



# REACH

**2019 Edition**

## EE Evidence Guide for REACH Indicators

for EE-12 North American and International Schools

Reaching for Excellence Through Accreditation and Continuous Improvement for Higher Achievement

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## Early Education Evidence Guide for REACH Indicators

The EE Evidence Guide is supplemental to the Rubrics Manual and is used to determine the Compliance or Exceeds Compliance levels of a program. All evidence listed under Compliance must be fully met at 100 percent unless noted within the indicator. To meet the Exceeds Compliance column, all indicators both columns must be met.

### Standard 3: Home and Community Relations and Student Services

The school exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents, both internally and externally. Effective communication and relationships are fostered with constituents, as well as among constituents. A wide range of strategies are used to incorporate involvement by the parents and the community. It is expected that the school meets the educational and developmental needs of the students it enrolls. Services at the appropriate levels include guidance (both academic and personal) and student activities (curricular and cocurricular). Appropriate resources and planning occur to ensure that the mission, vision, and philosophy are being carried out to meet the expected outcomes.

Indicator 3.15 (EE)	Compliance Evidence	Exceeds Compliance Evidence
Staff members receive professional development on how to intentionally prepare and maintain an emotionally healthy environment.	<input type="checkbox"/> Staff exhibit personal and peer respect. <input type="checkbox"/> Staff model and teach self-regulation skills. <input type="checkbox"/> Staff model and teach the expression of emotions with words. <input type="checkbox"/> Staff implement routines, reactions, and responses that are predictable. <input type="checkbox"/> Staff introduce and support conflict resolution strategies. <input type="checkbox"/> Staff introduce, model, and support social skills including friendship manners, and other social interactions. <input type="checkbox"/> Staff are sensitive to the mores of various cultures, and they embrace the cultural differences represented in their classrooms and program.	<input type="checkbox"/> Classroom observations indicate a positive climate of mutual respect, pro-social interactions, affection, and laughter. <input type="checkbox"/> Children are content, and they do not exhibit signs of social or emotional stress. <input type="checkbox"/> Teachers are well trained, and they receive ongoing training for providing an emotionally healthy classroom environment. Teachers respond promptly and appropriately to the emotional needs of each child (hurt, fear, negativity).

Indicator 3.16 (EE)	Compliance Evidence	Exceeds Compliance Evidence
The program utilizes a research-based developmental screening tool within three months of enrollment and has a written early intervention plan for helping children who exhibit varying developmental delays or challenges in the learning environment. Staff are trained annually in implementing the plan.	<input type="checkbox"/> The plan for programs equipped to serve children with varying needs includes individualization, evaluations, and referral to professional services. <input type="checkbox"/> The staff are trained to recognize and accommodate children who are exhibiting developmental delays or learning differences.	<input type="checkbox"/> Written individualized plans are maintained by the teacher. Parents are involved in every step of the plan.

## Standard 5: Instructional Program and Resources

The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices. The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school's mission, vision, schoolwide expected student outcomes, and core values to ensure a biblical foundation for instruction. A method for assessing the effectiveness of schoolwide learning outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

Informational resources exist to carry out the mission of the school by supporting the instructional program with ample and appropriate print, media, and technology resources. Qualified staff provide effective services to students, staff, and parents.

Indicator 5.2a (EE)	Compliance Evidence	Exceeds Compliance Evidence
<p><b>The program has developed a curriculum guide/plan that flows out of the philosophy and foundational statements and that is based on current early education research and principles.</b></p> <p><b>The curriculum plan includes the following components: (1) an educational philosophy of teaching and how children learn based on early education research, (2) schoolwide expected student outcomes, (3) mapping of instruction for each age group, (4) incorporating overall goals and objectives aligned with state/national standards for each domain, spiritual, social, emotional, physical, cognitive. (5) developmentally appropriate instructional methods, (6) instructional resources, and (7) evaluation and assessment strategies.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The staff are oriented to the philosophy statement, and they strive to intentionally implement it through daily practices.</li> <li><input type="checkbox"/> There is an educational philosophy of teaching and how children learn based on early education research.</li> <li><input type="checkbox"/> The curriculum plan includes schoolwide expected student outcomes in each of the domains including: spiritual, social, emotional, physical, cognitive.</li> <li><input type="checkbox"/> Mapping of instruction for each age group is included.</li> <li><input type="checkbox"/> Goals and objectives aligned with state or national standards for each domain are incorporated.</li> <li><input type="checkbox"/> Developmentally appropriate instructional methods are implemented.</li> <li><input type="checkbox"/> Instructional resources are used.</li> <li><input type="checkbox"/> Evaluation and assessment strategies are implemented.</li> <li><input type="checkbox"/> There is evidence indicating that the curriculum plan is implemented daily.</li> <li><input type="checkbox"/> Age group goals and objectives are defined for learning about the Bible, godly character traits and spiritual lessons.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> It is evident that a substantial amount of research and intentionality was used in developing the program's philosophy of teaching and learning. It reflects the mission and vision and clearly supports the Christ-centered mission of the program. Staff articulate its meaning and value, and classroom observations indicate that the philosophy of teaching and learning guides the program. The curriculum framework is well developed, complete, and consistent with the guiding principles, based on research, and clearly written. Staff members are involved in its development. Classroom observations align with the curriculum plan.</li> </ul>

