Initial School-Age Accreditation Pilot Program: Visit Protocol

1. Introduction

For a limited time, NAEYC accredited programs may pursue accreditation for the initial school-age (SA) components of their programs. This initial school-age accreditation option is part of a pilot program from NAEYC. This protocol provides the guidelines for conducting initial accreditation visits for school-age classes.

Because only currently-accredited programs are eligible to participate in this pilot program, programs' obligation to continue to meet current accreditation standards and criteria remains in force. Fulfilling this obligation assures families and other stakeholders in NAEYC-accredited programs that procedures exist for maintaining the integrity of the accreditation process. Therefore, while on an initial school-age accreditation visit, assessors may notice and rate any instance in which a required criterion is observed to be unmet in any class of children regardless of age. As with any accreditation visit, failure of an initial required criterion may result in revocation of NAEYC accreditation. Programs requesting a school-age accreditation visit will need to complete the Initial School-Age Accreditation Request Form.

In order to ensure that all programs receive a fair and equitable initial school-age accreditation visit, all NAEYC assessors must conduct themselves in a professional manner, and collect and report data consistently. It is important to show the utmost respect to the program's teaching staff, children and families throughout your time at the program. This protocol applies to Initial School-Age visits.

NAEYC established this protocol to ensure that NAEYC's accreditation system is reliable and credible. Failure to follow the outlined protocol could result in the termination of an NAEYC assessor's contract with NAEYC. All NAEYC assessors must adhere to this protocol when conducting an initial school-age accreditation visit.

2. General Protocol

Sources of Evidence Used. The Class Observable Evidence: **Kindergarten (GOE-K**) and/or the Class Observable Evidence: **All Age Class (GOE-ITPK) tools** are the only assessment tools used in the initial school-age accreditation visit. In addition, documentation of how a program meets required criteria 5.A.03, and 10.B.04 is collected and rated by means of assessor worksheets.

Sources of Evidence Not Used. There are several tools used in an accreditation site visit that are not applicable to an initial school-age accreditation visit. They are:
- Program Observable Evidence (tour)

- Program Portfolio
- Classroom Portfolio
- NAEYC Teaching Staff Surveys
- NAEYC Family Surveys

Number of Class Observations.

The number of school-age classes you will observe will be based on the distribution of all of the classes in the program. You will be assessing the number of school-age classes that you would be observing if you were doing a full visit. Please refer to the example in the School-Age Classroom Selection & Randomizer Worksheet. You will do no more than three school-age observations at a program.

There are special considerations related to mixed-age classes and the use of developmental age versus chronological age for children with special needs. Detailed information, regarding mixed-age classes and the use of developmental age versus chronological age for assessment tools, can be found in the *Pre-Visit Protocol Appendix: B Classroom Selection and Randomizer Protocol.*

Visit Schedule. Use the initial school-age accreditation visit schedule to identify each task to be completed on the school-age accreditation visit. These tasks include:
- Orientation meeting
- Class observations
- Review of required criteria evidence
- Presentation and review of Missing Evidence Request Form- School-Age (MERF VV/SA; for criteria 5.A.03, 10.B.04 and 5.A.12a if applicable)
- Preparation of forms for closing meeting
- Closing meeting

The lead assessor is responsible for preparing and printing the schedule prior to arrival at the program. The Random and Verification Visit schedule can be used as a template when creating a School-Age schedule.

Multi-site programs. Visits should occur on days that all sites are open for operation. For example, if one location closes for the summer on May 25th and the other location close for the summer on June 15th, the visit needs to occur prior to the first closing date – May 25th.

- Multiple assessors. More than one assessor should not be needed unless there is prior approval from NAEYC.

- Copies. Bring a hard copy of the schedule for the program administrator.

- Changes. Each assessor should annotate his or her copy if schedule changes occur during the visit. Before the end of the visit, the lead assessor is responsible for creating a final annotated copy of the visit schedule, showing the actual time all tasks were begun and ended, and by whom. This annotated final schedule becomes part of the initial school-age accreditation visit process procedure and must be submitted to NAEYC along with all other forms, worksheets, and tools.

- Signatures. The *School-age Visit Schedule* itself will not be signed and dated, so do not include signature and date lines (or the related disclaimer) at the bottom of the form. During the Closing Meeting the assessor(s) and program administrator will check a box on the *Visit Signature Form* indicating that they have jointly reviewed a final annotated copy of the initial school-age visit schedule. The *Visit Signature Form* will then be signed at the end of the visit.

Confidentiality and Ethical Conduct. Assessors are expected to conform to NAEYC standards for ethical conduct at all times. Everything assessors see and hear on a visit is confidential. Assessors do not repeat anything about the staff, children, or facility to those outside NAEYC staff structure.

Tools. NAEYC initial school-age accreditation visit tools and worksheets are proprietary and are NOT to be shown to or otherwise shared with program administrators or staff during the visit. Assessors may share visit process forms, which are posted publicly on the NAEYC website.

Arrival. Initial School-age accreditation visits have a flexible arrival. See the pre-visit protocol to determine what time the visit should begin if you are completing a morning visit or an afternoon visit.

ID. Wear your NAEYC identification badge during school-age accreditation visits.

Accepting Refreshments and Resources. With a few exceptions, assessors may NOT accept refreshments or resources (phone use, office supplies) from the program. The exceptions are:

- Assessors may accept water from programs at all times.

- Assessors may accept coffee or tea if the program normally provides these beverages on site. Assessors may not accept coffee or tea purchased for them off-site.

- Assessors may accept other light refreshments if failing to do so would offend the cultural norms of the program.

- If an assessor needs to print or photocopy documents in order to conduct the visit, the assessor may ask for permission to use the program's computer, printer and/or photocopier. This should be a rare occurrence – only if the assessor experiences a technical difficulty with digital data collection and needs to revert to paper forms or tools. If you must copy at a visit site, you must do it yourself (or stand by while staff helps you access the documents). You cannot give proprietary documents to program staff. Offer to pay the program for printing or copying. If there is a charge, pay it and submit the expense to NAEYC.

Assessors should be prepared to carry meals, snacks, drinks, extra pens, and a mobile phone to the site, or should have informed themselves of available resources nearby before the start of the visit.

Demeanor. Be cordial and pleasant (Smile!) when interacting with staff and children. Remember that staff may be nervous about your visit and they will do their best if you can put them at ease. While you should do minimal talking in the classrooms during observations, you may certainly make common small talk with staff. Do respond briefly to children when *not* doing so would set an awkward tone. Move if you are in the way of the administrator, teachers, children or families.

