



REACH

2019 Edition

EE Evidence Guide for REACH Indicators

for EE-12 North American and International Schools

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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
<p>Staff members receive professional development on how to intentionally prepare and maintain an emotionally healthy environment.</p>	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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
<p>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.</p>	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The staff are oriented to the philosophy statement, and they strive to intentionally implement it through daily practices. <input type="checkbox"/> There is an educational philosophy of teaching and how children learn based on early education research. <input type="checkbox"/> The curriculum plan includes schoolwide expected student outcomes in each of the domains including: spiritual, social, emotional, physical, cognitive. <input type="checkbox"/> Mapping of instruction for each age group is included. <input type="checkbox"/> Goals and objectives aligned with state or national standards for each domain are incorporated. <input type="checkbox"/> Developmentally appropriate instructional methods are implemented. <input type="checkbox"/> Instructional resources are used. <input type="checkbox"/> Evaluation and assessment strategies are implemented. <input type="checkbox"/> There is evidence indicating that the curriculum plan is implemented daily. <input type="checkbox"/> Age group goals and objectives are defined for learning about the Bible, godly character traits and spiritual lessons. 	<ul style="list-style-type: none"> <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.

Indicator 6.12a (EE)	Compliance Evidence	Exceeds Compliance Evidence
<p>The program provides an ongoing maintenance plan that ensures the health and safety of the children.</p>	<p>A maintenance plan addresses the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sufficient lighting (including natural light in the classroom) <input type="checkbox"/> Good ventilation <input type="checkbox"/> A comfortable temperature <input type="checkbox"/> A smoke-free environment <input type="checkbox"/> Daily/regular routines—cleaning classrooms, sanitizing toys, cleaning equipment and bathrooms, removing trash <input type="checkbox"/> Scheduled routines—cleaning for every component of the facility <input type="checkbox"/> Mold and offensive odors <input type="checkbox"/> Inspection and correction of potential hazards <input type="checkbox"/> Response to the needs of those with environmental allergies <input type="checkbox"/> Removal of insects, rodents, and unwanted/poisonous vegetation <input type="checkbox"/> Storage of chemicals and potentially dangerous products <input type="checkbox"/> Installation and inspection of fire extinguishers, fire alarms, carbon monoxide detectors, and smoke detectors 	<ul style="list-style-type: none"> <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. <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. <input type="checkbox"/> Special air filtration systems are employed to minimize environmental allergens. <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. <input type="checkbox"/> The program’s master calendar provides reminders of needed inspections, training, equipment testing, and battery changes.

Indicator 6.13a (EE)	Compliance Evidence	Exceeds Compliance Evidence
<p>The early education playground supports the developmental growth of children within a context of safety.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are encouraged to view the playground as an extension of the classroom. <input type="checkbox"/> Sufficient and varied equipment is provided (including loose parts). <input type="checkbox"/> The playground is enhanced with natural elements. <input type="checkbox"/> The program provides safety measures to include fencing and a balance of sun and shade. <input type="checkbox"/> Cushioning materials are provided that meet state and/or national playground safety standards (type and depth). <input type="checkbox"/> The playground allows for 75 square feet of play space per child (for those on the playground at any given time). <input type="checkbox"/> Individuals are assigned responsibility to monitor, maintain, and daily inspect the playground and the equipment. <input type="checkbox"/> Guidelines are created to monitor extreme weather and air quality advisories. <input type="checkbox"/> Sunscreen guidelines are provided. 	<ul style="list-style-type: none"> <input type="checkbox"/> The outdoor space exceeds 75 square feet per child on the playground at any given time. <input type="checkbox"/> The playground has been intentionally designed to include a garden that children access and tend, providing immediate experiences with living things. <input type="checkbox"/> The playground equipment provides opportunities for children to play with others or play alone. <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. <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. <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. <input type="checkbox"/> The fencing is attractive, and it adds to the aesthetics of the playground.

Indicator 6.17 (EE)	Compliance Evidence	Exceeds Compliance Evidence
<p>Infants and Toddlers: Appropriate health, safety, and supervision practices ensure the specific needs of infants and toddlers are met.</p>	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Routines for children under three, such as sleeping and feeding schedules, are tailored to children’s individual needs and rhythms. <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. <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. <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. <input type="checkbox"/> The program has developed policies for infant feeding that address the following: <ul style="list-style-type: none"> • Guidelines addressing cow’s milk • Preparation of formula • Juice • Introductions of solids • Warming of milk • Support for parents who breast-feed <input type="checkbox"/> The program consults with national health and safety standards in developing and revising guidelines as needed. <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. 	<ul style="list-style-type: none"> <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. <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. <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. <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. <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. <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. <input type="checkbox"/> The program provides parent education on SIDS and includes resources for further reading and research. <input type="checkbox"/> Staff interaction during diapering is exceptionally skilled. It promotes bonding, and it is not impersonal or perfunctory. <input type="checkbox"/> Staff have developed systems to prepare, maintain, and inspect the classroom at regular intervals throughout the day. <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.

Indicator 6.17 (EE)	Compliance Evidence (Continued)	Exceeds Compliance Evidence (Continued)
	<ul style="list-style-type: none"> <input type="checkbox"/> Diapering procedures have been developed that address the following: <ul style="list-style-type: none"> • Use of disposable diapers • Procedures for using cloth diapers • Guidelines for interaction with children during diapering • Sanitation <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. <input type="checkbox"/> Clean gloves are used for each diaper change and disposed of accordingly. <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. <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. <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. <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. 	<ul style="list-style-type: none"> <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). <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.