Indicator 5.5a (EE)	Compliance Evidence	Exceeds Compliance Evidence
<p>Appropriate instructional strategies include the following developmental domains: spiritual, social, emotional, physical, and cognitive to include Bible, language, math, and science/discovery.</p>	<p><b>Spiritual</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The curriculum plan reflects a biblical worldview.</li> <li><input type="checkbox"/> Opportunities are given daily to hear Bible stories, sing Bible/worship songs, and learn about God and the world He created for us to enjoy.</li> <li><input type="checkbox"/> Children are invited to talk to God and Jesus through prayer.</li> <li><input type="checkbox"/> The classroom environment reflects a Christ-centered atmosphere, and teachers' faith is exhibited through their interactions with parents and children on an ongoing basis.</li> <li><input type="checkbox"/> Age group goals and objectives are defined for learning about the Bible, godly character traits and spiritual lessons.</li> </ul>	<p><b>Spiritual</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All classrooms demonstrate the use of a variety of biblically integrated activities throughout the day.</li> <li><input type="checkbox"/> Worship centers are incorporated into each classroom.</li> <li><input type="checkbox"/> Children are given multiple opportunities to serve others in a variety of ways demonstrating Christ-likeness.</li> <li><input type="checkbox"/> Teachers show evidence of connecting a child's work, character and identity to God's Word and through the teaching of Bible lessons.</li> </ul>
	<p><b>Social and Emotional</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing opportunities for social and emotional development are supported in the curriculum.</li> <li><input type="checkbox"/> The curriculum reflects planned social activities.</li> <li><input type="checkbox"/> A consistent schedule and daily routines are integrated in the curriculum.</li> <li><input type="checkbox"/> Interactions with children display interest, warmth, consideration, and affection.</li> <li><input type="checkbox"/> Courteous tones are modeled and encouraged with the children.</li> <li><input type="checkbox"/> The individual needs of the children are considered and respected.</li> <li><input type="checkbox"/> Age-appropriate independence is supported and encouraged.</li> <li><input type="checkbox"/> Skills development is encouraged and scaffolded by recognizing the work, accomplishments, and interests of children.</li> <li><input type="checkbox"/> Teaching of feelings and emotions is ongoing.</li> </ul>	<p><b>Social and Emotional</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All teachers consistently tailor their responses to children's individual needs and interaction styles.</li> <li><input type="checkbox"/> Teachers are trained to identify and incorporate the foundational social and emotional needs of children.</li> </ul>
	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The curriculum plan includes time for children to actively use fine and gross motor skills to play indoors and outdoors in a safe environment.</li> <li><input type="checkbox"/> Intentional opportunity to facilitate gross motor skills, which includes balance and coordination, may involve sitting, kicking, rolling, swinging, climbing, jumping, sliding, retrieving, carrying, stacking, and so on.</li> <li><input type="checkbox"/> Intentional opportunities to facilitate fine motor muscle development in the hands and fingers and to develop eye-hand coordination may include the art area, manipulatives, a writing center, and so on.</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All teachers receive ongoing training about how to include physical developmental activities across the curriculum.</li> <li><input type="checkbox"/> There are indoor and outdoor areas specifically designed for activities that promote motor development.</li> </ul>

Indicator 5.5a (EE)	Compliance Evidence (Continued)	Exceeds Compliance Evidence (Continued)
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### Language and Literacy Components

- ☐ The curriculum plan includes opportunities for rich receptive and expressive language experiences for all children throughout the day in a variety of ways.
- ☐ Teachers read age-appropriate books based on the children's interest, and repeated readings may occur often.
- ☐ Teachers demonstrate how to use books and introduce children to the author and illustrator.
- ☐ Children are encouraged to engage in conversations about elements of the story that may include predicting outcomes, retelling, and sequencing events.
- ☐ A reading/book center is available for children to explore age-appropriate books that are rotated on a regular basis.
- ☐ Additional language and literacy activities are included in various interest centers, and they may include writing, scribbling, copying, drawing, using puppets, singing, repeating fingerplays, answering open-ended questions, playing, participating in show-and-tell, and writing and dictating stories, etc.
- ☐ Equipment and materials are labeled in appropriate sizes and text for children.
- ☐ Children are encouraged to ask questions, express thoughts, and describe happenings throughout the day.
- ☐ Transitioning times incorporate rich language activities such as songs, fingerplays, and poems.
- ☐ The teachers encourage age-appropriate phonological awareness by helping children do the following:
  - Repeat the sounds that compose language
  - Isolate the words in a sentence
  - Isolate beginning sounds in a word
  - Recognize when words share phonemes
  - Become familiar with the form, function, and sounds of alphabet letters
  - Become familiar with print concepts

