

## Program Portfolio Labels

These labels are offered as an *optional* resource for organizing evidence in your Program Portfolio. There is a label for every **site visit assessment item** for which evidence is requested in the Program Portfolio. The assessment item number is shown, along with all of the assessment item language. There are also labels for each Topic Area and Standard available in separate documents.

You may want to make one manila folder or binder sleeve for each item. It is also OK to put all the evidence related to one Topic Area [for example, evidence for the 5 items in Standard 2, Topic G] into a single folder or binder section. You could then place the individual item labels on the front of the folder.

It is always helpful for the assessor if you **label the individual pieces of evidence** to show which site visit assessment items are being addressed, and **highlight specific text that is the important part for the assessor to read.**

Please reference the documents titled *NAEYC Streamlined Items for Site Visit Assessment* for information about the best practices related to each assessment item. Definitions and examples of commonly used terms can be found in the *NAEYC Streamlined Accreditation Glossary of Terms*. Remember that evidence presented in the Program Portfolio must address the full language of the assessment item.

These labels were designed to be used with Avery 5160 [1" x 2 5/8"] labels or a similar product. **Use of labels is not required.** However, regardless of whether formal labels are used, programs are encouraged to organize their document evidence, and mark or label each piece of evidence to identify which assessment item [or multiple assessment items] that evidence supports.

### 01B-32

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

### 02A-125

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

### 02D-210

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

### 03C-579

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

### 03C-589

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

### 04A-728

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

### 04C-757

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

### 04D-768

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

### 04E-792

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

### 05A-802

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

### 01B-33

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

### 02A-127

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

### 03B-572

When a child's ongoing challenging behavior must be addressed, show a written policy including these steps: • Assess the function of the behavior • Work with families and professionals to develop an individualized plan to address the behavior • Include positive behavior support strategies

### 03C-584

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

### 03C-590

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

### 04A-738

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

### 04D-766

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

### 04E-785

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

### 04E-1514

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

### 05A-811

Provide your classroom staffing patterns and staff CPR and first-aid training records that show that at least one staff member currently certified in pediatric first-aid and pediatric CPR is always scheduled to be present with each class of children.

### 02A-124

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

### 02D-209

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

### 03B-1513

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

### 03C-586

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

### 03C-593

Show that your written supervision policy states that: • Staff may permit kindergartners and school-age children to leave the teacher's supervision (out of sight and sound) for no more than 10 minutes so long as the children are in a safe environment (e.g., go to hall bathroom; report to school

### 04C-756

Show that the children receive a vision and hearing screening.

### 04D-767

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

### 04E-787

Show or describe how you explain your child assessment methods to families, and how you assure that families are comfortable these methods will meet the child's needs.

### 05A-801

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

### 05A-829

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

## 05A-849

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

## 05A-914

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

## 05A-929

Show that your written infant sleep policy includes the following elements: • Staff must place infants younger than 12 months on their backs to sleep, without the use of infant sleep positioners, unless ordered by a physician • If infants arrive to the program asleep, or fall asleep, in equipment not

## 05A-1558

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

## 05B-959

Show that your feeding policy states that for children of any age with special feeding needs, and for all infants, staff must do the following each day: • Document the type and quantity of food the child consumes • Provide this information to the child's family

## 05B-1560

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

## 05C-1573

Show or describe how your program selects and uses fragrance-free, 3rd party certified, least-toxic cleaning products for use in your program facility.

## 06A-1401

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

## 06A-1469

Show that your written employee benefits package includes health insurance.

## 06A-1472

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

## 05A-853

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

## 05A-919

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

## 05A-944

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

## 05B-954

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

## 05B-972

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

## 05B-1561

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

## 06A-1311

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

## 06A-1408

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

## 06A-1470

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

## 06A-1477

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

## 05A-895

Show that your written hand-hygiene policy instructs adults to wash or sanitize their hands • Before and after feeding a child • Before and after administering medication • After handling garbage • After cleaning

## 05A-928

If all of your infant sleep equipment meets the current standards of the United States Consumer Product Safety Commission, provide a signed copy of NAEYC's Infant Sleep Equipment Acknowledgement Form in your Program Portfolio. If your program does not serve infants younger

## 05A-1550

Show that your written infant sleep policy includes all of the following elements: ● Soft items (e.g. blankets, pillows, quilts, comforters, sheepskins, soft toys) are not allowed in cribs or rest equipment for infants younger than 12 months ● Infants' heads must remain uncovered during sleep. ●

## 05B-955

Show that your food safety policy instructs staff to discard any foods with expired dates.

