

2022 Site Visit Assessment Item Changes



The changes below take effect for programs whose 6-month site visit window opens January 1, 2022, or later.



If your 6-month site visit window opens before January 1, 2022, do **NOT** engage with these revisions.

This document is organized into 4 sections showing:

- | | |
|--|------------------|
| 1. <u><i>Items removed from the Site Visit Assessment</i></u> | 6 Items |
| 2. <u><i>Items added to the Site Visit Assessment</i></u> | 6 Items |
| 3. <u><i>Items with changes to item language</i></u> | 111 Items |
| 4. <u><i>Items with guidance¹ enhancements ONLY</i></u> | 16 Items |

Deleted language is shown as ~~strikethrough~~. New language appears in **bold**.

The rationale for change appears in italics before each item.

¹ **Guidance** may follow an item and is formatted in italics. Guidance includes response options for the rating (and when the response options apply), definitions of terms, and examples.

1. Items removed from the Site Visit Assessment

Rationale: A review of item performance reveals that item 2E.8 is unrated (“Not Age”/“No Opp”) at a high rate and therefore does not contribute to the assessment of standards and classes. Item 2E.3 is to be removed from the Class Observation tool.

2E.8 P K S

Teachers talk about the many ways writing is used in daily life.

Yes Not Age

No No Opp

Rate as No Opp if there are no opportunities for teachers to talk about the ways writing is used in daily life during the observation.

Rate No if there are missed opportunities for teachers to talk about the ways writing is used in daily life during the observation.

Examples of ways writing is used in daily life: Shopping lists, letters, cards, journals/diaries, notes, e-mail, online posts.

Rationale: “Learning styles” is outdated terminology and does not reflect current recommended practice. Items 3E.4 and 3E.5 are to be removed from the Class Observation tool and items 3E.11 and 3E.12 are to be removed from the Class Portfolio tool.

3E.4 I T P K S

Teachers adapt their teaching strategies to best fit each child’s learning style.

Yes

No

Rate Yes if you see that children are engaged in activities and are not frustrated by the activities.

Examples of teaching strategies: Small and large group activities, teacher or child directed activities, “expanding upon” activities, modeling behavior, asking children open-ended questions, and encouraging children to maintain being engaged in activities.

Learning style: Each person’s preferred way of taking in and remembering new information. Examples of learning styles: visual, auditory, kinesthetic, sequential, reflective.

3E.5 I T P K S

Teachers modify classroom materials, when necessary, to fit each child’s learning style.

Yes

No

No Opp

Rate as No Opp if it is not necessary for teachers to modify classroom materials to fit each child’s learning style during the observation. Rate No if it becomes necessary for teachers to modify classroom materials to fit each child’s learning style and the teachers do not do so.

Learning style: Each person’s preferred way of taking in and remembering new information. Examples of learning styles: visual, auditory, kinesthetic, sequential, reflective.

3E.11 I T P K S

Show or describe one example of how you adapt your teaching strategies to best fit each child’s learning style.

Yes

No

Examples of Teaching Strategies: small and large group activities, teacher or child directed activities, “expanding upon” activities, modeling behavior, asking children open-ended questions, and encouraging children to maintain being engaged in activities.

Learning style: Each person’s preferred way of taking in and remembering new information.

Examples of learning style: Visual, auditory, kinesthetic, sequential, reflective.

3E.12 ITPKS

Show or describe one example of how you modify classroom materials, when necessary, to best fit each child’s learning style. Yes No

*Learning style: Each person’s preferred way of taking in and remembering new information.
Examples of learning style: Visual, auditory, kinesthetic, sequential, reflective.*

Rationale: A review of item performance reveals that item 9A.3 is unrated (“N/A”) at a high rate and therefore does not contribute to the assessment of standards and classes. Item 9A.3 is to be removed from the Class Observation tool.

9A.3 ITPKS N/A

Classrooms are arranged to provide full access (as needed) to children with physical special needs. Yes No

Reference the checklist on Page 1 of the Class Observation tool when rating this item. Rate N/A if there are no children with physical special needs enrolled in the class.

Physical special needs: Mobility, hearing or visual impairments are physical special needs. Neurological disorders, Down Syndrome and “Other” special needs may include physical special needs such as balance or coordination impairments.

2. Items added to the Site Visit Assessment

Rationale: Four out of five assessment items listed in Section 1 for removal are applicable to infant and toddler classes. The following assessment items are being added to the Class Observation tool and the Class Portfolio tool to compensate for these item removals.

