evidence: Documented examples of decisions derived through staff and family input and involvement

Criteria 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.

Example Evidence: Documented examples of professional development activities for all staff



Resource: Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation Report in Brief for Educators and Caregivers, available at <https://www.nap.edu/resource/19401/EducatorsCaregivers.pdf>

Criteria 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.

Example Evidence: Written policies or procedures for staff supervision and evaluation

Criteria 3.01.001 Required

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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes, instructional methodologies and assessments for all programs



Clarification: The school's curriculum does not have to be a purchased curriculum, or uniform across all levels of the school. However, it does need to be a written plan for children's learning, developed based on research and developmentally appropriate practices. A common, shared framework should be visible at all levels of the school's curriculum. For example, the goals and objectives for a toddler classroom prepare the child through foundational skills to be successful when he/she moves into a preschool classroom. Evidence- and research-based frameworks often align with state or national early childhood standards or benchmarks.

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes, instructional methodologies and assessments for all programs, e.g., units and lessons aligned to the curriculum documents



Clarification: Curriculum content and learning experiences provide young children with challenging and equitable opportunities that address the cognitive, emotional, social, creative, and physical growth and development of the child. The curriculum also:

- Incorporates developmentally, culturally and linguistically appropriate instructional practices
- Promotes children's success at the next grade/age level
- Provides for different levels of ability, development and learning styles
- Provides opportunities for children to actively explore and interact with the environment, other children, and adults in a positive manner
- Incorporates learning about literacy, math, science, social studies, health and other content areas
- Reflects differences in cultures, growth and interests

Criteria 3.01.003

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.

Example Evidence: Examples or descriptions of child-directed engagement in learning, e.g., pictures, video-clips, self-selected learning centers

Criteria 3.01.004

The curriculum includes practices related to the development of cultural competence and responsiveness to the background of children and families.

Example Evidence: Examples and descriptions of culturally diverse content within the curricular and instructional programs



Resource: [Anti-Bias Education for Young Children and Ourselves](#) by Louise Derman-Sparks and Julie Olsen Edwards



Clarification: Schools should have opportunities within the curriculum for children to learn about themselves and others in developmentally appropriate ways, free from bias. Religious or international schools may have specific cultural norms and courses that are taught due to their pedagogical beliefs or national requirements.

Criteria 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.

Example Evidence: Classroom schedules aligned to the curricular and instructional programs

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes, instructional methodologies and assessments for each content area

Criteria 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.

Example Evidence: Classroom schedules aligned to the curricular and instructional programs

Criteria 3.01.008

Teachers and staff create classroom expectations that are implemented in a consistent and predictable manner and manage behaviors through these expectations.

Example Evidence: Examples or descriptions of classroom routines for children, e.g., guidance for getting along and transitioning from one activity to another

Criteria 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.

Example Evidence: Examples or descriptions of planned instructional strategies that reflect varied learning needs of students



Clarification: Individualized or differentiated learning should be evident in planning and implementation and based on teachers' knowledge of individual children's needs, interests, and progress. All planned activities should be connected to the school's educational philosophy and goals, for the purpose of supporting children's learning, growth, and development across all content and developmental areas.

Criteria 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.

Example Evidence: Examples or descriptions of children and family involvement in cultural or community events

Criteria 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.

Example Evidence: Examples of instructional methodologies reflective of developmentally appropriate practice in each content area

Criteria 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.

Example Evidence: Examples or descriptions of observed instructional methods and interactions that are reflective of positive and safe learning environments

Criteria 3.01.013

Teachers differentiate their responses to children based on each child's individual social, emotional and cognitive developmental needs.

Example Evidence: Examples or descriptions of differentiated instructional methodologies based on each child's needs



Resource: Article on individualizing instruction from Dimensions of Early Childhood, available at http://southernearlychildhood.org/upload/pdf/Individualizing_Instruction_in_Preschool_Classrooms_Mary_B_Boat_Laurie_A_Dinnebeil_Youlmi_Bae_Volume_38_Issue_1.pdf

Criteria 3.01.014 **Required**

Teachers and staff provide a safe environment that is free from negative verbal interaction or threats as a form of discipline.

Example Evidence: Written policies or procedures that prohibit negative verbal interaction or threats as a form of discipline

Criteria 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.

Example Evidence: Examples or descriptions of observed instructional methodologies reflective of developmentally appropriate practice for infants



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Examples or descriptions of observed instructional methodologies reflective of developmentally appropriate practice for social skill development

Criteria 3.01.017

Teachers and staff ensure that curriculum, materials and approaches are nondiscriminatory and sensitive to race, gender, religion, family structure and/or culture.

Example Evidence: Written description of processes or procedures for evaluating the curriculum document(s), frameworks, learning outcomes, instructional methodologies and assessments to ensure cultural sensitivity and nondiscrimination

Criteria 3.01.018

Teachers and staff plan time for daily inside and outside activities that ensure the safety of all children.

Example Evidence: Daily schedules reflect time for inside and outside activities for all children

Criteria 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.

Example Evidence: Examples of how assessment results are used to modify curriculum and instruction

Criteria 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.

Example Evidence: Examples of modifications to the learning environment based on results of assessments and observations

Criteria 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.

Example Evidence: Examples of observed adjustments made by teachers and staff in content and learning materials based upon children's current interests and developmental skills

Criteria 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.

Example Evidence: Examples of modifications to instructional methodologies and learning activities based on children's current interests and developmental skills

Criteria 3.02.005

Teachers and staff intentionally plan schedules, routines and learning experiences for infants based on teachers' monitoring of their needs and interests.

Example Evidence: Examples of modifications to schedules and routines for infants based on their observed current needs and interests



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 3.02.006

Teachers and staff appropriately support and encourage infants to sustain an activity when they demonstrate interest or delight in that activity.

Example Evidence: Examples of teachers and staff encouraging infants to sustain an activity in areas of interest or delight



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Examples of how teachers and staff intentionally seek and respond to non-verbal cues of infants



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Examples of how teachers and staff plan learning activities based on children's interests and development

Criteria 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.

Example Evidence: Examples and descriptions of processes to observe and monitor each child's learning

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: Examples of how instructional methodologies and learning activities are linked to children's prior learning

Criteria 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.

Example Evidence: Written description of the assessment system and its purposes and implementation

Criteria 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 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.

Example Evidence: Written evidence that the assessment system yields results that are used to identify each child's needs and progress, improve curriculum and instruction and communicate with families

Criteria 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.

Example Evidence: Written evidence that the assessment system is valid, reliable and bias-free

Criteria 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.

Example Evidence: Written evidence that the assessment system includes multiple measures of children's learning, growth, and development and measures all areas of the learning curriculum

Criteria 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.

Example Evidence: Written evidence that the assessment system yields results that are used to guide curriculum planning and instruction

Criteria 3.02.017

The curriculum and learning activities build on knowledge of the community and the families served by the school.

