Program Portfolio Tool   NAEYC Site Visit

Program ID#: _____ Visit Date: _____

Assessor ID#: _____ Assessor Last Name: _____

Time of PP Review   Start Time: _____ End Time: _____

Reliability Check ☐ Yes ☐ No

Standard 1 – Relationships

1.B - Building Positive Relationships between Teachers and Children

32   1.B.09   ITPKS

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

☐ Yes
☐ No

Examples of physical punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.
Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection.
Examples of coercion: Rough handling (shoving, pulling, pushing, grasping any body part); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).

33   1.B.09   ITPKS

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

☐ Yes
☐ No

Standard 2 – Curriculum

2.A - Curriculum: Essential Characteristics

124   2.A.04   ITPKS

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

☐ Yes
☐ No

Written curriculum/curriculum framework: Includes the goals for the knowledge and skills to be acquired by children and the plans for learning experiences through which such knowledge and skills will be achieved.

125   2.A.04   ITPKS

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

☐ Yes
☐ No

Written curriculum/curriculum framework: Includes the goals for the knowledge and skills to be acquired by children and the plans for learning experiences through which such knowledge and skills will be achieved.

127   2.A.06   ITPKS

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

☐ Yes
☐ No

Written curriculum/curriculum framework: Includes the goals for the knowledge and skills to be acquired by children and the plans for learning experiences through which such knowledge and skills will be achieved.

2.D - Areas of Development: Language Development

209	2.D.01	ITPKS

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

☐Yes
☐No

Examples of family language preferences: Preferred family terminology for body parts, bodily functions, or familial relationships.

210	2.D.01	ITPKS

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

☐Yes
☐No

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.
Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.

Standard 3 – Teaching
3.B - Creating Caring Communities for Learning

572	3.B.12	ITPKS

When a child's ongoing challenging behavior must be addressed, show a written policy including these steps and one example showing that these steps are followed:

- Assess the function of the behavior
- Work with families and professionals to develop an individualized plan to address the behavior
- Include positive behavior support strategies as part of the plan.

☐Yes
☐No

Challenging behavior: "Any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser & Rasminsky, Challenging Behavior in Young Children (2nd Ed.), Pearson Education Inc., 2007, p. 8).
Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ["You can't play with us"], verbal bullying, tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.
Examples of positive behavior support strategies: Removing materials or modifying the classroom environment that triggers challenging behaviors, or create a predictable daily schedule so children know what to do and when to do it.

1513	3.B.12	ITPKS

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

☐Yes
☐No

Challenging behavior: "Any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser & Rasminsky, Challenging Behavior in Young Children (2nd Ed.), Pearson Education Inc., 2007, p. 8).
Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ["You can't play with us"], verbal bullying, tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.

3.C - Supervising Children

579	3.C.02	IT

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

☐Yes
☐No   ☐Not Age

584	3.C.03	IT	☐N/A

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

☐Yes
☐No   ☐Not Age

Rate NA if the program shows that mirrors, video, or sound monitors are not used or permitted within the program.

586	3.C.03	IT

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

☐Yes
☐No   ☐Not Age

589	3.C.04	PKS

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

☐Yes
☐No   ☐Not Age

590	3.C.02, 3.C.04, 3.C.05	ITPKS

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

☐Yes
☐No

593	3.C.05	KS

Show that your written supervision policy states that:

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

☐Yes
☐No   ☐Not Age

Standard 4 – Assessment of Child Progress
4.A - Creating an Assessment Plan

728	4.A.02	ITPKS

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

☐Yes
☐No

738	4.A.03	ITPKS

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

☐Yes
☐No

4.C - Identifying Children's Interests and Needs and Describing Children's Progress

756	4.C.01	ITPKS

Show that the children receive a vision and hearing screening.

☐ Yes
☐ No

Health screenings, such as vision and hearing screenings, may be conducted separately (at separate times, and by different parties) from the other types of developmental screening.