Items Added to Class Observation:

2F.20	I	NEW ITEM 2022
<p>Infants have chances (2 or more) to look at high contrast visual stimuli.</p> <p><i>High contrast visual stimuli: Simple, engaging arrangements of black and white (or other high contrast) geometric shapes and patterns.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> Not Age <input type="checkbox"/> No
3E.15	I	NEW ITEM 2022
<p>In infant groups, schedules, routines, and learning experiences are flexible and follow babies' needs and interests.</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No
3E.16	I	NEW ITEM 2022
<p>Infant educators recognize and respond to babies' nonverbal cues.</p> <p><i>Rate No if infants' non-verbal cues are consistently ignored or unanswered.</i> <i>Examples of non-verbal cues: lifting arms, offering items, wiggling, rocking, pointing, waving, smiling, frowning, grimacing.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> No Opp <input type="checkbox"/> No
3G.11	I T	NEW ITEM 2022
<p>Educators listen and respond to what infant and toddlers say by providing additional information.</p> <p><i>Examples of providing additional information: "Flower"; "The pink flower smells nice"; "Doggie"; "It's a big brown dog".</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> Not Age <input type="checkbox"/> No
9A.7	I TPKS	NEW ITEM 2022
<p>Classrooms have clear pathways that allow children to move from one area to another without disturbing other children's work and play.</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No

Items Added to Class Portfolio:

2F.19	I	NEW ITEM 2022
<p>Show two examples of high contrast visual stimuli that are available to infants in the classroom environment.</p> <p><i>High contrast visual stimuli: Simple, engaging arrangements of black and white (or other high contrast) geometric shapes and patterns.</i></p>		<input type="checkbox"/> Yes <input type="checkbox"/> Not Age <input type="checkbox"/> No

3. Items with Changes to Item Language

The revisions listed below may include changes to:

- the actual item language,
- response options, and/or
- guidance or revisions.

Pay close attention to these revisions to ensure that prepared evidence addresses the changes. Most of the changes incorporated into the 2022 Version are minor language changes to align with Power to the Profession and Developmentally Appropriate Practice and do not fundamentally alter any of the assessment items or impact the documentary or observable evidence needed to address the items.

1B.1 I T P K S

Teachers ~~Teachers~~ **Educators** respond to children's negative emotions (hurt, fear, anger) by offering developmentally appropriate comfort, support, and assistance. Yes No No Opp

Rate as No Opp if no negative emotions are observed.

1B.2 I T P K S

Teachers ~~Teachers~~ **Educators** take into account children's differing temperaments when relating to each child. Yes No

*Watch for ~~teaching staff's~~ **educators'** sensitivity to individual children (versus treating all children basically the same way).*

1B.3 P K S

Teachers ~~Teachers~~ **Educators** take into account children's differing activity levels when relating to each child. Yes Not Age No

*Watch for ~~teaching staff's~~ **educators'** sensitivity to individual children (versus treating all children basically the same way).*

1B.5 I

Infant ~~teachers~~ **educators** talk, coo, and sing to infants and repeat infants' sounds. Yes Not Age No

1B.6 I T

Teachers ~~Teachers~~ **Educators** are aware of infants', toddlers', and twos' individual levels of arousal and moderate their own voice level and physical interaction accordingly. Yes Not Age No

1B.7 I T

Teachers ~~Teachers~~ **Educators** can distinguish the meaning of infant's, toddlers', and two's various cries and other signs of distress. Yes Not Age No No Opp

Rate as No Opp if no cries or other signs of distress are observed.

1C.1 I

Teachers **Educators** facilitate infants' interest in looking at, touching, or vocalizing to other people. Yes Not Age
No

1C.2 P K S

Teachers **Educators** give children a chance to resolve their own conflicts without immediate teacher intervention. Yes Not Age
No No Opp

Rate as No Opp if no evidence of conflicts is observed.

1C.3 T P K S

When children are in conflict, ~~teachers~~ **educators** help them identify their feelings. Yes Not Age
No No Opp

Rate as No Opp if no evidence of conflicts is observed.

1C.4 T P K S

When children are in conflict, ~~teachers~~ **educators** help them identify and describe the problem. Yes Not Age
No No Opp

Rate as No Opp if no evidence of conflicts is observed.

1C.5 T P K S

When children are in conflict, ~~teachers~~ **educators** help them think of alternative solutions. Yes Not Age
No No Opp

Rate as No Opp if no evidence of conflicts is observed.

1D.3 T P K S

Teachers **Educators** offer children the chance to choose activities, materials, and areas in which to play. Yes Not Age
No

1D.4 T P K S

Teachers **Educators** anticipate problematic behavior and take steps to prevent it. Yes Not Age
No

Rate Yes if no problematic behavior is observed.

Examples of problematic behavior: *Temper tantrums, not following directions, persistent whining, conflicts with other children and adults.*

1D.5 T P K S

Teachers **Educators** use narration and description of ongoing interactions to identify prosocial behaviors. Yes Not Age
No

1E.1 ITPKS

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)

1F.1 TPKS

Teachers **Educators** help children learn emotional regulation skills. Yes Not Age
No

Examples of emotional regulation skills: Persisting when frustrated, gaining control of physical impulses, expressing emotions in non-harmful ways, learning about self and others.

