

NAEYC Program Standards and Accreditation Assessment Items

Standard 9: Physical Environment

Definition of Standard 9

The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

Rationale

The program's design and maintenance of its physical environment support high-quality program activities and services and allow for optimal use and operation. Well-organized, equipped, and maintained environments support program quality by facilitating the learning, comfort, health, and safety of those who use the program. Program quality is enhanced by also creating a welcoming and accessible setting for children, families, and staff.

Standard 9 is comprised of four topic areas (9.A, 9.B, 9.C, and 9.D).

Topic Areas

- ❖ 9.A—Indoor and Outdoor Equipment, Materials, and Furnishings
- ❖ 9.B—Outdoor Environmental Design
- ❖ 9.C—Building and Physical Design
- ❖ 9.D—Environmental Health

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

Topic 9.A describes the selection and use of materials, equipment, and furnishings that create a welcoming environment, support the curriculum, and foster desired outcomes for children.

Recommended Best Practices

Basic furnishings

For children in group care settings, there are a number of furnishings required to meet the need for safe and comfortable basic care. Environmental safety is one feature of safe furnishings. Wooden cubbies and shelf units should be made of solid wood or low-VOC (volatile organic compounds) products, rather than high-VOC engineered wood products such as plywood, particle board, or medium density fiberboard. Permanently installed carpeting (i.e., "wall-to-wall" carpeting) is not recommended for programs serving young children. Floors should be covered with easy-to-clean surfaces such as hardwood, low-VOC laminate or area rugs.

For each child over the age of 1 year, classrooms should include chairs with backs, at a seating height that allows each child to sit with his or her feet on the floor or ground. Right-size tables should be present, at a height that allows children to sit comfortably with the table between underarm and waist. Cubbies or other individual spaces should be provided for each child's belongings.

For each child who spends more than four hours a day in the program, there should be a cot, crib, mat, sleeping bag, or pad for nap or rest times. No child should be allowed to sleep on the floor without using rest equipment. A solid barrier, or at least three-foot spacing, should separate sleeping children from one another. Even programs operating fewer than four hours a day need at least one cot or mat with a blanket for an ill child.

Every program needs equipment and furnishings for diaper changing and/or soiled underwear or other clothing. Changing areas should be located away from food preparation areas. There should be hand-washing sinks within an

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arm’s length of diaper changing tables. Programs that serve infants need to have a comfortable place for adults to sit, hold, and feed infants. Staff should place rocking chairs and glider chairs in locations that will avoid injury to children who may be on the floor. Nursing mothers also need a place to breast-feed their children that meets their needs for comfort and privacy.

When climbers, climbing gyms, slides, and other play units are part of the indoor environment, the program must provide safety surfacing that is rated and installed in the fall zone as recommended by the manufacturer for the fall height of the play equipment. Furnishings such as lofts should be constructed to prevent falls (e.g., with appropriate barriers) or have safety surfacing installed in the fall zone.

Curriculum-related materials and equipment

When planning learning environments for children, staff should select and use age-appropriate and developmentally appropriate materials, equipment, and furnishings to support the curriculum, meet program goals, and foster the achievement of desired outcomes for children. This should include dramatic play equipment; sensory materials such as sand, water, play dough, paint, and blocks; and gross motor equipment for activities such as pulling up, walking, and climbing in, on, and over; moving through, around, and under; pushing and pulling; and riding. Materials are also needed that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas.

A variety of these materials and this equipment should be available indoors and outdoors for children throughout the day. Some materials and equipment should facilitate focused individual play, while others promote play with peers. There must be sufficient quantities of toys, books, puzzles, and other equipment to occupy each child in activities that meet his or her interests. Toys and other nondisposable materials must be durable and kept in good repair. Furnishings should be adapted, as needed, to allow children with disabilities and other special needs to fully participate in the program’s activities.

