Program Portfolio Tool NAEYC Site Visit

Program ID#: _____

Org. ID#: _____

Visit Date: _____
MM/DD/YYYY

Assessor ID#: _____

Assessor Last Name: _____

Time of PP Review

Start Time: _____
hh:mm AM/PM

End Time: _____
hh:mm AM/PM

Start Time: _____
hh:mm AM/PM

End Time: _____
hh:mm AM/PM

System PP:
- ☐ Not a System Wide PP
- ☐ Bright Horizons
- ☐ Higher Ground Education
- ☐ Kiddie Academy
- ☐ KinderCare
- ☐ Learning Care Group

- ☐ LeafSpring
- ☐ New Horizon
- ☐ Spring Education Group
- ☐
- ☐
- ☐

Reliability Check? ☐ **Yes** ☐ **No**

General Rating Guidelines:
Community: *The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.*   **Examples of community:** *Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.*   **Show or describe:** *When an item says "show or describe", this means that you may document the stated practice with a sample (photo, captioned photo, child work sample, form, lesson plan) OR provide a brief narrative description (e.g. paragraph) that specifically addresses how you meet the stated practice. It is acceptable to both show AND describe, if both are needed to adequately address the stated practice.*

Standard 1 – Relationships

1.B - Building Positive Relationships between Teachers and Children

1B.8	**I T P K S**	**NEW GUIDANCE 2022**

Show that your guidance/discipline policy states that staff may never use physical punishment, psychological abuse, or coercion when disciplining a child. The policy must include examples of prohibited staff practices.

☐Yes
☐No

Examples of physical punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.
Examples of psychological abuse: *shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection*, **seclusion**.
Examples of coercion: Rough handling (shoving, pulling, pushing, grasping any body part); **physical restraint (***forcing a child to sit down, lie down, or stay down***)** *except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).*
NOTE: The use of a physical escort as defined below and properly used when necessary to protect the child or others from harm is NOT coercion.
Mechanical restraint: **"the use of devices as a means of restricting a student's freedom of movement." (H.R. 7124, 2018)**
Physical escort: **"the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location." (H.R. 7124, 2018)**
Physical restraint: **"a personal restriction that immobilizes or reduces the ability of an individual to move the individual's arms, legs, torso, or head freely, except that such term does not include a physical escort, mechanical restraint, or chemical restraint." (H.R. 7124, 2018)**
Seclusion: **"the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, except that such term does not include a time out." (H.R. 7124, 2018)**

1B.9	**I T P K S**	

Show how your guidance/discipline policy is communicated to all staff.

☐Yes
☐No

1B.10	**I T P K S**	**NEW GUIDANCE 2022**	**REQUIRED**

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will *NOT be granted accreditation. Programs may* *appeal* *the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.*

Show that your guidance/discipline policy <u>does not include</u> any circumstances when it is permissible for staff to use any form of physical punishment, psychological abuse, or coercion when disciplining a child. Appropriate use of restraint for safety reasons is permissible.

☐Yes
☐No

See examples and definitions accompanying 1B.8, which apply to this item as well.

1.E – Addressing Challenging Behaviors

1E.1   I T P K S   NEW ITEM LANGUAGE & GUIDANCE 2022

Show that your program's written guidance and discipline policy addresses the use of suspension, expulsion and other exclusionary measures **(seclusion)**, and includes ALL of the features listed below.

☐ Yes
☐ No

- Policy is communicated to families and staff.
- Stated goal of policy is to limit or eliminate the use of suspension, expulsion and other exclusionary measures.
- Policy states the circumstances under which types of exclusion may occur.
- Policy states what steps are taken before a decision to exclude is considered.
- Exclusionary measures are not considered until all other possible interventions have been exhausted, and there is agreement that exclusion is in the best interest of the child.
- If exclusionary measures must be taken, the program offers assistance to the family in accessing services and an alternative placement.
- Policy acknowledges that it complies with federal and state civil rights laws.

Seclusion: "the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, except that such term does not include a time out." (H.R. 7124, 2018)

Standard 2 – Curriculum

2.A - Curriculum: Essential Characteristics

2A.3   I T P K S   NEW GUIDANCE 2022

Show or describe one example of how your program has changed classroom materials or equipment to accommodate the individual needs of a child.

☐ Yes
☐ No

*Individual needs: Needs that arise from adverse life conditions (such as poverty or family stress) that call for social services, supports, or monitoring; **children with disabilities are also accommodated within the scope of this assessment item.***
Disabilities: Physical or mental health conditions that require special education services, such as early intervention or individualized supports.

2A.6   I T P K S

Show two examples of how your written curriculum or curriculum framework can be modified to reflect the values, beliefs, and experiences of families in your program.

☐ Yes
☐ No

Written curriculum/curriculum framework: Includes the goals for the knowledge and skills to be acquired by children and the plans for learning experiences through which such knowledge and skills will be achieved.

2A.7   I T P K S

Show one example of how your written curriculum or curriculum framework can be modified to reflect the languages spoken by families in the program.

☐ Yes
☐ No

Written curriculum/curriculum framework: Includes the goals for the knowledge and skills to be acquired by children and the plans for learning experiences through which such knowledge and skills will be achieved.

2A.8	**I T P K S**

Show that your written curriculum or curriculum framework shows teachers how they can use child assessment information to individualize learning plans.

☐ Yes
☐ No

Written curriculum/curriculum framework: Includes the goals for the knowledge and skills to be acquired by children and the plans for learning experiences through which such knowledge and skills will be achieved.

2.D - Areas of Development: Language Development

2D.5	**I T P K S**

Show or describe how you incorporate family language preferences into the curriculum.

☐ Yes
☐ No

Family language preferences: pronouns, vocabulary, and other terminology unique to a specific family. This may include non-English words or phrases used by a family.
Examples of family language preferences: Preferred family terminology for body parts (anatomical or other terms), bodily functions (go potty, pee-pee, tinkle, poop, bowel movement, tummy-trouble), or familial relationships (nana, oma, méimei, daddy, papa, grandpére, ate).

2D.6	**I T P K S**

Show or describe how your curriculum related to language acquisition considers community perspectives.

☐ Yes
☐ No

2.L – Curriculum Content Area for Cognitive Development: Social Studies

2L.11	**I T P K S**

Show or describe two examples of how your program educates families on eco-healthy practices.

☐ Yes
☐ No

Eco-healthy practices: Choices of furnishings, materials, supplies, and procedures that eliminate or reduce people's (children, staff, families) exposure to environmental health hazards such as unhealthy air, heavy metals, and chemicals.
Examples of eco-healthy practices: Washing fruits and vegetables before consumption; purchasing non-toxic toys and art supplies; recycling; monitoring daily outdoor air quality; using least-toxic, fragrance-free cleaning products.