Example Evidence: Examples of how the curriculum and learning activities reflect the community and families

Criteria 3.02.018

Curriculum and assessment information provide guidance for teachers and staff to individualize learning goals for children.

Example Evidence: Examples of how assessment results are used to individualize learning for children

Criteria 3.02.019

The curriculum guides teachers to integrate children's engagement in play within the curriculum topics.

Example Evidence: Examples of how play is integrated into curriculum and learning activities

Criteria 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.

Example Evidence: 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

Criteria 3.02.021

Curriculum practices and delivery are influenced by information and cultural backgrounds of children and their families.

Example Evidence: Examples of how the curriculum and learning activities reflect the cultural backgrounds of children and their families

Criteria 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.

Example Evidence: Examples or descriptions of the processes used to implement Individual Learning Plans (ILP) or Individual Family Service Plans (IFSP)

Criteria 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.

Example Evidence: Documentation of furniture, equipment and learning environment resources to support the physical development skills of infants and toddlers/twos



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Documentation of learning environment resources to support the development of fine motor skills of infants and toddlers/twos



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 3.03.004

Children engage in multiple and varied activities and are provided materials focused on developing fine-motor skills.

Example Evidence: Examples and descriptions of learning activities that support the development of each child's fine motor skills

Criteria 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.

Example Evidence: Examples and descriptions of learning activities that support the development of each child's large motor skills

Criteria 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.

Example Evidence: Examples and descriptions of how teachers and staff plan time and organize space to support individual, small group and whole group activities

Criteria 3.03.007

Teachers and staff assist children in entering into and sustaining play.

Example Evidence: Examples of observed ways that teachers and staff help children to enter and sustain play

Criteria 3.03.008

Play is planned each day to support children's learning.

Example Evidence: Schedules reflect planned time for daily play

Criteria 3.03.009

Teachers and staff use daily routines to support the continuing development of children's self-awareness, language acquisition and social interaction.

Example Evidence: Examples or descriptions of how daily routines are used to support each child's self-awareness, language acquisition and social interaction

Criteria 3.03.010

Teachers and staff reinforce appropriate ways for each child to express his or her emotions.

Example Evidence: Examples or descriptions of how teachers and staff reinforce appropriate ways for children to express their emotions

Criteria 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.

Example Evidence: Examples and descriptions of how teachers and staff support children's independence

Criteria 3.03.012

Teachers and staff focus individually on infants during caregiver procedures.

Example Evidence: Documentation of observed ways that teachers and staff interact individually with infants during caregiver procedures



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Examples and descriptions of how planned learning activities challenge children's current thinking and support new learning

Criteria 3.03.014

Teachers and staff customize interactions with infants, toddlers and twos to meet children's individual states and levels of arousal.

Example Evidence: Documentation of observed ways that teachers and staff customize interactions with infants, toddlers and twos



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Examples and descriptions of how instructional methodologies encourage children to solve problems and to stimulate and express their thinking

Criteria 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.

Example Evidence: Documentation of observed ways that teachers and staff immediately and appropriately respond to children who cry or are in distress



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Examples of how instructional methodologies and learning activities are scaffolded to build upon and extend children's learning

Criteria 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.

Example Evidence: Documentation of observed ways that teachers and staff use respectful conversation and attentive listening techniques to build a caring relationship with each child

Criteria 3.03.019

Teachers and staff guide individual and small groups of children in collaborative inquiry when learning concepts and skills.

Example Evidence: Examples or descriptions of instructional methodologies that promote collaborative inquiry

Criteria 3.03.020

Teachers and staff are attentive to infants' social interactions and attend to them when they are looking, touching or vocalizing.

Example Evidence: Documentation of observed ways that teachers and staff are attentive to an infant's social interactions



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Documentation of observed ways that teachers monitor and interact with children during learning center activities

Criteria 3.03.022

Teachers and staff provide numerous opportunities for children to develop friendships, attain social skills and learn from each other through play.

Example Evidence: Examples or descriptions of learning activities that support children in developing friendships, attaining social skills and learning through play

Criteria 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.

Example Evidence: Examples of instructional guides or lesson plans that align to instructional objectives

Criteria 3.03.024

Teachers and staff facilitate children's ability to appropriately resolve conflicts through identifying feelings, problems and finding alternate solutions.

Example Evidence: Documentation of observed ways that teachers and staff assist children in resolving conflicts

Criteria 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 those activities in which children participate repeatedly.

Example Evidence: Examples or descriptions of how planned learning activities are attuned to children's learning needs, e.g., observational checklists about children's emerging skills aligned to instructional activities

Criteria 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.

Example Evidence: Documentation of classroom rules and routines

Criteria 3.03.027

Teachers and staff engage children in purposeful, meaningful and developmentally appropriate learning activities and explicitly teach them important skills and concepts.

Example Evidence: Documentation of observed ways that teachers and staff engage children in learning activities on important skills and concepts

Criteria 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.

Example Evidence: Documentation of observed ways that teachers and staff promote positive peer interaction

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on differences, e.g., differences in cultures, abilities or backgrounds

Criteria 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.

Example Evidence: Description of how children are involved in decision making about classroom rules and activities

Criteria 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.

Example Evidence: Examples or descriptions of monitoring techniques that support children in behaving appropriately

Criteria 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.

Example Evidence: Examples or descriptions of how children are encouraged to express their feelings and emotions appropriately

Criteria 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.

Example Evidence: Documented ways that teachers and staff model appropriate social behavior

Criteria 3.03.034

Teachers and staff intentionally and explicitly teach children appropriate social, communication and self-regulating skills.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes, instructional methodologies or documented observations focusing on appropriate social, communication and self-regulating skills

Criteria 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.

Example Evidence: 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

Criteria 3.03.036

Children engage in multiple and varied activities focused on recognizing and naming their own emotions and those of others.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on recognizing and naming emotions of self and others

Criteria 3.03.037

Children engage in multiple and varied activities focused on developing the skills necessary to regulate their own behavior and attention.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on each child's skills for regulating his/her own behavior

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on each child's positive disposition toward learning

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's social competence skills

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in showing empathy and understanding of others

Criteria 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.

Example Evidence: 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

Criteria 3.03.043

Children engage in multiple and varied activities that focus on developing a positive self-identity.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on skills for developing positive self-identity

Criteria 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.

Example Evidence: 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

Criteria 3.03.045

Teachers and staff incorporate appropriate materials and schedule adequate time daily for children to engage in self-selected activities.

Example Evidence: Daily classroom schedules depicting time for self-selected activities

Criteria 3.03.046

Teachers and staff provide appropriate opportunities for children to interact with children of various ages.

Example Evidence: Schedules or curricular objectives showing opportunities for children to interact with other children of various ages

Criteria 3.03.047

Teachers and staff provide opportunities for children to return to learning tasks, experiences and materials over time.