The selection of toys and other materials and equipment must consider current knowledge of environmental health risks for children. Select only non-toxic art supplies¹. Toys should be screened for lead, phthalates and other hazards. Check to be sure that soft plastic toys are labeled “PVC-free” or “phthalate-free”.² Program administrators should keep apprised of current information about product safety by signing up to receive Consumer Product Safety Commission (CPSC) product recall notices.³ Post relevant notices in the center for both parents and staff. Exposure to mercury hazards can be avoided by choosing only digital thermometers and thermostats.

Design of indoor environments

There are many considerations related to the successful design of indoor learning environments. For the comfort of children and families, these spaces should feel welcoming and accessible. A welcoming and accessible environment contains elements such as the following:

- Multicultural materials that promote appreciation for diversity while being respectful of the cultural traditions, values, and beliefs of families being served

¹ Only use non-toxic art supplies certified by the Art and Creative Materials Institute (ACMI). Look for ACMI non-toxic Approved Product (AP) seal at www.acminet.org.

² Polyvinyl Chloride (PVC) is a type of soft plastic vinyl. Toys made out of PVC (e.g., soft vinyl dolls, beach balls, bath books, “rubber duckies”, and chew toys) should be avoided as they likely contain lead (neurotoxicant) and phthalates (a known endocrine disrupter). Note that not all vinyl is PVC. Vinyl products made from ethylene vinyl acetate (EVA) or polyethylene vinyl acetate (PEVA) are safer choices than those with PVC.

³ Sign up at <https://www.cpsc.gov/Newsroom/Subscribe/>; select “Recalls involving infant/child products”.

- Clearly defined places where families can gather information regarding the daily schedule and upcoming events
- Clearly defined places where families sign in, sign out, and gather information about their child’s day
- Places for displaying children’s work
- Features that moderate visual and auditory stimulation

The classroom space must be designed and arranged to accommodate children individually, in small groups, and in a large group. Space should be divided into learning areas. For basic safety, an indoor environment should be designed so staff can supervise children by sight and sound at all times, without relying on artificial monitoring devices.⁴ In semiprivate areas, it should always be possible for both children and adults to be observed by an adult from outside the area. The room arrangement should include clear pathways, so children can move from one area to another without disturbing other children’s work and play.

To encourage children’s choice and independent use, materials should be organized and grouped on low, open shelves. Staff can then rotate and adapt the materials to promote learning and extend children’s play opportunities. It is desirable to provide semiprivate areas where children can play or work alone or with a friend. Some areas can include washable, soft elements that allow groups of children, or adults and children, to sit in close proximity for conversations or for comforting.

9.B—Outdoor Environmental Design

Topic 9.B describes outdoor environmental design elements, including adaptations for children with disabilities, which provide for children’s health and safety as well as support children’s learning and development.

Recommended Best Practices

Criteria in Topic 9.B	
9.B.04	<p>Children need outside time and outdoor environments that support their learning and development. The program should have, or have access to, an outdoor area for play and learning. Provide at least 75 square feet of outside space for each child outside at any one time.⁵ The area should be protected by fences or by natural barriers to prevent access to streets and to avoid other dangers, such as pits, water hazards, or wells. It should also include features that protect children from excessive wind and direct sunlight. Arrange the outdoor learning environment in such a way that staff can supervise children by sight and sound. Consider how arrangement of ground surfaces, pathways, and equipment can minimize tripping hazards.</p> <p>Outdoor learning environments should be designed with equipment that is age appropriate and developmentally appropriate for the children being served by the program. The equipment should be located in clearly defined spaces that include semiprivate areas where children can play alone or with a friend. There must be equipment that accommodates motor experiences, such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging. There should be areas equipped for activities such as dramatic play, block building, manipulative play, or art. The outdoor learning environment can include a variety of natural and manufactured surfaces, and it should allow for exploration of the natural environment through areas with natural materials, such as nonpoisonous plants, shrubs, and trees. The program should make adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.</p>
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There are health and safety considerations related to the arrangement and maintenance of outdoor equipment. If sandboxes are part of the program facility, they should be constructed to allow for drainage. Staff should cover sandboxes at the end of each day and clean out leaves and other foreign matter on a regular basis. Replace sand as often as necessary to keep it clean and to maintain sufficient amounts for play. Installed play equipment, such as

⁴ Artificial monitoring devices: Mirrors, cameras, and sound monitors cannot be relied on in lieu of sight supervision.

