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Child Care  
Community Resources  
Community Development Block Grant  
Madison Senior Center

### Administrative and Program Standards For City of Madison Child Care Center and School Age Program Accreditation

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# ADMINISTRATIVE STANDARDS FOR CITY OF MADISON CHILD CARE CENTER AND SCHOOL AGE PROGRAM ACCREDITATION

## SECTION I. AGENCY DEVELOPMENT

### A. LEADERSHIP

#### A-1 Agency Mission and Goals

- A-1a. The program has a well-articulated mission or vision statement and philosophy of program excellence that guide its operation. The goals and objectives relate to the mission, philosophy, and all program operations and include child and family desired outcomes.
- A-1b. The written mission or vision statement is developed with the involvement of staff and governing board, and is reviewed at least every five years.

#### A-2 Strategic Planning

- A-2a. At least annually, the agency conducts an assessment to identify strengths and weaknesses of the program and specify program goals for the upcoming year.
- The assessment process examines the quality of the program, service to parents, the adequacy of staff wages and benefits and dimensions of organizational climate.
  - The assessment process is informed by the results of the most recent internal and external evaluation process (e.g., parent survey, staff evaluation, program evaluation, City of Madison accreditation, NAEYC accreditation).
- A-2b. The evaluation and planning process outlines actions the program will take to:
- Implement the program's vision and mission
  - Achieve outcomes desired for children
  - Maintain high-quality services to children and families
  - Provide long-term resources to sustain the operation of the program
  - Attract and maintain a consistently qualified, well-trained staff, and reduce turnover

#### A-3 Governance

- A-3a. Requirements outlined in Madison General Ordinance 3.12 govern board or advisory group composition, member selection, and responsibilities.

A-3a.1. If the child care program is a single service corporation under Chapter 181, Wis. Stats. it shall be governed by a board of directors. The board shall have a minimum of five (5) members. A minimum of one-third (1/3) of those members shall be parents of children currently enrolled in the program or whose children have been enrolled in the program in the past year. The members shall be chosen in a process in which all parents of children currently enrolled have a fair opportunity to participate. The board shall have final authority over budget, program, hiring, supervision, and termination of the corporation's chief administrator.

A-3a.2. If the private child care program is part of a larger, multi-service corporation registered with the Sec. of State as a nonprofit corporation under Chapter 181, Wis. Stats. it shall be governed by a board of directors and the child care program shall have a process that ensures parent participation regarding budget and structure of the child care program and hiring, supervision, and termination of the chief administrator of the child care program.

A-3a.3. If the child care program is a business corporation registered with the Sec. of State under Chapter 180 Wis. Stats. or a government sponsored child care program, its board of directors or governing body shall ensure public accountability in the use of public resources and parental participation in the policy formation of the child care program. The child care program shall have processes that ensure parent participation regarding budget and structure of the child care program and hiring, supervision, and termination of the chief administrator of the child care program.

- A-3b. The agency has written policies that define the roles and responsibilities of private owners, sponsors, board members, parent advisory group members, parents, and staff who work directly with those entities.
- Policy or bylaws define when meetings of the board or parent advisory committee can be closed.
  - Board, parent advisory committee, and program staff follow proper procedures to insure confidentiality whenever sensitive issues arise (e.g., termination of enrollment, collection of fees, classroom issues regarding a particular child or family).
  - The director and/or other staff report to the private owners, board, or parent advisory committee on the effectiveness of policy, and refer needed policy revisions for review as appropriate.
  - The center director serves on the board or parent committee as an ex officio member.
  - There is a clear division of responsibilities between board and administration.

- A-3c. Private owners, sponsors, board members, and parent advisory committee members shall receive an orientation to their role and responsibilities, including those defined by ordinance and:
- Elements and methods involved in implementing a high quality, developmentally appropriate program.
  - Role and responsibility in policy formation of the child care program and public accountability in the use of public resources.
  - Agency confidentiality policies and procedures.

- A-3d. The board and/or parent advisory committee has a clear record of meetings and actions and a procedure for parents and staff to present concerns and information to the board or parent advisory committee and place specific items on meeting agendas.
- All parents and staff have access to advanced notices of meetings including the agenda, topics to be discussed, and actions to be taken.
  - Minutes of all meetings are maintained and available to all parents and staff.
  - Board policies outline record-keeping procedures for closed meetings.

#### **A-4 Program Administration**

A-4a. Systems shall be in place to ensure specified oversight of the child care program. There is a written plan for the delegation of authority.

A-4b. The program administrator:

- Demonstrates a commitment to a high level of continuing professional competence
- Demonstrates an ability to promote teamwork
- Provides leadership to staff to implement the program mission
- Responds proactively to changing conditions to enhance program quality.

- A-4c.** The agency hires an adequate number of administrative staff to ensure sufficient program oversight, based on the center's size and complexity.

## **B. AGENCY MANAGEMENT**

### **B-1 Regulatory Requirements**

The program presents valid certification that it is in compliance with all legal requirements for protection of the health and safety of children in group settings. These include:

- Adherence to applicable local ordinances, including Madison General Ordinance 39.05, Nondiscrimination based on disability in City facilities and City-assisted programs and activities.
- Compliance with state and local building codes, and sanitation codes, demonstrated by a record of an inspection by a qualified building, fire or public health inspector.
- The program is licensed to operate as a child care center as required by state law, and maintains a high level of compliance with licensing standards, free of a record of repeated serious violations. Exempt programs must show evidence of compliance with these rules.
- Compliance with City of Madison Accreditation Standards and agreement to collaborate with the Madison Child Care Program to correct areas of improvement and required changes.
- Accident protection and liability insurance coverage for children and adults. Vehicle insurance is maintained on any vehicle owned or leased by the facility and used to transport children. A certificate of insurance is available for review.

### **B-2 Operating Policies**

B-2a All components of program operation are guided by written policies and are carried out through articulated systems, plans, and procedures that enable the program to run smoothly and effectively and that guide the program toward achieving its goals. Policies address the following:

- Admission
- Enrollment and Disenrollment
- Fee Payment and Refunds
- Child Education (program philosophy, developmentally appropriate programming, educational framework, daily routine, cultural diversity)
- Child Guidance
- Health and Safety
- Contingency plans for emergencies
- Transportation
- Nutrition
- Protection of child, family, and staff rights, including confidentiality and non-discrimination

B-2b. The agency ensures that policies are reviewed on an annual basis, with the participation of all relevant parties. Policies are revised as needed.

- Current copies of relevant agency policies are provided to all staff, and are accessible to families.
- There is a procedure for keeping all staff informed of new or revised policies.

### **B-3 Financial Management**

- B-3a. The agency has resources to support the program's vision, philosophy, mission, goals, and child outcomes.
- Resources are allocated and managed to support a program of excellence.
  - Program needs assessment and goal-setting are an integral part of the budget planning process.
  - No multi-service or for-profit corporation shall allocate to its child care program an amount less than the program's gross income in tuition and fees.
  - The agency is willing to provide care to City of Madison Tuition Assistance clients.
  - When participating in the Madison Child Care Assistance Program, the agency will work to ensure accurate and timely invoices, payments to the center and continuity of care for Madison Child Care Assistance clients.
  - A wage and benefit structure is in place to attract and maintain a qualified staff. The center utilizes local living wage guidelines in establishing base wages.
  - Parents are provided a mechanism for timely review of ongoing financial decisions that impact program quality.
- B-3b. Financial policies and procedures provide evidence of sound fiscal accountability using standard accounting practices.
- B-3c. The agency's operating budget is prepared annually.
- A clear and readable budget reflects expense and revenue projections with an adequate breakdown of income and expense items to permit effective monitoring of revenue and expenditures (e.g., separate lines for payroll taxes, training, and salaries; separation of equipment and consumables, with further separation by program, office, kitchen, custodial).
  - Explanations and rationale are available to explain what each budget item represents.
  - The annual budget is approved by the board of directors or authorized corporate agent in advance of its implementation.
  - The agency shall have processes that ensure staff participation regarding the budget.
- B-3d. A comprehensive system of financial controls are maintained within a framework of checks and balances to protect center finances and to provide for adequate cash flow. These include:
- Reconciliation of expenses to budget, at least quarterly, with regular review of income and expenses statements to monitor the center's fiscal status and to make programmatic decisions.
  - A system to review income and expenditures by the owners, board or parent advisory committee at least quarterly, with budget adjustment as necessary. A review of accounting records by an independent party who has accounting expertise is conducted at least quarterly.
  - Division of financial responsibilities to ensure adequate financial oversight. (e.g., two or more signatures on checks, the same person does not receive income and reconcile statements).
  - Accepted practices provide for adequate cash flow (E.g. prompt deposits of income, methods of informing parents of money owed, clear policies and procedures concerning delinquent tuition.)
  - The budget reflects adequate reserve accounts to cover such expenditures as staff benefits, payroll taxes, deferred maintenance, capital improvements, and equipment replacement.

- B-3e. The person directly responsible for program implementation (e.g. administrator, director, site manager, program manager) is included in long-range fiscal planning and in operating budget preparation, reconciliation and review as defined in job descriptions.
- The Program Administrator provides the board, parent advisory committee and interested parents with accurate and timely information on the center's finances.
  - The agency has clear procedures for staff to request and obtain funding for program needs.
  - Program staff are involved in prioritizing and planning purchases for their program or classroom.

#### **B-4 Agency Technology**

- B-4a. Technology-based information management systems are in place, to enable the agency to function effectively and efficiently (e.g. financial management, enrollment, record-keeping, internal and external communication, child assessment).
- B-4b. Policies are in place that establish parameters for the use of technology in the center by children, staff and families. These include:
- Policies to ensure the protection of staff, child and family confidentiality and security of data.
  - Work rules that outline parameters for staff's use of technology including the use of personal devices, and the internet.
  - Expectations related to communication via technology between program, staff, and families.

## **SECTION II: PROGRAM OVERSIGHT**

### **A. Interactions Among Teachers and Children (See Sections III A. and IV. A.)**

### **B. Curriculum**

#### **B-1. Philosophy and Educational Framework**

- B-1a. The program has a written statement of its philosophy and goals for children which is available to all staff and families.
- B-1b. The program philosophy includes the use of teaching approaches that are developmentally appropriate, culturally appropriate and effective in supporting each child's learning and development as well as their strengths and interests.
- B-1c. The program uses one or more written curricula or educational frameworks consistent with its philosophy that address central aspects of child development. The curriculum addresses key goals in all areas of children's development (physical, social, emotional and cognitive), and across learning domains (e.g., health and physical, social and emotional, language development and communication, approaches to learning, cognition and general knowledge).
- The curriculum is designed to help children explore and acquire the key concepts and tools of investigating in each discipline in ways that are effective for preschool children.
  - The curriculum provides a useful and flexible framework for planning coherent learning experiences (the program) for children.

- The preschool curriculum is aligned with the Wisconsin Model Early Learning Standards.
- The 4 year old Kindergarten curriculum is aligned with their district's 4K Benchmarks for Development and Learning.

B-1d. All components of the program for children (e.g. daily schedule, materials and equipment, learning experiences, learning environment, interaction strategies) are guided by and consistent with the program's philosophy, goals, and objectives as well as the curriculum framework.

## **B-2. Program Evaluation**

B-2a. The program regularly establishes goals for continuous improvement and innovation.

B-2b. At least annually, administrators, families, staff, school-age children, and other routinely participating adults are involved in a formal evaluation of the program's effectiveness in meeting the needs of children and families.

- Teachers complete an evaluation of their classroom quality.
- Results are shared with parents.

B-2c. The results of the formal evaluation are used to recognize strengths and adjust the program to better meet the needs of families, children and staff.

B-2d. The center uses a variety of ongoing, informal methods for parents and staff to provide feedback about program quality (e.g. classroom logs, surveys, director availability, comment box).

## **B-3. Child Assessment, Documentation, Planning**

B-3a. The program has a comprehensive, clearly written system of child assessment approaches (e.g., initial screening, formal and informal assessment) to provide information on children's learning and development.

- The system identifies assessment purposes, tools and procedures, timelines, use of results, confidential record-keeping, and communication with and involvement of families in the assessment process.
- Staff orientation and training on application of the assessment system is provided.
- Protocols are in place for informing and promoting understanding of assessment plans by families and ensure family partnership in the assessment process.

B-3b. Assessments are based on the developmental and learning goals set for children in all developmental domains and across areas of learning, and those expressed in the curriculum.

- Information is collected on children at regular intervals throughout the year to capture their rapid developmental changes.
- The program provides time, training, and materials for teachers to complete required child assessments properly and accurately.
- Assessment results are used to benefit children by informing sound decisions about children, teaching and program development.

- B-3c. The results of formal and informal assessments, including daily child and classroom observations, are used to plan and adapt the program to meet the developmental and learning needs of each child.
- The program ensures that assessment results and information about children's growth and development are shared with parents throughout the year.
- B-3d. Conferences are held at least twice each year to talk about the child's growth and development.