Example Evidence: Instructional methodologies that document opportunities for children to return to learning experiences over time

Criteria 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.

Example Evidence: 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



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 3.03.049

Teachers and staff incorporate daily routines that support children as they learn to clean up and put away learning materials.

Example Evidence: Classroom schedules showing planned times for cleanup

Criteria 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.

Example Evidence: Classroom schedules showing planned times for transitioning from one activity to another

Criteria 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.

Example Evidence: Schedules or curricular objectives showing opportunities for children to participate in group projects that support individual learning and learning from their peers

Criteria 3.03.052

Teachers and staff participate in snack and meal times with children. They sit with them, listen to them and engage them in conversations with adults and other children.

Example Evidence: 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

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills for language acquisition and representative of family perspectives

Criteria 3.03.054

Children engage in multiple and varied activities focused on developing verbal and non-verbal communication skills.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in verbal and non-verbal communications

Criteria 3.03.055

Children engage in multiple and varied activities that focus on developing vocabulary based on their environment and learning experiences.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in vocabulary development

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's experiences with songs, rhymes, routine games and picture books

Criteria 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.

Example Evidence: 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



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: 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

Criteria 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 re-enact 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's experiences with books, their understanding and re-enactment of story events including teachers and staff reading books to children expressively

Criteria 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, 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children engaging in writing activities and accessing the written word

Criteria 3.03.061

Children engage in multiple and varied activities focused on recognizing and writing letters.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in recognizing and writing letters

Criteria 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.

Example Evidence: For Kindergarten, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in learning to read familiar words, phrases, sentences and books



Clarification: If the school does not serve Kindergarten students in a formal Kindergarten program as part of the early learning program, this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 3.03.063

Children in kindergarten engage in multiple and varied activities focused on recognition of phonemes in words.

Example Evidence: For Kindergarten, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in recognizing phonemes in words



Clarification: If the school does not serve Kindergarten students in a formal Kindergarten program as part of the early learning program, this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 3.03.064

Children in kindergarten engage in multiple and varied activities during which they write independently.

Example Evidence: For Kindergarten, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on each child's skills in independent writing



Clarification: If the school does not serve Kindergarten students in a formal Kindergarten program as part of the early learning program, this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Documented observations or checklists that show children's understanding of spoken language

Criteria 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.

Example Evidence: Documented ways that teachers and staff model appropriate vocabulary and language and engage children in conversations with other children and adults

Criteria 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.

Example Evidence: 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.

Criteria 3.03.068

Children have consistent and ongoing access to books and writing materials throughout the learning environment.

Example Evidence: Instructional materials inventories that confirm children's access to books and writing materials throughout the learning environment

Criteria 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.

Example Evidence: Documented observations of teachers and staff encouraging the use of language by infants through verbalizing and making sounds, eye contact, smiling and physical interactions



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: 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



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of numeracy, number names and one to one correspondence

Criteria 3.03.072

Children engage in multiple and varied activities that focus on categorizing objects according to size, shape and color.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of categorizing objects according to size, shape and color

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: List of equipment and materials that support the understanding of mathematical units of measures

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of geometry concepts

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of time in the context of daily routines

Criteria 3.03.077

Children engage in multiple and varied activities focused on pattern recognition and naming repeating patterns.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's ability to recognize and name repeating patterns

Criteria 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.

Example Evidence: 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



Clarification: If the school does not serve Kindergarten students in a formal Kindergarten program as part of the early learning program, this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding and use of patterns



Clarification: If the school does not serve Kindergarten students in a formal Kindergarten program as part of the early learning program, this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 3.03.080

Children in kindergarten engage in multiple and varied activities that integrate written mathematical representations of their experiences.

Example Evidence: 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



Clarification: If the school does not serve Kindergarten students in a formal Kindergarten program as part of the early learning program, this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of addition, subtraction and dividing objects into equal parts



Clarification: If the school does not serve Kindergarten students in a formal Kindergarten program as part of the early learning program, this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: 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



Clarification: If the school does not serve Kindergarten students in a formal Kindergarten program as part of the early learning program, this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: 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



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of basic concepts of science

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills to observe, explore and experiment with scientific phenomena

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in referencing, inferring and reasoning about scientific principles

Criteria 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.

Example Evidence: 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

Criteria 3.03.090

Children engage in multiple and varied activities that focus on learning and using scientific terminology and vocabulary.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in using scientific terminology and vocabulary

Criteria 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.

Example Evidence: 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

Criteria 3.03.092

Children engage in multiple and varied activities that use play to explore social roles in the family and workplace.

Example Evidence: 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

Criteria 3.03.093

Children engage in multiple and varied activities that focus on learning about the community in which they live.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of the community in which they live

Criteria 3.03.094

Children engage in multiple and varied activities that provide occasions to talk about fairness, friendship, responsibility, authority and differences.

Example Evidence: 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

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of geography and the physical characteristic of their community

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of ways that people take care of their environment

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: 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



Clarification: If the school does not serve Kindergarten students in a formal Kindergarten program as part of the early learning program, this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: 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

Criteria 3.03.100

Teachers and staff support a learning environment that provides for children's physical activity, rest, nourishment and sensory stimulation.

Example Evidence: Documented observations of teachers and staff ensuring environments that support children's physical activity, rest, nourishment and sensory stimulation

Criteria 3.03.101

Infants and toddlers/twos are provided numerous and varied opportunities to explore and engage with age-appropriate art materials.

Example Evidence: 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



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 3.03.102

Infants and toddlers/twos are provided numerous and varied opportunities to learn new art, music, drama and dance concepts and terms.

Example Evidence: 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



Clarification: If the school does not serve infants (birth to 12-15 months) or Toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: 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

Criteria 3.03.105

Children engage in multiple and varied activities during which they respond to the art of their peers or adults.

Example Evidence: 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

Criteria 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.

Example Evidence: Schedules, agendas or documented observations of children's experiences in visual and performing arts

Criteria 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.

Example Evidence: 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



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: Policy or curriculum statement ensuring equitable access to technology as learning tools aligned to the curriculum and instructional program

Criteria 3.03.110

Technology is used as a developmentally appropriate learning tool to support and enrich learning.

Example Evidence: Policy or curriculum statement describing the scope of technology as learning tools aligned to the curriculum and instructional program

Criteria 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, hand-washing and tooth-brushing.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of health practices

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding of safety rules in their classroom, homes and community

Criteria 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.

Example Evidence: Policy, handbook or written description of outdoor play protocol including precautions for temperature conditions and complying with equipment safety codes, regulations or guidelines

Criteria 3.03.115

Children engage in multiple and varied activities to practice safety procedures.