Standard 3 – Teaching
3.B - Creating Caring Communities for Learning

3B.2	I T P K S

When a child's ongoing challenging behavior must be addressed, show a written policy including these steps:

- Assess the function of the behavior ☐Yes

- Work with families and professionals to develop an individualized plan to address the behavior ☐No

- Include positive behavior support strategies as part of the plan.

Challenging behavior: "Any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser & Rasminsky, Challenging Behavior in Young Children (2nd Ed.), Pearson Education Inc., 2007, p. 8).
Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ["You can't play with us"], verbal bullying, tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.
Examples of positive behavior support strategies: Removing materials or modifying the classroom environment that triggers challenging behaviors, or create a predictable daily schedule so children know what to do and when to do it.

3B.3	I T P K S

Show or describe one example of how your written policy for addressing ongoing challenging behavior has been implemented and followed.

☐Yes
☐No

Challenging behavior: "Any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser & Rasminsky, Challenging Behavior in Young Children (2nd Ed.), Pearson Education Inc., 2007, p. 8).
Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ["You can't play with us"], verbal bullying, tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.

3.C - Supervising Children

3C.9	I T	NEW ITEM LANGUAGE 2022

Show that your written supervision policy for infants, toddlers and young twos states that **staff** must be able to see and hear all of the children at all times.

☐Yes
☐No   ☐Not Age

3C.10	I T	☐N/A

If your program uses mirrors, video, or sound monitors to make it easier to see and hear sleeping infants, toddlers or twos, show or describe what staff procedures are in place to assure that these devices DO NOT REPLACE the direct sight and sound supervision required at all times for children of this age.

☐Yes
☐No   ☐Not Age

Rate N/A if the program states that mirrors, video, or sound monitors are not used or permitted within the program.
Rate N/A if the program states or shows that there is no sleeping or napping provided (e.g., part day classes).

3C.11	I T	☐N/A

Your program's written supervision policy requires staff to position themselves so someone can always hear and see any sleeping infants, toddlers or twos, including when staff are engaged with other children who are awake.

☐Yes
☐No   ☐Not Age

Rate N/A if the program states or shows that there is no sleeping or napping provided (e.g., part day classes).

3C.12	P K S	NEW ITEM LANGUAGE 2022

Show that your written supervision policy requires that **staff** supervise preschoolers, kindergartners, and school-age children by keeping them in sight most of the time. Supervision for short intervals by sound is permissible as long as **staff** frequently check on children who are out of sight.

☐Yes

☐No   ☐Not Age

Rate YES if the program has provided licensing/regulatory rules that require more rigorous supervision than stated here.

3C.13	I T P K S	

Show and describe how staff monitor and document the appropriate supervision of children throughout the day.

☐Yes

☐No

3C.14	K S	NEW ITEM LANGUAGE 2022

Show that your written supervision policy states that:

- Staff may permit kindergarteners and school-age children to leave the teacher's supervision (out of sight and sound) for no more than 10 minutes so long as the children are in a safe environment (e.g., go to hall bathroom, report to school nurse office).

☐Yes

☐No   ☐Not Age

- **Staff** check on any children who do not promptly (within 10 minutes) return to the group as expected or if an adult at the child's destination doesn't confirm his or her arrival.

Rate YES if the program has provided licensing/regulatory rules that require more rigorous supervision than stated here.

Standard 4 – Assessment of Child Progress

4.A - Creating an Assessment Plan

4A.1	I T P K S	

Show that your written child assessment plan describes how children are assessed (e.g., by whom; in groups or individually; timeline; familiarity with adults involved).

☐Yes

☐No

4A.2	I T P K S	

Show that in your written child assessment plan, one stated purpose of assessments is to inform planning for overall program improvements.

☐Yes

☐No

Examples of overall program improvements that can result from child assessments: Better curriculum, improved instructional practices, targeted professional development for teaching staff, adjusted distribution of program resources.

4.C - Identifying Children's Interests and Needs and Describing Children's Progress

4C.2	I T P K S	

Show that the children receive a vision and hearing screening.

☐Yes

☐No

Health screenings, such as vision and hearing screenings, may be conducted separately (at separate times, and by different parties) from the other types of developmental screening.

4C.3	I T P K S	

Show that the children receive a developmental screening that evaluates language, cognitive, gross motor, fine motor, and social and emotional development.

☐ Yes
☐ No

Developmental screening: A brief standardized procedure designed to quickly appraise a large number of children to find out which children need further evaluation. Screening typically is a process that includes use of a norm-referenced instrument, information provided by a child's teacher, and information provided by a child's family.
Examples of developmental screening: Mullen Scales of Early Learning; Brigance; DIAL 3; DENVER II; Ages and Stages; ESP: Early Screening Profiles; ESI-R (Early Screening Inventory).
Fine motor development: Refers to the improvement of small muscle movements and control, usually in the fingers and hands.
Examples of fine motor development: Turning/twisting hands and wrists, pouring liquids without spilling, fastening clothing, writing, pounding nails with control.

4.D - Adapting Curriculum, Individualizing Teaching, and Informing Program Development

4D.4	I T P K S	NEW ITEM LANGUAGE 2022

Show that **educators** are scheduled for collaborative planning time at least weekly, during which they do not supervise awake children.

☐ Yes
☐ No

4D.5	I T P K S	NEW ITEM LANGUAGE 2022

Show or describe how **educators** use child assessment outcomes to design activities or lesson plans that meet the needs and interests of the children.

☐ Yes
☐ No

4D.6	I T P K S	NEW ITEM LANGUAGE 2022

Show or describe how **educators** adjust their teaching strategies to meet the needs and interests of the children based on information gained from child assessment outcomes.

☐ Yes
☐ No

4.E - Communicating with families and involving families in the assessment process

4E.2	I T P K S	

Show that your written child assessment plan states that families are provided written reports about their child's development and learning at least two times a year.

☐ Yes
☐ No

4E.3	I T P K S	

Show that your written child assessment plan provides families an opportunity to raise questions or concerns about how the assessment methods will meet their child's needs.

☐ Yes
☐ No

Examples of assessment methods: Classroom-based assessments, standardized tests, developmental screenings, diagnostic evaluations

4E.4	I T P K S	NEW ITEM LANGUAGE 2022

Show that you provide families with information about how **educators** or others have been trained to conduct child assessments.

☐ Yes
☐ No

4E.5	I T P K S	

Provide two examples of the written child assessment reports that are shared with families (completed within the past year; identifying information obscured).