#### **B-4. Inclusion (See Health & Safety for life threatening allergic reactions)**

- B-4a. The program is designed to be inclusive of all children including children with difficulties in behavior, identified disabilities and special learning and developmental needs.
- The program identifies children who have difficulties in behavior or development and, together with teacher and parent input, create and implement a plan to support the child's success in the program.
  - Individual Education Plans (IEPs) as required by the Individuals with Disabilities Education Act are developed and implemented in a developmentally appropriate manner. Family members are involved in development and use of IEPs.
  - Staff are aware of the identified/diagnosed special needs of individual children and trained to follow through on specific intervention plans.
  - Therapy is developed appropriately and incorporated within classroom activities as much as possible rather than removing the child from the classroom.
  - The program seeks out and utilizes community resources to successfully meet children's needs.
- B-4b. When the program suspects that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner, and is provided with documentation and explanation for the concern, suggested next steps, and information about resources for assessment.
- The program, in collaboration with the family, arranges for developmental screening and referral for diagnostic assessment when indicated.
  - The program works with resource systems approved by the family.
- B-4c. Program staff inform, support and encourage families to utilize resources, make the primary decisions about the services that their children need, as well as their efforts to negotiate those services. (E.g. health care, mental health, assessment, educational services, social services).
- B-4d. Programs will utilize the resources available through the Madison Accreditation Program including consultation of their child care specialist to address the issues that may arise with children and families.

### **C. PERSONNEL**



## C-1 Staffing

C-1a. Written procedures address the maintenance of developmentally appropriate staff-child ratios within a specific group size to facilitate adult-child interaction and constructive activities among children .

- Groups of children may be limited to one age or may include multiple ages. (A group or classroom consists of the children assigned to a teacher or team of teachers occupying an individual classroom or well-defined space. (see Table 1).
- In multi-age groups, when children under 2 are included, ratios and group size for children under 2 must be maintained. When no children under 2 are included, the group size must be determined by the number of children that can be cared for by two child care workers as determined by the staff-to-child pro rata requirement in the Wisconsin licensing rules.
- Maximum group size is determined by the distribution of ages in the group. Group size may require additional size reductions, depending on the type of activity, whether it is indoors or outdoors; the inclusion of children with special needs; and other factors.
- Teaching staff-child ratios within group size (See Table 1) are maintained during all hours of operation including indoor time, outdoor time, during transportation and field trips, and through provision of substitutes when regular staff members are absent.
- During naptime, one child care worker shall be in sight and sound of each group of sleeping children , and the adult-child ratio required for the total number of children in the center must be maintained. Maximum group sizes for napping children may be adjusted.
- The staffing level in each classroom must be sufficient to meet the immediate needs of children in the group.

Table 1  
Staff-child ratios within group size

	GROUP SIZE														
AGE OF CHILDREN:	2	4	6	8	10	12	14	16	18	20	22	24	30	32	34
Infants (birth to 12 mo)	1:2	1:4	1:3	1:4											
Toddlers (12 to 24 mo)	1:2	1:4	1:3	1:4											
2-year olds (24 to 30 mo)		1:4	1:6	1:4	1:5	1:6									
2 ½ year olds (30 to 36)		1:4	1:6	1:4	1:5	1:6	1:7								
3 year olds			1:6	1:4	1:10	1:6	1:7	1:8	1:9	1:10					
4 year olds			1:6	1:4	1:10	1:6	1:7	1:8	1:9	1:10					
5 year olds			1:6	1:4	1:10	1:6	1:7	1:8	1:9	1:10					
Kindergartners			1:6	1:4	1:10	1:12	1:7	1:8	1:9	1:10	1:11	1:12			
1 <sup>st</sup> -2 <sup>nd</sup> Graders			1:6	1:4	1:10	1:12	1:7	1:8	1:9	1:10	1:11	1:12	1:15	1:16	
3 <sup>rd</sup> -5 <sup>th</sup> Graders			1:6	1:4	1:10	1:12	1:14	1:8	1:9	1:10	1:11	1:12	1:15	1:16	1:17

### Notes:

- Dark line on the left indicates the maximum group size with one teacher.
- Double line on the right indicates the maximum group size for each age group.
- Shaded area indicates the number of children that can be cared for by two teachers.

- C-1b. Policies prescribe that each group of children be assigned teaching staff who have primary responsibility for working with that group of children and their families. These teaching staff provide ongoing personal contact, meaningful learning activities, supervision, and offer immediate care as needed to protect children's well-being.
- In infant and toddler programs, program policies and practices support primary care giving. Each child is cared for by the same one or two adults, to enable the caregiver to come to know the child very well, and to enable the child to form a strong attachment relationship with the adult.
- C-1c. The program is organized and staffed to ensure continuity of care. Every attempt is made to have continuity of adults who work with children within each day and over extended periods of time (could be several years of the child's enrollment).
- In infant and toddler programs, there is sufficient continuity of care to ensure that every child and their parents can form a positive relationship with one or two providers.
  - Policies facilitate keeping infants and toddlers together with their teaching staff for a minimum of nine months, preferably longer.
  - The staffing plan provides coverage so that all children are with consistent staff throughout the day.
  - Any regroupings of children at the beginning and end of the day are carefully planned and consistent.
- C-1d. Procedures address transition planning by administrators, teachers, and families to facilitate children's change in assignments from one teacher to another, from one group to another, from one classroom to another, and from one program to another.

## **C-2 Hiring Practices**

- C-2a. Hiring practices are non-discriminatory. Every effort is made to hire staff that reflect the diverse cultural, racial, and linguistic characteristics of the children, families, and community served as well as the diversity of society.
- C-2b. Hiring procedures ensure that all employees in the program e.g.,(including bus drivers, bus monitors, maintenance staff, cooks, clerical and other support staff, contracted teachers) who come in contact with children in the program or who have responsibility for children:
- Comply with the DCF caregiver background law
  - Are free from any history of substantiated child abuse or neglect
  - Are at least 18 years old (except drivers, who must be at least 21)
  - Have completed high school or the equivalent.
- C-2c. A current health assessment (not more than a year old) is received by the program before an employee starts work or before a volunteer has contact with children. The health assessment is updated every two years.
- Documented health assessments include:
- Immunization status
  - Capacities and limitations that may affect job performance
  - Documentation by a licensed health professional of TB skin testing and showing the employee to be free from active TB disease.

- C-2d. Each adult (paid staff and volunteers) is free of physical, mental and emotional conditions that might adversely affect children's health.
- C-2e. Hiring practices include complete checking of personal and employment references of all potential new employees or volunteers.
- C-2f. Hiring practices are based on the City of Madison Accreditation Standards that define staff qualifications for the position being recruited. This applies to position transfers and reassignments within the agency.

### **C-3 Staff Preparation, Knowledge and Skills**

- C-3a The person responsible for administering the program for children has the educational qualifications and personal commitment required to serve as the program's operational and pedagogical leader. The administrator:
  - Has at least a baccalaureate degree from accredited institution of higher education.
  - Has specialized college-level course work in administration, leadership, and management (Satisfied with Wisconsin Administrator, Leadership or Program Director Credentials).
  - Has specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through 12 years; family and community relationships; the practices of observing, documenting, and assessing children; teaching and learning processes; and professional practices and development.
  - If the above qualifications are not met, a plan must be in place to meet them within five years.
- C-3b. Early Childhood Teachers (See definitions of Teaching Staff) have:
  - A minimum of an associate's degree or equivalent.
  - At least 75% of teachers have a minimum of a baccalaureate degree or equivalent in early childhood education, child development, elementary education, or early childhood education that encompasses child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development.
  - If the above qualifications are not met, a plan must be in place to meet them within five years.
- C-3c. Early Childhood Teacher Assistants (staff who implement program activities under direct supervision) have a high school diploma or GED and meet teacher qualifications set by state licensing requirements.
- C-3d. Staff that work directly with school-age children have professional preparation in child development, elementary education, physical education, child guidance, recreation or a related field.
  - Agencies inform staff of credit-based school-age coursework as it becomes available, encouraging and supporting staff's participation.
- C-3e. All teaching staff have or are provided with specialized college-level coursework or professional development training and preparation in the following areas:

- Working with families, including those of diverse races, cultures, languages, economic backgrounds, composition, and special needs. Working with children who have special needs including children with social-emotional challenges and those with identified disabilities.
- Knowledge and skills relevant to the specific age(s), specific needs, or special circumstances of the children they teach.
- In the program's curriculum, and its implementation.
- Communication, collaboration, and conflict resolution skills that prepare them to participate as a member of a team.
- How to accurately use the program's assessment procedures for assessing child progress and for program planning.

C-3f. All teaching staff who supervise or mentor other staff members and/or student interns have or are provided with specialized college-level coursework or professional development training and preparation in adult supervision, mentoring, and leadership development.

C-3g. Volunteers only work with children under the direct supervision of qualified staff members.

#### **C-4 Personnel Policies**

C-4a. The program has clear, written personnel policies that outline the following:

- Employee protections: right to confidentiality, nondiscrimination, harassment-free work environment
- Hiring practices, including orientation and probation
- Disciplinary procedures, termination and resignation of employees
- Grievance procedure that has clear steps to be followed and establishes timelines which assure a prompt and fair hearing of grievances by or against staff.
- Evaluation of all staff, including the director.
- Salary scales with increments based on professional qualifications, length of employment and performance, and that are in line with community wage standards.
- Parent participation in the hiring, supervision and termination of the chief administrator of the child care program.

C-4b. Benefits for full-time staff that have successfully completed their probationary period, that are pro-rated for part-time staff who are employed at least half-time.

- Benefits include: health insurance, paid leave (e.g., sick, vacation, holiday and personal), education benefits, and retirement, and other benefits that may be negotiated as unique to the situation (e.g., subsidized child care). If some or all of these benefits are not available, a written plan for improving benefits is developed and implemented.

C-4c. For each staff and volunteer position there is an accurate and specific job description that defines roles and responsibilities, qualifications, physical requirements, specialized training requirements, reporting relationships and evaluation procedures.

- Staff members are provided with a copy of their job description before beginning employment.
- Job descriptions are reviewed regularly. Program staff have input into revisions.

C-4d. For each employee, there is an employment agreement, signed by the employee and employer, that outlines the parameters of their position.

- C-4e. Personnel practices and work rules define expectations for staff behavior, ethical conduct and professionalism, (e.g. confidentiality, attendance and punctuality, dress code, implementation of agency policies, use of technology when at work, appropriate communication, accountability and professional relationships with families and co-workers).
- Personnel practices and work rules define staff responsibilities and procedures for reporting child abuse and neglect.
- C-4f. New employees serve a probationary period of employment during which the administrator or other qualified person makes a professional judgment as to their competence for working with children and their continued employment.

## **C-5 Staff Orientation**

- C-5a. Before assuming responsibility for a group of children, new teaching staff are given an initial orientation that introduces them to the fundamental aspects of program operation including:
- Program philosophy, values, and goals
  - Personnel policies and practices
  - Expectations for ethical conduct (see NAEYC's Code of Ethical Conduct)
  - Agency confidentiality policy/procedures
  - Health, safety and emergency procedures
  - Child tracking procedures
  - Individual needs of children they will be teaching or caring for
  - Accepted guidance and classroom management techniques
  - Program curriculum, including planning and assessment processes
  - Daily activities and routines of the program
  - Child abuse and neglect reporting procedures
  - Program policies and procedures
  - City of Madison Accreditation standards and organizational prerequisites
  - Regulatory requirements specific to the agency
  - Physical plant and maintenance procedures
- C-5b. The orientation of new teaching staff includes observation in the assigned classroom and meeting children and co-workers prior to assuming responsibilities.
- C-5c. Follow up training expands on the initial orientation.
- C-5.d.. Substitutes, volunteers, and other adults are given a preliminary orientation that introduces them to the fundamental aspects of program operation before they begin working with children. This orientation includes health, safety, and emergency procedures, accepted guidance and classroom management techniques and role; child abuse and neglect reporting procedures; regulatory requirements; confidentiality requirements.
- C-5e. Outside resource people, students, and researchers are given clear direction about their roles in the center.

## **C-6 Performance Evaluation & Professional Development**

- C-6a. Staff receive clear expectations about job performance and regular supervision to enhance job performance. Supervision is individualized to meet the varying needs, experiences, and skills of all staff, paid and volunteer.

- C-6b. As a part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with all families.
- C-6c. All staff are encouraged to continually improve their own performance based on ongoing reflection and feedback from supervisors, peers and families to add to their knowledge and increase their ability to put knowledge into practice.
- C-6d. All staff, including the program administrator receive a formal evaluation at least annually by their appropriate supervisor.
- Evaluation criteria differ by role and are based on the employee's job description and previously established goals for improvement. Staff are informed of evaluation criteria in advance.
  - There is a written staff evaluation plan that specifies who will initiate, implement, and participate in employee evaluation, and who will communicate the results of the evaluation to the employee.
  - Staff have an opportunity to evaluate their own performance. Staff evaluations include scheduled classroom observations conducted by their supervisor.
  - Results of evaluation are written and confidential. They are discussed privately with the staff member.
  - A system is implemented to provide ongoing feedback and support to teaching staff.
  - The annual evaluation of the program administrator includes:
    - a process that supports meaningful parent input.
    - a review of the effectiveness of her/his work with the staff she/he supervises.
- C-6e. An individual professional development plan is generated from the staff evaluation process and is updated at least annually.
- The professional development plan integrates reflection and feedback on demonstrated skills and abilities in working with children.
  - The agency budgets funds for staff professional development.
  - Staff have access to professional resources on site (e.g. professional periodicals and publications, curriculum guides, training resources, information from professional associations)
- C-6f. The program has an implementation plan for professional development, including orientations for new staff. Credit bearing coursework is included in the professional development plan whenever possible. The plan improves staff credentials and competencies. It is updated at least annually or as needed based on the evaluation process, the need to keep staff's knowledge and teaching practice current, or other identified needs.