Example Evidence: Written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's understanding and practice of safety procedures

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: Descriptions of recent adjustments to curriculum, instruction or assessments based on assessment results of children's learning, growth and development

Criteria 3.05.001

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.

Example Evidence: Descriptions of mandatory training and the training objectives for new teachers and staff and ongoing training following initial orientation

Criteria 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.

Example Evidence: Descriptions of mandatory training, training objectives and supervision for substitute teachers and volunteers

Criteria 3.06.001

Teachers and staff partner with families to create meaningful connections that establish and maintain systematic, ongoing, two-way communication.

Example Evidence: Schedules, agendas, written correspondences or documented observations of two-way communications between parents and teachers and staff

Criteria 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.

Example Evidence: Intake documentation that includes the child's culture, religion, home language, family structure or other information to support the preferences of the family

Criteria 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.

Example Evidence: Examples of regular communications between teachers and staff and family members relative to each child's needs and supportive transitions between home and school

Criteria 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.

Example Evidence: Examples of collaborative decisions between staff and family members relative to the best interests of each child's experiences at school

Criteria 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.

Example Evidence: Examples of ways that teachers and staff are respectful of the child's home language within the experiences at school

Criteria 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.

Example Evidence: Schedules, agendas or activity descriptions that show parents or family members actively engaged in classroom experiences with their children

Criteria 3.06.007

The assessment system includes ways for families to have input into assessment methods appropriate to their child's needs, strengths and interests.

Example Evidence: Intake documents, notes of teacher-parent conferences or other documented ways showing parent input into assessment methods appropriate to the child's needs

Criteria 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.

Example Evidence: Documented observations of classroom activities or environment that share customs, traditions and events of families and community cultures

Criteria 3.06.009

The school provides information regarding a child's well-being exclusively to the child's parent or legal guardian.

Example Evidence: 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

Criteria 3.06.010

Teachers and staff develop and maintain strong ongoing communication and relationships with families.

Example Evidence: Documented observations of ongoing communication and relationships with families

Criteria 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.

Example Evidence: Documented observations of ongoing communication with families regarding their child's interests and needs to guide planning for classroom learning experiences

Criteria 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.

Example Evidence: 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

Criteria 3.06.013

The school has procedures in place to share daily caregiving, transition and food issues with families.

Example Evidence: Description of daily communications procedures with families, e.g., notes, checklist and personal communications

Criteria 3.06.014

The school has procedures in place to allow families access to the facilities during school operation hours.

Example Evidence: Policies or written procedures for permitting family access to the facilities during school operation hours

Criteria 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.

Example Evidence: Schedules, agendas or documented observations of family involvement in activities that foster family-school partnerships

Criteria 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.

Example Evidence: Schedules, agendas or documented observations of family members participating in governing or advisory roles and in planning events and activities

Criteria 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.

Example Evidence: Schedules, agendas or documented observations of regular events that bring family members and school staff together for positive interaction

Criteria 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.

Example Evidence: Documented examples of various ways that teachers and staff dialogue with parents/guardians

Criteria 3.06.019

School information to families is provided and accessible in their language of understanding.

Example Evidence: Policy or handbook that requires family access to school information in the family's language of understanding

Criteria 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.

Example Evidence: Written description of the assessment system and its purposes and implementation

Criteria 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.

Example Evidence: 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

Criteria 3.06.022

The school maintains multiple communication channels so 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.

Example Evidence: Description of daily communications procedures with families through multiple communications channels, e.g., notes, checklists and personal communications

Criteria 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.

Example Evidence: Description of weekly communications procedures with parents/guardians that focus on issues or information about their child's development, well-being and routines

Criteria 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.

Example Evidence: Examples or descriptions of collaborative staff and family decisions that result in mutually supportive environments for children's learning needs

Criteria 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.

Example Evidence: Documented observations that describe or ensure the facility and environment is family friendly

Criteria 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.

Example Evidence: 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.

Criteria 3.07.002

Assessment results are analyzed and interpreted to determine whether the school is achieving curriculum goals and learning outcomes for children.

Example Evidence: Summaries, reports, charts or graphs showing the results of data analysis and interpretation relative to curriculum goals and learning outcomes for children

Criteria 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.

Example Evidence: 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



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Documented instructional activities that encourage the development and use of language by children

Criteria 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.

Example Evidence: Examples of recent modifications to curriculum and instruction based on observations and assessment results

Criteria 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.

Example Evidence: Documented examples of ways that the assessment system includes results from observations from families relative to their child's learning

Criteria 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.

Example Evidence: Examples of quarterly written reports to families documenting their child's learning and progress

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: Documented examples of the purposes and uses of screening as part of the assessment system

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: List of all assessments that comprise the assessment system

Criteria 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.

Example Evidence: Documented procedures for aligning teacher developed assessments with curriculum goals or objectives

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: List of assessments or data sources that are used to assess children across all program goals and learning expectations

Criteria 3.07.015

Teachers and staff use informal interactions and observations to inform curriculum and individualize learning experiences for children.

Example Evidence: Examples of modifications to curriculum or learning experiences based on informal interactions and observations of children

Criteria 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.

Example Evidence: Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides in diversity of races, cultures and languages

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: Policies or written procedures for the supervision and mentoring of staff members

Criteria 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.

Example Evidence: Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides relevant to their teaching assignments

Criteria 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.

Example Evidence: Transcripts or documented curriculum for the training of teachers and staff in the evaluation, interpretation and use of data

Criteria 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.

Example Evidence: Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides in the implementation of assessment procedures

Criteria 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.

Example Evidence: Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides in working with children who have special needs

Criteria 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.

Example Evidence: Documentation of professional development for all staff on knowledge, skills and attitudes in working with diverse families

Criteria 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.

Example Evidence: Documented examples of staff participation in early learning professional organizations at the local, state and national levels



Clarification: For international schools, this may include local or national events and organizations, or international events and organizations that focus on the care and education of young children.

Criteria 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.

Example Evidence: Documented examples of staff participation in collaborative professional development or training opportunities with other early learning schools and community agencies

Criteria 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.

Example Evidence: Documented examples of professional development for staff through collaboration and teamwork

Criteria 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.

Example Evidence: Documented orientation and professional development plan for all staff including processes for evaluating the needs of staff, updating the plan and implementing the plan

Criteria 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.

Example Evidence: 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



Clarification: Quality schools implement a program of professional development that is aligned with the school's purpose, expectations for children's learning, growth and development, and continuous improvement goals. The professional development plan should address those areas where staff development is most needed in order to support identified interventions. Professional development activities should be research-based, include follow-up activities as appropriate, encourage innovation and risk-taking and include evaluation for their effect on instructional practice and the learning, growth, and development of young children.

Criteria 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.

Example Evidence: Examples of written individual plans for children with serious behavior issues that support integration and inclusion in classroom activities

Criteria 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.

Example Evidence: Documented examples of modifications to teaching strategies, classroom activities and environments to meet the needs of children with challenging behaviors

Criteria 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.