Dress. Wear functional "business casual" clothing for visits. You can expect to go outside, sit in tiny chairs or on the floor, and spend long hours at programs. Dress appropriately. Consider wearing layers, as you never know if a program's facility will be too hot or cold. Also, do not wear anything (jewelry, bright clothes) that calls attention to yourself. You want to blend into the background as unobtrusively as possible.

Your Belongings. Limit the personal belongings you take into a program. Whenever possible leave personal items in a locked car. However, if this is not possible, consult with the administrator to find a safe location to store your belongings during the visit. This is an important safety precaution as purses and bags can contain items dangerous to children.

Lunch Break. Lunch breaks are recommended, but it is left up to the individual assessor to decide whether to work through lunch, eat on premises, or take a longer break off premises. If you leave the premises for a lunch break, notify the program staff when you are coming and going. Secure all equipment (e.g., tablet) and all confidential information and proprietary tools while you are off the premises.

Telecommunications. If you carry your mobile phone into the program, be sure it is in silent mode so that you do not interrupt the on-going program activities/environment. *Do not make or receive phone calls during classroom observations.* If your tablet is enabled to notify you of email or text messages, do not open or send emails or text messages during classroom observations.

Closets. Do not look through closets, drawers, cabinets, or other closed spaces without first getting the administrator's permission. General permission to look where needed should be obtained at the Orientation Meeting (see below).

Order of Tasks during an Initial School-Age Accreditation Visit. Some tasks on the initial school-age accreditation visit must be done in a specified sequence, or at a specific time with respect to the beginning or end of the visit. Other tasks may be ordered in whatever way best suits the assessor's appraisal of the program's schedule and the assessor's needs. Factors affecting scheduling and order of tasks include:

- the time of day the program opens and closes;

- whether the school-age classes to be observed meet in the morning and/or afternoon;

- the size of the program, including whether the program has satellite locations.

The following tasks must be executed in a specified sequence or at a specific time:

Orientation Meeting	Immediately upon arrival on the day of the visit. There are a number of information-gathering and information-giving tasks that must be done as part of the Orientation Meeting.
Required Criterion 5.A.03 Worksheet	Start completing this worksheet before beginning any class observations. Complete the worksheet after all class observations are completed and before presentation of the MERF-VV/SA. In extreme circumstances it may be necessary to begin and complete this worksheet after all of the observations have been completed, but before presentation of the MERF-VV/SA. For example, if you are observing the morning school-age class and the school-age program is only one hour long, it may be important to begin observations as soon as possible to complete all observations before the classes dismiss.
Missing Evidence Request Form – VV/SA (MERF VV/SA)	The MERF-VV/SA can be provided to the administrator at any point during the visit, but the administrator must have at least 30 minutes to compile and return the evidence.
Closing Meeting	Last scheduled task on the day of the visit. Several tasks, such as the Safety Concerns Report and the Required Criteria Report Form, are completed during the Closing Meeting. All other tasks must be completed before the closing meeting.

The remaining tasks described below can be done in any sequence. Note that some of them do require specific time durations, or minimum *("Allow AT LEAST xx minutes")* durations. Some task durations, such as those for orientation and closing meetings, are given as estimates *("Allow about xx minutes")* to be used in constructing the schedule.

Assessor Equipment and Supplies for the Initial School-Age Accreditation Visit. A set of digitized, writable PDF assessment tools, process forms and worksheets is available to assessors on the Assessor Google Site. Assessors download these visit documents onto their tablets, creating a set for each program visit. Details of the download process are to be found in the *Pre-Visit Protocol and the Procedural Manual,* which is available to assessors. Additionally, the *Visit Document Master List contains* a comprehensive list of documents, equipment and supplies assessors must carry to each site visit. The *Visit Document Master List* can be found on the Assessor Google Site.

The visit documents have been formatted and optimized for use on tablets. In the event that there is a catastrophic failure of the tablet the assessor will need to print the forms, tools and worksheets to complete the visit.

To print digital forms, tools and worksheets you must adjust the printer's default settings to allow the pages to fit standard letter-sized paper. Look for print options such as "fit to page", "scale to page", "shrink to printable area", etc. If you are at a copy center, just tell the copy clerk the documents need this adjustment to printing. You will find the adjusted documents are very legible.

You will also need to print out the 'All-Criteria Tool' as a reference for guidance if there has been a catastrophic failure of the tablet. This document can be found on TORCH in folder 2: The 10 Standards. Assessors should save a copy of this document on a jump-drive or alternative back-up source for cases such as these.

In addition, assessors must carry the following equipment and supplies to each school-age accreditation visit:

- The program's School-Age Accreditation Request Form.

- Measurement tool supplied by NAEYC: tape measure.

- NAEYC ID badge.

3. Orientation Meeting

(Allow about 45 minutes)

The visit begins with an orientation meeting between the assessor(s) and the program administrator or other administrator. Upon arrival at the program, the lead assessor should identify him- or herself as such.

Process Verification Form. This form outlines the procedures to be followed in the opening and closing meetings.

School-Age Accreditation Visit Schedule. For each class to be observed, identify the staff expected to be present at the observation time, including break subs. Leave the names of the teaching staff off of the schedule prior to the Orientation Meeting. Ask the program administrator for the names of the teaching staff who will be with each randomly selected class for observation at this time.

- Note staff names on the schedule, class observation tools, and on the First Aid/ CPR Worksheet.

- Ask the administrator if any "other adults" are scheduled to be in the classes during the observations; note these as well.

- Request that 5.A.03 documentation be available for each of the staff members to be observed. Ask that this documentation be provided at least 30 minutes prior to the closing meeting.

- Ask if there are any children with identified special needs in the classes selected to be observed. If so, find out what are the special needs. You do not need to know the identities of the children themselves.

Review the School-Age Accreditation Visit Schedule and provide a copy to the administrator. Verify at this time that you will observe at least one school-age class up to a total of three observations overall. The number of school-age classes to be observed is determined by considering the class distribution throughout the entire program. Please refer to the example in the Appendix 4:"School-Age and Renewal + School Age Visit Classroom Selection and Randomization" in the *Pre-Visit Protocol and Procedures*.

Observation times should NOT be moved or rescheduled around 'specials' such as art, music, or walks. Observations times may be moved or changed if a class is going on a field trip or will be transported off-site; otherwise assessors should make every effort to observe classes at the times originally scheduled.