## **C-7 Organizational Climate**

- C-7a. The center's organizational climate fosters, trust, collaboration, and inclusion.
- A system is in place to periodically assess dimensions of organizational climate to identify strengths and determine areas for growth and improvement.
  - Processes are in place to ensure that all staff are informed of and involved in the mission, vision, and values of the organization.
  - Personnel policies, practices and agency work rules are reasonable and fair and equitably applied to all employees.

- The agency provides opportunities for program staff to work collaboratively on projects, to share resources, and solve problems together.
- Staff experiencing personal problems are offered referrals and resources to assist them in remaining effective in their jobs.
- Staff input is solicited when temporary schedule changes are being considered. Staff are given advance notice of permanent schedule changes.

C-7b. Effective methods of communication are in place to maintain smooth operation of the program.

- Staff are informed of and have input into the decisions that affect them (e.g., program changes, policies and procedures, center finances, classroom budget, staffing)
- Staff and administrators plan and consult together frequently about the program, children, and families.
- The program utilizes effective means of communicating with staff about program, professional and community news (e.g., email, voicemail, newsletters, communication log, bulletin boards).
- Ideas and opinions of teaching staff are solicited and acknowledged.

C-7c. Procedures are in place for effectively handling conflicts between staff. Staff are provided with professional resources and/or training in conflict resolution.

C-7d. Agency practices support staff's right to and expectations of confidentiality.

- Staff and volunteers keep information about children, families, and associates confidential.
- Personnel files are kept confidential including resumes with record of experiences, transcripts of education, documentation of ongoing professional development, and results of performance evaluation.

C-7e. Regular staff meetings are held for staff to consult on program planning, to plan for implementing and attaining goals, to plan for individual children, and to discuss program and working conditions (may be meetings of small group or full staff).

- Staff have the opportunity to provide input into the content of staff meetings.
- Agenda items are shared with staff in advance.
- A written record of center-wide meetings is maintained and is accessible to staff.

C-7f. Teachers are provided paid planning time at least weekly, away from responsibility for children. Regular time is provided for team planning (recommended at least weekly).

C-7g. Staff members are provided space and time away from children during the day. When staff work directly with children for more than 4 hours, they are provided breaks of at least 15 minutes in each 4-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.

## **D. STAFF AND FAMILY RELATIONSHIPS**

### **D-1 Establishing Partnerships with Families**

D-1a. The program establishes intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.

- D-1b. The program ensures that all families are included in all aspects of the program, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities or preferred language.
- D-1c. The program uses formal and informal methods to communicate with new and prospective families about the program's philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their child's learning. These methods include the following:
- Families receive written descriptions of the center's operating procedures, and the families' roles in center governance.
  - Families are made aware of their right to confidentiality.
  - Information is provided in a language and/or manner that the family can understand.
- D-1d. A process is in place for orienting children and families to the program that includes the following:
- Pre-enrollment visit
  - Tour of the facility
  - Introduction to staff
  - Opportunity to observe classrooms and ask questions of the administrator
  - Parent orientation meeting
  - Information about family-friendly support and family involvement opportunities
  - Gradual introduction of children to the program that supports children and families through the separation process.
  - System to check in with new families after a few weeks.
- D-1e. The program uses a variety of formal and informal strategies to become acquainted with and learn from families about their family structure, child-rearing practices, and information that they wish to share about their socioeconomic, linguistic, racial, religious and cultural backgrounds.
- The program actively uses knowledge gained about families and children to meet children's day-to-day needs, and to inform program design and teaching practices.
  - When parenting beliefs and techniques differ from best practice knowledge, program staff look for opportunities to dialogue with families about those differences, and to clarify required practices.
- D-1f. Parents and parent-authorized family members may visit any area of the facility at any time during the program's regular hours of operation.
- D-1g. The program facilitates opportunities for families to be involved in the program in various ways, taking into consideration families' schedules, preferred avenues of involvement, and availability. These are to include:
- Membership on and participation in the program's governing or advisory groups with encouragement and support to take on leadership roles.
  - Opportunities for families to volunteer in the center in ways that match their interests and skills as well as the needs of the program.
  - Formal and informal opportunities for families to meet one another, work together on center projects, and support each other.
  - Center events planned together by families and staff.
  - The opportunity to evaluate the program for children at least once each year.



D-1h. The program provides on-going support to all families (including those on public child care assistance) to ensure their successful participation in the program. The program utilizes the resources, consultation, and support available through the Madison Accreditation Program.

## **D-2 Information-Sharing Between Families and Staff**

- D-2a. The program uses a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program secures interpretation services as needed.
- Communication between staff (teaching staff and administrators) and families conveys trust and respect.
  - Each family has a contact person in the center that has primary responsibility for their child and that shares information about his/her progress.
  - Opportunities for regular and ongoing communication and information-sharing occur daily.
- D-2b. Teachers and families communicate to ensure that the classrooms or groups from which children come and to which they go from one year to the next provide continuity over time.
- Prior to a change in assigned classroom and/or caregiver, current and future teachers and family members meet to discuss and prepare for the child's transition.
- D-2c. The program uses a variety of mechanisms to inform families about proposed program, policy, or regulatory changes that could potentially affect the program and/or the early childhood profession. Families are notified of changes prior to their implementation. They are provided sufficient information and time to consider the changes and a mechanism for gathering information and providing input regarding them.
- D-2d. Policies and practices are in place to ensure that staff and families have an effective way of negotiating difficulties and differences that arise in their interactions.
- The program uses a variety of techniques to handle differences (e.g., parent policy council, appeals committee, special conferences, and individual meetings).
  - Program staff make arrangements to communicate in a language that the family can understand.
  - The program encourages parents and staff to resolve questions, issues, and concerns with each other in a direct manner whenever possible, prior to initiating a formal problem resolution procedure.
  - There is a written problem resolution policy that is made available to parents and staff in handbooks and other written materials. The policy makes clear that board and staff are open to issues and concerns and that the family's right to confidentiality, respect, and fair treatment will be maintained. (The policy includes the family's right to address concerns with the assigned state licensing specialist, and City of Madison Child Care Specialist.)
  - The problem resolution policy includes a procedure for staff and parents to follow for the resolution of problems, and for the appeal of administrative decisions related to the implementation of agency policies and procedures. The procedure has clear, progressive steps to be followed with timelines that assure prompt action at each step, and identifies, by position, the individuals to whom the complaint is to be addressed.
- D-2e. The program informs families about systems used for formal and informal screening and assessment of children's progress.

- D-2f. The program establishes and utilizes linkages with other early childhood programs including special education programs and local elementary schools, to help families prepare for and manage their children's transitions between programs and services.
- Staff provide information to families that can assist them in contacting and working with other programs.
- D-2g. The program has developed strategies that will provide sensitive support to families experiencing difficulties. Administrative staff are available to check-in regularly with families and are prepared to connect them with appropriate community resources to assist in meeting the child's and family's needs.

## **E. Physical Environment**

### **E-1 Indoor and Outdoor Environments**

- E-1a. There is a minimum of 35 square feet (preferably 50 square feet) of usable playroom floor space per child indoors. There is a minimum of 75 square feet (preferably 100 square feet) of play space outdoors per child (when space is in use).
- E-1b. The building design incorporates natural light sources and proper ventilation in each classroom.
- E-1c. In programs that are located in host spaces such as schools, churches, and community centers, the program and host agency have a written agreement that clarifies space usage, and responsibility for building maintenance.
- E-1d. Facilities meet the City of Madison accessibility requirements as outlined in Madison General Ordinance 39.05. Accessibility includes access to buildings, outdoor play spaces, parking areas, toilets, sinks, drinking fountains, and all classroom and therapy areas.
- E-1e. The building, grounds, and furnishings are safe, well-maintained, and in good repair.
- Systems are in place to ensure the security of the building and grounds (e.g. secured entry system, adequate lighting)
  - A system is in place for routine maintenance and upkeep of the facility that includes weather-related maintenance .
- E-1f. The design of outdoor play areas:
- Provides enough usable and appropriate play space(s) for each age group
  - Provides a variety of surfaces
  - Incorporates natural features and materials
  - Provides a balance of sun and shade
  - Allows for sight and sound supervision by staff
  - Allows for adequate drainage

## **E-2 Work Environment for Staff**

- E-2a The work environment for staff, including classrooms, staff rooms, and outdoor play spaces, is comfortable, well-organized, and in good repair.
- E-2b The environment supports the needs of staff in a variety of ways such as:
- Secure place for staff to store their personal belongings
  - Adult-sized bathroom that allows for privacy
  - Place for adults to take breaks away from children
  - An administrative area, separate from children's areas for planning or preparing materials.
  - Comfortable places for adults to sit with children in classrooms and outdoor play areas
  - Space on site for the administrator to use for private conversation, meetings, and storage of confidential files.

## **E-3 Environment for Families**

- E-3a The center is arranged to be welcoming and accessible to families: Elements include:
- A variety of materials that promote appreciation for diversity while being respectful of the unique traditions, values, and beliefs of the families being served.
  - Clearly defined places where families can obtain information about the center: program information, board of directors/advisory group, upcoming events, licensing postings, menus.
  - Images of children and families that are enrolled in the program.
  - When possible, comfortable places where families can socialize.
- E-3b Nursing mothers have a place to breast-feed their children that meets their needs for comfort and privacy.

## **F. HEALTH AND SAFETY**

### **F-1. Legal Requirements**

- The program presents valid certification that it is in compliance with all legal requirements for protection of the health and safety of children in group settings including
- Adherence to applicable local ordinances including Madison General Ordinance 39.05, Nondiscrimination based on disability in City facilities and City-assisted programs and activities.
- Compliance with state and local building codes, sanitation codes, codes for early childhood programs and child care centers subject to licensing. Compliance is demonstrated by a record of an inspection by a qualified building and fire inspector, a sanitarian, and a licensing specialist.
- The program is licensed to operate as required by state law, and maintains a high level of compliance with licensing standards, free of a record of repeated serious violations.( DCF 251.04(3).

### **F-2. Maintain Child Health Records.**

- Current health records for each child that include results of recent health examination conducted by an approved health care resource within 6 months prior to enrollment, (not required for school-age children)

- Families provide evidence of an up-to-date record of immunizations, required health and developmental screening tests, with an indication of normal or abnormal results and any follow-up required.
- Records include names of people authorized to call for the child and current emergency contact information for each child.
- Current information about any health insurance coverage required for treatment in an emergency is on file.
- Families provide names of individuals authorized by the family to have access to health information about the child.
- Families provide specific care instructions for any of the child's special health needs such as allergies or chronic illness (e.g. asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes)
- A system is in place for ensuring that child health records, including special health care protocols, are current and up-to-date.
- Up-to-date protocols for the care of special health needs are provided to all staff that care for affected children.

### **F-3 Policies**

F-3a. The program has written policies to promote wellness and safeguard the health and safety of children and adults. Procedures are in place that address:

- Management plans and reporting requirements for staff and children with illness including identification of ill children, criteria for their inclusion or exclusion, and providing of space, comfort, and supervision for children waiting for pick up due to illness.
- Handling and administering medications.
- Training in and application of special medical procedures needed by enrolled children for all staff that care for affected children.
- Storage, preparation and serving of formula and breast milk, including procedures that ensure that children receive the breast milk provided by their parents.
- Routine cleaning and maintenance of the facility and equipment.
- Sanitation and hygiene, including hand washing, food handling, preparation and serving
- Standard precautions to reduce the spread of infectious disease.
- Responding to injuries and incidents, injury and incident reporting and documentation
- Responding to a full range of emergencies (including fire, tornado, lost child, inclement weather, facility function, intruder).
- Prohibition of smoking, firearms, and other significant hazards that pose risks to children and adults
- Protection from occupational hazards, such as infectious diseases, injuries, environmental exposure
- Sleeping and napping protocols including sleep positions for infants..
- Provision of adequate nutrition for children
- Provision of adequate physical activity including daily outdoor play (per recommendations of the American Academy of Pediatrics)
- Provision of referrals for staff to resources that support them in wellness, prevention and treatment of depression, and stress management.

