**NAEYC Accreditation of Early Learning Programs**

**Program Portfolio Template**

Program Name:

NAEYC Program ID Number:

Age Categories Served:

**Template Instructions**

1. Download the template to your desktop and save as:
 [NAEYC Program ID\_Program Name\_PP].
 Example: **123456\_MickeysPlayhouse\_PP**

2. In the highlighted section above, input the following information:
 Program Name, NAEYC Program ID, Age Categories Served

3. Full assessment item language, guidance, and age categories can be found in the portfolio tools on our website at <https://www.naeyc.org/accreditation/early-learning/tools>. For additional guidance, review the best practice narratives for each topic area found in the Standards and Assessment Items on our [website here.](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_assessment_2019.pdf)

4. You can input pictures by selecting *Insert* from the toolbar, then selecting *Pictures*, and selecting the applicable picture for the assessment item.

5. You can input text captions by selecting *Insert* from the toolbar, then selecting *Text Box*, and typing in the applicable caption for the evidence.

6. If your program does not have evidence for an item, please input a text box indicating your program does not meet the item to be rated *No*. Blank pages will be rated *No* automatically

7. It is acceptable for evidence to go on multiple pages, each item is not restricted to one page. Please include as many pages as needed to provide enough space for all applicable evidence needed to fully meet the assessment item.

8. When completed, select *File,* select, *Save As,* and then select *PDF* from the drop-down menu to save your file as a PDF document to submit for assessment.

For portfolio tools and resources, visit our website at <https://www.naeyc.org/accreditation/early-learning/tools>

**Please Note:** Use of this template does not guarantee program success for the assessment. NAEYC assessors will rate the quality of the individualized evidence input by the programs.

**1B.8 Age Categories: ITPKS**

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

**1B.9 Age Categories: ITPKS**

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

**REQUIRED ITEM**

**1B.10 Age Categories: ITPKS**

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

**1E.1 Age Categories: ITPKS**

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

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

**2A.3 Age Categories: ITPKS**

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

**2A.6: Example #1 Age Categories: ITPKS**

**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.**

**2A.6: Example #2 Age Categories: ITPKS**

**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.**

**2A.7 Age Categories: ITPKS**

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

**2A.8 Age Categories: ITPKS**

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

**2D.5 Age Categories: ITPKS**

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

**2D.6 Age Categories: ITPKS**

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

**2L.11 Age Categories: ITPKS**

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

**3B.2 Age Categories: ITPKS**

**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 as part of the plan.**

**3B.3 Age Categories: ITPKS**

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

**3C.9 Age Categories: IT**

**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.**

**3C.10 Age Categories: IT**

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

**3C.11 Age Categories: IT**

**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.**

**3C.12 Age Categories: PKS**

**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 sight.**

**3C.13 Age Categories: ITPKS**

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

**3C.14 Age Categories: KS**

**Show that your written supervision policy states that:**

* **Staff may permit kindergarteners and school-age children to leave the teacher’s supervision (out of sight and sound) for no more than 10 minutes so long as the children are in a safe environment (e.g., go to hall bathroom, report to school nurse office).**
* **The teacher checks on any children who do not promptly (within 10 minutes) return to the group as expected or if an adult at the child’s destination does not confirm his or her arrival.**

**4A.1 Age Categories: ITPKS**

**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).**

**4A.2 Age Categories: ITPKS**

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

**4C.2 Age Categories: ITPKS**

**Show that the children receive a vision and hearing screening.**

**4C.3 Age Categories: ITPKS**

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

**4D.4 Age Categories: ITPKS**

**Show that teaching staff (teachers and assistant teachers) are scheduled for collaborative planning time at least weekly, during which they do not supervise awake children.**