757	4.C.01	ITPKS

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

☐ Yes
☐ No

Developmental screening: A brief standardized procedure designed to quickly appraise a large number of children to find out which children need further evaluation. Screening typically is a process that includes use of a norm-referenced instrument, information provided by a child's teacher, and information provided by a child's family.
Examples of developmental screening: Mullen Scales of Early Learning; Brigance; DIAL 3; DENVER II; Ages and Stages; ESP: Early Screening Profiles; ESI-R (Early Screening Inventory).
Fine motor development: Refers to the improvement of small muscle movements and control, usually in the fingers and hands.
Examples of fine motor development: Turning/twisting hands and wrists, pouring liquids without spilling, fastening clothing, writing, pounding nails with control.

4.D - Adapting Curriculum, Individualizing Teaching, and Informing Program Development

766	4.D.02	ITPKS

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

☐ Yes
☐ No

767	4.D.02	ITPKS

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

☐ Yes
☐ No

768	4.D.02	ITPKS

Show or describe how teaching teams use the results of child assessments to adjust their teaching practices to meet the needs and interests of children.

☐ Yes
☐ No

4.E - Communicating with families and involving families in the assessment process

785	4.E.02	ITPKS

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

☐ Yes
☐ No

787	4.E.02	ITPKS

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

☐ Yes
☐ No

Examples of assessment methods: Classroom-based assessments, standardized tests, developmental screenings, diagnostic evaluations

792	4.E.06	ITPKS

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

☐Yes
☐No

1514	4.E.06	ITPKS

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

☐Yes
☐No

Standard 5 – Health

5.A - Promoting and Protecting Children's Health and Controlling Infectious Disease

801	5.A.01	ITPKS

☐N/A

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

☐Yes
☐No

Rate NA if the program shows evidence that there are no under-immunized children currently enrolled. Underimmunized: A person who has not received the recommended number or types of vaccines for his or her age according to the current national and local immunization schedules (AAP).

802	5.A.01	ITPKS

Show a written procedure for promptly excluding any underimmunized child who seems to show symptoms of a disease that is vaccine-preventable and puts the other children in the program at risk.

☐Yes
☐No

Underimmunized: A person who has not received the recommended number or types of vaccines for his or her age according to the current national and local immunization schedules (AAP).

811	5.A.03	ITPKS

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

☐Yes
☐No

Present: A class of children can be left in the care of a staff member who does not have appropriate first aid and CPR training for no more than five minutes. For example, if the staff member with appropriate first aid and CPR training needs to step into the hallway to speak privately to a parent or leave the group to use the restroom, the staff member must return within five minutes or another staff member with appropriate first aid and CPR training must join the class within five minutes.

829	5.A.07	ITPKS

☐N/A

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

☐Yes
☐No

Rate NA if the program documents that they do not apply sunscreen to any children.

849	5.A.08	ITPKS

☐N/A

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

☐Yes
☐No

Rate NA if the program indicates that it does not serve children who are not toilet trained.

853	5.A.08	IT

☐N/A

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

☐Yes
☐No

Rate NA if program indicates there are no diaper changing tables in the center.

895	5.A.09	ITPKS

Show that your written hand hygiene policy instructs adults to wash or sanitize their hands:

- Before and after feeding a child
- Before and after administering medication
- After handling garbage
- After cleaning

☐Yes
☐No

Medication: a substance used for medical treatment, especially as a medicine or drug. Includes both prescription and over-the-counter drugs. Skin protectants and cosmetics are not considered medication.
Cleaning: physically removing all dirt and contamination, oftentimes using soap and water.

914	5.A.11	ITPKS	☐N/A

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

☐Yes
☐No

Rate NA if the program shows that it does not administer any prescription medications.
Medication: A substance used for medical treatment, especially as a medicine or drug. Includes both prescription and over-the-counter drugs. Skin protectants and cosmetics are not considered medication.
Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

919	5.A.11	ITPKS	☐N/A

Show or describe how:

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

☐Yes
☐No

Rate NA if the program shows that it does not administer any medications.
Medication: A substance used for medical treatment, especially as a medicine or drug. Includes both prescription and over-the-counter drugs. Skin protectants and cosmetics are not considered medication.
Examples of medications that must be readily available: Emergency medication such as an EpiPen; topical over-the-counter medications such as sunscreen, lotions and diaper creams.