### Math Components

- ☐ Staff understand the appropriate ways to engage and excite the children around mathematical themes.
- ☐ Exploration of positional concepts includes (but is not limited to) in and out, up and down, over and under, and top and bottom.
- ☐ Quantity concepts include (but are not limited to) more than and less than.
- ☐ Comparison includes (but is not limited to) shortest to longest, thinnest to thickest, one to one correspondence, etc.

### Language and Literacy Components

- ☐ All teachers consistently take advantage of opportunities for expressive and receptive language development throughout the day, especially during classroom routines and transitions.
- ☐ Staff members readily recognize and utilize opportunities to scaffold language development.
- ☐ All teachers consistently use multiple books per day to deliver content, engage children's imagination, and expose children to word patterns and functions, support phonological awareness, and generally develop language.
- ☐ Labels on materials and equipment progress throughout the year. The print-rich environment also includes opportunities for children to interact with print in ways that are age appropriate (voting for choices, writing their name as part of the attendance routine, etc.).
- ☐ Specific goals and objectives to encourage age-appropriate phonological awareness are included in the curriculum plan.
- ☐ Activities are provided for children to play—physically and verbally—with the sounds they hear.
- ☐ Teachers provide opportunities for the names of children to be represented in multiple contexts.
- ☐ Teachers encourage age-appropriate and creative opportunities for children to identify and write their names using blocks, paint, or other mediums.

### Math Components

- ☐ All teachers consistently take advantage of opportunities to incorporate math concepts across the curriculum.
- ☐ Math concepts are presented through multiple means and methods that emphasize individual investigation.
- ☐ Lesson plans indicate that ample time is provided for children to fully engage in the activities.

Indicator 5.5a (EE)	Compliance Evidence (Continued)	Exceeds Compliance Evidence (Continued)
	<input type="checkbox"/> Classrooms are well equipped with a variety of math manipulatives and materials. <input type="checkbox"/> Sorting and classification of objects include color, shape, and other characteristics. <input type="checkbox"/> The teachers engage children in age-appropriate experiences that allow children to do the following: <ul style="list-style-type: none"> <li>• Manipulate, name, match, describe, and sort basic geometric shapes</li> <li>• Explore numbers, their names, the correlation between numbers and quantity, and the relationships of numbers to one another on the number line</li> <li>• Gain competency in rote counting and counting quantities</li> <li>• Compare and order objects in graduated order</li> <li>• Explore measurement concepts</li> <li>• Recognize and continue patterns</li> <li>• Compare likenesses and differences</li> <li>• Collect, describe, and represent information on charts and graphs</li> </ul>	<input type="checkbox"/> Teachers understand the needs of the children and develop individualized approaches to assist them in understanding mathematical concepts in small groups. <input type="checkbox"/> Teachers regularly use graphs and charts to represent information within the classroom.
	<b>Science/Discovery</b> <input type="checkbox"/> Teachers understand the appropriate ways to engage and excite the children by allowing for exploration and discovery. <input type="checkbox"/> Teachers have access to a variety of materials and equipment and integrate science concepts across the curriculum. <input type="checkbox"/> Teaching staff model and explain safe practices during science experiences. <input type="checkbox"/> Teachers engage children in experiences that may include the following: <ul style="list-style-type: none"> <li>• Posing questions</li> <li>• Performing simple investigations</li> <li>• Using their senses for learning about objects, events, and organisms</li> <li>• Describing observations</li> <li>• Analyzing and discussing data</li> <li>• Connecting the wonder of discoveries in the natural world with God's role as Creator</li> <li>• Learning about healthful nutrition</li> </ul>	<b>Science/Discovery</b> <input type="checkbox"/> Curriculum includes environmental, health, life, space, and physical science elements. <input type="checkbox"/> There is a designated indoor or outdoor lab/space for science experiences available for children in an age-appropriate manner. <input type="checkbox"/> A designated science teacher plans and teaches the curriculum. <input type="checkbox"/> The daily schedule allows for plenty of time to observe and engage. <input type="checkbox"/> Concepts are woven throughout the curriculum.