**4D.5 Age Categories: ITPKS**

**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.**

**4D.6 Age Categories: ITPKS**

**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.**

**4E.2 Age Categories: ITPKS**

**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.**

**4E.3 Age Categories: ITPKS**

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

**4E.4 Age Categories: ITPKS**

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

**4E.5: Example #1 Age Categories: ITPKS**

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

**4E.5: Example #2 Age Categories: ITPKS**

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

**5A.13 Age Categories: ITPKS**

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

**5A.14 Age Categories: ITPKS**

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

**5A.15 Age Categories: ITPKS**

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

**5A.16 Age Categories: ITPKS**

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

**5A.17 Age Categories: ITPKS**

**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.**

**5A.18 Age Categories: IT**

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

**5A.19 Age Categories: ITPKS**

**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**

**5A.20 Age Categories: ITPKS**

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

**5A.21 Age Categories: ITPKS**

**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**

**5A.22 Age Categories: I**

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

* + **Staff must place infants younger than 12 months on their backs to sleep, without the use of infant sleep positioners, unless ordered by a physician**
	+ **If infants arrive to the program asleep, or fall asleep, in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate infant sleep equipment**

**5A.23 Age Categories: ITPKS**

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

**5A.24 Age Categories: ITPKS**

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

**5A.25 Age Categories: ITPKS**

**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.**

**5B.3 Age Categories: ITPKS**

**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.**

**5B.4 Age Categories: ITPKS**

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

**5B.5 Age Categories: ITPKS**

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

* **Document the type and quantity of food the child consumes**
* **Provide this information to the child’s family**

**5B.6 Age Categories: I**

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

**5B.7 Age Categories: I**

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

**5B.8 Age Categories: ITPKS**

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

**5B.9 Age Categories: ITPKS**

**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.**

**5C.5 Age Categories: ITPKS**

**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."**

**5C.6 Age Categories: ITPKS**

**Show or describe how your program selects and uses fragrance-free and least-toxic cleaning products for use in your program facility.**

**6A.6: Example #1 Age Categories: ITPKS**

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

**6A.6: Example #2 Age Categories: ITPKS**

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

**6A.7 Age Categories: ITPKS**

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

**6A.8 Age Categories: ITPKS**

**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.**

**6A.9 Age Categories: ITPKS**

**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.**

**6A.10 Age Categories: ITPKS**

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

**6A.11 Age Categories: ITPKS**

**Show that your written employee benefits package includes health insurance.**

**6A.12 Age Categories: ITPKS**

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

**6A.13 Age Categories: ITPKS**

**Show that your written employee benefits package includes education benefits.**

**6A.14 Age Categories: ITPKS**

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

**6A.15 Age Categories: ITPKS**

**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.**

**6A.16 Age Categories: ITPKS**

**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.**

**6B.2: Example #1 Age Categories: ITPKS**

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

**6B.2: Example #2 Age Categories: ITPKS**

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

**6B.3 Age Categories: ITPKS**

**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 community.**

**6B.4 Age Categories: ITPKS**

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

**6B.5 Age Categories: ITPKS**

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

**6D.1 Age Categories: ITPKS**

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

**6D.2 Age Categories: ITPKS**

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

**6D.3 Age Categories: ITPKS**

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

**6D.4 Age Categories: ITPKS**

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

**6D.5: Example #1 Age Categories: ITPKS**

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

**6D.5: Example #2 Age Categories: ITPKS**

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

**6D.6 Age Categories: ITPKS**

**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.**

**6D.7 Age Categories: ITPKS**

**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.**

**6D.8 Age Categories: ITPKS**

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

**6D.9 Age Categories: ITPKS**

**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).**

**6D.10 Age Categories: ITPKS**

**Show that your program-wide professional development plan 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 education, have experienced trauma; children from rural environments or from urban environments, etc.).**