928	5.A.12	I

If all of your infant sleep equipment meets the current standards of the United States Consumer Product Safety Commission, provide a signed copy of NAEYC's Infant Sleep Equipment Acknowledgement Form in your Program Portfolio.

☐Yes
☐No   ☐Not Age

If your program does not serve infants younger than one year old, state this in your Program Portfolio.

Rate Not Age if only children one year and older are served.
This is a required practice. All programs serving infants younger than one year must complete the Infant Sleep Equipment Acknowledgement Form to meet this item. No other documentation of compliance is needed. If any of your infant sleep equipment DOES NOT MEET the current standards of the United States Consumer Product Safety Commission, you must bring all equipment into compliance before signing NAEYC's Infant Sleep Equipment Acknowledgement Form.
Examples of sleep equipment: Cribs, play yards, cots, mats, sleeping bags or pads, Montessori floor beds.

929	5.A.12	I

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

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

☐Yes
☐No   ☐Not Age

Infant sleep positioner: Devices intended to keep an infant in a desired position while sleeping.
Examples of infant sleep positioners: Sleeping bolsters, wedge-style positioners, rolled up blankets placed under the infant or crib mattress.
Examples of equipment not specifically designed for infant sleep: Car safety seat, swing, bouncer, stroller, infant seat, highchair.
Examples of sleep equipment: Cribs, play yards, cots, mats, sleeping bags or pads, Montessori floor beds.

944	5.A.16	ITPKS	☐N/A

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

☐Yes
☐No

Rate NA if the program shows evidence that they do not serve two or more meals per day.

1550	5.A.12	I

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

☐Yes
☐No   ☐Not Age

1558	5.A.06	ITPKS

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

☐Yes
☐No

5.B - Ensuring Children's Nutritional Well-being

954	5.B.03	ITPKS

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

☐Yes
☐No

955	5.B.03	ITPKS

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

☐Yes
☐No

959	5.B.04	ITPKS

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

☐Yes
☐No

- Document the type and quantity of food the child consumes
- Provide this information to the child's family

If the program indicates that it does not serve infants the feeding policy does not need to address infants, but would still need to address children with special feeding needs, whether currently enrolled or not.
Special feeding needs: Food intolerance, allergy, health concerns (e.g., diabetes, overweight/underweight), or medical conditions that require the use of specialized feeding equipment (e.g., feeding tubes).

972	5.B.09	I

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

☐Yes
☐No   ☐Not Age

986	5.B.10	I

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

☐Yes
☐No   ☐Not Age

1560	5.B.03	ITPKS

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

☐Yes
☐No

1561	5.B.03	ITPKS

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

☐Yes
☐No

5.C - Promoting and Protecting Children's Health and Controlling Infectious Disease

1011	5.C.01	ITPKS

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

☐Yes
☐No

Cleaning: Physically removing all dirt and contamination, oftentimes using soap and water.
Disinfecting: Destroying or inactivating most germs on any inanimate object, but not bacterial spores.
Sanitizing: Reducing germs on inanimate surfaces to levels considered safe by public health codes or regulations.

1573	5.C.01	ITPKS

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

☐Yes
☐No

Non-Toxic Cleaning: Routine cleaning with detergent and water is the most useful method for removing germs from surfaces in the child care setting. Safer cleaning products are not only less-toxic and environmentally safer, but they also often cost less or the same as conventional cleaners.
Examples of non-toxic cleaning products: Grean Seal, UL/EcoLogo, and EPA's Safer Choice research and certify cleaning products that are biodegradable and environmentally friendly.
Third-party certified: An independent organization has reviewed the manufacturing process of a product and has independently determined that the final product complies with specific standards for safety, quality or performance. (Source of definition: http://www.nsf.org/about-nsf/what-is-third-party-certification)

Standard 6 – Professional Competencies and Supports
6.A - Supportive Work Environment

1311	10.A.07	ITPKS

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

☐Yes
☐No

Organizational climate: A set of properties of the work environment, perceived directly or indirectly by the employees, that is assumed to be a major force in influencing employee behavior.