Indicator 5.5a (EE)	Compliance Evidence (Continued)	Exceeds Compliance Evidence
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**Social Studies**

- ☐ The curriculum includes information about society in the areas of occupations, relationships, and social roles.
- ☐ The different cultures and diversity of God’s world are explored.
- ☐ Responsible conduct, fairness, respect for other people, and conflict resolution are woven into the curriculum.
- ☐ Historical figures and historical changes in people and the world are age appropriate and integrated into within the curriculum.
- ☐ Caring for God’s natural world is part of the curriculum.

**Social Studies**

- ☐ Special guests visit with the children to discuss societal roles or occupations.
- ☐ Navigating familiar locations and understanding the physical world is included in the curriculum and encouraged through drawings and maps.
- ☐ Teachers receive ongoing professional development to support teaching of God’s world.



Indicator 5.5b (EE)	Compliance Evidence	Exceeds Compliance Evidence
<p><b>Teachers incorporate appropriate instructional strategies and learning activities in the lesson plans that reflect the goals of the program and connect with the overall expected child outcomes.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dramatic play: All classrooms and the curriculum provide daily opportunities to expose children in each age group to a variety of opportunities for dramatic play.</li> <li><input type="checkbox"/> Multifaceted open-ended art experiences: The curriculum provides daily opportunities for children to participate in open-ended process-oriented art experiences through a variety of mediums.</li> <li><input type="checkbox"/> Musical experiences: The curriculum provides age-appropriate daily opportunities to expose children in each age group to a variety of musical experiences.</li> <li><input type="checkbox"/> Creative experiences: The curriculum provides daily opportunities to expose children in each age group to a variety of age-appropriate creative expression experiences.</li> <li><input type="checkbox"/> Building experiences: The curriculum provides daily opportunities for children to fully engage in building activities.</li> <li><input type="checkbox"/> Discovery experiences: Discovery is supported across the curriculum through ample materials, attuned conversation, and predetermined opportunities or materials to prompt investigation.</li> <li><input type="checkbox"/> Prereading and prewriting experiences: Staff members explain and model various purposes for reading and writing, and they encourage children to label drawings and dictate stories, helping children to recognize the relationship of print to spoken words. Children are provided time, materials, and support for writing.</li> <li><input type="checkbox"/> Transition activities: Transition activities are consistently utilized, and children demonstrate a sense of security as they move from one activity to the next.</li> <li><input type="checkbox"/> Modifications for children with special needs and differentiated learners: The implementation of the curriculum plan is flexible and meets the needs of each child, including exceptional learners.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dramatic play: Children are intentionally invited to imagine, daydream, and role-play through discussion, journaling, puppetry, and dramatic play.</li> <li><input type="checkbox"/> Multifaceted open-ended art: Opportunities to explore without adult interference are also provided. Materials are frequently refreshed, rotated, and expanded with the intent to engage each child.</li> <li><input type="checkbox"/> Musical experiences: Children are intentionally introduced to musical experiences and provided opportunities to explore instruments, rhythm, lyrics, and composition. Music is also used to deliver content.</li> <li><input type="checkbox"/> Creative experiences: Children are intentionally introduced to creative experiences and provided opportunities to explore without adult interference. Materials are frequently refreshed, rotated, and expanded with the intent to engage each child in one or more mediums.</li> <li><input type="checkbox"/> Building experiences: Classrooms include the materials and equipment to support learners in understanding basic math concepts. Materials naturally progress but retain enough variance, so children of all abilities can access them and can be successful in moving to the next stage.</li> <li><input type="checkbox"/> Discovery experiences: Lesson plans include open-ended questions posed during investigation, and observations are recorded by various methods. Classrooms are well supplied with materials and equipment that can be manipulated by children for purposeful interactions with the environment.</li> <li><input type="checkbox"/> Prereading and prewriting experiences: Children spontaneously desire to read and tell stories. This interest is developed in an age-appropriate manner through formal and informal methods. Portfolio collections include examples of dictated stories. Children spontaneously inquire about letter formation, word spelling, and story formation as they become interested in writing their own names or their own stories.</li> <li><input type="checkbox"/> Transition activities: Transition activities are written on lesson plans, and/or transition activities are varied and provide children with valuable learning experiences.</li> <li><input type="checkbox"/> Modifications for children with special needs and differentiated learners: The curriculum plan reflects an understanding that the outcomes should be sensitive to the individual needs of the children in the classroom.</li> </ul>