Example Evidence: 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

Criteria 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.

Example Evidence: Classroom schedules showing planned instructional time and transitional time that reflect the needs of the children and minimize disruptive behaviors

Criteria 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.

Example Evidence: Documented observations of ongoing teacher and staff response to verbal and nonverbal cues of infants



Clarification: If the school does not serve infants (birth to 12-15 months) this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 3.09.006

Teachers and staff promote mutual respect for children by demonstrating their interest in children's ideas, interests and experiences.

Example Evidence: Documented observations of ongoing teacher and staff response to children's ideas, interests and experiences promoting mutual respect

Criteria 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.

Example Evidence: Documented observations of teachers and staff implementing instructional strategies appropriate to the differing learning, growth and development needs of children

Criteria 4.01.001 Required

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.

Example Evidence: Written policies or procedures for hiring, training and retaining administrators with appropriate educational and professional background



Resource: AdvancED Alternate Pathways for Program Administrator Qualifications, located at www.advanc-ed.org/earlylearningresources under the Diagnostics & Surveys tab.



Clarification: The designated program administrator or director is the person responsible for day-to-day operations at the school including supervision of staff and curriculum implementation. This could be a member of the leadership team with a different job title than director, but their job description needs to include the day-to-day program and staff oversight. A single person must fully meet either the Criteria as stated, or an Alternate Pathway. The minimum education requirement is an Associate's degree in early childhood education or a related field (See Option A in the Alternate Pathways document).

If no one on the leadership team meets the Criteria or an Alternate Pathway, a school can develop a written one-time plan documenting how the program administrator/director will meet the Criteria or an Alternate Pathway within the next five years or sooner. The plan needs to include specific actions to be taken, a timeline for monitoring, and a provision for hiring an appropriately qualified program administrator/director should the current person leave the position. The school may only use the written plan once. The program administrator/director must be appropriately qualified by the next reaccreditation review.

AdvancED is available to review staff qualifications for the program administrator/director upon request in order to provide guidance.

Criteria 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.

Example Evidence: Written policies and procedures for assigning administrator's workload

Criteria 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.

Example Evidence: Written policies and procedures for hiring, training and retaining teachers with appropriate educational and professional background



Resource: Professional Learning for the Care and Education Workforce research brief from the Institute of Medicine, available for download at:

<https://www.nap.edu/download/21786#>

Criteria 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.

Example Evidence: Written policies or procedures for hiring, training and retaining assistant teachers with appropriate educational and professional background

Criteria 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:

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

Example Evidence: Written policies or procedures that address teacher-child ratios



Clarification: In order for this Criteria to be rated as Met, all age groups served by the school must meet the maximum group size and ratio for each classroom. The maximum group size is noted in the column heading above the farthest right ratio listed. For example, Toddlers/Twos (21-36 months) have a maximum group size of 12 children, with a ratio of 1:6 or lower.

Criteria 4.04.001

The school has sufficient staff that are assigned and organized to minimize the number of group, 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.

Example Evidence: Written policies or procedures that define classroom expectations for staff and classroom transitions and children-staff relationships

Criteria 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.

Example Evidence: Written policies or procedures for ensuring sufficient resources to support the school's purpose and learning expectations

Criteria 4.05.001

Teachers and staff design and provide a safe and healthy environment for all children in all school environments.

Example Evidence: Written policies or procedures that address the health, safety and wellness of children and adults

Criteria 4.05.002

Teachers and staff provide supervision for children by ensuring they are physically positioned to see as many children as possible.

Example Evidence: Written policies or procedures for ensuring proper supervision of the children

Criteria 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).

Example Evidence: Written policies or procedures for ensuring proper supervision of the children

Criteria 4.05.004

Indoor environments are designed to allow staff to supervise children by sight and sound at all times.

Example Evidence: Written indoor facilities safety plan to ensure children's supervision

Criteria 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.

Example Evidence: Written safety plan to ensure proper supervision of kindergarten children



Clarification: If the school does not serve Kindergarten students in a formal Kindergarten program as part of the early learning program, this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written policy or procedure ensuring child's health information privacy and record confidentiality

Criteria 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.

Example Evidence: Written policies or procedures for hiring, training and retaining health practitioners with training and/or experience with early childhood programs

Criteria 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.

Example Evidence: Written policy or procedure for ensuring appropriate dress code according to weather conditions

Criteria 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.

Example Evidence: Written health and hygiene protocol

Criteria 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.

Example Evidence: Written policies or procedures on hand washing practices for school personnel and children

Criteria 4.05.011

The school promotes a safe, clean environment during water play. Sanitary water play involves the use of non-toxic 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.

Example Evidence: Written policy or procedure ensuring health and safety during water play

Criteria 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.

Example Evidence: Written protocol for administering, handling and storing medication

Criteria 4.05.013 **Required**

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.

Example Evidence: Written protocol for safe-sleep procedures to reduce the risk of Sudden Infant Death Syndrome (SIDS)



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Examples of preventive tooth decay practices in infants and toddlers, e.g., gum cleaning after feeding



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written protocol on tooth brushing and gum cleaning

Criteria 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.

Example Evidence: Written food safety and sanitation policies or procedures

Criteria 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.

Example Evidence: Written policies or procedures to provide food services and document feeding for all children



Clarification: If the school does not serve any infants and also does not serve any children with special feeding needs, this Criteria can be marked as Met. Policies should be in place in the case that a child with special feeding needs does enroll in the school in the future.

Criteria 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.

Example Evidence: Written policy or procedure to ensure easy access to fresh drinking water

Criteria 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.

Example Evidence: Certificates or other relevant compliance documents stating that water sources are safe for human consumption



Clarification: If the school only uses public water, no documentation is needed and the Criteria may be rated as Met.

Criteria 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.

Example Evidence: Written nutrition plan that includes feeding plan and meal and snack patterns



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Policy on breast feeding and proper handling and storage of human milk



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written policies or procedures on food purchasing, preparation and storage

Criteria 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.

Example Evidence: Written policies and procedures on food and nutrition to ensure healthy eating and an active lifestyle

Criteria 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.

Example Evidence: Written daily plan with established feeding schedule for infants



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written policy on milk feeding infant-toddler children



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 24 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written safety policy on food preparation

Criteria 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.

Example Evidence: Written nutrition plan, menus, meals and snack schedules



Clarification: If the school does not provide any meals or snacks, and all food consumed by children is provided by each child's family, then this Criteria may be marked as Met.

Criteria 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.

Example Evidence: Written feeding schedule



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written policy or procedure to ensure clean and sanitized facilities

Criteria 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.

Example Evidence: Written health and hygiene protocol that includes sanitation policies and procedures

Criteria 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.

Example Evidence: Written cleaning and sanitation schedules

Criteria 4.05.032

All toys and equipment are properly washed and sanitized after every use.