F-3b. The program has written policies that promote healthy practices that reduce the risk of preventable disease in both children and adults in the program. Policies include:

- Provision of adequate nutrition and physical activity (per recommendations of the American Academy of Pediatrics) with role modeling for children.
- Healthy meals that include fruits and vegetables, whole grains, meat and meat alternatives.
- Beverages are limited to milk and water with juice being served on a limited basis.
- Staff receive training on nutrition and physical activity.
- Staff model behaviors for health eating and positive body image for children and do not consume unhealthy foods and beverages in front of children.
- Meals are served family style.
- The program celebrates special occasions (e.g. holidays, birthdays) by offering nutritious snacks and doing creative activities that focus on the reason for the celebration.
- Outdoor play offered daily as weather permits
- Physical movement is incorporated into the day.

F-3c. The program outlines in policy the protocols that staff will follow to ensure the safe storage and distribution of breast milk and formula to the specific infants enrolled.

F-3d. The program has written policies that promote a healthy workplace and well-being of staff. Policies include:

- Personnel practices and agency work rules that are sensitive to employee needs.
- Recognition of stress in the staff and its effect on job performance.
- Provisions of resources to support the prevention and treatment of depression and stress management in staff members.
- Staff members experiencing personal problems are given referrals and resources to assist them in remaining effective in their jobs.

F-3e. Written policies and procedures ensure children's safety on field trips. They address: advance notification to parents, preplanning, staffing to ensure adequate supervision of children, child tracking procedures, handling of medications and medical treatment procedures, and procedures for handling injuries, incidents and emergencies.

F-3f. The program has a written policy and procedures for reporting suspected child abuse and neglect that comply with applicable federal, state, and local laws includes mandatory reporter requirements.

F-3g. Written procedures to be followed if a staff member is accused of abuse or neglect of a child in the program that protect the rights of the accused staff person as well as protect the children in the program.

#### **F-4 Safety Protocols**

F-4a. Systems and protocols are in place to ensure the safe arrival, departure, and transportation of all children. Systems and protocols address the following:

- Steps taken to account for absent children.
- The safety of all children as pedestrians and as passengers.
- That all children transported during the program day are accounted for before, during, and after transport.
- Specific procedures to accommodate children and family members with disabilities.
- Children are released only to authorized people.

- Special circumstances involved in release of children (e.g., non-custodial parents, non-authorized persons, pick up person fails to show, arrival of person under the influence of alcohol or other drugs, release of children on field trips).
  - The safety of older school-age children whose parents have agreed to allow them to leave the program on their own .
  - Daily sign in and out procedures for released children.
  - Interaction between families and assigned teaching staff.
- F-4b. Children are under developmentally appropriate adult supervision at all times. Systems are in place for accounting for children's whereabouts at regular intervals, especially during periods of transition.
- F-4c. Systems and safety protocols are in place to ensure a safe outdoor play environment. The outdoor play areas, and all equipment are maintained in a safe, clean condition and in good repair. Staff are required to monitor and report any safety hazards.
- F-4d. The program has written and posted disaster preparedness and emergency evacuation procedures. Procedures designate an appropriate person to assume authority and take action in an emergency when the administrator is not on site. The procedures include:
- Plans that designate how and when to either shelter in place or evacuate, and that specify a location for the evacuation.
  - Arrangements for emergency transport and for escorting from the program.
  - Plans for handling lost or missing children, security threats, utility failure, and natural disasters;
  - Individual emergency care plans for children with known medical or developmental needs or other conditions that may require special care in an emergency (allergy, asthma, seizures, orthopedic, sensory, or other chronic conditions including those that require regular medication or technology support).
- F-4e. Safeguards are used with all medications for children.
- Medication is administered to children only with written permission of the parent or legal guardian and as prescribed or recommended by a health care provider for a specific child.
  - Medication is consistently administered by a designated staff member.
  - Any staff member who administers medication has specific training and demonstrated competency in correct practices.
  - All teaching staff including substitute teachers, are informed of and knowledgeable about the medications and (authorized) medical procedures of children in their care.
  - All medications are kept in a locked container. In the case of life threatening conditions that require immediate access to medication, (e.g. severe reactions to food products and bee stings) the center may develop an alternate system for storage of treatment devices that provides immediate access while protecting children's safety.
  - Written records are kept of medications given to children.

## **F-5 Cleanliness and Sanitation**

- F-5a. The facility, including classrooms, child care and food areas, toileting and diapering areas is clean, safe, and well-maintained. The routine frequency of cleaning and sanitizing all surfaces, equipment, and materials is as indicated in the Cleaning and Sanitation Frequency Table.

- F-5b. Staff members and children who are developmentally able to learn personal hygiene are taught hand washing procedures and are periodically monitored.
- F-5c. To protect against cold, heat, sun injury and insect-borne disease, the program ensures that:
- Children wear clothing that is dry and layered for warmth in cold weather.
  - Each classroom maintains a supply of seasonably appropriate, appropriately sized clothing.
  - Children have the opportunity to play in the shade.
  - When in the sun, children wear sun-protective clothing, applied sun protection, or both.
  - Insect repellent and sunscreen are applied with the specific consent and direction of families.

## **G. NUTRITION AND FOOD SERVICE**

### **G-1. General Requirements:**

- G-1a. If the program provides food to infants, then the program staff work with families (who are informed by their child's health care provider) to ensure that the food is based on the infants' individual nutritional needs and developmental stages.
- G-1b. Meals and/or snacks are planned to meet the child's nutritional requirements as recommended by the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) in proportion to the amount of time the child is in the program each day. Amount of food served is adjusted according to the age of the children. When the program provides food for meals and snacks whether catered or prepared on-site, the food is prepared, served, and stored in accordance with USDA and CACFP guidelines.
- G-1c. The program prepares written menus, posts them where families can see them, and has copies available for families.
- G-1d. Foods indicative of children's cultural backgrounds are served periodically.
- G-1e. Protocols are in place to ensure the safety of food brought from home.
- The program works with families to ensure that foods meet the USDA's CACFP food guidelines.
  - All foods and beverages are labeled with the date and child's name.
  - Food requiring refrigeration is kept cold until served.
  - Food is provided to supplement food brought from home (when) necessary.
  - The program supplements meals, snacks or treats brought from home with healthy food choices including serving planned menu items on days of celebrations.
- G-1f. The program provides eating and serving dishes and utensils that are suitable for the size and developmental levels of the children.

### **G-2. Children with Special Dietary Needs**

- G-2a. An individualized care plan is prepared for each child with special health care needs, food allergies, or special nutrition need in consultation with family members and specialists involved in the child's care.

- The program has protocols in place to protect children with food allergies from contact with the problem food.
- The program asks families of a child with food allergies to give written consent for posting information about their child's food allergy, and, if consent is given, then posts that information in the food preparation area and in the areas of the facility the child uses so it is a visual reminder to all those who interact with the child during the program day.

G-2b. Food brought by families to share with the group comes in original packaging (for purchased items), or an ingredient list (if home-made).

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### **SECTION III: PROGRAM STANDARDS FOR CITY OF MADISON CHILD CARE CENTER ACCREDITATION: Birth through Preschool**

#### **A. INTERACTIONS AMONG TEACHERS AND CHILDREN**

- A-1. Teachers create an emotionally supportive and nurturing environment, which is inclusive of the cultures, home languages, family structure, and developmental abilities of all children in the classroom. All adults who come into contact with children will be expected to follow these standards.
- When substitute teaching staff are present in the program their role is clear and primary classroom staff provide them with appropriate guidance and supervision to assure the expectations for children and planned teaching support strategies are consistent.
  - Volunteers only work with children under the direct supervision of qualified permanent classroom teachers and may not take a role in physical care and or discipline of children. Volunteers are never left alone with children.
- A-1a. Teachers foster children’s emotional well-being by demonstrating respect for all children and creating a positive emotional climate that counters all potential bias and discrimination.
- A-1b. Teachers express warmth. They are consistent and predictable in their physical and emotional care of the children.
- A-1c. Teachers function as a secure base for children maintaining a physical presence at the child’s level.
- A-1d. Teachers spend time observing children without interrupting an actively involved child.
- A-1e. Teachers act intentionally, understanding why they are doing what they are. They evaluate and change their responses based on their observation and assessment of children’s individual needs.
- A-1f. Teachers speak frequently with children at eye level in a friendly and courteous manner and listen with attention and respect to build relationships with every child. All children are consistently called by their name.
- A-1g. Teachers use strategies to communicate effectively and assist children in building relationships.
- Teachers introduce children to a variety of communication techniques such as sign language, give and take conversations, clear “I” statements to express feelings and wants, active listening and social problem solving.
- A-1h. Teachers validate children’s actions and intentions using comments, descriptions, and statements. They provide models and visual images of children and adults with differing abilities, ethnic, or cultural backgrounds.
- A-1i. Teachers support children’s competent and self- reliant exploration and use of classroom materials.
- A-1j. Teachers encourage children’s appropriate expression of a full range of emotions, (e.g. joy, pleasure, excitement, anger, frustration, sadness).

A-1k. Teachers establish an environment that is primarily marked by pleasant conversation, spontaneous laughter, and exclamations of excitement rather than harsh, stressful noise or enforced quiet.

A-1l. Teachers create a social and emotional climate that supports positive child behavior.

- Teachers understand the normal developmental sequence of impulse control and provide for the safety of all children.
- Teachers use affirmative rather than negative language in stating expectations of children.
- Children's mistakes are viewed in context and used as opportunities for learning.
- Teachers anticipate and take steps to prevent potential behavior problems.
- Teachers apply logical or natural consequences in problem situations.
- Teachers refrain from the use of physical punishment or restraint, psychological abuse or coercion.
- Teachers refrain from the use of threats (real or implied) or derogatory remarks and neither withhold nor threaten to withhold food or beverages as a form of discipline.

A-2. **Interactions Among Teachers and Infants and Toddlers:**

A-2a. Teachers engage infants and toddlers in frequent face-to-face social interaction each day, including:

- Verbal behaviors (e.g. cooing, repeating infant sounds and toddlers beginning words, singing)
- Nonverbal behaviors (e.g. smiling, touching, holding)
- Beginning back-and-forth conversations by mimicking gestures, facial expressions, and vocalizations.
- Utilize self-talk verbally describing their actions as they participate in activities, interact with, and care for the children.

A-2b. Teachers give one-on-one attention when engaging in care giving routines allowing time for the child's response.

A-2c. Teachers adjust their interactions to the child's various states and levels of arousal

A-2d. Teachers quickly respond to signals of distress and frustration by:

- Providing physical comfort and needed care.
- Providing verbal reassurance.
- Understanding the underlying message of a child's individual signals, cues, cries, and protests.

A-2e. Teachers facilitate safe infant and toddler social interactions when the child is looking at, touching, or vocalizing to others.

A-3. **Interactions Among Teachers and Toddlers**

A-3a. Teachers respond to children's questions and requests

A-3b. Teachers assist toddlers as they begin to resolve conflicts by helping them identify, express, and begin to regulate feelings.

- A-3c. Teachers introduce calming and self-regulation techniques.
- A-3d. Teachers understand and support a toddler’s need for solitary play and gradual development of parallel play skills.
- A-3e. Teachers help toddlers begin to persist beyond frustration by using simple language to communicate needs and wants.
- A-3f. Teachers anticipate and take steps to prevent potential behavior problems.
- A-3g. Teachers model turn-taking behavior during play and other situations throughout the day.

A-4. **Interactions Among Teachers and Preschoolers: Three to Five Year Olds**

- A-4a. Teachers engage regularly in meaningful and extended conversations with each child.
- A-4b. Teachers ask children open ended questions encouraging them to describe actions, experiences, and events.
- A-4c. Teachers help children talk about their own and other’s emotions and find positive ways to express those feelings.
- A-4d. Teachers provide children with opportunities to develop a sense of classroom community.
  - Teachers support children’s positive peer interactions and the development of friendships.
  - Teachers provide opportunities for children to play with and learn from each other.
  - Teachers facilitate positive peer interactions for children who are socially reserved or withdrawn and for children who are excluded from play situations.
- A-4e. Teachers adopt a style of guidance that moves children toward effective self-regulation.
  - Teachers model social problem solving and assist children in resolving conflicts by identifying feelings, describing problems, and developing alternative solutions.
  - Teachers guide children who bully, isolate, or hurt other children toward positive social behavior.
  - Teachers use children’s mistakes as learning opportunities, encouraging the child to evaluate the situation and find an amicable solution.
  - Teachers set clear, consistent, fair limits for classroom behavior and involve the older children in setting some basic rules and limits.

## **B. CURRICULUM**

- B-1. All teachers plan the curriculum based on specific outcomes or goals for the children in the classroom that are meaningful, relevant, and developmentally appropriate. The curriculum guides teachers to integrate content, concepts, and activities that promote

social, emotional, physical, language and cognitive development (e.g., literacy, mathematics, science, technology, creative expressions, health and safety, and social studies.)