1313	10.B.01	ITPKS

Your program's management policies include information about staff planning time.

☐Yes
☐No

1401	10.D.01	ITPKS

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

☐Yes
☐No

1408	10.D.01	ITPKS

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

☐Yes
☐No

1414	10.D.04	ITPKS

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

☐Yes
☐No

1469	10.E.06	ITPKS

Show that your written employee benefits package includes health insurance.

☐Yes
☐No

1470	10.E.06	ITPKS

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

☐Yes
☐No

1471	10.E.06	ITPKS

Show that your written employee benefits package includes education benefits.

☐Yes
☐No

Examples of education benefits: Full or partial payment for specialized college-level coursework or professional development training; flexible scheduling to accommodate education schedules, coaching, and mentoring; recognition events and awards; and partial or full scholarships to join membership organizations, attend conferences, and/or earn specialized credentials.

1472	10.E.06	ITPKS

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

☐ Yes
☐ No

Retirement Plan: A financial arrangement designed to replace employment income upon retirement. These plans may be set up by employers, insurance companies, trade unions, the government, or other institutions. (https://en.wikipedia.org/wiki/Retirement_plans_in_the_United_States; retrieved 11/29/16.
Examples of retirement plans: Individual retirement account (IRA), 401(k), profit-sharing plan, pension plan.

1477	10.E.07	ITPKS

Staff schedules show that staff who work directly with children for more than four hours receive a 15-minute break for each four-hour period.

☐ Yes
☐ No

1478	10.E.07	ITPKS

Your staff manual states that staff may request a short and immediate break when they are unable to perform their duties.

☐ Yes
☐ No

6.B - Professional Identity and Recognition

1033	6.A.01	ITPKS

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

☐ Yes
☐ No

See www.naeyc.org/positionstatements/ethical_conduct.
Ethical conduct: Ethical conduct is behavior reflecting the core values of one's profession.

1155	8.C.02	ITPKS

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

☐ Yes
☐ No

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.
Examples of community: Military bases, workplaces, academic campuses, local business, towns, neighborhoods, residential, and recreational areas or landmarks.

1492	10.E.12	ITPKS

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

☐ Yes
☐ No

1552	NEW	ITPKS	☐ N/A

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

☐ Yes
☐ No

6.D - Ongoing Professional Development

1043	6.A.03	ITPKS

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

☐ Yes
☐ No

Ethical conduct: ethical conduct is behavior reflecting the core values of one's profession.

1045	6.A.03	ITPKS

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

☐ Yes
☐ No

1046	6.A.03	ITPKS

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

☐ Yes
☐ No

1047	6.A.03	ITPKS

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

☐ Yes
☐ No

1053	6.A.03	ITPKS

Show two examples of staff trainings in which topics introduced in initial staff orientation were followed up more thoroughly.

☐ Yes
☐ No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

1066	6.A.07	ITPKS

Show that a goal of your program-wide professional development plan is for all teaching staff to have training that prepares them to work with children and families of diverse races, cultures, and languages.

☐ Yes
☐ No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

1068	6.A.08	ITPKS

Show that a goal of your program-wide professional development plan is for all teaching staff to have training in early childhood education curriculum approaches.

☐ Yes
☐ No

Training: specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

1069	6.A.08	ITPKS

Show that a goal of your program-wide professional development plan is for all teaching staff to have training in communication and collaboration skills that prepare them to participate as a member of a team.

☐ Yes
☐ No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

1071	6.A.10	ITPKS

Show that a goal of your program-wide professional development plan is for all teaching staff to have training in child development that includes the specific age(s) and stages of the children they teach (infant, toddler/two, preschool, kindergarten, school-age).