Example Evidence: Written health and hygiene protocol that includes sanitation policies and procedures

Criteria 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.

Example Evidence: Written food and environmental allergy policy

Criteria 4.05.034

Teachers, staff and children remove or cover shoes before entering a play area used by infants.

Example Evidence: Written health and hygiene protocol that includes sanitation policies and procedures



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written policy for playground safety including the fencing of the entire playground areas

Criteria 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.

Example Evidence: Written outdoor facilities and equipment safety plan to ensure proper supervision of the children

Criteria 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.

Example Evidence: Written policies that support outside play and learning and characteristics of the preschool environment and physical activity of young children



Clarification: If the school is located outside of the United States, this Criteria is optional. If it is met by the international school, mark Met. If it is not met, this Criteria can be marked as Met- N/A for an international school.

Criteria 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.

Example Evidence: Current certificate of inspection issued by a qualified safety inspector



Clarification: If the school is located outside of the United States, this Criteria is optional. If it is met by the international school, mark Met. If it is not met, this Criteria can be marked as Met- N/A for an international school.

In the United States, the qualifications of a playground safety inspector are determined by the state's licensing requirements. In some cases, inspectors may be required to be certified as a Certified Playground Safety Inspector (CPSI) by the National Recreation and Park Association; in other states, it may be a licensing specialist. Best practice is an inspection by a CPSI-certified inspector.

Criteria 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 child care 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.

Example Evidence: Written health care policy statement describing the content and procedures for utilizing first aid equipment

Criteria 4.05.040

Preventive entry bathroom barriers are in place to limit access to bathrooms by unattended toddlers.

Example Evidence: Written injury and illness prevention plan



Clarification: If the school does not serve toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written environmental allergy policy

Criteria 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.

Example Evidence: Examples demonstrating noise reduction solutions, e.g., placing acoustical walls and panels or installing carpets

Criteria 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.

Example Evidence: Written policy that prohibits smoking on the school grounds and within sight of any children

Criteria 4.05.044

The school maintains facilities that are free from toxins such as pesticides, herbicides and other air pollutants.

Example Evidence: Written health and hygiene protocol that includes pest management and other air pollutants

Criteria 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 child care 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.

Example Evidence: Current classroom layout and floor plans

Criteria 4.05.046 **Required**

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.

Example Evidence: Staff certification in Infant/Pediatric Cardiopulmonary Resuscitation

Criteria 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.

Example Evidence: Written feeding policies for infants



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 4.05.048

Sandboxes (if provided) allow for drainage, are covered when not in use and are cleaned on a regular basis.

Example Evidence: Written policies or procedures ensuring health and safety during sandbox use



Clarification: If the school does not provide any sandboxes in the outdoor environment, this Criteria may be marked as Met. Any indoor sand tables should allow for drainage and must still be cleaned on a regular basis.

Criteria 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.

Example Evidence: Written furnishings and equipment guidelines

Criteria 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.

Example Evidence: Written health and hygiene protocol or maintenance protocol

Criteria 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.

Example Evidence: Classroom and facilities Resource Management and Development Plan

Criteria 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.

Example Evidence: Examples of classroom environment/organization ideas, e.g., creating classroom display areas or implementing class promises instead of "rules"

Criteria 4.07.003

The school designs positive classroom environments by creating comfortable spaces for children and adults to converse and interact.

Example Evidence: Written furnishings and equipment guidelines

Criteria 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.

Example Evidence: Written policies and characteristics of the preschool environment and physical activity of young children



Clarification: If the school is located outside of the United States, this Criteria is optional. If it is met by the international school, mark Met. If it is not met, this Criteria can be marked as Met- N/A for an international school.

Criteria 4.07.005

The school provides access to natural light in some indoor areas to support the positive effect on health and learning.

Example Evidence: Written policies and characteristics of the preschool environment and physical activity of young children

Criteria 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).

Example Evidence: List of equipment and materials that support the integration of disciplines for the early childhood program

Criteria 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.

Example Evidence: List of equipment and materials that support the infant, toddler and twos curriculum



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn’t serve the age group.

Criteria 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.

Example Evidence: List of equipment and materials that support the developmentally appropriate early childhood program

Criteria 4.08.004

The school provides a secure and individual location for each child and staff member’s personal belongings.

Example Evidence: Written furnishings and equipment guidelines

Criteria 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.

Example Evidence: Policies or procedures to assure an inclusive classroom/environment for children with special needs

Criteria 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.

Example Evidence: Furniture, educational materials and equipment inventory that supports curriculum goals and objectives in all content areas

Criteria 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.

Example Evidence: Written furnishings and equipment guidelines

Criteria 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.

Example Evidence: Written furnishings, equipment and materials guidelines that support curriculum goals and objectives and meet the developmental needs and interests of children

Criteria 4.08.009

The school sets clear pathways between areas and centers and clear boundaries around centers to facilitate play and work without interruptions.

Example Evidence: Written policies and characteristics of the preschool environment and physical activity of young children

Criteria 4.08.010

The school divides indoor space into areas strategically arranged to accommodate children individually, in small groups and in a large groups. 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.

Example Evidence: Current classroom layout and floor plans

Criteria 4.08.011

A comfortable and private place is provided for mothers to breastfeed their children.

Example Evidence: Policy on breastfeeding accommodations for mothers



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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 in compliance with applicable governmental regulations such as the Americans with Disabilities Act (ADA).

Example Evidence: Policies or procedures to ensure an inclusive classroom/environment for children or adults with disabilities

Criteria 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.

Example Evidence: Written outdoor structures, equipment and materials guidelines that support curriculum goals and objectives and meet the developmental needs and interests of children

Criteria 4.10.001

The learning environment and materials are organized to stimulate learning focused on exploration, discovery, experimentation and experiential learning.

Example Evidence: 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

Criteria 4.11.001 **Required**

Teaching staff supervise infants, toddlers and twos by sight and sound at all times.

Example Evidence: School policy on supervision for infants, toddlers and twos



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: School policy on supervision for infants, toddlers and twos



Clarification: If the school does not serve infants (birth to 12-15 months) or toddlers (up to 36 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Examples of classrooms displays that incorporate children's work

Criteria 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.

Example Evidence: Written Behavior Intervention Plan

Criteria 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.

Example Evidence: Policies, processes or procedures for documenting and reporting development and learning



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 4.13.003

The school makes available to families a current listing of community-based resources that may assist in the well-being 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.

Example Evidence: List of learning support services and student population served by such services

Criteria 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.

Example Evidence: Written procedures for communicating with support agencies and service providers

Criteria 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.

Example Evidence: Signed partnerships (contracts) with specialized consultants

Criteria 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.