1F.2 TPKS

Teachers **Educators** guide and support children to use language to communicate needs. Yes Not Age
No

1F.3 TPKS

Teachers **Educators** guide and support children to gain control of physical impulses. Yes Not Age
No

2B.2 I

For infants, teachers **educators** show and name their own feelings and the feelings of other children. Yes Not Age
No

2D.1 P K S

Children have discussions with each other or with ~~staff~~ **educators** to solve problems related to the physical world. Yes Not Age No No Opp

Rate as No Opp if no such problems are observed. Rate No if there are missed opportunities to discuss problems related to the physical world.

Examples of problems related to the physical world: How to retrieve a ball that has gone over a fence, using ramps to make cars go faster or further, putting puzzle pieces together.

2D.2 T P K S

Teachers **Educators** use words that children may not understand and provide explanations or examples of these words. Yes Not Age No

2E.1 I T

Teachers **Educators** play individually with infants, toddlers, and twos by singing songs. Yes Not Age No

2E.2 T P K S

Teachers **Educators** help children connect print to spoken word. Yes Not Age No

Examples of print: Labels, classroom rules/routines, signs, posted letters, words, or sentences.

2E.5 P K S

Teachers **Educators** help children write the words and messages they are trying to communicate. Yes Not Age No No Opp

*Rate as No Opp if children are not observed to need help writing words and messages during the observation. Rate No if children are observed needing help writing words and messages and ~~staff~~ **educators** do not offer to help.*

2E.7 P K S

Teachers **Educators** model the process of print writing. Yes Not Age No No Opp

*Rate as No Opp if there are no opportunities for ~~teachers~~ **educators** to model the functional use of writing during the observation. Rate No if there are missed opportunities for ~~teachers~~ **educators** to model the functional use of writing during the observation.*

Writing: The act of communicating thoughts, ideas, and information to others through use of print.

Examples of writing: Lists, charts and graphs, letters, reflections on and responses to experiences, notes, instructions, signs, rules, procedures.

3A.1 I T P K S

Teachers **Educators** have arranged their classrooms in a way that protects children's health and safety. Yes No

3C.1 I T

All infants, toddlers, and young twos can be easily heard and seen (if not in the direct line of sight, then by looking up or turning in place) at all times--including when children are sleeping--by at least one member of the teaching staff. Staff does not need to be directly looking at each child at all times to meet the requirement for sight supervision.

Yes Not Age
 No

3C.2 I T

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 or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

If one or more infant, toddler, or young two year old cannot be easily heard and seen at all times by at least one member of the teaching staff, the child(ren) is/are in a safe environment.

Yes Not Age
 No No Opp

Rating Note: If item 3C.1 (above) has been rated "Yes", then you must rate this item "No Opp".

If item 3C.1 has been rated "No", then you must rate this item "Yes" or "No".

Rate "No" if one or more infants, toddlers, or young twos are out of direct sight or sound supervision for any length of time, AND this is taking place in an unsafe environment.

Examples of situations leading to "Yes" ratings: (1) child is behind a structure in an adult-occupied, enclosed classroom; (2) child is not visible behind a utility shed on a securely enclosed playground at the program facility when staff are present.

3C.3 I T

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 or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

If one or more infant, toddler, or young two year old is out of the direct sight or sound supervision of all teaching staff while in a safe environment, it is for no more than five minutes.

Yes Not Age
 No No Opp

Rating Note: If item 3C.1 (above) has been rated "Yes", then you must rate this item "No Opp".

If item 3C.1 has been rated "No", then you must rate this item "Yes" or "No".

Rate "No" if one or more infants, toddlers, or young twos are out of direct sight or sound supervision for more than 5 minutes, even in a safe environment.

Safe environment: A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult.

Unsafe environment: Areas without a supervising adult; unenclosed areas allowing access to exterior of facility; any area with safety or environmental hazards that pose imminent or immediate risk to children.

Examples of unsafe environments: Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.

3C.5 P

Teachers of Preschoolers ~~are keep~~ **kept** these children in sight most of the time, with the exception of brief periods (up to five minutes, in a safe environment -- such as child's use of the toilet) when a child cannot be seen but can still be heard.