⁵ The total amount of required play space is based on a maximum of one-third of the total center enrollment being outside at one time.

climbers and swings, should be made of wood that has not been treated with Chromated Copper Arsenate (CCA). Alternatively, if wooden equipment has been treated with CCA, two coats of waterproof, penetrating stain or sealant is applied at least once a year if oil-based, and at least every six months if water-based and/or if structure is regularly used in a heavy traffic area. Climbers and swings should have sufficient resilient surfacing to prevent injury from falls. To ensure ongoing safety, programs with installed equipment need to establish an inspection and maintenance system performed on a regular basis. Equipment should be free of catch points, sharp points, protruding hardware, and entrapment hazards. The program should keep a record of inspections and maintenance that shows they have corrected unsafe conditions when they arise. For additional safety, NAEYC suggests programs seek an assessment by a Certified Playground Safety Inspector. These assessment documents certify that play equipment is safe, protecting against death and permanently disabling injury for children from 2 years through kindergarten.⁶

9.C—Building and Physical Design

Topic 9.C addresses the overall elements of a building’s design, which include regular maintenance, attention to safety, sufficient space, sanitation facilities, and adaptations for children and adults with disabilities.

Recommended Best Practices

Criteria in Topic 9.C	
9.C.01	<p>The building in which a program is housed needs to include both program space and administrative space. Children’s primary indoor activity areas should include a minimum of 35 square feet of usable space⁷ per child. If children attend for more than two hours at a time, the program must provide natural light in at least some of the indoor areas occupied during the course of the day. The staff’s work environment should include a place for adults to take a break from children. This does not have to be a formal staff break room; an office, kitchen, or workroom can double as a staff room. Staff also need to have access to an adult-size bathroom and a secure place to store their personal belongings. There should be an administrative area for planning or preparing materials that is separated from the children’s areas. All classrooms and staff rooms should be comfortable, clean, and in good repair. Facilities should meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play spaces, and all classroom and therapy areas.</p> <p>The building’s interior design features should accommodate the health and safety needs of children and staff. Toilets, drinking water (taps or fountains), and hand-washing facilities should be within 40 feet of the indoor areas that children use. There should be hand-washing sinks high enough to be accessible to staff, as well as ones accessible to children (by using step stools, if needed). Bathrooms must have barriers to prevent entry by unattended infants, toddlers, or 2-year-olds. Program staff should make sure that stairwells and corridors are well lit and there is functioning emergency lighting. Maintain unobstructed and visible paths for entering and exiting, as well as clearly marked regular and emergency exits. Fully working fire extinguishers, fire alarms, and carbon monoxide detectors should be present in each classroom and be tagged and serviced annually. These systems must be tested monthly, and staff should maintain and have available a written log of testing dates and battery changes.</p>
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Program policies should direct staff to ensure health and safety through attention to the physical environment. The routine frequency of cleaning and sanitation in the facility should be carried out as indicated in the “Cleaning, Sanitizing, and Disinfecting Frequency Table.” Staff should clean and sanitize toilet seats, toilet handles, toilet bowls, doorknobs, and floors every day—or immediately, if they are visibly soiled. Staff should be

⁶ For more information, see www.nrpa.org/npsi.