- B-1a. A program philosophy, developed at the administrative level, is known to all staff and serves to create a cohesive curriculum or educational framework.
- B-1b. The program curriculum or educational framework addresses central aspects of child development.
  - The curriculum is aligned with the Wisconsin Model Early Learning Standards.
  - The classroom curriculum is consistent with the center's philosophy and educational framework.
  - The activity plans are designed to encourage choice and support children's curiosity, hands-on exploration, investigation and physical activity.
  - The curriculum provides a useful and flexible framework for daily planning that includes developmentally and individually appropriate learning experiences for children.
- B-1c. Teachers have incorporated the program's designated child assessment approach. They utilize assessment information as part of the curriculum planning process. Information, including digital documentation, is collected on individual children at regular intervals throughout the year.
- B-1d. All formal and informal assessments, including daily observations, are used to plan and adapt the program to meet developmental and learning needs.
- B-1e. The program staff identify developmental challenges in children and work with families to support the child's needs. This may include the creation of an individualized education plan and consultation with outside resource specialists.
- B-1c. Teachers provide a variety of developmentally appropriate activities and broad-based learning experiences with materials that are selected to engage children in active, meaningful learning.
- B-1d. Learning experiences are provided in the following areas:
  - Foster positive self-identity and sense of emotional well-being
  - Develop social skills and knowledge
  - Encourage children to think, reason, question, and experiment (as used in mathematics, science, and social studies)
  - Encourage language (speaking, listening) and literacy development (emerging reading, writing awareness, and skills).
  - Enhance physical development and skills.
  - Encourage and demonstrate sound health, safety, and nutritional practice
  - Encourage creative expression, representation, and appreciation for the arts
  - Respect for cultural diversity.
- B-1e. Developmentally appropriate materials and equipment are available in sufficient quantity to meet the developmental needs and interests of each group of children.
  - Real and authentic materials are used.
  - A variety of natural and textured items are offered. (fabric, wood, metal.)

- B-1f. Materials and equipment that project diverse racial, gender, and age attributes are selected and used. Teachers provide books, dolls, toys, dress-up props, photos, pictures, and music that reflect the lives of the children and families served in the classroom as well as images that accurately reflect the diversity of society. Staff communicate with parents to ensure that they are aware of materials that are important to the children at home.
- Materials reflect the lives of the children and families served.
  - Materials and equipment reflect the diversity found in society in general.
- B-1g. The daily routine provides a balance of developmentally appropriate activities. The entire day's schedule is planned creating a balance within the child's total daily experience.
- All age groups play outdoors daily if conditions protect children's health and safety. (Full day programs play outdoors twice per day.)
  - The schedule provides for alternating periods of quiet and active play.
  - A balance of large muscle and small muscle activity is provided.
  - More than one option for group activity (individual small group or large group) is available to children most of the day.
  - The daily schedule provides significant opportunities for child choice.
  - The amount of time spent in staff-initiated, large group activity is limited respecting children's interests and developmental levels. Infants and toddlers are not expected to function as a large group.
- B-1h. Teachers are flexible enough to change planned or routine activities according to the needs or interests of children, and/or to cope with changes in weather or other situations that affect routines without unduly alarming children.
- B-1i. Routine tasks are incorporated into the program as a means of furthering children's learning, self-help, and social skills.
- B-1j. Teachers use a variety of teaching strategies to scaffold children's learning and development throughout the day.
- Stimulate children's thinking and extend their learning using verbal methods such as posing problems, asking questions, and making comments and suggestions.
  - Introduce children to new experiences, ideas, or challenges.
  - Coach and/or directly guide children in the acquisition of specific skills as needed, being careful to challenge, but not frustrate any child.
  - Staff give positive recognition to a child's effort at a skill or task whether or not s/he is successful.
- B-1k. Technology and interactive media enhance developmentally appropriate classroom programming. Technology and media do not replace activities such as creative play, real-life exploration, physical activity, outdoor experiences, conversation, and social interactions.
- Technology and media should be used to support learning, not as an isolated activity.
  - Technology and media should expand young children's access to new content.
  - Assistive technologies are incorporated as appropriate for children with special needs and/or developmental delays.

B-1l. The daily routine is consistent yet flexible and offers enough security, independence, and stimulation to meet the needs of all children. Staff respect the children's right not to participate in some activities.

B-1m. The daily routine includes the following:

- Significant opportunities for child choice.
- Alternating periods of quiet and active play.
- A balance of large muscle and small muscle activity.
- A limited amount of time spent in staff-initiated, large group activity respecting children's interest and developmental levels.
- More than one option for group activity.
- Daily outdoor play except in inclement weather.

B-1n. The daily schedule is clear to children, families, and visitors.

B-1o. Routine tasks are incorporated into the program as a means of furthering children's learning, self-help, and social skills.

B-1p. Staff are flexible enough to change planned or routine activities according to the needs or interests of children, and/or to cope with changes in weather or other situations that affect routines without unduly alarming children.

B-1q. Staff conduct smooth and unregimented transitions between activities. Transitions are planned as a vehicle for learning.

- Children are given advanced notice to prepare them for transitions ahead of time.
- Children are not always required to move as a group from one activity to another.
- The new activity is prepared before the transition from the completed activity to avoid prolonged waiting.
- Children plan and participate in the change of activity, have time to adjust to change from the school day to the program.

## **B-2. Curriculum - Infants and Young Toddlers:**

B-2a. Developmentally appropriate, high quality materials and equipment are available for infants and young toddlers.

- Infants' and young toddlers' toys are large enough to prevent swallowing or choking.
- Simple, lightweight, open-ended, easily washable toys such as containers, balls, pop-beads, nesting cups, blocks.
- Materials to explore with all of the senses, including:
  - Rattles, squeak toys, action/reaction toys.
  - Soft cuddle toys.
  - Toys to mouth such as teething rings.
- Sturdy board books that reflect a theme that appeals to infants such as everyday objects, animals, foods, and plants.
- Pictures of family members and real objects.
- Low- mounted safety mirrors for self discovery.
- Furnishings or equipment are not used that restrict children's movement or impede their physical development (e.g., exer-saucers, bouncy chairs, swings, *Bumbos*).

B-2b. Teachers provide opportunities and time for infants and young toddlers to select their own activities during the day. Children may choose from several activities that the teacher has planned or they initiate. Teachers scaffold activities in which the children initiate or show interest. The following are provided:

- Objects and materials for free exploration that promote mastery of their bodies and discovery.
- Opportunities to develop fine motor coordination, movement, balance, and hand-eye coordination.
- Sensory experiences are integrated throughout the day.
- Several alternative activities are available to provide choices for children.

B-2c. For infants and toddlers, routines are used as a time for pleasant interaction and learning.

- Routines such as diapering eating, dressing, and sleeping or resting are handled in a relaxed, reassuring, and individualized manner based on developmental needs.
- Teachers plan with families to make toileting, feeding, and the development of other self-regulation skills a positive experience for infants and young toddlers.

### **B-3. Curriculum – Older Toddlers**

B-3a. Developmentally appropriate, high quality materials and equipment are available for older toddlers.

- All materials are large enough to prevent swallowing or choking.
- Materials to move and move with.
- Small buckets and baskets to fill and dump.
- Manipulatives such as stacking toys, large wooden spools/beads/cubes, pounding bench, simple puzzles.
- Unit blocks, mini hollow blocks and accessories.
- Sturdy picture books with a simple text that uses imaginative language. The text can be melodic with a simple rhyme.
- Music incorporating simple verse and rhyme. (develop this)
- Toys for pretending such as play telephone, dolls, simple dress-up clothes such as caps and scarves.
- Large paper and simple drawing tools
- Sturdy furniture to hold on to while walking.
- Low-mounted safety mirrors for self discovery.
- A safe, accessible movement area. A place to run, climb, rock. Low-wheeled riding toys to move around the room on.
- Sand and water area equipped to touch, squeeze, fill, and empty containers.

B-3b. Teachers provide materials and time for toddlers to select their own activities during the day. Toddlers may choose from among several activities that the teacher has planned or the toddlers initiate.

- Toddlers have objects and materials for free choice.
- Several alternative activities are available for children's choice.
- Sensory experiences are integrated throughout the day.
- The daily routine focuses on individualized and spontaneous activities rather than structured groups.
- Teachers respect the child's right not to participate in some activities.
- Teachers scaffold activities that children initiate or in which children show interest.

#### **B-4. Curriculum – Preschoolers:**

- B-4a. Developmentally appropriate, high quality materials and equipment are available for preschoolers.
- Open-ended materials are available in every activity area.
  - Active play equipment for climbing and balancing.
  - Unit blocks, hollow blocks, and accessories (e.g., vehicles, people, animals).
  - Puzzles, manipulative toys.
  - A variety of reading materials including books, magazines, audio recordings/tapes.
  - Music and instruments.
  - Accessible art materials such as finger and tempera paints, crayons, markers, chalk, safe scissors, glue, tape, and recycled materials.
  - Accessible and well stocked easel or equivalent.
  - Writing tools, varieties of paper and small blank books.
  - Science exploration (magnifying glasses, color paddles, discovery tubes, natural collections.)
  - Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, puppets.
  - Equipment and materials for active exploration of a variety of sensory experiences such as sand and water tables.
- B-4b. Teachers provide materials and time for children to select their own activities during the day. Children may choose from among several activities that the teacher has planned or the children initiate.
- Children have objects and materials for free choice.
  - Several alternative activities are available for children's choice.
  - Sensory experiences are integrated throughout the day.
  - Teachers respect the child's right not to participate in teacher-initiated activities.
  - Teachers scaffold activities that children initiate or in which they demonstrate interest.
- B-4c. Digital technology and media may only be used in the context of support for creativity and learning, focusing on the child's initiative and creativity. As example, teachers may:
- Capture photos of block building or art work that children have created; capture dramatic play to replay for the children.
  - Record children's stories about their drawings or their play; make audio or video files to document their progress.
  - Explore digital story telling with children. Co-create digital books with photos of the children's play or work; attach audio files with the child as the narrator.
  - Search with children digital files for photos of people, places, animals, or objects that the children have expressed interest in
  - Provide access to photographs and experiences children may not otherwise encounter.
- B-4c. Quiet activities are provided for children who are early risers or who do not nap in a designated, adequately furnished, and lit area, off their cots.

#### **C. PERSONNEL**

##### **STAFF COMMUNICATION**



- C-1. With the goal of supporting the mission and philosophy of the program of care and education for children, teachers, and administrative staff, work as a cohesive team that fosters mutual trust, respect, collaboration, and professionalism.
- All staff communicate with each other effectively to ensure smooth operations by using appropriate skills, services and resources.
  - Classroom teachers work collaboratively on resource sharing, and problem solving.
  - All staff interactions reflect an understanding of cultural values and individual differences.
  - All staff members seek out and acknowledge each others' ideas and opinions.
  - All staff give positive recognition to each others' skills and accomplishments.
  - All staff provide appropriate support for each other in dealing with the stress of the job and the demands of balancing personal and professional commitments.
  - All staff maintains confidentiality of staff, child and family- related information. Information is shared in a professional manner only between those staff who need to know,
  - The sharing of sensitive child information between staff occurs apart from children.
- C-2. Teachers relay information about the specific developmental needs, goals, and interests of individual children to any substitute teacher that comes into the classroom based on the consistent approach used by the center.
- C-3. Curriculum plans are completed and made available in a timely manner to any substitute teacher working in the classroom.
- C-4. Teachers work together with their supervisors to use the results of child and classroom evaluations to identify their specific professional development needs.

### **STAFFING PATTERNS**

- C-5. Teacher-child ratios are maintained at and beyond minimal staffing requirements to support the level of individual attention children require within a specific classroom.
- C-6. Primary care groupings are established for all children. This system assures that every child has a teacher with a special focus on his or her developmental needs and every parent has a primary contact regarding his/her child. The teacher focuses on advocacy for the child, specific ways to nurture the child's development, planning based on concrete observation, and communication about the specific child as part of the whole group.
- C-7. Teachers are given advance notice when any staff scheduling changes are being planned and are asked for input. These changes must provide for the needs of children as well as teachers. For example, specific support for transition times, planned activities, higher needs children, and break times for the teachers.
- C-8. Teachers utilize their paid weekly planning time away from responsibility for children. Time is provided for the classroom team to plan together as well as individual options for each teacher.

## **D. TEACHER AND FAMILY RELATIONSHIPS**

- D-1. Teachers use a variety of formal and informal strategies to become acquainted with and learn from families about their family structure, child rearing practices, and information they wish to share about socio-economic, linguistic, racial, religious, and cultural backgrounds.
  - D-1a. Knowledge gained about families and children is used to help meet the children's day-to-day needs and to inform program design and teaching practices.
  - D-1b. Staff show acceptance of various family and cultural perspectives.
  - D-1c. When parenting beliefs and techniques differ from best practice knowledge, teachers look for opportunities to dialogue with families about those differences and to clarify required practices (e.g., state regulations, accreditation standards).
  - D-1d. Family members are treated with respect, and made to feel welcome and comfortable.
- D-2. Teachers provide parents with information that will help them and their child become acquainted with staff and the classroom.
  - D-2a. Parents are encouraged to participate in pre-enrollment visits to their child's classroom.
  - D-2b. Teachers provide biographical information that helps familiarize the parents with their expertise and interests.
  - D-2c. Teachers provide parents with a written statement of philosophy and goals developed for the classroom.
  - D-2d. Teachers provide parents with a written program description and other materials (e.g. daily schedule, sample menus, activity guidelines, staffing schedule) specific to the classroom. Program materials and related resources are available in English and the range of home languages spoken in the classroom community.
- D-3. Communication between teachers and families conveys trust and respect.
  - D-3a. Teachers strive to establish positive rapport and goodwill with every parent.
  - D-3b. Teachers recognize the family strengths and their positive impact on the child.
  - D-3c. Teachers establish systems to communicate with parents about daily classroom happenings. This may include notes, emails, phone calls, newsletters, work samples, message boards, and information sheets.
  - D-3d. Each classroom maintains daily contact with parents. This includes greeting parents by name and information sharing at the beginning and at the end of the day. When primary teachers are not present at the end of a child's day, a system is established and consistently utilized to ensure that information is passed on to his/her families.
  - D-3e. Staff speak of children and families respectfully and with discretion during the course of the day.