☐ Yes
☐ No

Standard 5 – Health

5.A - Promoting and Protecting Children's Health and Controlling Infectious Disease

5A.13	I T P K S	☐ N/A

If any child in the program is underimmunized, show one example of a form that documents this and explains why.

☐ Yes
☐ No

Rate N/A if the program shows evidence that there are no under-immunized children currently enrolled.
<u>Underimmunized:</u> *A person who has not received the recommended number or types of vaccines for his or her age according to the current national and local immunization schedules (AAP).*

5A.14	I T P K S	

Show a written procedure for promptly excluding any underimmunized child if a vaccine-preventable disease to which children are susceptible occurs in the program.

☐ Yes
☐ No

<u>Underimmunized:</u> *A person who has not received the recommended number or types of vaccines for his or her age according to the current national and local immunization schedules (AAP).*

5A.15	I T P K S	NEW ITEM LANGUAGE & GUIDANCE 2022

Show that at least one staff member currently certified in first-aid and pediatric CPR is always scheduled to be present with each class of children **by providing:**

- **Daily classroom staffing patterns for all classes and**

- **Staff CPR and first-aid training records for trained staff.**

☐ Yes
☐ No

State registry documentation that shows the full names of all staff and that their first-aid and pediatric CPR training has been verified may be accepted in lieu of individual certificates.
<u>Present:</u> *A class of children can be left in the care of a staff member who does not have appropriate first aid and CPR training for <u>no more than five minutes</u>. For example, if the staff member with appropriate first aid and CPR training needs to step into the hallway to speak privately to a parent or leave the group to use the restroom, the staff member must return within five minutes or another staff member with appropriate first aid and CPR training must join the class within five minutes.*
<u>Staffing pattern:</u> *a document that shows the daily opening and closing time of all functioning classrooms, the names of specific staff assigned to each classroom, and those staff members' starting time, break time(s), and ending time. This information is required to determine that there is always at least one staff member with first aid and CPR training with each class at all times.*

5A.16	I T P K S	NEW GUIDANCE 2022	☐ N/A

Show how you document that written permission from families is required to allow staff to apply sunscreen to their child(ren).

☐ Yes
☐ No

Rate N/A if the program documents that they do not apply sunscreen to any children.
Physician notes may be accepted in lieu of family permission.

5A.17	I T P K S	☐ N/A

Show that your diapering policy instructs staff to check for and change wet or soiled diapers or training pants when a child wakes up from a nap.

☐ Yes
☐ No

Rate N/A if the program indicates that it does not serve children who are not toilet trained.
Rate N/A if the program does not offer sleeping or napping (e.g., part day classes).

5A.18	**I T**	☐N/A

For children in diapers, show that each diaper changing table is used exclusively by one designated class of children.

☐Yes

☐No ☐Not Age

Rate N/A if program indicates there are no diaper changing tables in the center.

5A.19	**I T P K S**	

Show that your written hand hygiene policy instructs adults to wash or sanitize their hands:

- Before and after feeding a child
- Before and after administering medication
- After handling garbage
- After cleaning

☐Yes

☐No

Medication: a substance used for medical treatment, especially as a medicine or drug. Includes both prescription and over-the-counter drugs. Skin protectants and cosmetics are not considered medication.
Cleaning: physically removing all dirt and contamination, oftentimes using soap and water.

5A.20	**I T P K S**	☐N/A

Show that staff who administer medication have completed specific training to do so.

☐Yes

☐No

Rate N/A if the program shows that it does not administer any prescription medications.
Medication: A substance used for medical treatment, especially as a medicine or drug. Includes both prescription and over-the-counter drugs. Skin protectants and cosmetics are not considered medication.
Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

5A.21	**I T P K S**	☐N/A

Show or describe how:

- Most medications are kept in a locked container
- Medications that must be readily available are stored in a safe manner, inaccessible to children, while allowing for quick access by staff

☐Yes

☐No

Rate N/A if the program shows that it does not administer any medications.
Medication: A substance used for medical treatment, especially as a medicine or drug. Includes both prescription and over-the-counter drugs. Skin protectants and cosmetics are not considered medication.
Examples of medications that must be readily available: Emergency medication such as an EpiPen; topical over-the-counter medications such as sunscreen, lotions and diaper creams.

5A.22	I	

Show that your written infant sleep policy includes the following elements:

- Staff must place infants younger than 12 months on their backs to sleep, without the use of infant sleep positioners, unless ordered by a physician

☐Yes

☐No   ☐Not Age

- If infants arrive to the program asleep, or fall asleep, in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate infant sleep equipment

Infant sleep positioner: Devices intended to keep an infant in a desired position while sleeping.
Examples of infant sleep positioners: Sleeping bolsters, wedge-style positioners, rolled up blankets placed under the infant, elevated crib mattresses.
Examples of equipment not specifically designed for infant sleep: Car safety seat, swing, bouncer, stroller, infant seat, highchair.
Examples of infant sleep equipment: Cribs, play yards, cots, mats, sleeping bags or pads, Montessori floor beds.

5A.23	I T P K S	☐N/A

If your program serves two or more meals a day, show that your policies and procedures provide children with the opportunity to brush their teeth at least once daily.

☐Yes
☐No

Rate N/A if the program shows evidence that they do not serve two or more meals per day.

5A.24	I	

Show that your written infant sleep policy states that soft items are not allowed in cribs or infant sleep equipment for infants younger than 12 months.

☐Yes

☐No   ☐Not Age

Examples of soft items: Blankets, pillows, quilts, comforters, sheepskins, soft toys.
Examples of sleep equipment: Cribs, play yards, cots, mats, sleeping bags or pads, Montessori floor beds.

5A.25	I T P K S	☐N/A

Show that your program's written policies discourage idling vehicles (buses, families' automobiles) in your parking areas, except if vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures.

☐Yes
☐No

Rate N/A if the program states or shows that there is no parking or drop-off areas available.

5.B - Ensuring Children's Nutritional Well-being

5B.3	I T P K S	☐N/A

Show that your food safety policy is communicated to staff and that it lists steps that staff must take to ensure food safety when providing drinks, meals, and snacks.

☐Yes
☐No

Rate N/A if the program states there are no drinks, meals, or snacks served by the program including food and drinks brought by families.

5B.4	I T P K S	NEW ITEM LANGUAGE & GUIDANCE 2022	☐N/A

Show that your food safety policy instructs staff to discard any foods with expired dates.
If your program provides no drinks, meals, or snacks state this in your Program Portfolio.