Yes Not Age
 No

3C.6 P 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 or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

If a preschooler is out of the direct sight **AND** sound supervision of all ~~teaching~~ staff, it is for no more than 1 minute, and the child is in a safe environment. Yes Not Age
No No Opp

*Rating Note: If item 3C.5 (above) has been rated "Yes", then you must rate this item "No Opp".
If item 3C.5 has been rated "No", then you must rate this item "Yes" or "No".
Rate NO if one or more preschoolers are out of direct sight **AND** sound supervision for more than one minute.*

3C.7 P 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 or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

If a preschooler is out of direct sight **OR** sound supervision of all ~~teaching~~ staff, it is for no more than ten minutes and the child is in a safe environment. Yes Not Age
No No Opp

*Rating Note: If item 3C.5 (above) has been rated "Yes", then you must rate this item "No Opp".
If item 3C.5 has been rated "No", then you must rate this item "Yes" or "No".
Rate No if one or more preschoolers are out of direct sight **OR** sound supervision for more than 10 minutes.
Safe environment: A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult.
Unsafe environment: Areas without a supervising adult; unenclosed areas allowing access to exterior of facility; any area with safety or environmental hazards that pose imminent or immediate risk to children.
Examples of unsafe environments: Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.*

3C.8 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 or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

~~Teachers of~~ Kindergartners and school-age children ~~are keep~~ **kept** ~~these children~~ within sight and/or hearing most of the time. ~~A teacher~~ **Staff** may allow kindergartners and school-agers to leave their supervision (out of sight and sound) for up to 10 minutes so long as they are in a safe environment (e.g., go to hall bathroom; report to school nurse office). Yes Not Age
No

*Safe environment: A fully enclosed area, free of safety and environmental hazards, occupied by at least one supervising adult.
Unsafe environment: Areas without a supervising adult; unenclosed areas allowing access to exterior of facility; any area with safety or environmental hazards that pose imminent or immediate risk to children.
Examples of unsafe environments: Facility parking lot, unoccupied bathroom, corridor, kitchen, storage room.*

3C.9 I T

Show that your written supervision policy for infants, toddlers and young twos states that ~~teachers~~ **staff** must be able to see and hear all of the children at all times. Yes
No Not Age

3C.12 P K S

Show that your written supervision policy requires that ~~teachers~~ **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 ~~teachers~~ **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.14 K S

Show that your written supervision policy states that:

- Staff may permit kindergartners 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
- ~~The teacher~~ **staff** checks 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.

3D.1 T P K S

When needed, ~~teachers~~ **educators** support children in performing daily cleanup and maintenance jobs in the classroom. Yes Not Age No No Opp

Rate as No Opp if daily cleanup and maintenance jobs do not take place during the observation. Rate No if there are missed opportunities for children to be engaged in these tasks or if daily cleanup and maintenance jobs are observed and ~~staff~~ **educators** do not support children in these tasks, when needed.

3D.2 T P K S

~~Teachers~~ **Educators** allow the right amount of time for children to smoothly transition from one activity to the next. Yes Not Age No No Opp

Rate as No Opp if no opportunity for transitions is present during the observation.

3E.1 I T P K S

~~Teachers~~ **Educators** rearrange the classroom, when necessary, to help children explore new concepts or topics. Yes No No Opp

Rate as No Opp if it is not necessary for ~~teachers~~ **educators** to rearrange the classroom to help children explore new concepts or topics during the observation. Rate No if it becomes necessary for ~~teachers~~ **educators** to rearrange the classroom to help children explore new concepts or topics during the observation and ~~teachers~~ **educators** do not do so.

Examples of rearranging the classroom: ~~Staff~~ **Educators** expand learning centers or move furniture.

Learning centers: Areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.

Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.

3E.2 I T P K S

Teachers ~~Teachers~~ **Educators** rearrange the classroom, when necessary, so children can continue doing an activity. Yes No No Opp

*Rate as No Opp if it is not necessary for ~~teachers~~ **educators** to rearrange the classroom so children can continue doing an activity during the observation. Rate No if it becomes necessary for ~~teachers~~ **educators** to rearrange the classroom so children can continue doing an activity and ~~teachers~~ **educators** do not do so.*

Examples of rearranging the classroom: ~~Staff~~ **Educators** expand learning centers or move furniture.

Learning centers: Areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.

Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.

3E.3 I T P K S

Teachers ~~Teachers~~ **Educators** depart from planned activities if children show interest in a different topic or activity. Yes No No Opp

*Rate as No Opp if children do not show interest in a different topic or activity than is planned for the day during the observation. Rate No if children do show interest in a different topic or activity and ~~teachers~~ **educators** do not depart from the planned activities for the day during the observation.*

3E.6 I

When an infant shows interest or pleasure in an activity, ~~teachers~~ **educators** help prolong the activity through encouragement or active involvement. Yes Not Age No

3E.7 T P K S

Teachers ~~Teachers~~ **Educators** sometimes customize learning experiences, based on their knowledge of the children’s social relationships. Yes Not Age No No Opp

*Rate as No Opp unless there is clear evidence of an opportunity for ~~teachers~~ **educators** to do this. Look for evidence that ~~teaching staff~~ **educators** have knowledge of the children and adapt teaching to meet the specific needs of each child and the class.*

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

3E.10 I T P K S

Show or describe one example of how you changed a **planned activity or lesson** Yes No
~~plan~~ if children showed interest in a different topic or activity.