☐ Yes
☐ No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

1072	6.A.10	ITPKS

Show that a goal of your program-wide professional development plan is for all teaching staff to have training as needed that is relevant to the special circumstances of children they teach (e.g., military families, migrant, non-English speakers, homeless).

☐ Yes
☐ No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

1075	6.B.01	ITPKS

Show that teaching staff's performance evaluations include a self-evaluation component.

☐ Yes
☐ No

1306	10.A.03	ITPKS

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

☐ Yes
☐ No

Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.

1488	10.E.11	ITPKS

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

☐ Yes
☐ No

1490	10.E.12	ITPKS

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

☐ Yes
☐ No

1491	10.E.12	ITPKS

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

☐ Yes
☐ No

1493	10.E.12	ITPKS

Show that your written, program-wide professional development plan includes training in the program's policies and procedures.

☐ Yes
☐ No

1495	10.E.12	ITPKS

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

☐ Yes
☐ No

1545	10.A.03	ITPKS

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

☐ Yes
☐ No

Pedagogical administrator: An administrator with the educational qualifications required to serve as the program's pedagogical leader. This administrator may have a title such as director, assistant director, administrator, curriculum coordinator, or master teacher.

1553	NEW	ITPKS

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

☐ Yes
☐ No

Standard 7 – Families

7.A - Knowing and Understanding the Program's Families

1085	7.A.01	ITPKS

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

☐ Yes
☐ No

1088	7.A.03	ITPKS

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

☐ Yes
☐ No

1090	7.A.03	ITPKS

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

☐ Yes
☐ No

1099	7.A.08	ITPKS

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

☐ Yes
☐ No

1105	7.A.12	ITPKS

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

☐ Yes
☐ No

1109	7.A.14	ITPKS

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

☐ Yes
☐ No

7.B - Sharing Information between Staff and Families

1115	7.B.04	ITPKS

Show that when staff suspect that a child has a developmental delay or other special need, your program provides:

• Documentation and explanation for the concern,

• Suggested next steps, and

• Information about resources for diagnostic evaluation.

Diagnostic evaluation: An in-depth appraisal of a child by a specialist to identify specific abilities and needs, frequently administered after a child has been noticed in a screening by a teacher or family member.

☐ Yes
☐ No

7.C - Nurturing Families as Advocates for Their Children

1126	**7.C.02**	**ITPKS**

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

☐ Yes
☐ No

Standard 8 – Community

8.A - Linking with the Community

1138	**8.A.01**	**ITPKS**

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

☐ Yes
☐ No

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.
Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.

1140	**8.A.03**	**ITPKS**

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

☐ Yes
☐ No

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.
Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.

8.B - Accessing Community Resources

1148	**8.B.01**	**ITPKS**

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

☐ Yes
☐ No

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.
Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.
Examples of learning experiences: Experiments, performing arts, conversations, field trips.

1149	**8.B.02**	**ITPKS**

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

☐ Yes
☐ No

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.
Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.
Examples of cultural resources: Gardens, zoos, museums, libraries, historic sites, fairgrounds, performance venues, public art, individuals in the community who provide cultural resources.
Examples of learning experiences: Experiments, performing arts, conversations, field trips.

1150	8.B.03	ITPKS

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

☐ Yes
☐ No

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.

Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.

1151	8.B.04	ITPKS

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

☐ Yes
☐ No

Examples of artists and performers: Musical performers, coordinators of traveling museum exhibits, local artists, puppeteers, and community residents

1152	8.B.05	ITPKS

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

☐ Yes
☐ No

Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.

Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.

Examples of cultural event: Program at a historical site, library reading event, visiting multicultural performers.

8.C - Acting as a Citizen in the Neighborhood and the Early Childhood Community

1158	8.C.04	ITPKS

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

☐ Yes
☐ No

1160	8.C.06	ITPKS

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

☐ Yes
☐ No

Standard 9 – Physical Environment

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

1581	9.A.16	ITPKS

Show that your program receives Consumer Product Safety Commission (CPSC) product recall notices, and that you post relevant notices in the center for both families and staff.