☐Yes
☐No

Rate N/A if the program states there are no drinks, meals, or snacks provided by the program.

| 5B.5 | I T P K S | NEW GUIDANCE 2022 | ☐N/A |

Show that your feeding policy states that for children of any age with special feeding needs, and for all infants, staff must do the following each day:

☐Yes

• Document the type and quantity of food the child consumes

☐No

• Provide this information to the child's family

If the program indicates that it does not serve infants the feeding policy does not need to address infants, but would still need to address children with special feeding needs, whether currently enrolled or not.
Rate N/A if the program states that no drinks, meals, or snacks are consumed at the program.
Special feeding needs: *Food intolerance, allergy, health concerns (e.g., diabetes, overweight/underweight), or medical conditions that require the use of specialized feeding equipment (e.g., feeding tubes).*

| 5B.6 | I | | |

Show that your written policies and procedures ensure that breast milk is labeled with the infant's full name and the date that the milk was expressed.

☐Yes

☐No   ☐Not Age

| 5B.7 | I | | |

Show that your written policies and procedures ensure that staff discard any unfinished and unrefrigerated formula or breast milk after two hours.

☐Yes

☐No   ☐Not Age

| 5B.8 | I T P K S | NEW GUIDANCE 2022 | ☐N/A |

Show that your program's food safety policy instructs staff to thoroughly wash all fruits and vegetables prior to eating.

☐Yes

☐No

Rate N/A if the program states no drinks, meals, or snacks are provided by the program.

| 5B.9 | I T P K S | NEW GUIDANCE 2022 | ☐N/A |

Show that your program's food safety policy instructs staff to never use plastic or polystyrene (Styrofoam™) containers, plates, bags, or wraps when microwaving children's food or beverages.

☐Yes

☐No

Rate N/A if the program's food safety policy states that microwaves are never used to heat children's food or beverages.
Rate N/A of the program states no drinks, meals, or snacks are consumed at the program.

5.C - Promoting and Protecting Children's Health and Controlling Infectious Disease

| 5C.5 | I T P K S | | |

Show that you have procedures in place to assure that cleaning, disinfecting, and sanitizing of the facility is carried out as recommended by NAEYC's "Cleaning, Sanitizing, and Disinfecting Frequency Table."

☐Yes

☐No

Cleaning: *Physically removing all dirt and contamination, oftentimes using soap and water.*
Disinfecting: *Destroying or inactivating most germs on any inanimate object, but not bacterial spores.*
Sanitizing: *Reducing germs on inanimate surfaces to levels considered safe by public health codes or regulations.*

5C.6	**I T P K S**	**NEW ITEM LANGUAGE & GUIDANCE 2022**

Show **that** your program uses fragrance-free and least-toxic cleaning products in your program facility.

☐ Yes
☐ No

Non-Toxic Cleaning: Routine cleaning with detergent and water is the most useful method for removing germs from surfaces in the child care setting. **Note that cleaning products are not the same as sanitizing or disinfecting products, which are not evaluated by this item.**
Examples of non-toxic cleaning products: Grean Seal, UL/EcoLogo, and EPA's Safer Choice research and certify cleaning products that are biodegradable and environmentally friendly.

Standard 6 – Staff Competencies, Preparation, and Support

6.A - Supportive Work Environment

6A.6	**I T P K S**

Show or describe two or more examples of staff-related policies, practices, or projects that have promoted a collaborative, inclusive organizational climate.

☐ Yes
☐ No

Organizational climate: A set of properties of the work environment, perceived directly or indirectly by the employees, that is assumed to be a major force in influencing employee behavior.

6A.7	**I T P K S**	**NEW ITEM LANGUAGE 2022**

Show that the program's employee policies include information about **educator** planning time.

☐ Yes
☐ No

6A.8	**I T P K S**

Show that your program's written health and safety policy includes rules stating when sick staff members must be excluded from working at the program and when they can return to work.

☐ Yes
☐ No

6A.9	**I T P K S**

Show that your program's staff handbook includes information about how staff can locate resources that support them in stress management, prevention and treatment of depression, and/or general wellness.

☐ Yes
☐ No

6A.10	**I T P K S**

Show that your staff handbook and parent materials include a written policy and procedure for reporting child abuse and neglect that includes information about how you deal with a staff member who is accused of abusing or neglecting a child in the program. The procedures protect both the rights of the accused staff person and the children in the program.

☐ Yes
☐ No

6A.11	**I T P K S**	☐ N/A

Show that your written employee benefits package includes health insurance.

☐ Yes
☐ No

Rate N/A if the program states they do not offer benefits because they do not have any full-time staff. However, rate YES if the program only has part-time staff and does offer this benefit.
Full-time staff: Staff who work 35 hours per week or more.

6A.12   **I T P K S**   ☐ N/A

Show that your written employee benefits package includes holiday leave and sick, vacation, and/or personal leave.

☐ Yes

☐ No

Rate N/A if the program states they do not offer benefits because they do not have any full-time staff. However, rate YES if the program only has part-time staff and does offer this benefit.
Full-time staff: Staff who work 35 hours per week or more.

6A.13   **I T P K S**   ☐ N/A

Show that your written employee benefits package includes education benefits.

☐ Yes

☐ No

Rate N/A if the program states they do not offer benefits because they do not have any full-time staff. However, rate YES if the program only has part-time staff and does offer this benefit.
Full-time staff: Staff who work 35 hours per week or more.
Examples of education benefits: Full or partial payment for specialized college-level coursework or professional development training; flexible scheduling to accommodate education schedules, coaching, and mentoring; recognition events and awards; and partial or full scholarships to join membership organizations, attend conferences, and/or earn specialized credentials.

6A.14   **I T P K S**   ☐ N/A

Show that your written employee benefits package includes a retirement plan.

☐ Yes

☐ No

Rate N/A if the program states they do not offer benefits because they do not have any full-time staff. However, rate YES if the program only has part-time staff and does offer this benefit.
Retirement plans may be administered by the program via pay-roll deductions, even if the program does not contribute to the plan directly.
Full-time staff: Staff who work 35 hours per week or more.
Retirement Plan: A financial arrangement designed to replace employment income upon retirement. These plans may be set up by employers, insurance companies, trade unions, the government, or other institutions.
(https://en.wikipedia.org/wiki/Retirement_plans_in_the_United_States; retrieved 11/29/16.
Examples of retirement plans: Individual retirement account (IRA), 401(k), profit-sharing plan, pension plan.

6A.15   **I T P K S**   NEW GUIDANCE 2022   ☐N/A

Show or describe how the program's staff schedules show that staff who work directly with children for more than four hours receive a 15-minute break for each four-hour period.

☐ Yes

☐ No

Rate N/A if the program provides a statement that there are no staff who work directly with children for more than four hours per day.