3F.1 P K S

Teachers ~~Teachers~~ **Educators** have conversations with the children about their experiences. Yes Not Age No

3G.1 I T P K S

As a child refines skills or gains a new skill, ~~teachers~~ **educators** fine-tune their teaching support to advance that child’s further learning (scaffolding). Yes
No No Opp

Rate as No Opp if there are no opportunities for children to refine or learn new skills.

*Rate No if there are missed opportunities for ~~teachers~~ **educators** to fine-tune their teaching support as children refine or learn new skills.*

Examples of teaching supports related to scaffolding: ~~Teaching staff~~ **Educators** assist in making a plan to attempt new tasks, divide tasks into simpler tasks, or ask prompting questions to promote thinking about the task and problem solving.

Scaffolding: ~~Teachers~~ **Educators** “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The ~~teacher~~ **educator** gradually reduces the support as the child is able to proceed independently.” *Adapted from Developmentally Appropriate Practice, 3rd Edition Page 154.*

3G.2 I T P K S

As a child refines skills or gains a new skill, ~~teachers~~ **educators** advance that child’s further learning by making the activity a little more difficult (scaffolding). Yes
No No Opp

Rate as No Opp if there are no opportunities for children to refine or learn new skills.

*Rate No if there are missed opportunities for ~~teachers~~ **educators** to advance a child’s learning by making the activity a little more difficult as children refine or learn new skills.*

Scaffolding: ~~Teachers~~ **Educators** “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The ~~teacher~~ **educator** gradually reduces the support as the child is able to proceed independently.” *Adapted from Developmentally Appropriate Practice, 3rd Edition Page 154.*

3G.3 T P K S

~~Teachers~~ **Educators** use their knowledge of curriculum content to pose problems and ask questions that stimulate the children to think. Yes Not Age
No

3G.4 T P K S

~~Teachers~~ **Educators** help children express their ideas about curriculum content and build on the meaning of their experiences. Yes Not Age
No

3G.5 T P K S

~~Teachers~~ **Educators** help children identify and use what they already know (prior knowledge). Yes Not Age
No

3G.6 T P K S

~~Teachers~~ **Educators** provide learning experiences that extend and challenge children’s current understanding of the world. Yes Not Age
No

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

4B.3 ITPKS N/A

If child portfolios are used as an assessment method, show or explain how you make it meaningful and relevant for children with ~~special needs~~ **disabilities**. Yes
 No

*Rate as N/A if the class does not use child portfolios as an assessment method. Also rate NA if child portfolios are used but there are no children with ~~identified special needs~~ **disabilities** currently enrolled in the class.*

Child portfolio: A collection of information, samples, and artifacts of a child's developmental progress. These portfolios are used to document the child's work, serve as a method to share the child's progress with others, and inform plans for further learning. A systemic process should be used to determine what goes into the portfolio. Child portfolios may be physical (binder, folders) or digital (computer software, online).

Special needs-Disabilities: Physical or mental health conditions that require special education services such as early intervention or individualized supports.

4D.4 ITPKS

Show that ~~teaching staff (teachers and assistant teachers)~~ **educators** are scheduled for collaborative planning time at least weekly, during which they do not supervise awake children. Yes
 No

4D.5 ITPKS

Show or describe how ~~teaching teams~~ **educators** use child assessment outcomes to design activities or lesson plans that meet the needs and interests of the children. Yes
 No

4D.6 ITPKS

Show or describe how ~~teaching teams~~ **educators** adjust their teaching strategies to meet the needs and interests of the children based on information gained from child assessment outcomes. Yes
 No

4E.4 ITPKS

Show that you provide families with information about how ~~teaching staff~~ **educators** or others have been trained to conduct child assessments. Yes
 No

5A.1 ITPKS N/A

~~Programs~~ Staff change diapers or training pants when wet or soiled. Yes
 No No Opp

Do not rate how family members change diapers, if observed. Rate N/A if the class does not include children in diapers or training pants. Rate No if wet or soiled diapers were not changed during the observation. Rate as No Opp if there are no obvious signs of wet or soiled diapers or training pants during the observation.

5A.10 I

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 or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

Teaching ~~s~~ Staff place infants on their backs to sleep, without the use of infant sleep positioners, unless ordered by a physician. Yes Not Age No No Opp

Rate as No Opp if no infants are observed being placed to sleep. During the Orientation Meeting at the beginning of the Site Visit, the assessor will ask if any enrolled infants younger than 12 months have a physician's authorization to be placed to sleep in any position other than back. If so, documentation must be shown to the assessor prior to scheduled class observations.