☐ Yes
☐ No

Sign up at https://www.cpsc.gov/Newsroom/Subscribe/ ; select "Recalls involving infant/child products".

9.B - Outdoor Environmental Design

1214	9.B.04	ITPKS

Show that your outdoor learning environment(s) provides at least 75 square feet of play space for each child playing outside at any one time.

☐ Yes
☐ No

Show state licensing law if this is the legal standard in your state.
Total required square footage is based on 1/3 the amount of the total program enrollment being outside at one time, unless the program provides evidence that they schedule playground use in such a way that there is always 75 square feet per child (for example a playground schedule).
Examples of outdoor learning environments: Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.

9.C - Building and Physical Design

1230	9.C.01	ITPKS

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

☐ Yes
☐ No

Show state licensing law if this is the legal standard in your state.
Usable space: The primary indoor activity areas not otherwise occupied by large structures, cribs, changing tables, storage, or areas not intended for extended use by children or groups of children (e.g., staff lounges, hallways, stairwells, closets).

1236	9.C.03	ITPKS	☐ N/A

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

☐ Yes
☐ No

Rate NA if the program is operated by a religious institution (not simply renting space from a religious institution).
Rate NA if the program provides evidence that the facility was constructed prior to 1993 AND the program has made reasonable accommodations or has determined that reasonable accommodations would require an undue burden.
Accessibility requirements (ADA): (1) An accessible entrance; (2) an accessible route to classrooms; (3) at least one accessible restroom; (4) accessible telephones; (5) accessible drinking fountains; and (6) when possible, additional accessible elements such as parking, storage, and alarms.

9.D - Environment Health

1294	9.D.08	ITPKS

Show that you use Integrated Pest Management (IPM) methods to control pests and unwanted vegetation.

☐ Yes
☐ No

Integrated pest management (IPM): The application of an interconnected set of methods for managing pests (insects, diseases, weeds, rodents) in homes, schools, workplaces and public areas. Although pesticide use is not eliminated in IPM, measures other than pesticides are implemented first. When pesticides are needed, IPM seeks to use natural or biological substances or those that are the least toxic to humans and other non-target organisms.
Examples of harmful animals, insects, pests and poisonous plants: Snakes, mice, rats, wasps, termites, ants, elderberry, jasmine, lily-of-the-valley, rhubarb.

Program Portfolio Tool

NAEYC Site Visit

Standard 10 – Leadership & Management
10.B - Management Policies and Procedures

1322	**10.B.04**	**ITPKS**

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

☐Yes
☐No

If a license has expired, but the program provides evidence that the license has been extended by the licensing or regulatory agency for administrative reasons, the license is considered still valid.

Regulated: Programs that are not licensed by a state government but are under the regulation of a public agency, such as Department of Defense or a Board of Education.

Good standing: Within the previous 12 months the program has not experienced the suspension/revocation of its license or regulatory status, and has not experienced any critical incidents involving failure to adhere to NAEYC Required Criteria.

1327	**10.B.07**	**ITPKS**

Show that you have a detailed, written strategic plan that includes what you will do to:

• implement the program's vision and mission

• achieve desired child outcomes

• maintain high-quality services to children and families

• assure adequate funding for future needs

☐Yes
☐No

Strategic planning: An organization's process of defining its future direction, and making decisions on allocating its resources to pursue this strategy. A written strategic plan states goals, lists actions to be taken to achieve the goals, and identifies how resources will be generated and/or allocated to execute the actions.

1335	**10.B.08**	**ITPKS**

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

☐Yes
☐No

1339	**10.B.08**	**ITPKS**

Show that your Parent Handbook includes procedures for these health and safety precautions:

• building security and access

• storage and administration of medication

• inclusion or exclusion of ill children

• emergency response plans

☐Yes
☐No

Medication: A substance used for medical treatment, especially as a medicine or drug. Includes both prescription and over-the-counter drugs. Skin protectants and cosmetics are not considered medication.