## 05B-986

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

## 05C-1011

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

## 06A-1313

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

## 06A-1414

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

## 06A-1471

Show that your written employee benefits package includes education benefits.

## 06A-1478

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

### 06B-1033

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

### 06B-1155

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

### 06B-1492

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

### 06B-1552

Staff can readily access information about the professional resources available from organization and groups outside the program.

### 06D-1043

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

### 06D-1045

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

### 06D-1046

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

### 06D-1047

Show that the initial orientation for new teaching staff includes daily activities and routines of the program.

### 06D-1053

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

### 06D-1066

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

### 06D-1068

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

### 06D-1069

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

### 06D-1071

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

### 06D-1072

Show that your program-wide professional development describes how teaching staff have access to training relevant to the circumstances of children they teach (e.g., children from military families or migrant families; dual language learners; children who are homeless, require special

### 06D-1075

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

### 06D-1306

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

### 06D-1488

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

### 06D-1490

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

### 06D-1491

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

### 06D-1493

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

### 06D-1495

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

### 06D-1545

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

### 06D-1553

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

### 07A-1085

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

### 07A-1088

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

### 07A-1090

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

### 07A-1099

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

### 07A-1105

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

### 07A-1109

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

### 07B-1115

Show that when staff suspect that a child has a developmental delay or other special need, your program provides • Documentation and explanation for the concern • Suggested next steps • Information about resources for diagnostic evaluation

## 07C-1126

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

## 08B-1148

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

## 08B-1151

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

## 08C-1160

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

## 09C-1230

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

## 10B-1322

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

## 10B-1339

Show that your parent handbook includes procedures for these health and safety precautions: • Building security and access • Storage and administration of medication • Inclusion or exclusion of ill children • Emergency response plans

## 10B-1365

Show that you have written procedures that address how to maintain developmentally appropriate staff-to-child ratios and class sizes: • During all hours of operation • In classrooms and other indoor settings • In outdoor learning environments

## 10C-1386

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

## 10C-1393

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

## 08A-1138

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

## 08B-1149

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

## 08B-1152

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

## 09A-1581

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.

## 09C-1236

Show that your facilities meet Americans with Disabilities Act (ADA) accessibility requirements.

## 10B-1327

Show that you have a detailed, written strategic plan that includes what you will do to: • Implement the program's vision and mission • Achieve desired child outcomes • Maintain high-quality services to children and families • Assure adequate funding for future needs

## 10B-1340

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

## 10B-1381

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

## 10C-1388

Show a financial audit conducted in the most recent fiscal year.

## 10D-1396

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

## 08A-1140

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

## 08B-1150

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

## 08C-1158

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

## 09B-1214

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.

## 09D-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.

## 10B-1335

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

## 10B-1357

Show that your staffing policy is to assign specific teaching staff to work with each class of children, day-to-day and stably over time.

## 10B-1382

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

## 10C-1390

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

## 10D-1397

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

### 10D-1403

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

### 10D-1418

Show that your written policies state that the content of each child's health and safety file is confidential but is immediately available upon request to: • Administrators and teaching staff who have consent from a parent or legal guardian to access the records • The child's parents or legal

### 10D-1424

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

### 10E-1055

Show that your program's initial orientation for substitutes, support staff, volunteers, and other service providers includes all of the following: • Health, safety, and emergency procedures • Acceptable (and unacceptable) guidance, discipline, and classroom management techniques • Child

### 10E-1461

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

### 10F-1502

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

### 10D-1406

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

### 10D-1420

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

### 10D-1441

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

### 10E-1056

Show your policy stating that substitutes, support staff, volunteers, and other service providers do not work alone with children. They must be with, and supervised by, regularly scheduled teaching staff at all times.

### 10E-1516

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

### 10F-1505

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

### 10D-1413

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

### 10D-1421

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

### 10E-1041

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

### 10E-1452

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

### 10F-1475

If some or all of recommended employee benefits (health insurance, leave, education benefit, retirement plan) are not available to staff, the program's strategic plan should state the conditions under which staff benefits will be improved.

### 10F-1506

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