Infant sleep positioners: 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.

5A.11 I

Teachers ~~s~~ Staff only place infants to sleep in equipment that is specifically designed for infant sleep. Yes Not Age No No Opp

Rate as No Opp if no infants are observed being placed to sleep.

Examples of equipment not specifically designed for infant sleep: Car safety seat, swing, bouncer, stroller, infant seat, highchair.

Examples of infant sleeping equipment: Cribs, play yards, cots, mats, sleeping bags or pads, Montessori floor beds.

5A.15 I T P K S

~~Provide your classroom staffing patterns and CPR and first-aid training records that s~~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:** Yes No

- daily classroom staffing patterns for all classes and
- staff CPR and first-aid training records for trained staff.

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.

Present: 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 no more than five minutes. 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.

Staffing pattern: 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.

5B.4 I T P K S

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.

5C.6 ITPKS

N/A

Show or describe how ~~that~~ your program selects and uses fragrance-free and least-toxic cleaning products for use 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. Safer cleaning products are not only less toxic and environmentally safer, but they also cost less or the same as conventional cleaners. 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: Green Seal, UL/EcoLogo, and EPA's Safer Choice research and certify cleaning products that are biodegradable and environmentally friendly.

6A.4 ITPKS

N/A

There is suitably sized seating available to adults in the outdoor ~~and indoor gross motor spaces~~ learning environment. Yes No

Rate N/A if the program does not use, own, or maintain any outdoor ~~learning environments~~ or indoor gross motor spaces.

When assessing multiple outdoor ~~and indoor gross motor spaces~~ learning environments, rate Yes if at least one of the outdoor ~~and indoor gross motor spaces~~ learning environments used by children of each age category provides for suitable seating for adults.

Suitable seating: A stool, chair, bench, or other seat that is capable of supporting an adult person.

6A.5 ITPKS

Staff ~~Educators~~ can readily access professional planning and curriculum resources. Yes No

Examples of professional planning and curriculum resources: Books, computer software, or other planning materials related to curriculum, developmentally appropriate practice, teaching strategies, classroom management, professionalism, ethics.

6A.7 ITPKS

Show that the program's employee policies include information about staff ~~educator~~ planning time. Yes No

6B.1 ITPKS

Teachers' ~~Staff~~ communication with families is culturally sensitive and professional. Yes No No Opp

Rate as No Opp if no communication between ~~teachers~~ staff and family members is observed.

6B.3 ITPKS

Show or describe an example of how staff ~~educators~~ have participated in advocacy or professional learning activities that connected with other early learning professionals in your community. Yes No

6B.5 ITPKS

Staff ~~Educators~~ can readily access information about the professional resources available from organizations and groups outside the program. Yes No

6D.1 ITPKS

Show that the initial orientation for new ~~teaching staff~~ **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 ITPKS

Show that the initial orientation for new ~~teaching staff~~ **educators** includes a review of information about the individual children they will be caring for. Yes
 No

6D.3 ITPKS

Show that the initial orientation for new ~~teaching staff~~ **educators** includes acceptable (and unacceptable) guidance, discipline, and classroom management techniques. Yes
 No

6D.4 ITPKS

Show that the initial orientation for new ~~teaching staff~~ **educators** includes daily activities and routines of the program. Yes
 No

6D.6 ITPKS

Show that your program-wide professional development plan describes how ~~teaching staff~~ **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 ITPKS

Show that your program-wide professional development plan describes how ~~teaching staff~~ **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 ITPKS

Show that your program-wide professional development plan describes how ~~teaching staff~~ **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 ITPKS

Show that your program-wide professional development plan describes how ~~teaching staff~~ **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 ITPKS

Show that your program-wide professional development plan describes how ~~teaching staff~~ **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.

7A.5 ITPKS

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

Yes
 No

7B.3 ITPKS

Show that when ~~staff~~ **educators** 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 ~~teacher~~ **educator** or family member.*

7C.1 ITPKS

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

Yes
 No

8B.1 ITPKS

Show two examples of how ~~staff~~ **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 ITPKS

Show two examples of how ~~staff~~ **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.

9A.5 ITPKS

Show ~~that~~ **how** your program ~~receives~~ **shares** Consumer Product Safety Commission (CPSC) product recall notices, ~~and that you post relevant notices in the center for both~~ **with** families and staff.

Yes
 No

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

9B.1 I T P K S

Outdoor learning environments (or indoor gross motor spaces when no outdoor learning environments are present) include three or more natural elements that children can interact with, such as grass, sand, rocks, plants (including gardens), and variations in ground elevation. Yes No No Opp

When outdoor learning environments are present rate the item assessing only the outdoor space regardless of whether there are indoor gross motor spaces. When indoor gross motor space is used in lieu of any outdoor learning environment rate as described. When assessing multiple outdoor learning environments/indoor gross motor spaces, rate Yes if the outdoor learning environments/indoor gross motor spaces together include three or more natural elements.