1340	**10.B.08**	**ITPKS**

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

☐Yes
☐No

1357	**10.B.11**	**PKS**

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

☐Yes
☐No   ☐Not Age

1365	10.B.12	ITPKS

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

☐ Yes
☐ No

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

Age Category	Ratio	Group Size
Infant	1:4	8
Toddler/Two	1:6	12
Preschool	1:10	20
Kindergarten	1:12	24
School-Age	1:15	30

Rate this item according to the highest ratio allowed for each Age Category (Infant, Toddler/Two, Preschool, Kindergarten, School-Age).
For mixed aged groups, rate according to the youngest age category present within the group.

Examples of written procedures that address how to maintain staff-to-child ratios and class size: Child supervision records, transition logs, head counts, attendance records, sign-in and sign-out sheets.
Developmentally Appropriate: Based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs, and his or her cultural background.
Staff-to-child ratio: The number of children compared to the number of teaching staff.

1381	10.B.15	I

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

☐ Yes
☐ No   ☐ Not Age

1382	10.B.15	T

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

☐ Yes
☐ No   ☐ Not Age

10.C - Fiscal Accountability Policies and Procedures

1386	10.C.01	ITPKS

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

☐ Yes
☐ No

1388	10.C.01	ITPKS

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

☐ Yes
☐ No

Audit: An examination of a company's financial accounting procedures and records by an independent accountant. The accountant provides a written opinion about the apparent accuracy and completeness of the company's financial record.

1390	10.C.02	ITPKS

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

☐ Yes
☐ No

1393	10.C.03	ITPKS

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

☐ Yes
☐ No

10.D - Health, Nutrition, and Safety Policies and Procedures

1396	10.D.01	ITPKS

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

☐Yes
☐No

Examples of staff injuries: Back strain, trip/falls, cuts, burns.

1397	10.D.01	ITPKS

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

☐Yes
☐No

Examples of environmental hazards: Harmful chemicals; mold and mildew; excessive noise, heat or cold; radon; radiation and friable materials such as asbestos, crystalline silica, fiberglass, lead paint.
Friable materials: Materials that are easily crumbled or reduced to powder, increasing the potential for inhalation.

1403	10.D.01	ITPKS

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

☐Yes
☐No

Government child nutrition guidelines: Created by the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP)

1406	10.D.01	ITPKS

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

☐Yes
☐No

1413	10.D.03	ITPKS

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

☐Yes
☐No

1418	10.D.05	ITPKS

Show that your written policies state that the content of each child's health and safety file is confidential, but is immediately available upon request to

• Administrators and teaching staff who have consent from a parent or legal guardian to access the records

• The child's parents or legal guardians and

• Regulatory authorities.

☐Yes
☐No

1420	10.D.06	ITPKS

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

☐Yes
☐No

1421	10.D.06	ITPKS	☐N/A

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

☐Yes
☐No

Rate NA if the program shows evidence that no children are transported during the program day.

1424	**10.D.06**	**ITPKS**

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

☐Yes
☐No

Examples of special circumstances (pick-up time): Release of children to someone other than a parent or guardian (e.g., grandmother, aunt, neighbor), court ordered custody arrangements, not releasing children to adults appearing to be under the influence of alcohol or other substances.

1441	**10.D.09**	**ITPKS**

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

☐Yes
☐No

10.E - Personnel Policies

1041	**6.A.03**	**ITPKS**

Show your written policy stating that new teaching staff do not work alone with children until they have received an initial orientation to the program and the job.

☐Yes
☐No

Rate NA if the program shows that teaching staff are prohibited from working alone with children at all times by providing a copy of the relevant licensing or regulatory rule.