Indicator 5.5c (EE)	Compliance Evidence	Exceeds Compliance Evidence
<b>The daily schedule provides for stability, security, and flexibility to meet the group's needs, capitalizing on the children's interest and attention span. The classroom schedule includes a balance of activities that are age appropriate in length.</b>	<p>A variety of the following appropriate activities are evidenced within a school day:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large-group opportunities (teacher-directed)</li> <li><input type="checkbox"/> Small-group opportunities (teacher/child interactive and child/child interactive)</li> <li><input type="checkbox"/> Individual choice opportunities (child-initiated)</li> <li><input type="checkbox"/> Indoor and outdoor play opportunities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Progressive planning for flexibility and ongoing implementation is reflected in the written plans and is observed.</li> </ul>

Indicator 5.13a (EE)	Compliance Evidence	Exceeds Compliance Evidence
<b>Child guidance policies and classroom management procedures are in place and published for parents and staff. The policies and procedures support staff in maintaining effective orderly classrooms.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child guidance policies and classroom management procedures are consistent with the program's Christian philosophy and are viewed as components for developing children's social, emotional, and character development.</li> <li><input type="checkbox"/> Staff never use physical punishment such as pushing, pinching, or shaking and do not engage in psychological/verbal abuse.</li> <li><input type="checkbox"/> Staff members implement the guidance policies and procedures with gentleness, consistency, and firmness.</li> <li><input type="checkbox"/> Redirection, reflective listening, and positive reinforcement are methods used consistently by the staff.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The director models desired interaction between staff and children and regularly observes in classrooms for evidence of implementation of the program's child guidance policies and procedures.</li> <li><input type="checkbox"/> The director facilitates ongoing informal discussion and problem solving of discipline issues among staff, as well as in-service training for discipline issues.</li> <li><input type="checkbox"/> Staff implement guidance methods in such a way that the need for discipline procedures is minimized.</li> </ul>

## Standard 6: Student Care

Written policies and procedures are in place to ensure the students' wellbeing—emotional, physical, spiritual, and academic. The school facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision for the number and age of students served. The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Safety procedures are documented and clearly understood, and they address the prevention and identification of abuse, bullying, and the presence of unwelcome guests. A relevant and thorough crisis management plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular drills and practices occur to assist in preparation for crisis events. Transportation guidelines for staff and students are developed, and written policies and procedures are in place.

Indicator 6.5a (EE)	Compliance Evidence	Exceeds Compliance Evidence
<p><b>The program consults with a health care professional to establish specific written policies that guide the consistent implementation of a wellness and illness management plan as well as staff training in their responsibilities.</b></p>	<p><b>Wellness and Illness Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hand washing: Children and adults are provided guidance in effective hand-washing techniques—using liquid soap and running water, rubbing hands together for at least ten seconds, rinsing thoroughly, and drying with a single-use paper towel.</li> <li><input type="checkbox"/> Attendance policy and isolation area: A written policy regarding the attendance of children who are ill, who have been diagnosed with a contagious disease, or who have been found to have a communicable condition has been developed and made available to parents/guardians. An isolation area is made available for ill or contagious children while they wait to be picked up.</li> <li><input type="checkbox"/> Parent/guardian communication: Parents/guardians are notified when children have been exposed to specific illnesses. A written notice of accidents and/or injury is kept on file, and a copy is given to the parents/guardians of the children in the program. The director regularly updates the information that is shared with parents about communicable illnesses, which guides the program's practices.</li> </ul> <p><b>Staff Training and Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> First aid/CPR: Each group of children is served by at least one staff member who has first aid certification, which includes management of blocked airways and rescue breathing for infants and children.</li> <li><input type="checkbox"/> Medical/dental emergencies: Program staff are prepared to respond to children's medical or dental emergencies through written policies and procedures.</li> <li><input type="checkbox"/> Universal/standard precautions: The staff are trained in both universal and standard precautions (as modified for childcare). They understand the difference between the two and employ appropriate measures to protect children's health and maintain a safe and sanitary environment.</li> </ul>	<p><b>Wellness and Illness Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hand washing: Hand washing has become a natural part of each day for staff and children. It is consistently practiced without being laborious or disruptive; wait times for the sink are creatively minimized.</li> <li><input type="checkbox"/> Attendance policy and isolation area: The program consults with a health professional in the development of written attendance and isolation policies. Provision is made for the child's comfort and support while in the isolation area. Parents/guardians are provided detailed information about the specific symptoms exhibited by the child, as observed by the staff, to assist the parent in communicating with the child's physician.</li> <li><input type="checkbox"/> Parent/guardian communication: The program consults with a health professional to develop a communication plan for parents/guardians and staff regarding exposure incidents and managing specific illnesses.</li> </ul> <p><b>Staff Training and Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> First aid/CPR: All staff members hold current certification in first aid, airway management, and CPR.</li> <li><input type="checkbox"/> Medical/dental emergencies: The program has a nurse on staff to assist with medical emergencies.</li> <li><input type="checkbox"/> Universal/standard precautions: Systems are in place to facilitate the staff's regular practice of standard and universal precautions.</li> <li><input type="checkbox"/> Special health concerns: For children who have special health needs—including allergies, asthma, or nutritional needs—the program works with the children's parents/guardians and health-care providers in developing an individual plan for each child's care.</li> </ul>