Rate No if the group does not utilize any outdoor learning environment or indoor gross motor space at least once a week (including public spaces and private playgrounds).

Rate as No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s), when there are no indoor gross motor spaces.

Examples of outdoor learning environments: Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.

9B.3 I T P K S

The outdoor learning environment and indoor gross motor space is free from tripping hazards. Yes No No Opp

Rate as No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s), when there are no indoor gross motor spaces).

Rate NO if the program does not utilize an outdoor learning environment and/or an indoor gross motor space at least once per week.

Examples of tripping hazards: Exposed concrete footings, abrupt changes in surface elevations, or other man-made elements which can trip children.

9B.5 I T P K S

N/A

Show that your ~~outdoor learning environment(s)~~ 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 being outside at one time, unless the program provides evidence that they schedule playground 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.

9C.2 ITPKS

There is a well-marked, ~~fully equipped~~ first aid kit **accessible outside** during **indoor** Yes
and/or outdoor gross motor play. No No Opp

Rate as No Opp if the class does not go outside or use an indoor gross motor space during observation. Rate No if location of first aid kit is not apparent, or it cannot be readily accessed.

9D.2 ITPKS

A rough walk-off mat is supplied at ~~the main~~ **all regularly used** entrance(s) and ~~all regularly~~ Yes
~~used exits to outdoor learning environments.~~ No

Indoor Ratios	ITPKS	ItemID	Age Category	Ratio	<input type="checkbox"/> Yes	<input type="checkbox"/> Not Age
Program sStaff maintain developmentally appropriate staff-to-child ratios in classrooms and other indoor settings.		10B.1	Infant <i>0 to 15 months</i>	1:4	<input type="checkbox"/> Yes	<input type="checkbox"/> Not Age
					<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.2	Toddler/Two <i>12 to 36 months</i>	1:6	<input type="checkbox"/> Yes	<input type="checkbox"/> Not Age
					<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.3	Preschool <i>30 months to 5 years</i>	1:10	<input type="checkbox"/> Yes	<input type="checkbox"/> Not Age
					<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.4	Kindergarten <i>public/private K to 1st grade</i>	1:12	<input type="checkbox"/> Yes	<input type="checkbox"/> Not Age
					<input type="checkbox"/> No	<input type="checkbox"/> No Opp
		10B.5	School-Age <i>public/private 1st grade or higher</i>	1:15	<input type="checkbox"/> Yes	<input type="checkbox"/> Not Age
					<input type="checkbox"/> No	<input type="checkbox"/> No Opp

Rate as No Opp if no indoor time is observed with the class. For mixed aged classes, rate each of the applicable items for the age categories present.

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.

Staff-to-child ratio: The number of children compared to the number of staff.

Indoor Class Size	I T P K S	ItemID	Age Category	Class Size		
Program sStaff maintain a developmentally appropriate class size in classrooms and other indoor settings.		10B.6	Infant <i>0 to 15 months</i>	8	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		10B.7	Toddler/Two <i>12 to 36 months</i>	12	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		10B.8	Preschool <i>30 months to 5 years</i>	20	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		10B.9	Kindergarten <i>public/private K to 1st grade</i>	24	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		10B.10	School-Age <i>public/private 1st grade or higher</i>	30	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp

Rate as No Opp if no indoor time is observed with the class.

For mixed aged classes, rate each of the applicable items for the age categories present.

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.

Outdoor Ratios	I T P K S	ItemID	Age Category	Ratio		
Program sStaff maintain developmentally appropriate staff-to-child ratios in outdoor settings.		10B.11	Infant <i>0 to 15 months</i>	1:4	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		10B.12	Toddler/Two <i>12 to 36 months</i>	1:6	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		10B.13	Preschool <i>30 months to 5 years</i>	1:10	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		10B.14	Kindergarten <i>public/private K to 1st grade</i>	1:12	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp
		10B.15	School-Age <i>public/private 1st grade or higher</i>	1:15	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age <input type="checkbox"/> No Opp

Rate as No Opp if no outdoor time is observed with the class. For mixed aged classes, rate each of the applicable items for the age categories present.

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.

Staff-to-child ratio: The number of children compared to the number of staff.

10B.21	I T P K S		
Show that you assign specific teaching staff educators to work with each class of children, day-to-day and stably over time.		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not Age

10B.22 I T P K S

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

- During all hours of operation.
- In classrooms and other indoor settings.
- In outdoor learning environments.