Facility Orientation. Complete the *Outdoor Learning Environment Form* (part of the Forms Document) during the Facility Orientation. Ask the administrator to identify the spaces used at least once a week for gross motor play by each class to be observed-- including indoor and outdoor spaces, spaces owned by the program, public spaces such as parks and fields, and areas used for regular walks. Be clear about which classes use which spaces and which climbing equipment. If the program does not have a playground on the facility grounds, ask what outdoor environment the program uses at least once a week. If they use two environments equally, assess both of the environments that are associated with that class and rate accordingly. Otherwise, when determining which outdoor environment to assess for a class, ask the administrator which outdoor environment each class uses at least once a week. Follow the directions on the *Outdoor Learning Environment Form* and see details of protocol below.

School-Age Accreditation Visit Process Forms. View the digital forms on your tablet with the Program Administrator and briefly review the protocol for each (see details of protocol, below). Review the hardcopy of the *Missing Evidence Request Form (MERF VV/SA),* and *Required Criterion Diagram Form.* Briefly explain the purpose of each form, and answer any questions the administrator may have. Tell the administrator that if needed, documentation regarding the following topics will need to be provided at least 30 minutes prior to the closing meeting. These topics may include:

- The reported licensing status (required criterion 10.B.04);

- Staff pediatric first aid training and pediatric CPR (required criterion 5.A.03);

- The *Infant Sleep Equipment Acknowledgement Form* (if applicable); and

- If applicable, a doctor's note for any infant 12 months and younger who was laid to sleep in a position other than on his/her back.

Most of these forms are digital and a link to them should have been sent to the Program Administrator following the 15-day window call (see "Administrator Information Packet" in Pre-Visit Protocol).

Required Criteria, Licensing Status. Review the protocol for this form (see details of protocol, below). Let the administrator know that assessors do not evaluate issues of possible licensing (10.B.04) non-compliance. This information is evaluated at NAEYC.

Access to Materials. Tell the administrator that you will be looking through books, CDs and other materials in the classrooms during observations. Ask for permission to open closets, cabinets and drawers while in classrooms, in order to best make ratings of which criteria are met. If necessary, clarify with the administrator which spaces in each classroom may or may not be accessed.

Note to program administrators: The assessor can only give credit for materials and equipment that he or she can access. It is generally to the program's advantage to allow access to classroom storage areas during the initial school-age accreditation visit. However, the program may certainly indicate that they do not wish for specific closets, cabinets or drawers to be opened by the assessor.

Tamper Resistant Outlets. Ask the program administrator if the program has any tamper resistant outlets in the center. If only some classes utilize tamper resistant outlets, confirm which classes and note this on the *Process Verification Form*.

Data Collection Tools. Show the administrator the tools used to ensure accurate data collection:

- *Measuring tape* for measuring hazardous entrapment areas on play equipment.

Meeting Completion. Finally, review the *Process Verification Form*. Confirm that all orientation tasks were addressed. Remind the program that additional information about this form and a copy of the form itself are included in the *Verification Visit Administrator Information Packet* on the NAEYC website. The assessor(s) and the administrator verify on the *Visit Signature Form* that this form has been reviewed and is correct at the end

of the visit. Note on the visit schedule the time the orientation meeting ends. Thank the administrator, smile, and begin the assessment!

4. Initial School-Age Accreditation Visit Tools, Worksheets and Forms

Assessing Required Indicator 5.A.12a: See the *Infant Sleep Equipment Protocol* for further details.

Class Observational Evidence:

Allow EXACTLY 1 hour for direct observation + an optional 10 minutes for supplemental location (indoor, outdoor) observation for each class + an optional 10 minutes for supplemental infant observation. There must be an 'optional' 10 minute time exception available on the Visit Schedule for each class assessed (this time may not be merged with the POE).

Each of the GOE tools includes a "Notes Page" following the criterion rating pages. The notes page includes a series of brief global rating scales and a space for open-ended narrative notes. The rating scales must be completed on all GOE tools. Notes may be added throughout the tool when they relate to specific ratings, but general notes must be included on the Notes Page.

Use the Class Observable Evidence Kindergarten Tool (GOE-K) for most School-Age observations. Use the Class Observational Evidence: All-Age Tool if the school-age students are in a mixed-age class including preschool, toddler/two, and/or infant-aged children.

The GOE-K is used to conduct data collection during a classroom observation. The following guidelines will help ensure that the classroom observation process is conducted as unobtrusively as possible and will help to make this a positive experience for everyone involved.

- Begin a classroom observation if the class includes at least one awake child and one teaching staff member. Do not begin an observation if no children have arrived, or if all children have departed for the day, or if there are children present but they are all asleep.

- Classroom observations should last exactly one hour, with a 10-minute time exception if you do not get to observe interior or exterior class environments. This means that you stay with children and staff for one hour, wherever they are. If at the end of the hour you have not observed interior or exterior environments, leave the class if necessary to observe the area not seen. Be sure the time you enter the classroom is noted on the *GOE-SAT* cover page along with the time you exit the classroom. There is a place on the cover page to record the 10-minute additional times if you need them.

- When observing school-age classes, you may include children's transitional activity around arrival and/or departure by the bus as part of the class observation time.

- Upon starting each observation, confirm the names of the teaching staff present and the status of other adults present (parents, volunteers). It may be that you can determine the names of the staff present by reading their nametags, seeing their photos posted, or listening to their conversation. If none of these means is available, briefly ask staff to confirm names, and then begin the observation. You do not need to ask classroom staff about children with special needs, or dialogue with them about looking through closets and cabinets. Keep all talk to a minimum.

- Do not interfere with the classroom activities in any way. Be as unobtrusive as possible. Move if you are in the way of teachers or children.

- Station yourself around the perimeter of the classroom as inconspicuously as possible. You may walk around the perimeter to get a better vantage point during the observation. When observing with another assessor, stay inside and outside together.

- You may sit in a chair so that children are not intimidated by your height. Do not sit on other furniture such as shelves, tables, the children's chairs near an activity table, or on play equipment.

- Refrain from talking to other assessors when you are in the classroom. Do not receive or make phone calls during observations.

- Silence your cell phone and/or your tablet.

- Try to keep a pleasant or neutral facial expression so children and/or staff are neither drawn to you nor concerned about your response to them.

- You may acknowledge children if they approach you, but do not otherwise take part in classroom activity. You can tell them that you are watching them play today or that you have to finish your work.

- Note if individual staff members are not present with the class for the entire observation. Also note if the class splits up so that all staff are not with all children during the observation. This is critical for verifying that at least one staff member is present with children at all times who has current pediatric first aid and pediatric CPR certification as described in required criterion 5.A.03.