6A.16   **I T P K S**

Show that the program's staff manual states that staff may request a short and immediate break when they are unable to perform their duties.

☐ Yes

☐ No

6.B - Professional Identity and Recognition

6B.2   I T P K S

Show two examples of how the program promotes the use of the NAEYC Code of Ethical Conduct in program practices.

☐ Yes
☐ No

If evidence is a different ethical code, mark up the examples to show how they are related to the NAEYC Code of Ethical Conduct. See www.naeyc.org/positionstatements/ethical_conduct.
Ethical conduct: Ethical conduct is behavior reflecting the core values of one's profession.

6B.3   I T P K S   NEW ITEM LANGUAGE 2022

Show or describe an example of how **educators** have participated in advocacy or professional learning activities that connected with other early learning professionals in your community.

☐ Yes
☐ No

6B.4   I T P K S

Show that your written, program-wide professional development plan includes ongoing discussions of ethical issues.

☐ Yes
☐ No

6B.5   I T P K S   NEW ITEM LANGUAGE 2022

Educators can readily access information about the professional resources available from organizations and groups outside the program.

☐ Yes
☐ No

6.D - Ongoing Professional Development

6D.1   I T P K S   NEW ITEM LANGUAGE 2022

Show that the initial orientation for new **educators** includes expectations for conduct based on the NAEYC Code of Ethical Conduct.

☐ Yes
☐ No

If evidence is a different ethical code, mark up the examples to show how they are related to the NAEYC Code of Ethical Conduct.
Ethical conduct: ethical conduct is behavior reflecting the core values of one's profession.

6D.2   I T P K S   NEW ITEM LANGUAGE 2022

Show that the initial orientation for new **educators** includes a review of information about the individual children they will be caring for.

☐ Yes
☐ No

6D.3   I T P K S   NEW ITEM LANGUAGE 2022

Show that the initial orientation for new **educators** includes acceptable (and unacceptable) guidance, discipline, and classroom management techniques.

☐ Yes
☐ No

6D.4   I T P K S   NEW ITEM LANGUAGE 2022

Show that the initial orientation for new **educators** includes daily activities and routines of the program.

☐ Yes
☐ No

6D.5	I T P K S	

Show or describe two examples of topics introduced in initial staff orientation that were followed up more thoroughly.

☐Yes
☐No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

6D.6	I T P K S	NEW ITEM LANGUAGE 2022

Show that your program-wide professional development plan describes **educators** have access to trainings that increase their cultural competence and reduce implicit and explicit bias.

☐Yes
☐No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

6D.7	I T P K S	NEW ITEM LANGUAGE 2022

Show that your program-wide professional development plan describes how **educators** have access to trainings that deepen their understanding and ability to implement the program's curriculum.

☐Yes
☐No

Training: specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

6D.8	I T P K S	NEW ITEM LANGUAGE 2022

Show that your program-wide professional development plan describes how **educators** have access to trainings in communication and collaboration skills to support a positive work environment.

☐Yes
☐No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

6D.9	I T P K S	NEW ITEM LANGUAGE 2022

Show that your program-wide professional development plan describes how **educators** have access to trainings that are specialized to the developmental stages of the children they teach (infant, toddler/two, preschool, kindergarten, school-age).

☐Yes
☐No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

6D.10	I T P K S	NEW ITEM LANGUAGE 2022

Show that your program-wide professional development plan describes how **educators** have access to training relevant to the circumstances of children they teach (e.g., children from military families or migrant families; dual language learners; children who are homeless, require special education, have experienced trauma; children from rural environments or from urban environments, etc.).

☐Yes
☐No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

6D.11	I T P K S	

Show two staff evaluations conducted within the last 18 months that include a self-reflection or self-evaluation component.

☐Yes
☐No

6D.12	I T P K S

Show that program administrator(s) have access to training, technical assistance, and/or other forms of support that are specific to their administrative role.

☐ Yes
☐ No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

6D.13	I T P K S

Show that you update your written, program-wide professional development plan at least annually or as needed.

☐ Yes
☐ No

6D.14	I T P K S

Show that your written, program-wide professional development plan is shared with staff.

☐ Yes
☐ No

6D.15	I T P K S

Show that mentoring and coaching experiences are included in your written, program-wide professional development plan.

☐ Yes
☐ No

6D.16	I T P K S

Show that your written, program-wide professional development plan includes an initial orientation to the program's policies and procedures.

☐ Yes
☐ No

6D.17	I T P K S

Show that your written, program-wide professional development plan includes an initial orientation to the curriculum you use.

☐ Yes
☐ No

6D.18	I T P K S

Show that the pedagogical administrator has received training or education that covered best practices in adult learning, coaching, mentoring, and/or leadership development.

☐ Yes
☐ No

Pedagogical administrator: An administrator with the educational qualifications required to serve as the program's pedagogical leader. This administrator may have a title such as director, assistant director, administrator, curriculum coordinator, or master teacher. Pedagogical administrators may oversee more than one program in this role.

6D.19	I T P K S

Show two examples of staff trainings conducted within the past 12 months, in which topics were driven by the program-wide professional development plan or individual professional development plans.

☐ Yes
☐ No

Standard 7 – Families

7.A - Knowing and Understanding the Program's Families

7A.2   I T P K S

Show or describe how your program's staff orientation process helps new program staff understand the diversity of families in your program.

☐ Yes
☐ No

7A.3   I T P K S

Show or describe one example of how information about the families you serve has been used to adapt the program environment.

☐ Yes
☐ No

7A.4   I T P K S

Show or describe one example of how information about the families you serve has been used to adapt teaching methods.

☐ Yes
☐ No

7A.5   I T P K S   NEW ITEM LANGUAGE 2022

Show or describe two examples of how **educators** have incorporated family members' knowledge about their children into ongoing classroom planning.

☐ Yes
☐ No

7A.6   I T P K S

Show or describe two examples of how you have helped families to meet with one another on a formal basis and to support the program or each other.

☐ Yes
☐ No

7A.7   I T P K S

Show or describe one example of how staff and families have worked together to plan an event.

☐ Yes
☐ No

7.B - Sharing Information between Staff and Families

7B.3   I T P K S   NEW ITEM LANGUAGE& GUIDANCE 2022

Show that when staff suspect that a child has a developmental delay or other special need, your program provides

- Documentation and explanation for the concern

- Suggested next steps

- Information about resources for diagnostic evaluation

☐ Yes
☐ No

Diagnostic evaluation: An in-depth appraisal of a child by a specialist to identify specific abilities and needs, frequently administered after a child has been noticed in a screening by **an educator** or family member.