⁷ The primary activity area does not include diaper stations, cribs, large structures that cannot be removed or moved aside easily, toilets, any sick-child area, staff rooms, corridors, hallways, stairways, closets, lockers or cubbies, laundry rooms, janitor rooms, furnace rooms, storage areas, or built-in shelving.

alert to the possibility of hazards such as electrical shock, burns or scalding, slipping, tripping, and falling. Floor coverings should be secured to keep staff and children from tripping or slipping. Baby walkers cannot be used. First aid kits should be readily available and maintained for each group of children. First aid kits must at least include gloves, materials to clean wounds (e.g., wet wipes or antiseptic wipes), and materials to stop bleeding. Staff need to have at least one fully equipped first aid kit when in the outdoor learning environment, as well as on field trips and outings away from the site. Staff serving infants, toddlers, and 2-year-olds need to be alert for choking hazards and remove them from the proximity and reach of children. To prevent drowning accidents, staff must supervise all children by sight and sound in all areas with access to water, including water in tubs, pails, and at water tables.

Administrators should ensure that walls, floors, furnishings, outdoor spaces, and equipment are kept in good repair, with no sharp edges, flaking or peeling paint, chipping floor tiles, peeling or deteriorating caulk, splinters, protruding or rusty nails, or missing parts. Routinely inspect all areas, both indoors and outdoors, to ensure they are free from glass, trash, sharp or hazardous items, and visible soil, and are in a clean condition. All staff should be empowered to take steps to correct or avoid unsafe conditions.

The program should implement comprehensive recycling for paper, cardboard, glass, aluminum, and plastics, to the extent these are supported by local waste management laws and infrastructure. Used batteries and fluorescent and compact fluorescent light bulbs should be securely stored before being recycled at a local hazardous waste facility.

When painting, carpeting, floor installation or refinishing, or other renovations are conducted, administrators must ensure that steps are taken to prevent or minimize exposure to environmental hazards. Before renovating an older (pre-1980) facility, consider possible sources of contamination such as lead, PCBs or asbestos. Do not perform painting or renovations when children are present. When interiors are painted, use only no-VOC (Volatile Organic Compounds) or low-VOC paints. Areas that have been recently painted, carpeted, tiled, or otherwise renovated should be ventilated before they are used by children. Consider painting or carpeting on or just before a weekend, to allow several days for ventilation before use.

If the program uses motor vehicles for transport, the program's policies and practices should reflect a dedication to safe operation. Vehicles that programs use must be held to school bus standards or be multifunction school activity buses. These vehicles should be labeled with the program's name and phone number. Program vehicle maintenance should be performed according to the manufacturer's recommended maintenance schedule. Keep documentation of maintenance available onsite for each vehicle, showing the dates of regular and at least quarterly inspections and preventative maintenance. Staff should be trained to carry out daily pretrip inspections of vehicles and correct any unsafe conditions, including unsatisfactory air pressure in the tires. Staff must use vehicles and approved child and adult safety-restraint devices in accordance with the manufacturer's instructions. Safety restraints should be used at all times when transporting children.

9.D—Environmental Health

Topic 9.D addresses the importance of providing children and adults with a safe and healthy environment free from toxic substances, insects, poisonous plants, and smoke, as well as having procedures in place to address problems arising from air pollution, allergens, and noise levels.

Recommended Best Practices

Properties used for child care and education programs should be assessed by a licensed professional for lead hazards, radon, and radiation, asbestos, fiberglass, and any other hazard from friable material. If warranted by the assessment, a program must be able to show it has taken remedial or containment action to prevent exposure of children and adults. For buildings that have lead-based paint, federal EPA requirements should be followed before any painting, remodeling, renovations or repairs that will disturb paint.