1055	**6.A.04**	**ITPKS**

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

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

☐Yes
☐No

Substitute: Adult who replaces a specific teacher or assistant teacher–teacher aide on a temporary basis. A substitute who replaces a specific teacher or assistant teacher-teacher aide for 20 or more consecutive business days must be considered a member of the teaching staff. NAEYC recognizes that programs may use substitutes to supplement the teaching staff.
Support staff: Adult employed by the program, but not considered part of the teaching staff.
Examples of support staff: Cook, bus driver, janitorial or maintenance staff, administrative support staff.
Volunteers: Adults, neither employed by or contracted with the program, who are regularly scheduled to provide support services to the program in administrative capacities (e.g., clerical work, creating bulletin boards or displays), classroom management, or other support tasks (e.g., cleaning, landscaping/gardening) without monetary compensation.
Examples of volunteers: Parents participating in a parent cooperative program, lunch aides, foster grandparents, reading buddies.
Other service providers: adults, either employed by or contracted with the program, with appropriate specialized knowledge that arrange or engage children in planned therapies, activities or experiences that take place for no more than one hour at a time, per group of children.
Examples of other service providers: Special subject teachers, extra-curricular instructors, psychologist, social worker, nutritionist, nurse, speech, physical or occupational therapist.
Examples of regulatory requirements: State licensing laws, school board regulations, military SOPs.

1056	6.A.04	ITPKS

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

☐ Yes
☐ No

Substitute: Adult who replaces a specific teacher or assistant teacher–teacher aide on a temporary basis. A substitute who replaces a specific teacher or assistant teacher-teacher aide for 20 or more consecutive business days must be considered a member of the teaching staff. NAEYC recognizes that programs may use substitutes to supplement the teaching staff.
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Examples of volunteers: Parents participating in a parent cooperative program, lunch aides, foster grandparents, reading buddies.
Other service providers: adults, either employed by or contracted with the program, with appropriate specialized knowledge that arrange or engage children in planned therapies, activities or experiences that take place for no more than one hour at a time, per group of children.
Examples of other service providers: Special subject teachers, extra-curricular instructors, psychologist, social worker, nutritionist, nurse, speech, physical or occupational therapist.
Examples of regulatory requirements: State licensing laws, school board regulations, military SOPs.

1452	10.E.01	ITPKS

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

☐ Yes
☐ No

1461	10.E.03	ITPKS

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

☐ Yes
☐ No

1516	10.E.01	ITPKS

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

☐ Yes
☐ No

10.F - Program Evaluation, Accountability, and Continuous Improvement

1475	10.E.06	ITPKS	☐ N/A

If some or all of recommended employee benefits (health insurance, leave, education benefit, retirement plan) are not available to staff, show that you have a written plan for improving benefits.

☐ Yes
☐ No

Rate NA if all benefits are available to staff.

1502	10.F.02	ITPKS

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

☐ Yes
☐ No

Comprehensive program evaluation: A formal assessment of your program's progress towards meeting its stated goals. It should query all stakeholders, and include all aspect of program functioning.

1505	10.F.03	ITPKS

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

☐Yes
☐No

Comprehensive program evaluation: A formal assessment of your program's progress towards meeting its stated goals. It should query all stakeholders, and include all aspect of program functioning.

1506	10.F.03	ITPKS

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

☐Yes
☐No

Comprehensive program evaluation: A formal assessment of your program's progress towards meeting its stated goals. It should query all stakeholders, and include all aspect of program functioning.

Notes for PP

Notes are optional for this tool. Write criterion numbers if applicable.

Make the following global ratings of PP quantity, quality and organization. Before rating, consider the specific mid-point and end-point descriptions for each scale. Circle the number that most accurately describes this PP.

	Very little or way too much, poorly-chosen, examples	Average amount & quality	Right amount of above-average, well-chosen, examples
Quantity & Quality of PP evidence	☐ 1 ☐ 2	☐ 3	☐ 4 ☐ 5
Organization of PP evidence (ordered, labeled, highlighted)	No order, labels, or highlights ☐ 1 ☐ 2	Ordered; some labels/highlights ☐ 3	Every piece is fully organized ☐ 4 ☐ 5

Evidence was organized in: ☐Binders   ☐Folders ☐Other:_____

Evidence was not returned from the MERF for criteria: _____

_____