- Remember when conducting the classroom observation that you are considering the full experience of the children in the identified classroom. Therefore, in instances where two or more classes (classrooms) are combined (for example, in the outdoor space), all teacher – child interactions should be considered when completing ratings.

- Remember to bring your measuring tape into the observation.

- School age class observations: Score Kindergarten and Universal criteria (criteria marked as applicable for ALL age categories -- infant, toddler, preschool and kindergarten). Do not follow students into the bathroom. Be prepared to be outside or in a cafeteria, gymnasium, or other non-classroom space. If the class is a mixed-age Preschool/Kindergarten/School-Age class, rate Preschool criteria as well as all Kindergarten and Universal criteria.

- Assessors are required to make notes on the GOE "Notes Page". Note generally what went on in the observation period. The notes page includes a series of brief global rating scales and a space for open-ended narrative notes. The global rating scales must be completed; the rating scales are not a substitute for writing general notes. Assessors may make criterion-specific comments anywhere on any tool. Note what was observed that led to negative ratings for specific criteria. When writing notes, keep the notes as objective as possible. State the facts and describe what you are seeing. Keep the notes specific to what you are seeing and what is occurring during the one-hour observation. Do not give general information regarding the program, the weather, or situations unless they directly pertain to and have affected the observation.

- If an assessor witnesses the possible failure of a required criterion during an observation, the assessor is required to write detailed notes describing what child and/or adult was involved, the physical layout of the environment (if applicable), the time or duration of the incident (if applicable) and the setting. Rather than include the notes on the *GOE* Notes Page, assessors are encouraged to pull up the *Required Criterion Report Form* during the observation and make the notes describing the situation directly on the *RCRF* rather than transfer them from the *GOE* Notes page to the *RCRF* following the observation. Be sure to make a note on the *GOE* Notes page that a detailed description of a possibly failed Required Criterion can be found on the *RCRF*. If there is a half-wall, bookcase, full-wall, window, door, or any other physical structure in the classroom that is pertinent to the description of the incident, make the location and placement of the physical structure clear. If you need to draw a sketch or diagram of the

setting, use the *Required Criterion Diagram Form* (a paper document). Be sure to note on the GOE Notes page that a diagram was completed.

- In a mixed-age observation, if an infant is observed being placed to sleep in a position other than his/her back, at the end of the observation confirm the name and age of the child. If the infant 12 months or younger, request a doctor's note for that child on the MERF VV/SA. See the MERF VV/SA procedures for further information.

- Rate any criteria relating to outdoor play spaces based on the outdoor play space identified by the program administrator and noted on the *Playground Verification Form* completed during the Orientation Meeting. See the *Outdoor Learning Environment Form* section below if the *Outdoor Learning Environment Form* indicates that the class goes on walks only, and no walk is observed**.**

- **Complete the _Required Criterion Report Form_.** Anytime an assessor observes a possible failure of a required criterion during an observation, the assessor makes detailed notes about the context and factors that lead to the possible failure on the *Required Criterion Report Form*. This form and the assessor's notes are shared with the program at the Closing Meeting. A copy of the form is provided following the site visit as part of the *Visit Completion Packet*. Assessors should also indicate on the GOE Tool Notes Page that there was a possible failure of a required criterion and that detailed notes are found on the *Required Criterion Report Form*.

- <u>Complete the Visit?</u> The assessor generally continues with all observations and other tasks needed to complete the accreditation visit, regardless of whether a required criterion may have been failed. However, if a child is in *immediate risk for harm or abuse*, the assessor should halt the observation or other visit procedures and intervene. NAEYC's code of ethical conduct calls for active response in such cases.

- <u>Report Serious Incidents.</u> Call NAEYC staff at NAEYC (Accreditation Coordinators, Reliability Specialists, or Managers) during the visit to report if an incident has occurred that may need to be reported to state licensing authorities. Unless there is immediate risk involved, wait until completion of a class observation to call. Be ready to describe the details of what happened, who was involved, and when it took place.

Assessor Worksheets

Assessor worksheets have been created to aid the assessor in completing some tasks and ratings. The worksheets are bundled together as a single document (*Worksheets Document*). Some of the worksheets are also available as stand-alone documents, to be used when co-assessors are working together. Each of these worksheets are completed prior to, during, or after the site visit. Worksheets carry their own detailed instructions, but are outlined briefly below:

- *Classroom Selection & Randomizer Worksheet*: Used pre-visit to document the classes randomly selected for Observation and Classroom Portfolio review. See the Pre-Visit Protocol for details.

Serious Incidents

The assessor generally continues with all observations and other tasks needed to complete the initial school-age accreditation visit, regardless of whether a required criterion may have been unmet. However, if a child is at <u>immediate risk for harm or abuse</u>, the assessor should halt the observation or other visit procedures and intervene. NAEYC's code of ethical conduct calls for active response in such cases. After direct intervention, call NAEYC.

If the assessor believes an incident may need to be reported to state licensing authorities, call NAEYC staff at NAEYC (800-424-2460 and ask to be transferred to Quality Assessment and Assurance staff) during the visit for guidance on how and if to report. Unless there is immediate risk involved, wait until completion of the observation to call.

If the serious incident also constitutes a possible failure of a required criterion, the assessor should complete the Required Criteria Report Form-- SA. See instructions for this form below.

- *Required Criterion 5.A.03 Worksheet*: Used during the visit to determine if teaching staff observed throughout the visit have appropriate first aid and/or pediatric CPR documentation (see below for further detail).

- *Required Criterion 10.B.04 Worksheet*: Used during the visit to determine if the program has a full, current and valid license issued by their licensing or regulatory body (see below for further detail).

- *Document Transmission Checklist*: Used post-visit to document that all visit materials have been sent to NAEYC for scoring. See Post-Visit *Protocol and* Procedures for further details.

Required Criterion 5.A.03 Worksheet (Pediatric First-Aid and Pediatric CPR). Assessors must complete the *Required Criterion 5.A.03 Worksheet* by verifying pediatric first aid and pediatric CPR documentation for each classroom staff person observed. Be sure to follow the protocol outlined above in the orientation meeting to ensure that all information is available at the time of the review. Rate 5.A.03 on the Class Observable Evidence Tool as "yes" or "no" based on completion of the *Required Criterion 5.A.03 Worksheet*. If 5.A.03 is rated as not met, follow the instructions on the *First Aid/CPR Acknowledgement Form*.

Required Criterion 10.B.04 Worksheet (Licensing). Assessors must complete the *Required Criterion 10.B.04 Worksheet* by following these procedures. Request the program's license. If the license is current and valid, required criterion 10.B.04 is rated 'Yes.'