Yes
 No

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

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

Yes
 No Not Age

10B.24 T

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

Yes
 No Not Age

10D.6 I T P K S

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 **teaching staff educators** who have consent from a parent or legal guardian to access the records
- The child's parents or legal guardians
- Regulatory authorities

Yes
 No

10E.1 I T P K S N/A

Show your written policy stating that new ~~teaching staff~~ **educators** do not work alone with children until they have received an initial orientation to the program and the job. If your ~~staff~~ **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 ~~teaching staff~~ **educators** are prohibited from working alone with children at all times by providing a copy of the relevant licensing or regulatory rule.*

10E.3 I T P K S

Show your policy stating that support staff and volunteers do not work alone with children. They must be with, and supervised by, regularly scheduled ~~teaching staff~~ **educators** at all times. Yes No

Support staff: Adult employed by the program, but not considered **an educator** ~~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.

Teaching staff **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.

10F.1 I T P K S N/A

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

4. Items with Guidance Changes ONLY

The revisions listed below do not affect item language or source of evidence. The revisions may include changes to:

- definitions of terms,
- examples, and/or
- response options, including instructions for using the response option.

1B.4 ITPKS 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 or its accreditation will be withdrawn (Random Visit or Verification Visit). Programs may [appeal](#) the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

Staff never use physical punishment and do not engage in psychological abuse or coercion. Yes No

*Rate No if any person employed by or volunteering for the program physically punishes, psychologically abuses, or coerces a child. This is a required assessment item. If a child is in immediate danger, assessors must immediately notify the program administrator and contact ~~the~~ NAEYC Accreditation of Early Learning Programs **staff**.*

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 or mechanical 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.8 ITPKS

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.10 ITPKS 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 does not include 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

~~*Examples of physical punishment: Shaking, hitting, spanking, paddling, 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.*~~

~~*Examples of coercion: Rough handling (shoving, pulling, pushing, grasping any body part); 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).*~~

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

2A.3 ITPKS

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; ~~a children's special needs~~ with disabilities are also accommodated within the scope of this assessment item a type of individual needs.

Special needs Disabilities: Physical or mental health conditions that require special education services, such as early intervention or individualized supports.

5A.5 ITPKS

Both children and adults wash or sanitize their hands before meals and snacks. Yes
 No No Opp

For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used. Rate as No Opp if no meals or snacks are consumed during the observation. Bottle feedings are rated in item 5A.8.

5A.8 ITPKS

Adults wash or sanitize their hands before and after feeding a child. N/A
 Yes
 No No Opp

Rate N/A when observing meal or snack time in classes where all children are capable of independently feeding themselves. Rate as No Opp if no bottles, meals, or snacks are served during the observation.

5A.16 ITPKS

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

5B.5 ITPKS

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: N/A
 Yes
 No

- Document the type and quantity of food the child consumes
- 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.8 ITPKS 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 ITPKS 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.

6A.15 ITPKS 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.

9B.2 ITPKS N/A

Sandboxes are at least half full of sand. Yes
 No No Opp

Rate N/A if there are no sandboxes in the outdoor learning environments.

Rate N/A if the program uses, but does not own or control sandboxes (e.g., public park).

Rate N/A if the program has indoor gross motor spaces only and does not use any outdoor learning environments.

Rate as No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).

Do not rate sensory tables or sand used as safety surfaces or ground cover.

9B.4 ITPKS N/A

The outdoor learning environment includes one or more elements that protect children from harmful weather conditions common to the area, such as excessive wind or strong direct sunlight. Yes
 No No Opp

When assessing multiple outdoor learning environments, rate Yes if each of the outdoor learning environments offer such protections.

Protection must match the most prevalent adverse conditions (cold, wind, sun) in the local area.

Rate N/A if the program does not utilize an outdoor learning environment at least once a week.

Rate as No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).

Examples of outdoor learning environments: Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.

Examples of weather conditions: Winds, temperature extremes, precipitation, pollution, pollen, high UV Index.

9C.3 IT

There are no choking hazards within the reach of infants, toddlers, or young two year olds. Yes Not Age No

Use a choke tube to measure ~~any~~ **classroom** items that might be too small when observing in infant, toddler, and young two year old rooms. **Natural items in outdoor learning environments (e.g., acorns) and art/sensory materials (e.g., pompoms) that are explored under close supervision are not rated as choking hazards.**

10D.3 ITPKS

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>.

10E.2 ITPKS

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; Yes
- acceptable (and unacceptable) guidance, discipline, and classroom management techniques; No
- child abuse and neglect reporting procedures;
- a review of pertinent regulatory requirements.

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 member of the teaching staff**. NAEYC recognizes that programs may use substitutes to supplement **educators** ~~the teaching staff~~.

Support staff: Adult employed by the program, but not considered ~~part of the teaching staff~~ 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.