Example Evidence: Documented observations of caregiving environments that foster mutual respect and trust between children and teachers and staff

Criteria 4.14.002

Teachers and staff demonstrate caring, warm, supportive and approachable behaviors.

Example Evidence: Documented observations of teachers demonstrating caring, warm and supportive behaviors

Criteria 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.

Example Evidence: Documented observations of teachers and staff integrating backgrounds, interests and cultural contexts of the children into daily interactions

Criteria 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.

Example Evidence: Documented observations of differentiated learning environments based on children's needs, growth and development

Criteria 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.

Example Evidence: Examples of relationships of teachers and staff with children in support of the individual needs of children

Criteria 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.

Example Evidence: Examples of individualized routine care demonstrating inclusion and acceptance of family practices and cultural preferences

Criteria 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.

Example Evidence: Written furnishings, equipment and materials guidelines that support curriculum goals and objectives and meet the developmental needs and interest of children



Clarification: If the school does not serve infants (birth to 12-15 months), this Criteria can be marked as Met- N/A because the school doesn't serve the age group.

Criteria 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.

Example Evidence: Written policies and procedures for arrival and departure routines

Criteria 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.

Example Evidence: Written Behavior Intervention Plan

Criteria 4.16.002

Teachers and staff encourage families to become advocates and make primary decisions regarding services needed by their children.

Example Evidence: Policies, handbooks or pamphlets providing families with information for advocating on behalf of their children for services needed by their children

Criteria 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.

Example Evidence: Written procedures for child centered- learning support and referrals to support agencies and service providers

Criteria 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 child care programs, services and elementary schools.

Example Evidence: 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

Criteria 4.16.005

The school provides information to families to assist in enrollment processes and transitions to other program options.

Example Evidence: Written transition plan for families

Criteria 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.

Example Evidence: Policies for the written consent by the parent/legal guardian to disclose information to other providers or agencies

Criteria 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.

Example Evidence: Written partnerships agreements, contracts with agencies or other organizations on behalf of the school and the children and families it serves



Clarification: If the school is located outside of the United States, this Criteria is optional. If it is met by the international school, mark Met. If it is not met, this Criteria can be marked as Met- N/A for an international school.

Criteria 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.

Example Evidence: List of child care resource and referral centers

Criteria 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.

Example Evidence: Examples of awareness activities about community-based resources, organizations, agencies or other service agencies and entities

Criteria 4.16.010

The school programs include the use of neighborhood, cultural, tribal, urban, suburban or other community resources.

Example Evidences: List of community resources (neighborhood, cultural, tribal, urban, suburban or other resources) and partnerships agreements

Criteria 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.

Example Evidence: Examples of outreach strategies such as educational materials, newsletters or electronic link with resources

Criteria 4.17.001

Teachers and staff provide developmentally appropriate guidance to assist children in learning socially appropriate behaviors.

Example Evidence: Examples of instructional strategies focusing on socially appropriate behaviors

Criteria 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.

Example Evidence: Written parent/guardian communication plan

Criteria 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.

Example Evidence: Written policies or procedures for mediation with families in the language the family understands

Criteria 4.17.004

Teachers and staff demonstrate caring, warm, supportive and approachable behaviors.

Example Evidence: Documented observations of teachers demonstrating caring, warm, supportive and approachable behaviors

Criteria 4.17.005

Teachers and staff provide recognition and encouragement of children's accomplishments.

Example Evidence: Examples of positive guidance strategies ensuring recognition and encouragement of children's accomplishments

Criteria 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.

Example Evidence: Examples of positive guidance strategies ensuring children's developmental needs

Criteria 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.

Example Evidence: Written guidelines that promote safe and protected outdoor play areas including grounds, equipment and sun protection

Criteria 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.

Example Evidence: Written guidelines for routine and long term facility maintenance including the building, equipment and furniture

Criteria 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.

Example Evidence: Written school health and safety plan or maintenance protocol

Criteria 4.18.004

The school implements preventive choking strategies that include identification and removal of choking hazards from the children's proximity.

Example Evidence: Written school health and safety plan or maintenance protocol

Criteria 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 exits are clearly marked.

Example Evidence: Written school health and safety plan or maintenance protocol

Criteria 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.

Example Evidence: Examples on how assessment results are used to improve curriculum and instruction

Criteria 5.01.002

Professional and support staff are trained in the evaluation and use of data appropriate to their role and position.

Example Evidence: Documented examples of professional development activities for all staff in the evaluation and use of data

Criteria 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.

Example Evidence: Results of stakeholder feedback and the uses of the results in developing processes for continuous improvement

Criteria 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.

Example Evidence: Written description of the assessment system and its purposes and implementation

Criteria 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.

Example Evidence: Written improvement plan that addresses the achievement of learning expectations

Criteria 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.

Example Evidence: Written description of the assessment system and its purposes and implementation

Criteria 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.

Example Evidence: Documented observations of the use of assessment results to improve curriculum, instruction and the learning environment

Early Learning Standards List of Possible Not Applicable Criteria

For programs that DO NOT serve infants (ages birth through 15 months—they may serve toddlers starting at 12 months), the following Criteria would be marked as Met - not applicable:

- 3.01.015
- 3.02.005
- 3.02.006
- 3.02.007
- 3.03.012
- 3.03.020
- 3.03.048
- 3.03.069
- 3.07.003
- 3.09.005
- 4.05.013
- 4.05.020
- 4.05.021
- 4.05.024
- 4.05.034
- 4.08.011
- 4.13.002
- 4.14.007

For programs that DO NOT serve infants and DO NOT serve toddlers (ages birth through 36 months—they may serve preschoolers starting at 30months/2.5 years), the following Criteria would be marked as Met - not applicable, in addition to the Criteria listed above for infants:

- 2.02.003
- 3.03.002
- 3.03.003
- 3.03.014
- 3.03.016
- 3.03.057
- 3.03.070
- 3.03.083
- 3.03.101
- 3.03.102
- 3.03.107
- 4.05.014
- 4.05.025
- 4.05.028
- 4.05.040
- 4.05.047
- 4.08.002
- 4.11.001
- 4.11.002

For programs that DO NOT have a Kindergarten program (children can be enrolled in the school up to Kindergarten entry, but no Kindergarten is provided by the Early Learning School), the following Criteria would be marked as Met - not applicable:

- 3.03.062
- 3.03.063
- 3.03.064
- 3.03.078
- 3.03.079
- 3.03.080
- 3.03.081
- 3.03.082
- 3.03.098
- 4.05.005

Early Learning Representative Evidences

Representative Evidences identify those pieces of evidence that the school is required to provide these items to the Engagement Review Team prior to the on-site review. Evidences should be submitted in eProve. Evidence can be attached directly to the related Criteria when completing the Self Assessment Diagnostic, or they may be submitted in eProve workspace as an uploaded document or an external link. Any Representative Evidences with identifying or confidential information may be saved for viewing on-site during the Engagement Review.