Temporary, Provisional, Probationary or Expired Licenses: If the license is in a temporary, provisional, probationary or expired status, put 10.B.04 on the MERF VV/SA and request a current, valid license. If the program produces a current and valid license, rate 10.B.04 'Yes' through the *Required Criteria Report Form* (10.B.04 will be met because it is not indicated as unmet). If the program does not produce a current and valid license after the MERF VV/SA, rate 10.B.04 as possibly not met, ('No'), on the *Required Criteria Report Form*.

License Exempt Programs: If a program is license-exempt, indicate that additional documentation is needed for criterion 10.B.04 on the MERF VV/SA and give the administrator the *License-Exempt Acknowledgement Form* at the time of the MERF VV/SA. If the program executes and returns the form, 10.B.04 is met. This will be reflected on the *Required Criterion Report Form.* If the program does not execute the form on the day of the visit, rate 10.B.04 as possibly not met on the *Required Criterion Report Form.* The program may choose to submit the completed form up to five business days after the visit. See the *License-Exempt Acknowledgement Form* for further instruction.

Be sure to follow the protocol outlined above in the orientation meeting to ensure that all information is available at the time of the review. The assessor must indicate that criterion 10.B.04 is met or possibly unmet on the *Required Criterion Report Form.*

Visit Process Forms

A set of forms is used by the assessor during the initial school-age visit to document that the initial school-age visit process was completely and accurately conducted. These forms are made available to the public on the NAEYC website. While the forms are not used to collect the evidence for making the accreditation decision itself, they provide evidence that all initial school-age visit procedures were followed. The forms also create structure for certain tasks during the initial school-age visit process. One form (*Visit Signature Form*) includes lines for signatures of assessors and program administrators; by signing they acknowledge that initial school-age visit procedures were conducted as described. Initial school-age visit process forms provide crucial evidence that may be called upon in the event that a program appeals its accreditation decision.

Blank copies of visit process forms are combined into a non-writable PDF document called the *Administrator Information Packet.* The packet also includes additional information for programs. The Administrator Information Packet is made available to the administrator prior to the visit (see *School-age Pre-Visit Protocol and Procedures*). During the Orientation Meeting the assessor briefly reviews the forms with the administrator.

With the exception of the *School-age Visit Schedule, Missing Evidence Request Form,* and *Required Criterion Diagram Form,* all forms are now in digitized format and are completed on a tablet. For assessors' ease of access during the visit, many of the digitized forms are combined in a single writeable PDF document called the *Forms Document.* Completed copies of these forms are transmitted to the administrator following the visit.

Process Verification Form *(Time to complete this form is included in Orientation Meeting and Closing Meeting)***.**

The *Process Verification Form* is a 2-page checklist that guides assessors through tasks that must occur at the beginning and end of the site visit. It ensures the reliability and validity of the site visit assessment by providing a framework for execution of many details of the visit protocol. Information about this form and a copy of the form itself are included in the *Administrator Information Packet.*

Page 1 and some of page 2 of the *Process Verification Form* is completed during the Orientation Meeting at the beginning of the site visit. It reminds the assessor of all necessary information-giving and information-gathering steps to be completed during the meeting. At the end of the Orientation Meeting the assessor reviews the checklist with the program administrator, confirming that all tasks have been addressed. Complete the section of Page 1 titled 'All Visits' and the specific section for "Accreditation Visit". Additional instructions can be found on the *Process Verification Form.*

Page 2 of the *Process Verification Form* is completed during the Closing Meeting, the last task of the site visit. The checklist on this part of the form reminds the assessor to review or report the information on various completed visit forms.

The assessor(s) and the program administrator verify on the *Signature Form* that this form has been reviewed and is correct.

Outdoor Learning Environment Form

(*Time to complete this form is included in the Orientation Meeting*)

This form is part of the *Forms Document.* The *Outdoor Learning Environment Form* is completed during the Orientation Meeting, with the assistance of the program administrator. It ensures that the assessor confirms the outdoor learning environments used the majority of the time for each class being assessed during the visit.

One or more outdoor learning environments or walk areas should be identified for each class that has been randomly selected for observation, or it should be noted that the class does not go outside. Outdoor learning environments may include privately owned play spaces, public green spaces, parking lots, footpaths and sidewalks, and specific equipment used on a public or private playground. Describe the outdoor learning environment or walk areas used by each randomly selected class. Be clear about which classes use which spaces and which climbing equipment. For each identified outdoor learning environment, ask the program administrator if there is additional equipment for outdoor use that may be stored in a shed, closet, storage space, rolling cart etc. If these materials are not directly accessible within the outdoor learning environment, ask the program administrator to show you where they are located. Confirm with the program administrator which areas utilize those additional materials and ask permission to access them.

If the program does not have an outdoor learning environment on the facility grounds, ask if the program uses an outdoor learning environment at least once a week and rate that outdoor space accordingly. If they use two

or more environments equally, assess all of the environments that are associated with that class and rate accordingly.

Outdoor learning environments, excluding walking routes, may either be assessed during a 1-hour class observation or during a 10-minute time exception. Outdoor learning environments, excluding walking routes, may be assessed regardless of whether the class is present during a 10-minute time exception. Walking routes are only assessed if the class takes a walk during the 1-hour observation. If any class ONLY takes walks and no walk is observed during the 1-hour observation, call NAEYC.

If a class does not use an outdoor learning environment at least once a week, or take a walk, note the class number in Box 2 on the form. If there are no outdoor learning environments used at least once a week or walks taken by the entire program, note this in Box 1.

The assessor checks off that this form has been completed on the *Process Verification Form.* The program administrator verifies on the *Visit Signature Form* that the information has been reviewed and is correct.

Missing Evidence Request Form —Verification/School-Age (MERF-VV/SA). The MERF-VV/SA for initial school-age accreditation visits consists of missing evidence for criteria 5.A.03, 5.A.12a and 10.B.04. If applicable, briefly describe the missing evidence needed to rate criteria 5.A.03, 5.A.12a and 10.B.04. Give the program <u>at least</u> 30 minutes to respond to the MERF-VV/SA. It can be given to the administrator at any time during the visit. For example, the MERF-VV/SA may be given to the administrator prior to the start of your last observation. Inform the administrator that if you need to see any additional evidence after completion of the last observation regarding criterion 5.A.03 and/or 5.A.12a, you will let him/her know at the completion of the last observation. Indicate what time the MERF-VV/SA was given to the administrator and the time it was returned to you on the MERF-VV/SA. If NO additional evidence is needed for these two criteria, check the box on the form indicating that. Note 'N/A' on the schedule in place of the time that the MERF-VV/SA was given. More detailed information about the *MERF VV/SA* and the form itself are included in the *Administrator Information Packet*, sent before the visit.