**6D.11: Evaluation #1 Age Categories: ITPKS**

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

**6D.11: Evaluation #2 Age Categories: ITPKS**

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

**6D.12 Age Categories: ITPKS**

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

**6D.13 Age Categories: ITPKS**

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

**6D.14 Age Categories: ITPKS**

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

**6D.15 Age Categories: ITPKS**

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

**6D.16 Age Categories: ITPKS**

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

**6D.17 Age Categories: ITPKS**

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

**6D.18 Age Categories: ITPKS**

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

**6D.19: Example #1 Age Categories: ITPKS**

**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.**

**6D.19: Example #2 Age Categories: ITPKS**

**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.**

**7A.2 Age Categories: ITPKS**

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

**7A.3 Age Categories: ITPKS**

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

**7A.4 Age Categories: ITPKS**

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

**7A.5: Example #1 Age Categories: ITPKS**

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

**7A.5: Example #2 Age Categories: ITPKS**

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

**7A.6: Example #1 Age Categories: ITPKS**

**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.**

**7A.6: Example #2 Age Categories: ITPKS**

**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.**

**7A.7 Age Categories: ITPKS**

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

**7B.3 Age Categories: ITPKS**

**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**

**7C.1 Age Categories: ITPKS**

**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.**

**8A.1 Age Categories: ITPKS**

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

**8A.2 Age Categories: ITPKS**

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

**8B.1: Example #1 Age Categories: ITPKS**

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

**8B.1: Example #2 Age Categories: ITPKS**

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

**8B.2: Example #1 Age Categories: ITPKS**

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

**8B.2: Example #2 Age Categories: ITPKS**

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

**8B.3: Example #1 Age Categories: ITPKS**

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

**8B.3: Example #2 Age Categories: ITPKS**

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

**8B.4 Age Categories: ITPKS**

**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.**

**8B.5 Age Categories: ITPKS**

**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**

**8C.1 Age Categories: ITPKS**

**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.**

**8C.2: Example #1 Age Categories: ITPKS**

**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.**

**8C.2: Example #1 Age Categories: ITPKS**

**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.**

**9A.5 Age Categories: ITPKS**

**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.**

**9B.5 Age Categories: ITPKS**

**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.**

**9C.7 Age Categories: ITPKS**

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

**9D.4 Age Categories: ITPKS**

**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.16 Age Categories: ITPKS**

**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.**

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

**REQUIRED ITEM**

**10B.17 Age Categories: ITPKS**

**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.18 Age Categories: ITPKS**

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

**10B.19 Age Categories: ITPKS**

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

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

**10B.20 Age Categories: ITPKS**

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

**10B.21 Age Categories: PKS**

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

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**10B.22 Age Categories: ITPKS**

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

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

**10B.23 Age Categories: I**

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

**10B.24 Age Categories: T**

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

**10C.1 Age Categories: ITPKS**

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

**10C.2 Age Categories: ITPKS**

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

**10C.3 Age Categories: ITPKS**

**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.**

**10C.4 Age Categories: ITPKS**

**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.**

**10D.1: Example #1 Age Categories: ITPKS**

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

**10D.1: Example #2 Age Categories: ITPKS**

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

**10D.2: Example #1 Age Categories: ITPKS**

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

**10D.2: Example #2 Age Categories: ITPKS**

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

**10D.3 Age Categories: ITPKS**

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

**10D.4 Age Categories: ITPKS**

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

**10D.5 Age Categories: ITPKS**

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

**10D.6 Age Categories: ITPKS**

**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 guardians**
* **Regulatory authorities**

**10D.7 Age Categories: ITPKS**

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

**10D.8 Age Categories: ITPKS**

**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.**

**10D.9 Age Categories: ITPKS**

**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.**

**10D.10 Age Categories: ITPKS**

**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.1 Age Categories: ITPKS**

**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 place of a policy.**

**10E.2 Age Categories: ITPKS**

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

* **health, safety, and emergency procedures;**
* **acceptable (and unacceptable) guidance, discipline, and classroom management techniques;**
* **child abuse and neglect reporting procedures;**
* **a review of pertinent regulatory requirements**

**10E.3 Age Categories: ITPKS**

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

**10E.4 Age Categories: ITPKS**

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

**10E.5 Age Categories: ITPKS**

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

**10E.6 Age Categories: ITPKS**

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

**10F.1 Age Categories: ITPKS**

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

**10F.2 Age Categories: ITPKS**

**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.**

**10F.3: Example #1 Age Categories: ITPKS**

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

**10F.3: Example #2 Age Categories: ITPKS**

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

**10F.4: Example #1 Age Categories: ITPKS**

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

**10F.4: Example #1 Age Categories: ITPKS**

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