- D-3f. Discussions of priorities and concerns between families and staff about their specific children are held in private exhibiting sensitivity and support.
- D-3g. Staff show sensitivity to families who are experiencing difficulties. Staff check-in with parents regularly and ask what supports may be helpful and work with the program administration to share appropriate community resources to assist in meeting the needs of children and families.
- D-3h. When staff and parents discuss a child in his or her presence, the child is included in the conversation.
- D-3i. Teacher changes, classroom transitions, special programs, and other changes that impact children are discussed with families before decisions are made and before changes are implemented.
- D-3j. When preparing to transition a child from one classroom to another, the teachers from both classrooms meet with the parents to discuss this change and develop a gradual transition plan.
- D-3k. Staff seek parents' specific ideas for dealing with the child's individual needs.
- D-3l. Teachers take a professional approach as they work with the child's parents to establish goals and strategies to address pervasive challenging behaviors.
- D-4. When a teacher suspects that a child has a developmental delay or other special need, this possibility is communicated to the family in a sensitive, supportive, and confidential manner.
  - D-4a. The teacher will be expected to provide documentation and explanation regarding the identified need.
  - D-4b. The teacher and parents will discuss next steps and an agreed upon plan of action.
  - D-4c. Referrals to community based child and family support services will be offered to the family.
  - D-4d. Planned ongoing communication will be established with specific check-in points.
- D-5. For infants and young toddlers (under the age of two years), teachers shall document changes in care routines and development every three months through discussion with the parents.
  - D-5a. Toilet training is planned in cooperation with the parent so that a child's toilet routine is consistent between the center and home, except that no routine attempts may be made to toilet train a child under 18 months of age.
  - D-5b. Sleep routines are discussed including practices such as swaddling.
- D-6. Every classroom has developed a primary- care grouping system. This provides all parents with a primary contact regarding their child.

- D-7 Parents receive notification of any injury sustained by their child. Immediate notification is given for any head injury. Written documentation is also completed by the teacher and signed by the center administrator and child's parent.
- D-8. Formal parent-teacher conferences are held at least twice each year to talk about the child's growth and development and set specific goals for the child that will be tracked by the teacher and parents.
- Parents are given the opportunity to provide specific information regarding their satisfaction with care, concerns they may have, and ways they would like to become involved in their child's classroom.
- D-9. Teachers plan opportunities for parents to network. Teachers plan parent meetings and family events specific to their classroom.

## **E. PHYSICAL ENVIRONMENT**

- E-1. Consideration is given to the aesthetics of the space for children to create a warm, comfortable, inviting environment.
- The environment includes soft and comforting elements such as rugs, textured fabric, cushions, love seats/couches, or rocking chairs.
  - There are comfortable places both in the classroom and outside for adults and children to sit together,(e.g., futon, rocking chair, glider, couch, picnic table.).
  - Wall displays reflect children's interests and work and are well maintained and changed to attract interest. Photographs of staff, children and family members are respectfully displayed (at children's eye level) in the classroom.
  - Natural elements such as fish, plants, shells, rocks, large stones, woven baskets, and wooden containers are encouraged,
  - Natural light sources are part of the classroom environment.
  - Small individual private areas that are comfortable and inviting are available indoors and outdoors for children who seek solitude. These areas are easily monitored by sight and sound.
- E-2. The classroom environment is designed to minimize excessive noise.
- Sound-absorbing materials are used to cut down on excessive noise.
  - Recorded music is only used for a specific purpose such as group time experiences and nap time background music.
- E-3. The indoor and outdoor play spaces are designed to meet the needs of the children served.
- The indoor and outdoor play spaces are attractive, clean and safe. These spaces are welcoming and accessible to children and adults with disabilities.
  - Program staff has access to the designated space in sufficient time to prepare the environment before children arrive.
  - The classroom space is arranged so that children can work individually, in pairs, together in small groups, or in a large group.
  - There is ample space both in the classroom and outside that allows children and adults to move around freely.

- There are clear pathways for children to move from one area to another without disturbing activities.
  - Floors and table tops are covered to permit children to freely explore art and sensory materials
- E-4. The classroom environment and indoor spaces are designed so staff can supervise children by sight and sound at all times.
- E-5. Age-appropriate materials and equipment of sufficient quantity, variety, and durability are readily accessible to children.
- A sufficient quantity of materials and equipment is provided to avoid problems with sharing or waiting.
  - Materials are durable and in good repair.
  - Extra materials are accessible to staff to add variety to and extend usual activities.
  - Materials are rotated and adapted to maintain children's interest.
  - Materials not intended for children are stored out of children's sight.
  - Materials are displayed and stored close to where they are to be used (e.g., table near art supplies; empty floor space near block storage).
  - Materials are organized consistently on low, open shelves to encourage independent use by children. Methods of display enable children to complete the find-use-return cycle for toys and materials. For example:
    - Shelves and containers are marked with pictures and/or words.
    - Shelves are uncluttered; when a child removes an item, s/he can see where to replace it.
    - Small items belonging together are contained in labeled bins or boxes.
    - Books are displayed individually.
    - Materials are always stored in the same place.
    - Pegs are supplied for hanging smocks and dramatic play items.
- E-6. Child-accessible space is provided for children to store their personal belongings.
- E-7. When children are seated at tables, chairs must be at a seating height that allows the child to sit with his or her feet on the floor (for each child over the age of one year); tables at a height that allows a child to sit comfortably with the table between underarm and waist.
- E-8. Outdoor areas support developmentally appropriate physical and discovery experiences. This space is attractive, clean and safe.
- The space includes a variety of surfaces such as hard areas for wheel toys and ball play including grass, sand and soil, hills, flat sections.
  - A range of experiences are supported including: group and individual play, running, crawling, climbing, balancing, pretending, digging, exploring nature, and riding.
- E-9. There is enough usable outdoor space for play for each age group (i.e., specific age groups use different areas or are scheduled at different times).
- Active play spaces are planned and arranged so that the safe movement of all children and adults is assured (e.g., running and ball playing are out of the way of slower-moving activities).

### **Physical Environment: Classroom and Outside Play Space – Infants and Toddlers**

- E-10. The space for infants and young toddlers is arranged to facilitate safe exploration and movement.
- Non-walkers are provided open space for crawling/toddling and protected space for play.
  - Non-mobile and mobile infants are carefully monitored to assure safe use of any shared space.
  - Safe sturdy equipment, furnishings and materials are provided for infants and young toddlers that support the child’s ability to learn through whole body movement (e.g., allowing for rolling over, sitting, creeping, crawling, pulling upright, walking around, cruising between, and climbing in and on).
  - The program excludes furnishings that restrain and restrict infants and young toddlers.
  - There are easily accessible places to hang or store *additional* clothing, diapers wipes, blankets and security objects.

### **Physical Environment: Indoor and Outside Play Space –Older Toddlers - Kindergarteners**

- E-11. The room is arranged into well-defined activity areas that offer a range of learning experiences. Areas include:
- Blocks and construction
  - Dramatic play
  - Art
  - Sensory
  - Quiet area for fine motor and math manipulatives
  - Comfortable reading area (not just a book shelf)
  - Science/discovery
- E-12 The space accommodates large motor experiences such as movement, music, dance and other physical activity.

### **Physical Environment: Staff**

- E-13. Classrooms and staff rooms are comfortable, well-organized, and in good repair. Teachers have access to the necessary equipment and resources to do their jobs. Teachers have dedicated adult space in the classroom such as a counter or small work table along with some storage space not directly accessible to children.
- E-14. The environment includes a place for adults to take a break or work away from children, an adult-sized bathroom, a secure place for staff to store their personal belongings, and an area for planning or preparing materials that is separated from the children's areas.

## **F. HEALTH AND SAFETY**

- F-1. Children are under developmentally appropriate adult supervision at all times.
- Infants and toddlers are never left unattended.

- All children under age 8 years are closely monitored by sight and sound without exclusively relying on monitoring devices.
  - In semi private areas, it is always possible for both children and adults to be observed by an adult from outside the area (e.g., tents, lofts, bathrooms, storage closets, nap areas, any other enclosed spaces where children and adults are together).
  - There is specific accounting for children's whereabouts at regular intervals, especially during transitions.
- F-2. Teachers follow all safety policies and procedures when taking children on trips away from the building.
- Parents receive written advance notification of all planned trips.
  - Teachers preplan all trips and receive administrative approval.
  - A system is in place for notification of parents whenever the group is out of the room.
  - Adequate staff is present to assure proper supervision. (A minimum of two staff at all times.)
  - Child tracking procedures are developed for all trips.
  - Emergency contact information, first-aid supplies, necessary medical supplies and a working cell phone are carried by staff.
  - Plans are followed regarding handling of any medications and first aid.
  - Teachers receive training in how to handle injuries, emergencies and other incidents.
- F-3. Children are dressed appropriately for activities. A change of clothing is available. In full-day programs, a change of clothes should be available for each child, while in half-day programs only some extra clothing need be available.
- Center-provided clothing is kept on hand in every classroom.
  - Protective clothing such as smocks and extra necessary outer-wear is kept on hand.
- F-4. As children use the facility, staff and children keep areas reasonably clean.
- Tables are washed and sanitized using a proper two-step process of cleaning and disinfecting.
  - Sanitizing solutions are kept in contact with the surface for enough time for the chemical to reduce the population of germs. Solution of 1 tablespoon of bleach to 1 quart of water requires 2 minutes of contact time. Follow specific directions for all other approved sanitizers and disinfectant solutions.
  - Floors are swept after meals and throughout the day as needed.
  - Toys and equipment are picked up at appropriate times supporting active play.
  - In infant and young toddler classrooms, anyone entering the classroom is required to remove their outdoor shoes or wear protective shoe covers.
- F-5. In all classrooms separate sinks with running water are available for hand washing, food preparation and drinking water.
- Multiple classroom sinks are labeled for use. Hand washing procedures are posted for both children and adults next to the appropriate sinks.
  - In classrooms with one sink, an acceptable plan must be developed to meet this requirement.
  - All children over six months of age have free access to drinking water throughout the day.

- F-6. Staff, volunteers, classroom visitors, and children wash their hands with liquid soap and water at appropriate times following proper hand washing procedures:
- Wash with liquid soap and warm, running water for at least 20 seconds.
  - Use single use or disposable towels.
  - Avoid recontamination from faucets by turning off faucets with a disposable towel.
  - Staff assists infants and toddlers with face and hand washing as needed.
  - Staff members educate children concerning hand washing procedures listed above.
- F7. Adults wash their hands:
- Upon arrival in the room.
  - Before preparing or serving food.
  - Before feeding children.
  - Before diapering, even when using gloves.
  - After diapering or assisting children with toileting or nose wiping.
  - After handling pets or animals.
  - After contact with any potentially infectious materials including bodily fluids including when gloves are used.
  - After their own toileting or nose wiping
- F-8. Children wash their hands or assisted as needed at the following times:
- As they enter the classroom.
  - After toileting.
  - After nose wiping.
  - Before and after water play.
  - Before and after participating in snacks and meals.
  - Before and after participating in food preparation activities.
- F-9. Toilets and hand washing facilities are easily accessible to children. Facilities are either child-sized or made accessible by non-slip stool or steps.
- F-10. Toileting areas are sanitary.
- Potty chair receptacles are emptied, rinsed, and disinfected immediately after each use with a chlorine bleach solution of 1 tablespoon of bleach to 1 quart of water, mixed fresh daily.
  - Changing tables are restricted to diapering.
- F-11. In classrooms where children are diapered safe and sanitary diapering procedures are followed:
- A sink with running water of comfortable temperature is in the room and is no more than arms length from the diapering area.
  - Signs are posted reminding staff of proper diapering procedures.
  - All materials needed to properly diaper children are easily accessible to the diaper changing table. Materials should be removed from their containers before placing on the diapering surface.
  - All materials needed to clean and sanitize the diapering surface are easily accessible to the diapering area.
  - As clothing is removed, it is moved out of the direct diapering area.



- When disposable gloves are used they are removed after the soiled diaper and wipes are placed in the hands-free refuse container.
- Caregiver and child's hands are wiped clean before putting on a clean diaper and clothing.
- Soiled diapers are disposed of or held for laundry in closed containers out of reach of children. Containers are foot operated and designed to minimize odors.
- Changing table is fitted with a comfortable surface that is disinfected after each use. The surface must be cleaned and disinfected after every use even when an individual paper covering is used.

F-12. For infants under one year of age, the current SIDS protocol is known and followed.