Indicator 6.5a (EE)	Compliance Evidence (Continued)	Exceeds Compliance Evidence (Continued)
	<input type="checkbox"/> Special health concerns: Staff are alerted to special health conditions of children and are equipped to handle such concerns. Information about the special health conditions of children is provided in detail to the staff, and staff are fully resourced and supported to serve the needs of the children. <input type="checkbox"/> Medication administration: A written policy that complies with the requirements of civil authorities for administering and storing medications has been developed and made available to the parents of the children in the program. <input type="checkbox"/> Supervision: Children are supervised by sight at all times, and transition of children from one staff member to another or from one area to another is accounted for to ensure the supervision and whereabouts of children at all times. <input type="checkbox"/> Field trips (if applicable): The program has written field trip policies and procedures that ensure the supervision of all children at all times.	<input type="checkbox"/> Medication administration: Systems are in place to provide safeguards and ensure the accurate administration of medication. Program policies are responsive to children's needs. <input type="checkbox"/> Supervision: Technology is employed to strengthen security (use of cameras, electronic access, etc.). Parents/guardians express confidence in the security of their children. <input type="checkbox"/> Field trips: Before a field trip, children are prepared for the event through classroom experiences, and they are oriented to the expectations for behavior during transport as well as behavior on the trip. Adult supervision during field trips exceeds state mandates. <input type="checkbox"/> Accident and injury information is evaluated to determine patterns and frequency to see if program improvement needs to be implemented.

Indicator 6.9a (EE)	Compliance Evidence	Exceeds Compliance Evidence
<p>The nutritional needs of children are met and supported by the staff and facilities.</p>	<b>Programming Components</b> <input type="checkbox"/> During mealtimes/snack times, children are provided child-size appropriate furniture that allows their feet to touch the floor. <input type="checkbox"/> Children are encouraged to serve themselves and assist with cleanup, within the context of state licensing requirements. <input type="checkbox"/> Adults sit with children during mealtimes and snack times to model appropriate eating and engage in conversations. <input type="checkbox"/> Water is always available to each child and is served in a safe, sanitary manner.	<b>Programming Components</b> <input type="checkbox"/> Appropriately sized equipment (e.g., small pitchers) that is easily managed by young children is used for serving. Materials for clearing up spills can be independently accessed by children. <input type="checkbox"/> Drinking fountains at the appropriate height for children are inside the building and on the playground.
	<b>Nutritional Components</b> <input type="checkbox"/> Menus reflect menu pattern requirements published by the USDA Child and Adult Care Food Program. <input type="checkbox"/> Parents have access to written menus that reflect nutritional guidelines. <input type="checkbox"/> Sample menus of healthful lunches are distributed to parents of children who bring lunch. <input type="checkbox"/> Staff are educated in food allergies, and precautions are taken to ensure that children are protected.	<b>Nutritional Components</b> <input type="checkbox"/> Children's eating behavior is regularly monitored to determine the appeal of newly introduced recipes and menu selections. Menus are modified accordingly, and/or the food provided includes menu items that are representative of the children's home cultures. <input type="checkbox"/> Parents receive menu information through multiple methods (for example, the menus are posted on the program's website, hard copies are made available to parents, and/or the menus are provided to parents electronically). <input type="checkbox"/> Parents may provide substitute food choices for their own child, as desired. <input type="checkbox"/> The program responds to parents' suggestions for menu items.