When the program's water supply source is a well or other private source (i.e., not served by a public supply), there should be onsite documentary evidence verifying that the local regulatory health authority has determined the water to be safe for human consumption. Regardless of the source of the drinking water (private well or municipal

supply) programs should implement best practices to ensure water is free of lead, copper, bacteria and other environmental hazards:

- Only cold water is drawn from the tap for drinking, cooking and making baby formula.
- All water outlets used for cooking and drinking are flushed (until noticeably colder, about 30 – 60 seconds) after long periods (6 hours or more) of non-use.
- Debris is cleaned from all faucet outlet screens or aerators on a regular basis.
- Drinking water is tested at all outlets where people are consuming water, including drinking fountains;⁸
- If deemed necessary by the testing, appropriate remediation steps are taken for additional treatment of drinking water at the outlet, such as the use of water filtration devices that have been certified to remove lead, copper and bacteria.

Lead can also be tracked into the facility on shoes and wheeled vehicles. A rough walk-off mat must be supplied at all entrances to the facility, and the program should encourage the wiping of shoes or the removal of shoes before entering the facility. Wheel toys that are used outside should not also be used inside.

There are many actions the program staff can take on a regular basis to ensure continuing environmental safety. Toxic substances should be used only as directed by the manufacturer, stored in their original labeled containers, and kept in a locked room or cabinet, inaccessible to children and away from medications and foods. Matches and lighters cannot be accessible to children, and gasoline and other flammable materials must be stored in a separate building. In all rooms occupied by children, noise levels should be controlled so normal conversation can be heard without raising one’s voice. The facility, outdoor areas, and vehicles used to transport children must be entirely smoke free at all times. No smoking, including the use of e-cigarettes or “vaping”, can be permitted in the presence of children, even offsite. Program staff also need to protect children and adults from exposure to high levels of air pollution from smog or heavy traffic by limiting outdoor and physical activity as a precaution during smog and other air pollution alerts.

Proper facility maintenance is critical to environmental health. If staff or children have allergies to dust mites, cleaning supplies, furnishings, or other substances used in the facility, administrators must learn and follow maintenance procedures recommended by health professionals to minimize adverse health effects. All rooms that children use must be heated, cooled, and ventilated to maintain room temperature and humidity level not only to maintain comfort, but also to prevent the growth of mold and mildew. Humidity levels should be kept between 30% and 50%. Conditions that lead to excess moisture must be avoided. The maintenance staff or contractor should be able to certify that facility systems are maintained in compliance with national standards for facility use by children.

The program’s maintenance procedures should also ensure that facilities are free from harmful animals, insect pests, poisonous plants and other unwanted vegetation. Toxic pesticides, if used, must be applied by a licensed professional, at a time when children will have the least exposure for at least 12 hours. Parents and staff must be notified in advance about the timing of the application. The program should use non-toxic techniques inside and outside the facility whenever possible, including an Integrated Pest Management (IPM) system to eliminate or reduce harmful chemical exposures.

Criteria in
Topic 9.D

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⁸ For schools and child care facilities, EPA’s action level for lead in drinking water is 20 ppb. At this level (or higher), actions must be taken to reduce lead levels.

Standard 9 Site Visit Assessment Items

Item count summary: Total items = 22; infant items = 22; toddler items = 21; preschool items = 20; kindergarten items = 20; school-age = 20

Sources of evidence key: CP = Class Portfolio; CO = Class Observation; PP = Program Portfolio; Previsit = previsit evaluation of documentary evidence

Assessment category key: (R) = Required criterion/item; (E) = Emerging practice criterion/item