F-13. The building, outdoor play areas, and all equipment are maintained in a safe, clean condition and in good repair. Staff need to monitor and report any safety hazards including:

- No sharp edges, splinters, protruding or rusty nails, or missing parts.
- There are no pinch, crush, or shear points on or under the equipment.
- Glass and other trash is removed from children's play areas.
- This space is protected by fences or natural barriers from access to streets. Where hazards are nearby (e.g., parking lots), there is a permanent enclosure 4' or higher.
- Groundcover meets or exceeds safety standards.
- Outdoor sandboxes are covered when not in use.
- Outdoor sandboxes are cleaned of foreign materials on a regular basis.
- The water play table is cleaned and sanitized with a bleach solution daily when in use.
- Tables, counter tops, and other surfaces are cleaned frequently during the day.
- The furniture and floors are cleaned promptly after messy activities (including meals).
- Equipment is not a potential source of entrapment.
- Floor coverings are attached to the floor or backed with non-slip materials

F-14. Areas used by children are well-lighted and ventilated and kept at a comfortable temperature.

- Materials likely to cause odors (e.g., food, diapers) are disposed of regularly to avoid unpleasant smells.
- Shades, curtains, or other window coverings are available to dim the nap area.
- Whenever the room is darkened, adequate lighting is still provided to ensure visibility for supervision.

F-15. Written emergency-evacuation procedures are posted in conspicuous places near classroom exits.

## **G. NUTRITION AND FOOD SERVICE**

G-1. Meals and snack times are pleasant social and learning experiences for children, while respecting families' cultural preferences. Foods indicative of children's cultural backgrounds are served periodically.

- Mealtimes promote good nutrition habits.
- At least one adult sits with children during meals to provide a good role model and encourage conversation.
- Eating utensils are suitable for the size and development levels of the children.

- Meals and snacks are available and served at flexible intervals but no child may go without nourishment for more than 3 hours.
- Additional servings of nutritious foods are available to satisfy children's hunger.
- Clean, sanitary drinking water is offered to children throughout the day. (Infants who are fed only human milk do not need to be offered water.)

G-2. Menus reflect U.S. Department of Agriculture Child and Adult Care Food Program minimum meal requirements.

- Posted menus are checked for daily accuracy clearly noting any substitutions. Menus are readily available to all parents.

G-3. Classroom staff should be made aware of any special dietary needs including allergies, Sensitivities, and family food preferences.

- Childrens' allergies and other food restrictions are well documented and taken into consideration in food preparation and service.
- Food brought by families to share with the group comes in original packaging (for purchased items), or includes an ingredient list (if home-made).

G-4. **Nutrition and Food Service – Infants and Young Toddlers:**

G-4a. Infants are held in an inclined position while bottle fed so social interaction can occur. When feeding multiple children, teachers hold at least one child and maintain attention and close contact with others being fed.

G-4b. Teaching staff who are familiar with the infant feed him or her whenever the infant seems hungry. Feeding is not used in lieu of other forms of comfort.

G-4c. Breast milk or iron fortified formula is given to infants of the program. Individual infant bottles are clearly labeled. Proper procedures are carefully followed for storing, serving and heating formula and breast milk.

G-4d. Foods are introduced in coordination with families' plans. If the program provides food to infants, then the program staff work with families (who are informed by their child's health care provider) to ensure that the food is based on the infants' individual nutritional needs and developmental stage.

G-4e. Program staff provides families with a daily record of the type and quantity of formula, breast milk and food a child consumes.

G-5. **Nutrition and Food Service –Older Toddlers- Preschoolers:**

G-5a. Mealtimes promote children's self-help skills and developing independence.

- Food is served family style.
- Food is presented in serving containers with serving and eating utensils designed to match the developmental levels of the children.
- Teachers facilitate and encourage children's growing abilities to serve and feed themselves, and assist with clean-up

## **SECTION IV: PROGRAM STANDARDS FOR CITY OF MADISON ACCREDITATION: School Age**

### **A. INTERACTIONS AMONG STAFF AND CHILDREN**

- A-1. Staff create an emotionally supportive and nurturing environment, which is inclusive of the cultures, home languages, family structure, and developmental abilities of all children in the classroom. All adults who come into contact with children will be expected to follow these standards.
- When substitute teaching staff are present in the program their role is clear and permanent staff provide them with appropriate guidance and supervision to assure the expectations for children and planned teaching support strategies are consistent.
  - Volunteers only work with children under the direct supervision of qualified permanent staff and may not take a role in physical care and or discipline of children. Volunteers are never left alone with children.
- A-1a. Staff foster children’s emotional well-being by demonstrating respect for all children and creating a positive emotional climate that counters all potential bias and discrimination.
- A-1b. Staff express warmth. They are consistent and predictable in their physical and emotional care of the children.
- A-1c. Staff function as a secure base for children maintaining a physical presence within the program space.
- A-1d. Staff spend time observing children without interrupting an actively involved child.
- A-1e. Staff act intentionally understanding why they are doing what they are. They evaluate and change their responses based on their observation and assessment of children’s individual needs.
- A-1f. Staff interact frequently with children at eye level, speak in a friendly and courteous manner, and listen with attention and respect to build relationships with every child. All children are consistently called by their name.
- A-1g. Staff use strategies to communicate effectively and assist children in building relationships.
- Staff introduce children to a variety of communication techniques such as sign language, give and take conversations, and clear “I” statements to express feelings and wants, active listening and social problem solving.
- A-1h. Staff validate children’s actions and intentions using comments, descriptions, and statements. They provide images of children and adults with differing abilities, ethnic or cultural backgrounds.
- A-1i. Staff support children’s competent and self reliant exploration and use of program materials.
- A-1j. Staff support children’s appropriate expression of a full range of emotions (e.g., joy, pleasure, excitement, anger, frustration, sadness).

- Staff support children to address their own conflicts respectfully, working toward a successful resolution.
- A-1k. Staff establish an environment that is primarily marked by pleasant conversation, spontaneous laughter, and exclamations of excitement rather than harsh, stressful noise, or enforced quiet.
- A-1l. Staff create a social and emotional climate that supports positive child behavior.
- Staff understand the normal developmental sequence of impulse control and provide for the safety of all children.
  - Staff use affirmative rather than negative language in stating expectations of children.
  - Children’s mistakes are viewed in context and used as opportunities for learning.
  - Staff anticipate and take steps to prevent potential behavior problems, redirecting children to more acceptable behavior or activities in positive ways.
  - Staff apply logical or natural consequences in problem situations.
  - Staff refrain from the use of physical punishment or restraint, psychological abuse or coercion.
  - Staff refrain from the use of harsh discipline methods. Staff do not shame, embarrass, use threats (real or implied), sarcasm, or derogatory remarks and neither withhold nor threaten to withhold food or beverages as a form of discipline.
- A-1m. Staff assist children in setting clear, consistent, fair limits for behavior. Staff take steps to ensure that each child understands the limits that are set.
- Staff set basic health and safety limits.
  - Staff support children in developing their individual limit setting ability.
  - Staff engage children in social problem solving of group issues.
- A-1n. Staff encourage children’s development of independent functioning as appropriate. Staff foster the development of age appropriate self-help skills. These include obtaining and caring for program materials and personal belongings, wiping spills, personal hygiene, and other skills.

## **B. CURRICULUM**

- B-1a. A program philosophy, developed at the administrative level, is known to all staff and compliment the regular school day experience.
- B-1b. A developmentally appropriate educational framework/curriculum, consistent with the program’s philosophy, guides program design and decisions.
- B-1c. The curriculum guides staff to integrate content, concepts and activities that promote development across educational domains(e.g., social, emotional, physical, language and cognitive).
- B-1d. Staff provide a variety of developmentally appropriate activities and broad-based learning experiences with an environment and materials selected to engage children in active, meaningful learning.

- B-1e. Learning experiences are provided in the following areas to:
- Foster positive self-identity and sense of emotional well-being.
  - Develop personal skills such as self help, responsibility, self care.
  - Increase social skills and knowledge such as teamwork, conflict resolution, courtesy
  - Promote leadership such as encouraging children to share special interests, teach skills, lead games.
  - Promote cultural awareness and acceptance of diversity.
  - Encourage children to think, reason, question, and experiment (as used in mathematics, science, and social studies).
  - Encourage language (speaking, listening) and literacy development (reading, and writing skills).
  - Encourage creative expression, representation, and appreciation for the arts.
  - Enhance physical development and skills.
  - Promote an active and healthy lifestyle through nutrition and fitness.
  - Encourage and demonstrate sound health and safety practice.
- B-1f. Child and adult-initiated activities are designed to encourage choice and support children's curiosity, hands-on exploration, and investigation. Staff and children work together to plan and implement activities.
- B-1g. Staff use observations of individuals and the group to identify developmental skills, learning needs, and interests. Information gathered guides decisions about the selection of program materials and daily activity plans.
- B-1h. The program staff identify developmental challenges in children and work with families and school staff to support the child's needs. This may include input for an individualized education plan and consultation with outside resource specialists.
- B-1i. Developmentally appropriate materials and equipment are available in sufficient quantity to meet the developmental needs and interests of each group of children.
- Real and authentic materials are used.
  - A variety of natural and textured items are offered. (e.g., fabric, wood, metal).
  - A system is in place for accurate inventory of supplies and materials and for timely replenishment.
- B-1j. Staff provide materials that reflect the lives of the children and families served in the classroom as well as images that accurately reflect the diversity of society.
- Staff communicates with families to ensure that they are aware of materials that are important to the children at home.
  - Visual images depict differing ages, abilities, family structures and values, racial and cultural backgrounds.
- B-1k. If used, technology and interactive media enhances developmentally appropriate programming. Technology and media do not replace activities such as creative play, real-life exploration, physical activity, outdoor experiences, conversation, and social interactions.
- Technology and media should be used to support learning, not as an isolated activity.
  - Technology and media should expand children's access to new content.

- Assistive technologies are incorporated as appropriate for children with special needs and/or developmental delays.
  - The program provides equal access to available technologies for all children.
- B-1l. Staff use a variety of teaching strategies to scaffold children’s learning and development throughout the day.
- Stimulate children's thinking and extend their learning using verbal methods such as posing problems, asking questions, and making comments and suggestions.
  - Introduce children to new experiences, ideas, or challenges.
  - Coach and/or directly guide children in the acquisition of specific skills as needed, being careful to challenge, but not frustrate any child.
  - Staff give positive recognition to a child’s effort at a skill or task whether or not s/he is successful.
  - Current and relevant resources are used to facilitate and extend learning based on children’s interests (e.g., magazines, quality online resources, clubs).
- B-1m. The daily routine is consistent yet flexible and offers enough security, independence, and stimulation to meet the needs of all children. Staff respect the children’s right not to participate in some activities.
- B-1n. The daily routine includes the following:
- Significant opportunities for child choice.
  - Alternating periods of quiet and active play.
  - A balance of large muscle and small muscle activity.
  - A limited amount of time spent in staff-initiated, large group activity respecting children’s interest and developmental levels.
  - More than one option for group activity.
  - Daily outdoor play except in inclement weather.
- B-1o. The daily schedule is clear to children, families and visitors.
- B-1p. Routine tasks are incorporated into the program as a means of furthering children's learning, self-help, and social skills.
- B-1q. Staff are flexible enough to change planned or routine activities according to the needs or interests of children and/or to cope with changes in weather or other situations that affect routines without unduly alarming children.
- B-1r. Staff conduct smooth and unregimented transitions between activities. Transitions are planned as a vehicle for learning.
- Children are given advanced notice to prepare them for transitions ahead of time.
  - Children are not always required to move as a group from one activity to another.
  - The new activity is prepared before the transition from the completed activity to avoid prolonged waiting.
  - Children plan and participate in the change of activity, have time to adjust to change from the school day to the program.

- B-1s. The program curriculum or educational framework addresses central aspects of child development.
- The activity plans are designed to encourage choice and support children’s curiosity, hands-on exploration, investigation and physical activity.
  - The curriculum provides a useful and flexible framework for daily program planning that includes developmentally and individually appropriate learning experiences for children.

## **C. PERSONNEL**

### **STAFF COMMUNICATION**

- C-1. With the goal of supporting the mission and philosophy of the program of care and education for children, staff work as a cohesive team that fosters mutual trust, respect, collaboration, and professionalism.
- Staff communicate with each other effectively to ensure smooth operations by using appropriate skills, services and resources.
  - Staff members seek out and acknowledge each others' ideas and opinions.
  - Staff gives positive recognition to each others' skills and accomplishments.
  - Staff interactions reflect an understanding of cultural values and individual differences.
  - Staff communicate any serious injuries to their supervisors.
  - Staff provide appropriate support for each other in dealing with the stress of the job and the demands of balancing personal and professional commitments.
  - Staff maintains confidentiality of staff, child and family- related information. Information is shared in a professional manner only between those staff who need to know.
  - The sharing of sensitive child information between staff occurs apart from children.
- C-2. Staff relay program information to any substitute teacher that comes into the program based on the consistent approach used by the program.
- Activity plans are completed and made available to any substitute staff prior to working in the program.
- C-3 Positive relationships and effective, regular communication between program staff, administration and host site administrators are encouraged and facilitated with the goal of supporting the well being of children.
- Staff seek family permission to speak with other agencies and school staff.