7.C - Nurturing Families as Advocates for Their Children

| **7C.1**   **I T P K S** | **NEW ITEM LANGUAGE 2022** |

Show or describe an example of how **educators** have worked with a family to respond to a concern about their child's care or education.

☐ Yes
☐ No

Standard 8 – Community

8.A - Linking with the Community

| **8A.1**   **I T P K S** |

Show or describe how you assist families with using community child and family support services.

☐ Yes
☐ No

| **8A.2**   **I T P K S** |

Show that your program's list of community child and family support services includes culturally and linguistically appropriate services for your community.

☐ Yes
☐ No

8.B - Accessing Community Resources

| **8B.1**   **I T P K S** | **NEW ITEM LANGUAGE 2022** |

Show two examples of how **educators** used their knowledge of the community to develop curriculum and create learning experiences for the children.

☐ Yes
☐ No

Examples of learning experiences: Experiments, performing arts, conversations, field trips.

| **8B.2**   **I T P K S** | **NEW ITEM LANGUAGE 2022** |

Show two examples of how **educators** used your community's cultural resources to develop curriculum and create learning experiences for the children.

☐ Yes
☐ No

Examples of cultural resources: Gardens, zoos, museums, libraries, historic sites, fairgrounds, performance venues, public art, individuals in the community who provide cultural resources.
Examples of learning experiences: Experiments, performing arts, conversations, field trips.

| **8B.3**   **I T P K S** |

Show two examples of how you inform families about child-centered community events that are sponsored by local organizations.

☐ Yes
☐ No

| **8B.4**   **I T P K S** |

Show one example in the past year when artists or performers were invited by the program to share their interests and talents with the children.

☐ Yes
☐ No

Examples of artists and performers: Musical performers, coordinators of traveling museum exhibits, local artists, puppeteers, and community residents

8B.5	I T P K S	

Show or describe one example of how you worked with another community organization or group to co-sponsor or participate in a cultural event that enriched the experience of children and families in your program.

☐ Yes
☐ No

Examples of cultural event: *Program at a historical site, library reading event, visiting multicultural performers.*

8.C - Acting as a Citizen in the Neighborhood and the Early Childhood Community

8C.1	I T P K S	

Show or describe one example of how you involve close neighbors in your program as appropriate, or cooperate with them on neighborhood interests and needs.

☐ Yes
☐ No

8C.2	I T P K S	

Show two examples of how your program's leadership stays informed about changes in local, state, tribal, and national government policies related to child care and related family services.

☐ Yes
☐ No

Standard 9 – Physical Environment

9.A - Indoor and Outdoor Equipment, Materials, and Furnishings

9A.5	I T P K S	NEW ITEM LANGUAGE 2022

Show **how** your program **shares** Consumer Product Safety Commission (CPSC) product recall notices **with** families and staff.

☐ Yes
☐ No

Sign up at https://www.cpsc.gov/Newsroom/Subscribe/ ; select "Recalls involving infant/child products".

9.B - Outdoor Environmental Design

9B.5	I T P K S	NEW ITEM LANGUAGE & GUIDANCE 2022	☐ N/A

Show that your **gross motor space(s)** provides at least 75 square feet of play space for each child playing outside at any one time.

☐ Yes
☐ No

*Rate N/A if the program **uses, but** does not own or maintain any outdoor learning environments **and does not have any indoor gross motor spaces.***
*Rate NO if the program does not utilize any outdoor learning environment **or indoor gross motor space** at least once per week (including public spaces).*
If 75 sq. ft. or greater is the legal standard in your state, you may show the applicable state licensing law.
*Total required square footage is based on 1/3 the amount of the total program enrollment **using the gross motor space** at one time, unless the program provides evidence that they schedule use in such a way that there is always 75 square feet per child (for example a playground schedule).*
Examples of gross motor spaces: *Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods**, indoor playgrounds, or gross motor activity areas.***

9.C - Building and Physical Design

9C.7   I T P K S

Show that each classroom includes at least 35 square feet of usable space per child.

☐Yes
☐No

If 35 sq. ft. or greater is the legal standard in your state, you may show the applicable state licensing law.
Usable space: The primary indoor activity areas not otherwise occupied by large structures, cribs, changing tables, storage, or areas not intended for extended use by children or groups of children (e.g., staff lounges, hallways, stairwells, closets).

9.D - Environment Health

9D.4   I T P K S

Show that you use non-toxic pest management techniques inside and outside the facility whenever possible, including an Integrated Pest Management (IPM) system to eliminate or reduce harmful chemical exposures.

☐Yes
☐No

Integrated pest management (IPM): The application of an interconnected set of methods for managing pests (insects, diseases, weeds, rodents) in homes, schools, workplaces and public areas. Although pesticide use is not eliminated in IPM, measures other than pesticides are implemented first. When pesticides are needed, IPM seeks to use natural or biological substances or those that are the least toxic to humans and other non-target organisms.
Examples of harmful animals, insects, pests and poisonous plants: Snakes, mice, rats, wasps, termites, ants, elderberry, jasmine, lily-of-the-valley, rhubarb.

Standard 10 – Leadership & Management

10.B - Management Policies and Procedures

10B.16   I T P K S   REQUIRED

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will NOT be granted accreditation. Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

Show that your program and your facility has a license to operate or is regulated by an applicable public regulatory system. Your license or regulatory documentation indicates your program is in good standing with your regulatory body.

☐Yes
☐No

If your program is license-exempt, provide a signed copy of NAEYC's *License-Exempt Acknowledgement Form*.

Regulated: Programs that are not licensed by a state government but are under the regulation of a public agency, such as Department of Defense or a board of education.
Good standing: The program has a fully valid and current license or certification. Provisional or temporary licenses or suspensions or revocations of licensing or regulatory statuses due to citations or ongoing investigations for abuse, neglect, or lack of supervision are NOT accepted as evidence of good standing.
Examples of acceptable licensing/regulatory evidence: Full and current license or regulatory certificate, correspondence from licensing or regulatory body showing good standing or that has been administratively extended beyond its expiration date; licensing extension, web link to state public licensing reports of program status, NAEYC License-Exempt Acknowledgement Form.
License-exempt: Programs that are not required to be licensed or regulated. A completed License-Exempt Acknowledgement Form is required in the Program Portfolio.

10B.17	I T P K S

Show that you have a detailed, written strategic plan that includes what you will do to:

- Implement the program's vision and mission
- Achieve desired child outcomes
- Maintain high-quality services to children and families
- Assure adequate funding for future needs

☐ Yes
☐ No

Strategic planning: An organization's process of defining its future direction, and making decisions on allocating its resources to pursue this strategy. A written strategic plan states goals, lists actions to be taken to achieve the goals, and identifies how resources will be generated and/or allocated to execute the actions.