Topic area Criterion of origin	Item ID	Assessment item Definition, examples, guidance	Source of evidence	Age categories
9.A 9.A.05	1177	Classrooms are designed so staff can supervise children by sight and sound at all times, without relying on mirrors, cameras, or sound monitors.	CO	ITPKS
9.A 9.A.12	1197	Classrooms are arranged to provide children with semiprivate areas. <i>Semiprivate:</i> A place designed to invite children to play or work alone or with a friend. <i>Examples of semiprivate areas:</i> Easel, loft, playhouse, book nook, cozy corner, tent.	CO	ITPKS
9.A 9.A.12	1198	Classrooms are arranged to provide full access (as needed) to children with physical special needs. <i>Rate NA if there are no children with physical special needs enrolled in the class.</i> <i>Special needs:</i> Physical or mental health conditions that require special education services such, as early intervention or individualized supports.	CO	ITPKS
9.A 9.A.15	1204	Nursing mothers have a comfortable, private place to breast-feed and/or pump their breast milk. <i>Rate Not Age if the program does not serve infants.</i>	PO	I
9.A 9.A.16	1581 (E)	Show that your program receives Consumer Product Safety Commission (CPSC) product recall notices, and that you post relevant notices in the center for both families and staff. <i>Sign up at https://www.cpsc.gov/Newsroom/Subscribe/ ; select "Recalls involving infant/child products".</i>	PP	ITPKS

<p>9.B 9.B.01</p>	<p>1209</p>	<p>Outdoor learning environments include three or more natural elements that children can interact with, such as grass, sand, rocks, plants (including gardens), and variations in ground elevation.</p> <p><i>When assessing multiple outdoor learning environments, rate Yes if the outdoor learning environments together include three or more natural elements. Rate No if the group does not utilize any outdoor learning environment at least once a week (including public spaces and private playgrounds). Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).</i></p> <p><u>Examples of outdoor learning environments:</u> Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.</p>	<p>PO</p>	<p>ITPKS</p>
<p>9.B 9.B.04</p>	<p>1214</p>	<p>Show that your outdoor learning environment(s) provides at least 75 square feet of play space for each child playing outside at any one time.</p> <p><i>Show state licensing law if this is the legal standard in your state. Total required square footage is based on 1/3 the amount of the total program enrollment 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).</i></p> <p><u>Examples of outdoor learning environments:</u> Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.</p>	<p>PP</p>	<p>ITPKS</p>
<p>9.B 9.B.05</p>	<p>1218</p>	<p>Sandboxes are at least half full of sand.</p> <p><i>Rate NA if there are no sandboxes in any outdoor learning environment(s). Rate 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 as sandboxes.</i></p>	<p>PO</p>	<p>ITPKS</p>
<p>9.B 9.B.06</p>	<p>1222</p>	<p>The outdoor learning environment is free from tripping hazards.</p> <p><i>Rate No if there are no opportunities for outdoor play for this group, including walks. Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).</i></p> <p><u>Examples of outdoor learning environments:</u> Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.</p> <p><u>Examples of tripping hazards:</u> Exposed concrete footings, abrupt changes in surface elevations, other man-made elements that can trip children.</p>	<p>PO</p>	<p>ITPKS</p>