The *MERF VV/SA* is completed on paper, not digitally, because when completed it must be given to the program administrator during the visit, and later returned to the assessor. Instructions for assessors are included on the form.

If evidence is missing for required criterion 10.B.04, the assessor might need to direct the program administrator to review and complete the *License-Exempt Acknowledgment Form*. A copy of this form is included in the *Administrator Information Packet*. See detailed instructions for this form (below) to know when it might be needed.

If the administrator was directed to review the *License-Exempt Acknowledgment Form* along with the MERF VV/SA and chooses to execute it, the administrator may do so by signing a digital copy of the form on the assessor's tablet.

The assessor(s) and the program administrator verify on the *Visit Signature Form* at the end of the Closing Meeting that the MERF VV/SA protocol was followed, even if no evidence was requested.

If evidence is missing for required indicator 5.A.12.a due to the infant sleep equipment, the assessor will provide the *Infant Sleep Equipment Acknowledgement Form*. A copy of this form is included in the *Administrator Information Packet*. See detailed instructions for this form in the *Infant Sleep Equipment Protocol*. If this form is used, check the relevant box on the MERF-VV/SA. This is a paper form.

First Aid/CPR Acknowledgment Form. The *First Aid/CPR Acknowledgment Form* is an optional form that provides a means of addressing incomplete evidence regarding required criterion 5.A.03, which relates to pediatric first aid training and pediatric CPR among teaching staff. However, it is used only if evidence for

5.A.03 is found to be missing or incomplete after reviewing the documentation provided by the program. The program is assessed on the documentary evidence for 5.A.03 first compiled by completing the *Required Criterion 5.A.03 Worksheet.* When the evidence compiled on this worksheet shows the criterion is not met for one or more classes, assessors must list the missing evidence on the *MERF-VV/SA.*

The *First Aid/CPR Acknowledgment Form* may be given to the administrator at the Closing Meeting. Here are 3 options for the types of missing evidence typically encountered when assessing 5.A.03:

- OPTION 1: No Certified Staff in a Class. On the day of the visit, there was at least one class in which all staff members had neither pediatric first aid nor pediatric CPR training.

- OPTION 2: No Pediatric CPR Documented. On the day of the visit, the program had at least one staff member present with each class of children who had a certificate showing current first aid training, BUT the documentation did not show clearly that the training included pediatric CPR; or there was no documentation of any current pediatric CPR training.

- OPTION 3: No pediatric First Aid Training Documented. On the day of the visit, the program had at least one staff member present with each class of children who had documentation showing current pediatric CPR training, BUT the assessor observed one or more classes in which no staff member present had a certificate showing current pediatric first aid training.

If any of these options apply, request additional evidence for the teaching staff in any classes not fully meeting 5.A.03 on the MERF-VV/SA. If the administrator cannot provide additional evidence supporting current pediatric first aid certifications and pediatric CPR for all classes when returning evidence requested on the MERF-VV/SA, then the assessor must do the following:

1. Rate the criterion as NOT met on the applicable GOE-SAT tools.

2. Complete the *Required Criterion Report Form* for 5.A.03.

3. Refer the administrator to the *First Aid/CPR Acknowledgment Form* at the Closing Meeting when the *Required Criterion Report Form* is reviewed. The *First Aid/CPR Acknowledgment Form* is included in the *Administrator Information Packet* that the administrator received prior to the visit.

The administrator must sign the acknowledgment section of the *First Aid/CPR Acknowledgment Form* at a later date, when all conditions have been met. The completed form can be faxed or emailed to NAEYC within 30 days of the visit (see below).

Note that it is possible for more than one of the 3 options to be true. That is, one class may have staff that lack documentation of pediatric CPR, while another class may have staff lacking any first aid documentation and yet another class may have no training certificates at all.

The *Process Verification Form* prompts the assessor to direct the administrator to the *First Aid/CPR Acknowledgment Form* in the *Administrator Information Packet* if relevant during the Closing Meeting. The *Required Criterion Report Form* also reflects when the administrator was directed to the *First Aid/CPR Acknowledgment Form*.

Safety Concerns Report Form (SCRF)
*(Allow about 15 minutes to compile; 5 minutes to review [in Closing Meeting])***.**

This form is included in the *Administrator Information Packet* and the *Forms Document*. The *Safety Concerns Report* is a method for communicating to the program any observed safety concerns related to physical environment factors (building, grounds, equipment) both indoors and outdoors**.** The SCRF includes categories of safety issues that create a risk of harm to children's health or safety, and that may be corrected by the program within a short time frame. The kinds of safety concerns included on this form do NOT refer to NAEYC required criteria, which are reported on the *Required Criteria Report Form* (see below). Safety concerns

caused by the *actions* of staff, children, or other present adults are not reported on this form. An assessor may notice safety concerns at any time during the visit, whether or not he or she is conducting a formal class or program observation at the time. The assessor(s) should carry the SCRF throughout the visit, noting safety concerns as they occur, or making notes onto the form upon completing a class observation or other visit task. If safety concerns are noted during an observation they may also be used to rate criteria as "not met" on the observable evidence tools.

If there are no safety concerns noted, check the box at the top of the form.

At the closing meeting, review the contents of the report with the administrator. Remind the administrator that once the form is presented, no further documentation or follow-up by the program will be accepted as further evidence related to formal visit ratings. The ratings are done; this form is advisory only. Avoid lengthy discussion of what is noted, and make it clear if necessary that you cannot change visit ratings at this time.

On the *Visit Signature Form* the assessor verifies that the *Safety Concerns Report Form* was presented and reviewed, even if there no safety concerns noted. By signing the program administrator agrees to take immediate corrective action to address the safety concerns noted, or to communicate the safety concerns to others who have the authority to take action.

Required Criteria Report Form (RCRF)
(Allow about 15 minutes to compile; 15 minutes to review [in closing meeting]).

Detailed information about the *RCRF* located in the *Forms Document* are included in the *Administrator Information Packet* (sent before the visit) and reviewed with the program administrator during the Orientation Meeting.

Required criteria are those that are considered basic to quality. You will be recording possible violations of required criteria for review by staff at NAEYC. If it is ultimately decided that the criteria are unmet, it will result in the revocation of the program's NAEYC accreditation.