	Written improvement plan that addresses the achievement of learning expectations (1.01.002)
	Reports, licenses, certificates and other relevant documents of compliance for all applicable national, state and local requirements (2.01.003)
	Written policies or procedures for identifying and coordinating services for children with disabilities or specialized needs (2.01.008)
	Written policies or procedures for financial management (2.01.010)
	Audit report (<i>required</i>) (2.01.010)
	Written policies or procedures for ensuring confidentiality of student information and records (2.01.016)
	Written policies and procedures for criminal background checks, minimum age requirements and health assessments relevant to staff job descriptions (2.01.019)
	Verification documents on file (2.01.019)
	Certificates, licenses, reports or other applicable documentation of compliance with governmental requirements (2.01.024)
	Written policies or procedures for defining the transition of children through the instructional program (2.02.002)
	Examples or descriptions of methods for families to have continuous access to information (2.03.001)
	Written policies or procedures for staff supervision and evaluation (2.04.002)
	Written curriculum document(s), frameworks, learning outcomes, instructional methodologies and assessments for all programs (3.01.001)
	Examples or descriptions of planned instructional strategies that reflect varied learning needs of students (3.01.009)
	Written policies or procedures that prohibit negative verbal interaction or threats as a form of discipline (3.01.014)
	Examples or descriptions of observed instructional methodologies reflective of developmentally appropriate practice for infants (3.01.015)
	Examples of how teachers and staff plan learning activities based on children's interests and development (3.02.008)
	Examples of how instructional methodologies and learning activities are scaffolded to build upon and extend children's learning (3.03.017)
	Examples of instructional guides or lesson plans that align to instructional objectives (3.03.023)

	Schedules or curricular objectives showing opportunities for children to participate in group projects that support individual learning and learning from their peers (3.03.051)
	For Kindergarten, written curriculum document(s), frameworks, learning outcomes or instructional methodologies focusing on children's skills in learning to read familiar words, phrases, sentences and books (3.03.062)
	Documented observations of teachers and staff encouraging the use of language by infants through verbalizing and making sounds, eye contact, smiling and physical interactions (3.03.069)
	Policy or curriculum statement ensuring equitable access to technology as learning tools aligned to the curriculum and instructional program (3.03.109)
	Policy, handbook or written description of assurances that children are treated with dignity and respect in all aspect of their physical and emotional well-being (3.03.116)
	Descriptions of recent adjustments to curriculum, instruction or assessments based on assessment results of children's learning, growth and development (3.04.001)
	Descriptions of mandatory training and the training objectives for new teachers and staff and ongoing training following initial orientation (3.05.001)
	Intake documentation that includes the child's culture, religion, home language, family structure or other information to support the preferences of the family (3.06.002)
	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 (3.06.012)
	Documented examples of ways that the assessment system includes results from observations from families relative to their child's learning (3.07.006)
	Examples of quarterly written reports to families documenting their child's learning and progress (3.07.007)
	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 (3.07.010)
	Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides in training in diversity of races, cultures and languages (3.08.001)
	Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides relevant to their teaching assignments (3.08.004)
	Transcripts or documented curriculum for the training of teachers, assistant teachers and teacher aides in working with children who have special needs (3.08.007)
	Classroom schedules showing planned instructional time and transitional time that reflect the needs of the children and minimize disruptive behaviors (3.09.004)
	Written policies or procedures for hiring, training and retaining administrators with appropriate educational and professional background (4.01.001)
	Written policies and procedures for hiring, training and retaining teachers with appropriate educational and professional background (4.02.001)

	Written policies or procedures for hiring, training and retaining assistant teachers with appropriate educational and professional background (4.02.002)
	Written policies or procedures that address teacher-child ratios (4.03.001)
	Written policies or procedures for ensuring sufficient resources to support the school's purpose and learning expectations (4.04.002)
	Written policies or procedures for ensuring proper supervision of the children (4.05.002)
	Written protocol for safe-sleep procedures to reduce the risk of Sudden Infant Death Syndrome (SIDS) (4.05.013)
	Written policies or procedures on food purchasing, preparation and storage (4.05.022)
	Written policy for playground safety including the fencing of the entire playground areas (4.05.035)
	Current certificate of inspection issued by a qualified safety inspector (4.05.038)
	Staff certification in Infant/Pediatric Cardiopulmonary Resuscitation (4.05.046)
	Written feeding policies for infants (4.05.047)
	Written health and hygiene protocol or maintenance protocol (4.06.002)
	Examples of classroom environment/organization ideas, e.g., creating classroom display areas or implementing class promises instead of "rules" (4.07.002)
	Furniture, educational materials and equipment inventory that supports curriculum goals and objectives in all content areas (4.08.006)
	Written outdoor structures, equipment and materials guidelines that supports curriculum goals and objectives and meet the developmental needs and interests of children (4.09.001)
	Examples of classroom environment/organization ideas that show children and adults what the environment offers and that invite their participation, reflection, conversation and play (4.10.001)
	School policy on supervision for infants, toddlers and twos (4.11.001)
	Examples of classrooms displays that incorporates children's work (4.12.001)
	Written procedures for communicating with support agencies and service providers (4.13.004)
	Documented observations of teachers demonstrating caring, warm and supportive behaviors (4.14.002)
	Written policies and procedures for arrival and departure routines (4.15.001)
	Policies, handbooks or pamphlets providing families with information for advocating on behalf of their children for services needed by their children (4.16.002)
	Examples of positive guidance strategies ensuring recognition and encouragement of children's accomplishments (4.17.005)
	Written school health and safety plan (4.18.003)
	Written description of the assessment system and its purposes and implementation (5.01.004)
	Written improvement plan that addresses the achievement of learning expectations (5.01.005)
	Policy manuals/handbooks (e.g., staff handbook, parent handbook, school policy/procedures manual, etc.)

Recommended Reading

- Allen, L., & Kelly, B. B. (Eds.). (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. Washington, DC: Institute of Medicine and National Research Council. Available for free download at: <https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>
- Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8* (3rd ed.). Washington, DC: National Association for the Education of Young Children.
- Donohue, C. (Ed.). (2015). *Technology and digital media in the early years: Tools for teaching and learning*. New York, NY: Routledge.
- Galinsky, E. (2010). *Mind in the making: The seven essential life skills every child needs*. New York, NY: HarperCollins Publishers.
- Gronlund, G. (2016). *Individualized child-focused curriculum: A differentiated approach*. St. Paul, MN: Redleaf Press.
- Manning, M., Garvis, S., Fleming, C., & Wong, G. T. W. (2017). *The relationship between teacher qualification and the quality of the early childhood education and care environment*. Norway: The Campbell Collaboration. Available for free download at: https://www.campbellcollaboration.org/media/k2/attachments/0224_ECG-Manning-Teacher_qualifications.pdf

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