### **STAFFING PATTERNS**

- C-5. Staff-child ratios are consistently maintained at and beyond minimal staffing requirements to support the level of individual attention children require within a specific program.
- C-6. Staff-to-child ratios and group size are established to insure that authentic and caring relationships can be established and maintained.
- C-7. Staff are given advance notice when any long term and permanent staff scheduling changes are being planned and are asked for input. These changes must provide for the needs of children as well as staff. (e.g., specific support for transition times, planned activities, higher needs children, and break times for the staff.)

- C-8. Staff receive and utilize their paid weekly planning time away from responsibility for children. Time is provided for the team to plan together as well as individual options for each staff member.

## **D. STAFF AND FAMILY RELATIONSHIPS**

- D-1. Staff use a variety of formal and informal strategies to become acquainted with and learn from families about their family structure, parenting practices, and information they wish to share about socio-economic, linguistic, racial, religious, and cultural backgrounds.
- D-1a. Knowledge gained about families and children is used to help meet the children's day-to-day needs and to inform program design and teaching practices.
  - D-1b. Staff show acceptance of various family structures, interests, values, beliefs, and cultural systems, and encourage engagement and opportunities for involvement.
  - D-1c. When parenting beliefs and techniques differ from best practice knowledge, staff look for opportunities to dialogue with families about those differences, and to clarify required practices (e.g., state regulations, accreditation standards).
  - D-1d. Family members are treated with respect, and made to feel welcome and comfortable.
- D-2. Families are provided with information that will help them and their child become acquainted with staff and the program.
- D-2a. Families are encouraged to participate in pre-enrollment visits to their child's program.
  - D-2b. Staff provide information that helps familiarize the families with their expertise and interests.
  - D-2c. Staff provide parents with a written statement of philosophy and goals developed for the program.
  - D-2d. Staff provide families with a written program description and other materials (e.g., daily schedule, sample menus, activity guidelines, staffing schedule) specific to the program. Program materials and related resources are available and accommodations for translation of these resources are provided.
  - D-2e. Staff ensures open and on-going family to staff communication regarding the child's adjustment to the program, progress, accomplishments, specific needs, and difficulties at home and at the program.
- D-3. Communication between staff and families conveys trust and respect.
- D-3a. Staff strive to establish positive rapport and goodwill with every family. Steps are taken to make families feel welcome and comfortable.



- D-3b. Staff recognize the family strengths and their positive impact on the child.
- D-3c. Staff establish systems to communicate with families about daily program events, activities and children's preferences. This may include notes, email, phone calls, newsletters, work samples, message boards, and information sheets.
- D-3d. Each program maintains daily contact with families that includes greeting family members by name and information sharing at the beginning and at the end of the day. When primary staff are not present at the end of a child's day, a system is established and consistently utilized to ensure that information is passed on to the child's family.
- D-3e. Staff speak of children and families respectfully and with discretion during the course of the day. Discussions between families and staff about their specific children are held in private with sensitivity and support. (e.g., concerns, special needs, behaviors) When staff and parents discuss a child in his or her presence, the child is included in the conversation.
- D-3f. Staff show sensitivity to families who are experiencing difficulties. The agency administration seeks out and connects families with appropriate community resources to assist in meeting the needs of children and families.
- D-3g. Staff use arrival and departure times to share positive information and develop relationships with the families.
- D-3h. Staff and program changes that impact children are discussed with families before decisions are made and before changes are implemented.
- D-3i. Staff seek a family's input for working with their child's individual needs when at the program.
- D-3j. Staff take a professional approach as they work with the child's family to establish goals and strategies to address challenging behaviors.
- D-3k. Staff and families work together to communicate with the schools on homework, classroom projects, behaviors, special events, and family needs.
- D-4 Staff work in partnership with families and schools to develop consistent approaches and support strategies for children with suspected or identified special needs.
- Program staff obtain written permission from parents to speak with the school regarding children's special needs.
- D-5 Families receive notification of any injury sustained by their child. Immediate notification is given for any head or significant injury via a phone call. Written documentation is also completed by the staff and signed by the onsite supervisor and child's family member.
- D-6. Staff plan opportunities for families to network. Staff plan family meetings and events specific to their program.

## **E. PHYSICAL ENVIRONMENT**

- E-1. Consideration is given to the aesthetics of the space to create a warm, comfortable, and inviting environment that reflects the diversity of the children served.
- The environment includes elements such as rugs, fabric, cushions, pillows, and comfortable seating.
  - Natural elements such as plants, shells, rocks, large stones, woven baskets, wooden containers.
  - The environment showcases individual children's work and children are free to personalize the space for their purpose.
  - Small individual private areas that are comfortable and inviting are available indoors and outdoors for children who seek solitude. These areas are easily monitored by sight and sound.
- E-2. The program takes steps whenever possible to minimize excessive noise.
- E-3. The indoor and outdoor play spaces are intentionally planned to meet the needs of the children served and to provide rich and varied experiences.
- The indoor and outdoor play spaces are attractive, clean, and safe. These spaces are welcoming and accessible to children and adults with disabilities.
  - Program staff has access to the designated space in sufficient time to prepare the environment before children arrive.
  - The program space is arranged so that children can work individually, in pairs, together in small groups, or in a large group.
  - The space is arranged in distinct interest areas for dramatic play, blocks and construction, large motor, quiet activities (e.g., games, puzzles, manipulative toys, books) and art.
  - Program space reflects children's participation in planning the environment.
  - There is ample space both in the program and outside that allows children and adults to move around freely.
  - Active play spaces are planned and arranged so that the safe movement of all children and adults is assured (e.g., running and ball playing are out of the way of slower-moving activities).
  - There are clear pathways for children to move from one area to another without disturbing activities.
  - Floors and table tops are covered to permit children to freely explore art and sensory materials
- E-4. The program environment and indoor spaces are designed so staff can supervise children by sight and sound at all times.
- In semi-private areas, it is always possible for both children and adults to be observed by an adult from outside the area.
- E-5. Age-appropriate materials and equipment of sufficient quantity, variety, and durability are readily accessible to children and are selected to support the goals of the program.
- A sufficient quantity of quality materials and equipment is provided in each interest area to avoid problems with sharing or waiting.
  - Materials are durable and in good repair.
  - Extra materials are accessible to staff to add variety to and extend usual activities.
  - Materials are rotated and adapted to maintain children's interest.
  - Materials not intended for children are stored out of children's sight.

- Materials are displayed and stored close to where they are to be used (e.g., table near art supplies, empty floor space near block storage).
- Materials are organized consistently on low, open shelves to encourage independent use by children. Methods of display enable children to complete the find-use-return cycle for toys and materials. For example:
  - Shelves and containers are marked with pictures and/or words.
  - Shelves are uncluttered so when a child removes an item, s/he can see where to replace it. Excess materials are appropriately stored.
  - Books are displayed individually.

E-6. Child-accessible space is provided for children to store their personal belongings.

E-7. When children are seated at tables, chairs must be at a seating height that allows the child to sit with his or her feet comfortably on the floor

E-8 Outdoor areas include a variety of surfaces and support for developmentally appropriate physical and discovery experiences. This space is attractive, clean, and safe.

- The space provides a balance of shade and sun. Areas of this space provide protection from the sun.
- The space includes a variety of surfaces such as pavement, grass, sand and soil, hills, flat sections.
- Additional active play materials are provided by the program daily.

### **Physical Environment: Staff**

E-9. The work environment for staff is well-organized, and in good repair. Staff have access to the necessary equipment, resources, and space for planning, preparing materials, and staff communications.

E-10. Staff have access to adequate, convenient, and secure storage to place their personal belongings.

## **F. HEALTH AND SAFETY**

F-1. Children are under developmentally appropriate adult supervision at all times. The program follows approved group to staff ratios according to children's abilities, ages and needs.

- All children under age 8 years are closely monitored by sight and sound.
- Children 8 years and older may not be in sight, but staff know where children are and what they are doing.
- There is specific accounting for children's whereabouts at regular intervals, especially during transitions.
- Children, with written permission, may participate in activities in other parts of the building. A consistent monitoring system is in place to track when the children are out of the program space.
- The program implements a clearly outlined set of arrival, dismissal and pick up procedures and tracks children's movements from one location to another within the program.
- In semi private areas, it is always possible for both children and adults to be observed by an adult from outside the area (e.g., tents, bathroom, storage closets, enclosed spaces).

- F-2. Staff follow all safety policies and procedures when taking children on trips away from the building.
- Families receive written advance notification of all planned trips.
  - Staff preplan all trips and receive administrative approval.
  - A system is in place for notification of families whenever the group is out of the room.
  - Adequate staff is present to assure proper supervision on all trips. A minimum of two staff are needed at all times.
  - Child tracking procedures are developed and used for all trips.
  - Emergency contact information, first-aid supplies, necessary medical supplies, and a working cell phone are carried by staff.
  - Plans are followed regarding handling of any medications and first aid.
  - Staff are trained in how to handle injuries, emergencies, and other incidents.
- F-3. Children are dressed appropriately for both indoor and outdoor activities. Center-provided clothing is kept on hand in the program space.
- Protective clothing such as smocks and extra necessary outer-wear is kept on hand.
- F-4. As children use the facility, staff and children keep areas reasonably clean.
- Tables are washed and sanitized using a proper two-step process of cleaning and disinfecting.
  - Sanitizing solutions are kept in contact with the surface for enough time for the chemical to reduce the population of germs. Solution of 1 tablespoon of bleach to 1 quart of water requires 2 minutes of contact time. Follow specific directions for all other approved sanitizers and disinfectant solutions.
  - Floors are swept after meals and messy activities as needed.
  - Toys and equipment are picked up at appropriate times supporting active play.
- F-5. Staff, volunteers, program visitors, and children wash their hands with liquid soap and water at appropriate times following proper hand washing procedures:
- Wash with liquid soap and warm, running water for at least 20 seconds.
  - Use single use or disposable towels.
  - Avoid recontamination from faucets by turning off faucets with a disposable towel.
  - Children are educated by staff members concerning hand washing procedures, specifically use of running water, soap, rubbing, and single use or disposable towels.
- F-6. Adults wash their hands at all appropriate times:
- Upon arrival in the room.
  - Before preparing or serving food.
  - After contact with any potentially infectious materials including bodily fluids including when gloves are used.
  - After their own toileting or nose wiping.
- F-8. Children wash their hands at all appropriate times:
- After toileting.
  - After nose wiping.
  - Before and after participating in snacks and meals.
  - Before and after participating in food preparation activities.

- F-9. The building, outdoor play areas, and all equipment are monitored to maintain a safe, clean condition and good repair. Staff report any safety concerns to the appropriate school personnel.
- Hazards are addressed in a timely manner working to eliminate sharp edges, splinters, protruding or rusty nails, or missing parts, etc.
  - There are no pinch, crush, or shear points on or under the equipment.
  - Glass, trash is removed from children's play areas.
  - This space is protected by fences or natural barriers from access to streets. Where hazards are nearby (parking lots), there is a permanent enclosure 4' or higher.
  - Groundcover meets or exceeds safety standards.
  - Tables, counter tops, and other surfaces are cleaned frequently.
  - The furniture and floors are cleaned promptly after messy activities (including meals).
- F-10. Areas used by children are well-lighted and ventilated and kept at a comfortable temperature.
- F-11. Written emergency-evacuation procedures are visibly posted for staff in a designated, conspicuous place:
- Emergency numbers (school contacts, agency numbers, 911, CPS, Poison Control).
  - Licensing Fire, Safety, and Emergency checklist.
- F-12. All chemicals and potentially dangerous products such as cleaning supplies are stored in original labeled containers in locked cabinets inaccessible to children (does not apply to diluted bleach solution which must be inaccessible, but not locked). Medications are maintained in appropriate secured storage and dispensed as prescribed by a physician with written parental authorization.

## **G. NUTRITION AND FOOD SERVICE**

- G-1. Meals and snack times are pleasant social and learning experiences for children while respecting families' cultural preferences. Foods indicative of children's cultural backgrounds are served periodically.
- Mealtimes promote good nutrition habits.
  - Children and adults sit and eat together for meals and snacks. Staff provides a good role model and encourage conversation.
  - Children are encouraged to serve and feed themselves and assist with clean up.
  - Food is presented in appropriate serving containers and utensils to meet the developmental levels of the children.
  - Food is served at flexible intervals but no child may go without nourishment for more than 3 hours.
  - Additional servings of nutritious foods are available to satisfy children's hunger.
  - Clean, sanitary drinking water is readily available at all times.
  - Children's allergies and other food restrictions are well documented and taken into consideration in food preparation and service.
  - Food brought by families to share with the group comes in original packaging (for purchased items) or includes an ingredient list (if home-made).
- G-2. Menus reflect U.S. Department of Agriculture Child and Adult Care Food Program minimum meal requirements.
- Posted menus are checked for daily accuracy, clearly noting any substitutions. Menus are readily available to all parents.