These are the required criteria (described in brief) that are assessed in the initial school-age accreditation visit:

1.B.09: No physical punishment, psychological abuse or coercion.

3.C.02: Teaching staff supervise infants and toddlers/twos by sight and sound at all times.

3.C.04: Teaching staff supervise [preschoolers and kindergarten] children primarily by sight; supervision for short intervals by sound alone is permissible, as long as teachers check frequently on children who are out of sight.

5.A.03: Presence of a staff member trained in both pediatric first-aid, and pediatric CPR Consider multiple classes that may be contributing to the possible failure of 5.A.03 to be one (1) possible failure on the Required Criterion Report Form.

5.A.12.a: Infants (12 months or younger) are placed on their backs to sleep, on a firm surface that meets the standards of the United States Consumer Product Safety Commission, unless otherwise ordered by a physician.

o The program uses infant sleep equipment that meets the standards of the United States Consumer Product Safety Commission regardless of the type of infant sleep equipment.

10.B.04: The program and facility are licensed to operate or are otherwise regulated; and the program is in good standing.

If at any time during a visit the assessor reviews documentary evidence or directly observes evidence of a possible failure to comply with any of the listed criteria, the assessor fully documents the possible failure of required criteria on the RCRF. This form is also used to document that there were no failures of required

criteria. Compile the RCRF just before the closing meeting. Review the RCRF at the closing meeting. Do not accept additional documentation during the Closing Meeting. Consider the RCRF 'locked' once you begin the Closing Meeting. Any additional documentation that the program would like for NAEYC to consider in regards to a possibly failed required criterion must be submitted to NAEYC following the procedures as described on the form.

Section 1: *Something must be checked in this section!* The assessor must indicate whether all required criteria were met, or whether one or more required criteria had possible failure(s). For each possibly failed criterion, check the source(s) of evidence not met and the number of times that criterion is possibly failed. For most required criteria, the "Actions" column prompts for additional information or action:

- 3.C.02 and 3.C.04: If a *Required Criterion Diagram Form* was completed check the 'Diagram Included' box in Section 4. During the Closing Meeting, remind the administrator to make a copy of the *Required Criterion Diagram Form.*

- 5.A.03: Check the appropriate box to indicate whether the assessor is now referring the administrator to the *First/Aid CPR Acknowledgment Form* that was included in the *Administrator Information Packet* prior to the visit during the Closing Meeting.

- 5.A.12.a:

    o Assessor must ask the Program Administrator if there is a physician's order or note permitting the infant to be placed to sleep in a position other than the back on the MERF VV/SA. If the program does not provide a Doctor's Note on the MERF VV/SA, check the box on page 1, Section 1.

    o Check the appropriate box to indicate whether the assessor is now referring the Program Administrator to the *Infant Sleep Equipment Form* that was included in the *Administrator Information Packet* prior to the visit during the Closing Meeting. Follow the directions of the form.

- 10.B.04: If criterion 10.B.04 is possibly not met, check one of the three statements to indicate what occurred. Follow the directions on the form.

Section 2: For any possible failures of required criterion 5.A.03, the assessor provides a brief description of the inadequate or missing evidence.

Section 3: Solicit the administrator's written response at the Closing Meeting. If the administrator chooses not to respond on the day of the visit, he or she should check the box. *Either the box must be checked, or a typed response must be made.* If the program chooses to submit additional documentation after the visit, they have 5 business days (30 days for 5.A.03) to submit that documentation and/or response to NAEYC once the *Visit Completion Packet* has been received.

Sections 4: This section must be completed when there is a possible failure of a required criterion based on Observable evidence. For possible RC failures based on Observable evidence the assessor will direct the program administrator to the *Scope and Severity Response Form* (SSRF). See details below for more information regarding the *SSRF.*

- The assessor completes Section 4 before presenting the *RCRF* to the program administrator.

- The administrator completes the *SSRF* after the visit.

There is a checkbox on the *Required Criterion Report Form* to indicate if the *Required Criterion Diagram Form* was used (see below).

If there are multiple possible failures based on Observable evidence, an additional copy of RCRF Sections 4 are found in a separate form titled *RCRF_Additional_Number_x_of_x,* which the assessor should have stored

on his or her tablet. Complete as many copies of this form as needed, and send each copy of this form to the administrator after the visit. Indicate in each copy of Section 4 how many total copies have been completed, and which copy each one is.

Section 4 is to be completed by the assessor during the visit. Describe the evidence as completely and legibly as possible. For observable evidence, it is important to convey the details requested about the scope and severity of the incident—*where* it happened, *how long* it lasted, *which* and *how many* children or staff were involved, *how* the incident ended (e.g., staff solved it or assessor called their attention to a problem), etc. Some other tips to keep in mind when writing up observable evidence:

- Use proper nouns to describe teachers and children. This allows the program to provide detailed follow-up with the staff regarding any possible failures of observable required criteria.
- Use full sentences, not bullet points or short phrases that can confuse the narrative.
- State observed details. Avoid judgmental language.
- Avoid extraneous information.

If a diagram was included on the GOE Notes page, it needs to be transferred to the Required Criterion Diagram Form.

Scope and Severity Response Form (SSRF)
(Optional; allow 5 minutes to review in Closing Meeting)

The Scope and Severity Response Form is included in the *Administrator Information Packet* (sent before the visit) and reviewed with the program administrator during the Orientation Meeting.

The program will complete this form if any possible Required Criteria failures are observed. If any possible Required Criteria failures are observed this form must be sent to the program with the *Visit Completion Packet*. The program must submit this form to NAEYC within 5 business days of the program's receipt of the *Visit Completion Packet*. This section allows the program to provide a detailed account of the observed possible failure of a required criterion. The assessor must review this form with the administrator, explaining that it will be available to them within 2 business days after visit completion and reviewing the instructions for administrator response.

On the *Visit Signature Form* the assessor verifies that the *Required Criterion Report Form* was presented and reviewed regardless of whether or not there were possible failures of required criteria. The *Visit Signature Form* indicates that the *Scope and Severity Response Form*, and related documents, were presented and reviewed if applicable.

Required Criterion Diagram Form (RCDF)
(*Optional; Allow 5 minutes to review in Closing Meeting)***.**

The RCDF is part of the Forms Document which is included in the *Administrator Information Packet* (sent before the visit) and reviewed with the program administrator during the Orientation Meeting. This is a paper form, used optionally only when:

- There is a possibly failed required criterion
- The possible criterion failure was *observed*, not document-related
- Description of the possible criterion failure would be assisted by providing a diagram of the relevant space (classroom, playground, outdoor learning environment, infant sleep room).