Indicator 6.12a (EE)	Compliance Evidence	Exceeds Compliance Evidence
<p><b>The program provides an ongoing maintenance plan that ensures the health and safety of the children.</b></p>	<p>A maintenance plan addresses the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sufficient lighting (including natural light in the classroom)</li> <li><input type="checkbox"/> Good ventilation</li> <li><input type="checkbox"/> A comfortable temperature</li> <li><input type="checkbox"/> A smoke-free environment</li> <li><input type="checkbox"/> Daily/regular routines—cleaning classrooms, sanitizing toys, cleaning equipment and bathrooms, removing trash</li> <li><input type="checkbox"/> Scheduled routines—cleaning for every component of the facility</li> <li><input type="checkbox"/> Mold and offensive odors</li> <li><input type="checkbox"/> Inspection and correction of potential hazards</li> <li><input type="checkbox"/> Response to the needs of those with environmental allergies</li> <li><input type="checkbox"/> Removal of insects, rodents, and unwanted/poisonous vegetation</li> <li><input type="checkbox"/> Storage of chemicals and potentially dangerous products</li> <li><input type="checkbox"/> Installation and inspection of fire extinguishers, fire alarms, carbon monoxide detectors, and smoke detectors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The inventory of potentially dangerous materials is updated twice a year; a plot plan and a copy of the inventory are on file in the director's office and with the custodial/maintenance staff. A staff member is designated to take a copy of the inventory and plot plan during fire drills in order to provide the information to emergency personnel.</li> <li><input type="checkbox"/> The individual who oversees the facility and maintenance plan has specialized training in the inspection and correction of potential hazards. Written plans for monitoring potential hazards are comprehensive.</li> <li><input type="checkbox"/> Special air filtration systems are employed to minimize environmental allergens.</li> <li><input type="checkbox"/> The custodial team responds quickly to concerns relayed by the program staff. The schedule for application of pesticides/herbicides is determined in concert with program staff to minimize disruption to the children's schedule.</li> <li><input type="checkbox"/> The program's master calendar provides reminders of needed inspections, training, equipment testing, and battery changes.</li> </ul>

Indicator 6.13a (EE)	Compliance Evidence	Exceeds Compliance Evidence
<p><b>The early education playground supports the developmental growth of children within a context of safety.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff are encouraged to view the playground as an extension of the classroom.</li> <li><input type="checkbox"/> Sufficient and varied equipment is provided (including loose parts).</li> <li><input type="checkbox"/> The playground is enhanced with natural elements.</li> <li><input type="checkbox"/> The program provides safety measures to include fencing and a balance of sun and shade.</li> <li><input type="checkbox"/> Cushioning materials are provided that meet state and/or national playground safety standards (type and depth).</li> <li><input type="checkbox"/> The playground allows for 75 square feet of play space per child (for those on the playground at any given time).</li> <li><input type="checkbox"/> Individuals are assigned responsibility to monitor, maintain, and daily inspect the playground and the equipment.</li> <li><input type="checkbox"/> Guidelines are created to monitor extreme weather and air quality advisories.</li> <li><input type="checkbox"/> Sunscreen guidelines are provided.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The outdoor space exceeds 75 square feet per child on the playground at any given time.</li> <li><input type="checkbox"/> The playground has been intentionally designed to include a garden that children access and tend, providing immediate experiences with living things.</li> <li><input type="checkbox"/> The playground equipment provides opportunities for children to play with others or play alone.</li> <li><input type="checkbox"/> The program has invested in permanent cushioning in all fall zones. The playground has (or playgrounds have) been inspected by a certified playground safety inspector who prepares an assessment of the playground's design, equipment, accessibility, and maintenance program.</li> <li><input type="checkbox"/> When inclement weather prevents children from playing outdoors, alternative activities are planned to ensure large motor exercise and to foster large motor development.</li> <li><input type="checkbox"/> Transitions to prepare for outdoor play (whether in cold or warm weather) are managed in a way that minimizes wait time and maximizes the child's participation.</li> <li><input type="checkbox"/> The fencing is attractive, and it adds to the aesthetics of the playground.</li> </ul>