10B.18	I T P K S

Show that your family handbook includes information about the program's guidance and discipline policies and procedures.

☐ Yes
☐ No

10B.19	I T P K S

Show that your family handbook includes procedures for these health and safety precautions:

- Building security and access
- Storage and administration of medication
- Inclusion or exclusion of ill children
- Emergency response plans

☐ Yes
☐ No

Medication: A substance used for medical treatment, especially as a medicine or drug. Includes both prescription and over-the-counter drugs. Skin protectants and cosmetics are not considered medication.

10B.20	I T P K S

Show that your family handbook includes procedures for negotiating difficulties and differences that arise in interactions between families and program staff. Procedures include two or more techniques for conflict resolution that involve increasing levels of formality.

☐ Yes
☐ No

10B.21	P K S	**NEW ITEM LANGUAGE 2022**

Show that you assign specific **educators** to work with each class of children, day-to-day and stably over time.

☐ Yes
☐ No　　☐ Not Age

10B.22   I T P K S   NEW ITEM LANGUAGE & GUIDANCE 2022

Show that you have written procedures that address how to maintain developmentally appropriate staff-to-child ratios and **class** sizes (see table below):

☐ Yes

• During all hours of operation.

☐ No

• In classrooms and other indoor settings.

• In outdoor learning environments.

Rate this item according to the highest ratio allowed for each Age Category (Infant, Toddler/Two, Preschool, Kindergarten, School-Age).
For mixed aged classes, rate according to the youngest age category present within the class.

Age Category	Ratio	**Class** Size
Infant *0 to 15 months*	1:4	8
Toddler/Two *12 to 36 months*	1:6	12
Preschool *30 months to 5 years*	1:10	20
Kindergarten *public/private K to 1st grade*	1:12	24
School-Age *public/private 1st grade or higher*	1:15	30

Examples of written procedures that address how to maintain staff-to-child ratios and class size: Child supervision records, transition logs, head counts, attendance records, sign-in and sign-out sheets.
Developmentally Appropriate: Based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.
Staff-to-child ratio: The number of children compared to the number of teaching staff.
Mixed age class: a class that includes children whose ages range beyond the overlapping portion of two age categories.
Example: A class of children aged 9 months to 24 months is a mixed age infant-toddler class.

10B.23   I   NEW ITEM LANGUAGE 2022

Show that written policies encourage keeping infants together with the same **educators** for nine months or longer.

☐ Yes

☐ No   ☐ Not Age

10B.24   T   NEW ITEM LANGUAGE 2022

Show that written policies encourage keeping toddlers and twos together with the same **educators** for nine months or longer.

☐ Yes

☐ No   ☐ Not Age

10.C - Fiscal Accountability Policies and Procedures

10C.1   I T P K S

Show a quarterly or monthly accounting report, created in the past year that includes a reconciliation of expenses to budget.

☐ Yes

☐ No

Programs may provide an affidavit by the corporate financial officer, or other third party authority, attesting that the stated best practice is met.

10C.2	**I T P K S**

Show that a financial review or financial audit was conducted in the most recent fiscal year.

☐ Yes
☐ No

Programs that do not wish to provide a financial review or audit may provide an affidavit by their corporate financial officer, or by a third party authority (such as an accounting firm), attesting that a financial review or audit was conducted and was deemed satisfactory.
Financial review, Financial audit: See http://www.njnonprofits.org/Audit_vs_reviewEisnerAmper2011.pdf for definitions of these standard accounting services, their differences, and their functions.

10C.3	**I T P K S**

Show or describe how the person directly responsible for program implementation (for example, director or site manager) helps prepare, review, and reconcile the program's operating budget.

☐ Yes
☐ No

10C.4	**I T P K S**

Show or describe how program leaders (for example, director and other administrative staff, board of directors) work to generate and manage the financial resources needed to support a program of excellence.

☐ Yes
☐ No

Programs may provide an affidavit by the corporate financial officer, or other third party authority, attesting that the stated best practice is met.

10.D - Health, Nutrition, and Safety Policies and Procedures

10D.1	**I T P K S**

Show two examples of written health and safety procedures meant to reduce staff injuries.

☐ Yes
☐ No

Examples of staff injuries: Back strain, trip/falls, cuts, burns.

10D.2	**I T P K S**

Show two examples of written health and safety procedures meant to reduce staff exposure to environmental hazards.

☐ Yes
☐ No

Examples of environmental hazards: Harmful chemicals; mold and mildew; excessive noise, heat or cold; radon; radiation and friable materials such as asbestos, crystalline silica, fiberglass, lead paint.
Friable materials: Materials that are easily crumbled or reduced to powder, increasing the potential for inhalation.

10D.3	**I T P K S**	**NEW GUIDANCE 2022**	☐ N/A

Show that you follow government child nutrition guidelines for the amount and types of food you provide to children for meals and snacks.

☐ Yes
☐ No

*Rate N/A if the program **states no meals or snacks are provided by the program, or** shows that all meals and snacks, if any, are provided by families.*
Government child nutrition guidelines: Created by the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP). See for example https://www.fns.usda.gov/cacfp/meals-and-snacks .

10D.4	**I T P K S**

Show how you conduct facility and equipment maintenance checks to identify potential health and safety problems.

☐ Yes
☐ No

10D.5	I T P K S	

In your staff handbook, your written policy and procedure for reporting child abuse and neglect states that staff who report suspicions of child abuse/neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm.

☐ Yes
☐ No

10D.6	I T P K S	**NEW ITEM LANGUAGE 2022**

Show that your written policies state that the content of each child's health and safety file is confidential but is immediately available upon request to:

• Administrators and **educators** who have consent from a parent or legal guardian to access the records

☐ Yes
☐ No

• The child's parents or legal guardians

• Regulatory authorities

10D.7	I T P K S	

Show or describe how your procedures for managing the arrival, departure, and transportation of children are designed to facilitate family-staff interaction.

☐ Yes
☐ No

10D.8	I T P K S	☐ N/A

If children are transported during the program day, show or describe your procedures for ensuring that all children are accounted for before, during, and after transport.

☐ Yes
☐ No

Rate N/A if the program shows evidence that no children are transported during the program day.

10D.9	I T P K S	

Show that you have written arrival, departure, and transportation policies and procedures that address special circumstances in picking up children at the end of the day.

☐ Yes
☐ No

Examples of special circumstances (pick-up time): Release of children to someone other than a parent or guardian (e.g., grandmother, aunt, neighbor), court ordered custody arrangements, not releasing children to adults appearing to be under the influence of alcohol or other substances.