<p>9.B 9.B.06</p>	<p>1223</p>	<p>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.</p> <p><i>When assessing multiple outdoor learning environments, rate Yes if each of the outdoor learning environments offer such protections. Rate NA if the program does not utilize an outdoor learning environment at least once a week.</i></p> <p><i>Protection must match the most prevalent adverse conditions (cold, wind, sun) in the local area. Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).</i></p> <p><u>Examples of outdoor learning environments:</u> Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.</p> <p><u>Examples of weather conditions:</u> Winds, temperature extremes, precipitation, pollution, pollen, high UV Index.</p>	<p>PO</p>	<p>ITPKS</p>
<p>9.C 9.C.01</p>	<p>1230</p>	<p>Show that each classroom includes at least 35 square feet of usable space per child.</p> <p><i>Show state licensing law if this is the legal standard in your state.</i></p> <p><u>Usable space:</u> The primary indoor activity areas not otherwise occupied by large structures, cribs, changing tables, storage, or areas not intended for extended use by children or groups of children (e.g., staff lounges, hallways, stairwells, closets).</p>	<p>PP</p>	<p>ITPKS</p>
<p>9.C 9.C.03</p>	<p>1236</p>	<p>Show that your facilities meet Americans with Disabilities Act (ADA) accessibility requirements.</p> <p><i>Rate NA if the program is operated by a religious institution (not simply renting space from a religious institution).</i></p> <p><i>Rate NA if the program provides evidence that the facility was constructed prior to 1993 AND the program has determined that reasonable accommodations would require an undue burden. If the facility was constructed prior to 1993 and the program has made reasonable accommodations, rate Yes.</i></p> <p><u>Accessibility requirements (ADA): Definition—</u> (1) An accessible entrance; (2) an accessible route to classrooms; (3) at least one accessible restroom; (4) accessible telephones; (5) accessible drinking fountains; and (6) when possible, additional accessible elements such as parking, storage, and alarms.</p>	<p>PP</p>	<p>ITPKS</p>
<p>9.C 9.C.03</p>	<p>1237</p>	<p>The program facility has all of these wheelchair-accessible features:</p> <ul style="list-style-type: none"> • One or more accessible entrances • Accessible routes to classrooms and outdoor learning environments • At least one accessible restroom • If there are any drinking fountains, at least one or more is accessible. <p><i>Rate NA if the program is operated by a religious institution (not simply renting space from a religious institution). Rate NA if the program was constructed prior to 1993 AND the program has determined that reasonable accommodations would require an undue burden.</i></p> <p><u>Examples of outdoor learning environments:</u> Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.</p>	<p>PO</p>	<p>ITPKS</p>

9.C 9.C.07	1251	The program's building, grounds, furnishings and equipment are kept in good repair and are free of hazardous maintenance problems. <i>Examples of hazardous maintenance problems: sharp edges, flaking or peeling paint, chipped floor tiles, peeling or deteriorating caulk, splinters, protruding or rusty nails, missing parts.</i>	PO	ITPKS
9.C 9.C.07	1252	The program's building and grounds are free of trash and hazardous items.	PO	ITPKS
9.C 9.C.08	1253	The classroom is free of hazards that could lead to electrical shock, burns or scalding, slipping, tripping, or falling. <i>Tamper-resistant outlets may be difficult to see. Assessors ask about use of tamper-resistant outlets during the Orientation Meeting.</i>	CO	ITPKS
9.C 9.C.10	1261	There is a well-marked, readily accessible, fully equipped first aid kit outside during outdoor play. <i>Rate No Opp if group does not go outside during observation. Rate No if location of first aid kit is not apparent, or it cannot be readily accessed.</i>	CO	ITPKS
9.C 9.C.16	1278	There are no choking hazards within the reach of infants, toddlers, or young two year olds. <i>Use a choke tube to measure any item that might be too small when observing in infant, toddler, and young two-year-old rooms.</i>	CO	IT
9.D 9.D.08	1294	Show that you use non-toxic pest management techniques inside and outside the facility whenever possible, including an Integrated Pest Management (IPM) system to eliminate or reduce harmful chemical exposures. <i>Integrated pest management (IPM): IPM is the application of an interconnected set of largely non-toxic methods for managing pests (insects, germs, weeds, rodents) in homes, schools, child care facilities, workplaces and public areas.</i> <i>Examples of harmful animals, insects, pests, and poisonous plants: Snakes, mice, rats, wasps, termites, ants, elderberry, jasmine, lily-of-the-valley, rhubarb.</i>	PP	ITPKS
9.D 9.D.09	1298	Toxic substances are inaccessible to children. <i>Toxic substances: Any substance that is potentially harmful if ingested, inhaled, or absorbed through the skin.</i> <i>Examples of toxic substances: Cleaners, detergents, bleach, hand sanitizer, paint, pesticides, herbicides, floor and furniture polish.</i>	CO	ITPKS
9.D 9.D.10	1596 (E)	A rough walk-off mat is supplied at all entrances to the program facility.	PO	ITPKS
9.D 9.D.10	1597 (E)	Staff, families, and visitors are encouraged to wipe or remove their shoes before entering the program facility.	PO	ITPKS