Indicator 6.17 (EE)	Compliance Evidence	Exceeds Compliance Evidence
<p><b>Infants and Toddlers:</b> Appropriate health, safety, and supervision practices ensure the specific needs of infants and toddlers are met.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Routine procedures such as diapering, eating, napping, and transitions are handled in a relaxed manner for children under three years of age.</li> <li><input type="checkbox"/> Routines for children under three, such as sleeping and feeding schedules, are tailored to children's individual needs and rhythms.</li> <li><input type="checkbox"/> The program schedules meals and snacks so that children do not go more than three hours without a meal or a snack being offered unless they are sleeping. Meals and snacks are served to each child regardless of consumption. Infants are fed according to their individual scheduling needs, when they show signs of hunger.</li> <li><input type="checkbox"/> Feeding times and the amount of food consumed are recorded and made available to parents/ guardians of infants and toddlers daily. Parents/ guardians are consulted regarding feeding decisions, which are also guided by health providers.</li> <li><input type="checkbox"/> Infant feeding procedures promote children's emotional development, and they are individualized according to children's capabilities. Infants are held when they are bottle-fed. Bottles are not placed with children in cribs at any time. Bottles are not propped, but they are held by an adult or the child. Staff interact with infants and toddlers while feeding.</li> <li><input type="checkbox"/> The program has developed policies for infant feeding that address the following: <ul style="list-style-type: none"> <li>• Guidelines addressing cow's milk</li> <li>• Preparation of formula</li> <li>• Juice</li> <li>• Introductions of solids</li> <li>• Warming of milk</li> <li>• Support for parents who breast-feed</li> </ul> </li> <li><input type="checkbox"/> The program consults with national health and safety standards in developing and revising guidelines as needed.</li> <li><input type="checkbox"/> The program staff are educated about the risks of Sudden Infant Death Syndrome (SIDS), and they implement procedures that reduce infants' risk. Sleeping equipment and bedding meet the standards of the U.S. Consumer Products Safety Commission. Infants are placed on their backs, and soft items are not placed with children in cribs. The program has developed a statement regarding SIDS precautions that is based on recommendations of national agencies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Before performing routine procedures, staff talk to children about what they will be doing and why, and they allow time for the children to react. Staff members are cued to watch for opportunities for valuable interactions.</li> <li><input type="checkbox"/> Sufficient staff are available to implement individualized sleeping and feeding schedules when needed. The physical environment provides space that allows for individualized napping schedules.</li> <li><input type="checkbox"/> The program has developed strategies to minimize children's wait times during food service periods. For example, snacks are set up in an area that can be rotated into during an individual choice time. The facility is equipped to serve meals in ways that limit children's wait times, and/or transitions after meal periods are handled with a comfortable rhythm.</li> <li><input type="checkbox"/> Staff and families work together with the family's health-care provider to ensure that the infant's food plan is individualized.</li> <li><input type="checkbox"/> After teachers feed infants, they carefully wipe the infants' teeth and gums, removing any residual liquid to support the growth of healthy teeth and gums.</li> <li><input type="checkbox"/> In developing the policies that address each item, the program has received guidance from a health consultant who has expertise in this area. Parents who are breast-feeding their infants are provided a private, comfortable location to do so.</li> <li><input type="checkbox"/> The program provides parent education on SIDS and includes resources for further reading and research.</li> <li><input type="checkbox"/> Staff interaction during diapering is exceptionally skilled. It promotes bonding, and it is not impersonal or perfunctory.</li> <li><input type="checkbox"/> Staff have developed systems to prepare, maintain, and inspect the classroom at regular intervals throughout the day.</li> <li><input type="checkbox"/> All teachers have been issued a choke tube for instant evaluation. Shared resources stored outside the classroom are clearly identified so that materials that might present a choking risk are not inadvertently brought into the classroom. Parents are educated about choking hazards.</li> </ul>



Indicator 6.17 (EE)	Compliance Evidence (Continued)	Exceeds Compliance Evidence (Continued)
	<p><input type="checkbox"/> Diapering procedures have been developed that address the following:</p> <ul style="list-style-type: none"> <li>• Use of disposable diapers</li> <li>• Procedures for using cloth diapers</li> <li>• Guidelines for interaction with children during diapering</li> <li>• Sanitation</li> </ul> <p><input type="checkbox"/> Diapering procedures are posted. The changing area is placed in the room so that it is apart from the common play area, however, it may be in sufficient view. Staff members can maintain a sufficient overview of the entire group. The diapering area is in good repair and is sanitized after each use, and soiled diapers are stored in a sealed container. Running water and soap for hand washing are accessible and utilized by the staff during diapering.</p> <p><input type="checkbox"/> Clean gloves are used for each diaper change and disposed of accordingly.</p> <p><input type="checkbox"/> In infant classrooms, care is taken to ensure that the floor remains clean and free of debris, including precautionary removal or replacement of footwear.</p> <p><input type="checkbox"/> Staff are alert to choking hazards within the play areas, and they remove any potential hazards that could be accessed by children. All items are evaluated to ensure that a choking hazard does not exist. Toys and toy parts for infants and toddlers are large enough to prevent swallowing.</p> <p><input type="checkbox"/> The classrooms include appropriate furnishings, such as tables and chairs that allow children's feet to touch the floor, as well as low and open shelving. Furnishings include soft elements that are comforting to children. Children are provided with individual spaces, such as cubbies, in which they can store their work and personal belongings.</p> <p><input type="checkbox"/> Infants have a protected space for crawling and playing from babies who are more mobile. Mirrors, pull-up bars, and other interactive items are placed on the walls at the infants' eye level. Baby walkers are not present. Caregivers of infants have a comfortable place to sit and hold infants.</p>	<p><input type="checkbox"/> Furnishings are appropriate for the age and size of the children throughout the program. Shelving is functional, and it adds aesthetic quality to the classroom. Soft elements are creatively provided in multiples, through both physical provisions and the intangible culture of the program. The design of individual spaces (shape and size) makes it easy for children to store and maintain their work and personal belongings in an orderly manner, and/or individual spaces are personalized (for example, are uniquely labeled including photographs).</p> <p><input type="checkbox"/> Infant space has been intentionally arranged for the child's maximum benefit. Both parents and teachers express their appreciation for the functionality and aesthetics of the floor space.</p>