10D.10	I T P K S	☐ N/A

Show that you have written medical and dental procedures that specify that if a physician has ordered a special medical management procedure for a child in care, an adult trained in the procedure must be on-site whenever the child is present.

☐ Yes
☐ No

Rate N/A if the Program Portfolio includes a dated statement that no children with a special medical management procedure have been enrolled within 12 months of the candidacy/renewal due date.
Examples of special medical management procedures: Asthma action plan (use of a nebulizer), allergy action plan (use of an Epi-Pen), diabetes management plan (insulin monitoring and injections).

10.E - Personnel Policies

| 10E.1   I T P K S | NEW ITEM LANGUAGE & GUIDANCE 2022 | ☐N/A |

Show your written policy stating that new **educators** do not work alone with children until they have received an initial orientation to the program and the job. If **educators** are prohibited by law from working alone with children at any time, provide the relevant licensing or regulatory rule in place of a policy.

☐Yes
☐No

*Rate N/A if the program shows that **educators** are prohibited from working alone with children at all times by providing a copy of the relevant licensing or regulatory rule.*

| 10E.2   I T P K S | NEW GUIDANCE 2022 |

Show that your program's initial orientation for substitutes, support staff, volunteers, and/or other service providers includes all of the following:

- health, safety, and emergency procedures;

- acceptable (and unacceptable) guidance, discipline, and classroom management techniques;

- child abuse and neglect reporting procedures;

- a review of pertinent regulatory requirements.

☐Yes
☐No

*Substitute: Adult who replaces a specific teacher or assistant teacher–teacher aide on a temporary basis. A substitute who replaces a specific teacher or assistant teacher-teacher aide for 20 or more consecutive business days must be considered **an educator**. NAEYC recognizes that programs may use substitutes to supplement **educators**.*
*Support staff: Adult employed by the program, but not considered **an educator**.*
Examples of support staff: Cook, bus driver, janitorial or maintenance staff, administrative support staff.
Volunteers: Adults, neither employed by or contracted with the program, who are regularly scheduled to provide support services to the program in administrative capacities (e.g., clerical work, creating bulletin boards or displays), classroom management, or other support tasks (e.g., cleaning, landscaping/gardening) without monetary compensation.
Examples of volunteers: Parents participating in a parent cooperative program, lunch aides, foster grandparents, reading buddies.
Other service providers: adults, either employed by or contracted with the program, with appropriate specialized knowledge that arrange or engage children in planned therapies, activities or experiences that take place for no more than one hour at a time, per group of children.
Examples of other service providers: Special subject teachers, extra-curricular instructors, psychologist, social worker, nutritionist, nurse, speech, physical or occupational therapist.
Examples of regulatory requirements: State licensing laws, school board regulations, military SOPs.

| 10E.3   I T P K S | NEW ITEM LANGUAGE & GUIDANCE 2022 |

Show your policy stating that support staff and volunteers do not work alone with children. They must be with, and supervised by, regularly scheduled **educators** at all times.

☐Yes
☐No

Support staff: Adult employed by the program, but not considered part of the teaching staff.
Examples of support staff: Cook, bus driver, janitorial or maintenance staff, administrative support staff.
Volunteers: Adults, neither employed by or contracted with the program, who are regularly scheduled to provide support services to the program in administrative capacities (e.g., clerical work, creating bulletin boards or displays), classroom management, or other support tasks (e.g., cleaning, landscaping/gardening) without monetary compensation.
Examples of volunteers: Parents participating in a parent cooperative program, lunch aides, foster grandparents, reading buddies.
Educators: Those staff whose roles include working directly with children in the implementation of curriculum, program routines, and activities. Staff in these roles may hold titles such as teacher, head teacher, lead teacher, co-teacher, assistant teacher, teacher aide. Pedagogical administrators may also fit this role if their responsibilities include those listed above.

10E.4	**I T P K S**	

Show that you have salary scales with increments based on professional qualification, staff role, length of employment, and performance evaluation.

☐Yes
☐No

10E.5	**I T P K S**	

Show or describe how you hire staff or identify volunteers who speak the same language as the children served.

☐Yes
☐No

10E.6	**I T P K S**	

Show that your written personnel policies include resignation, termination, and grievance procedures.

☐Yes
☐No

10.F - Program Evaluation, Accountability, and Continuous Improvement

10F.1	**I T P K S**	**NEW ITEM LANGUAGE 2022** ☐N/A

If some or all of recommended employee benefits (health insurance, leave, education benefit, retirement plan) are not available, show that the program's strategic plan or business plan states the conditions under which **employee** benefits will be improved.

☐Yes
☐No

Rate N/A if items 6A.11, 6A.12, 6A.13, 6A.14 are all rated YES.
Rate N/A if the program states they do not offer benefits because they do not have any full-time staff. However, rate YES if the program only has part-time staff and does show a strategic plan or business plan to improve these benefits.
Full-time staff: Staff who work 35 hours per week or more.

10F.2	**I T P K S**	

Show that when the annual comprehensive program evaluation is completed, program staff, families and advisory or governance board members are given a report of the findings.

☐Yes
☐No

Comprehensive program evaluation: A formal assessment of your program's progress towards meeting its stated goals. It should query all stakeholders, and include all aspect of program functioning.

10F.3	**I T P K S**	

Show or describe two examples of how you have used information from your annual comprehensive program evaluation to plan professional development.

☐Yes
☐No

Comprehensive program evaluation: A formal assessment of your program's progress towards meeting its stated goals. It should query all stakeholders, and include all aspect of program functioning.

10F.4	**I T P K S**	

Show or describe two examples of how you have used information from your annual comprehensive program evaluation to improve program policies, procedures, or activities.

☐Yes
☐No

Comprehensive program evaluation: A formal assessment of your program's progress towards meeting its stated goals. It should query all stakeholders, and include all aspect of program functioning.

Program Portfolio Tool

Global Ratings					
Indicate your level agreement or disagreement with the following statements. Select only one position for each statement. Additional comments may be added to the Notes section below.					
There is an adequate amount of evidence to allow for complete ratings.	☐ Strongly disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly agree
The evidence is well-chosen and speaks directly to the assessment items.	☐ Strongly disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly agree
The evidence is clearly labeled with the appropriate assessment item(s).	☐ Strongly disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly agree
Larger documents are highlighted or annotated to identify specific areas that address the assessment item(s).	☐ Strongly disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly agree
Evidence was organized in:	☐ Binders	☐ Folders	☐ Digital (e-portfolio)	☐ Other: _____	

Notes