Assessors may use the *RCDF* during or immediately following an observation to draw space layouts, including positioning of children and staff if relevant. Assessors are not *required* to complete the *RCDF*, but if used, this form must be reviewed with the program administrator during the Closing Meeting. The program administrator must be given the opportunity to make a copy of this (paper) form during the Closing Meeting. If possible, it should also be sent to the administrator digitally after the visit as part of in the *Visit Completion Packet*.

Infant Sleep Equipment Acknowledgment Form
(*If Applicable; Allow 5 minutes to review in closing meeting*)

Prior to a visit, programs serving infants may sign the *Infant Sleep Equipment Acknowledgment Form* for Assessor review during the visit. The Assessor will make a copy of the form to return to NAEYC.

If the Assessor does not receive a copy of the form during the Opening Meeting, the Assessor will request on the *Missing Evidence Request Form* (MERF VV/SA) that the administrator sign either a printed or electronic Acknowledgement Form during the visit. If the administrator chooses not to sign the Acknowledgment Form during the visit, the Assessor will indicate that 5.A.12, Indicator 'a' may be possibly failed on the *Required Criterion Report Form*.

Visit Signature Form
(Allow about 10 minutes to review and execute in Closing Meeting)

Visit Signature Form is included in the *Forms Document*. This form allows for signatures and affirmations of many elements of the visit process by both the assessor and the program administrator. Signatures are executed digitally. Signatures, and all forms used, must be secured and ensure that no party (assessor, program, or NAEYC) is able to edit the signature or form after the visit. Therefore assessors are required to 'flatten' all forms used before submitting them to the program or NAEYC**.**

The program administrator and all assessors present must sign this form. Each element being endorsed has its own checkbox. If any signer does not agree that a specific element of protocol was followed, the checkbox should be left unchecked. If a box is unchecked, a comment note must be added to the form describing the nature of the disagreement.

Assessors need to be familiar with the signature function that they are using, as some signature applications or programs 'lock' once the signature is added.

"Flattening": Digital Security regarding Forms and Signatures

All *forms* completed during the visit must be secured to ensure that no party (assessor, program, or NAEYC) is able to edit the form (including signatures) after the visit. Therefore assessors are required to 'flatten' (i.e. digitally lock) all forms used before sending them to the program or NAEYC.

5. Closing Meeting

(Allow about 30 minutes)

The closing meeting is an opportunity for the assessor(s) and the administrator to verify that the assessment was conducted as outlined in this protocol and on the *Process Verification Form*. Assessor(s) and program administrators review several forms in the closing meeting, then execute the *Visit Signature Form* acknowledging the review and affirming that procedures were followed. The closing meeting is also the time for the administrator to respond in writing to licensing violations or possible failures to meet required criteria. Remind the administrator that assessors are not able to discuss any of the results of the assessment.

Specifically, in the closing meeting assessors must review the forms below. Forms are reviewed by showing the completed versions on the tablet to the program administrator.

- **Initial School-Age Accreditation Visit Schedule**, annotated during the visit to reflect any changes in the schedule as actually executed. The assessor should take some time reviewing the schedule, noting that sufficient time was taken for each assessment task, noting when additional time was needed for tasks (for example, additional 10 minutes for observations), and noting where the original schedule was altered, and why. It is very important that the administrator be able to understand and confirm that

protocol was followed with respect to how much time was allotted to tasks. Therefore, your hand-written changes to the schedule should be neat and legible.

The assessor(s) and program administrator digitally sign the *Visit Signature Form* to indicate that the schedule was reviewed. The administrator is NOT agreeing by signing that everything in the schedule is correct. He or she may decide upon later review that something is not right. However, the administrator is acknowledging receipt of the schedule, with amendments to reflect its actual execution.

- **Required Criteria Report Form**, regardless of whether or not any of the criteria were observed to be met or not met. Also review the *Required Criterion Diagram Form*, if one was used to document an observed possible failure of a required criterion.

- **Missing Evidence Request Form- Verification/School-Age**, regardless of whether or not any documentation was requested.

- **Safety Concerns Report**, regardless of whether or not any safety concerns were noted.

- **Next Steps and the NAEYC Accreditation Decision—School-Age handout**. This handout was sent to the program administrator as part of the *Administrator Information Packet.* Assessors should briefly summarize the main points in the handout, and urge the administrator to review it carefully after the visit has been completed. The handout will include a link to Survey Monkey, where the administrator can complete the *Administrator Evaluation of the School-age Visit.*

- **Process Verification Form**.

- **Outdoor Learning Environment Form.**

- **Visit Signature Form.** This is the last form reviewed in the closing meeting.

Make sure to record the closing meeting completion time on both copies of the School-Age Accreditation Visit Schedule.

Inform the program administrator that copies of all completed forms will be sent within 2 business days of visit completion. However, at this time offer the program administrator an opportunity to make photocopies of the schedule and any other paper documents.

Finally, tell the administrator that upon completion of the visit no further alterations to the scoring tools will be made. Thank the administrator and his or her staff for their accommodation of your initial school-age accreditation visit, and for all their hard work on behalf of program quality improvement.

6. Post-Visit Procedures

Following an initial school-age accreditation visit the assessor has the following tasks:

- Send copies of completed initial school-age visit process forms to the program administrator
- Send copies of all completed initial school-age visit documents (forms, worksheets, tools, etc.) to NAEYC
- Backup-copy all digital documents
- Complete an Assessor Evaluation of the Initial School-age Accreditation Visit
- Complete financial accounting for the visit

Visit Completion Packet

The assessor must send digital copies of all completed visit forms to the program within 2 business days of the initial school-age accreditation visit. For details about sending the Visit Completion Packet please refer to the Procedural Manual. The *Visit Completion Packet* will include:

- a list of all attached documents,
- a reminder of any paper documents the program was permitted to copy prior to the end of the visit,
- specific instructions for any follow-up if needed (e.g., reporting staff changes, responding to possible failure of a Required Criterion)
- a link to the *Administrator Evaluation of the Initial School-age Visit*.

Programs are asked to complete the survey within 5 business days of receipt of the *Visit Completion Packet*.

Assessor Evaluations and Feedback

Evaluations must be completed by all assessors who take part in an initial school-age accreditation visit. It is important that NAEYC receive this feedback in order to inform on-going reliability issues and training for assessors. Access and complete these evaluations within 5 business days of the visit.

Post Visit Protocol

Further instructions and information on the specifics of the other post-visit procedures are available to assessors in the *Post-Visit Protocol and Procedure*