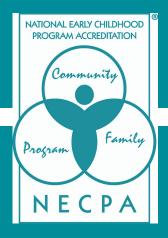# NATIONAL EARLY CHILDHOOD PROGRAM ACCREDITATION

NECPA 2017 Standards Crosswalk to 2009 Standards

Organized by 2009 Instrument Numbers

2009 Instrument Section II – Now 2017 Part A

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
II-1	II-1) Does the program have an Executive Committee, Board of Directors, or Parent Board that provides oversight and/or guidance?	NA	NA	NA	Removed	Board Guidance
II-2	II-2) What authority does this board/committee (See II-1) have over daily (day to day) center operations? (These include daily procedures, hiring and firing, accounting and/or inspections.) A. Advisory Only B. Direct Control C. C. Sign Off	NA	NA	NA	Removed	Board Guidance
II-3	II-3) Does the governing body (i.e., board of directors or owner) and program staff review all aspects of the program, including curriculum, annually and recommend changes in writing as necessary?	A-89	A-89) Does the program have an internal committee(s), which includes staff, program administration, and parents, that reviews the curriculum plan and developmental program, and recommends changes in writing, (if necessary), based upon the review?	8.04, 8.5 & 14.2	No Change	Annual Program Review
II-4	II-4) Please indicate which of the following written policies the program has in effect. These policies are to be reviewed annually (please have copies available for review). A. Tuition fee schedules B. Payment and refund C. Child accident/Incident D. Enrollment/Withdrawal E. Field trip guidelines and permissions	A-139	A-139) Does the program have the following in effect that can be found in the parent or staff handbook and/or a policy manual: A) Inclusion of children with developmental delays and special health care needs; B) Nondiscrimination in the classroom; based on race, color, national origin, family structure, religion, sex, gender	11.09, 12.9 & 14.2	Updated	Clarified - Handbook Policies Divided into Appropriate Section

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	F. Behavior management/Discipline G. Abuse/Neglect H. Attendance/Vacation I. Staff qualifications J. Supervision of children K. Staff health, training, benefits, and evaluation L. Maintenance records of the facility, equipment and vehicles M. Review and revision policies, plans and procedures N. Sanitation and hygiene O. Food handling, feeding and nutrition P. Sleeping Q. Smoking, prohibited substances, and firearms R. Health and safety including exposure control plan S. Care and exclusion of sick children T. Child health services U. Use of health consultants V. Health education W. Medication (includes administration AND storage) X. Non-discrimination including children with disabilities Y. Evening and night care plan (if applicable)		identity (including gender expression), sexual orientation, disability, age, etc.; C) Required health and immunization schedules, including time frames that they are to be completed; D) Protocols in case of emergency medical situations, including accidents and crisis situations; E) When to use the services of child care health consultants (including mental/behavior health); F) Confidentiality of individual information and records;* G) Ensuring safety while sleeping, including supervision requirements, areas and materials used for sleeping as well as defining infant safe sleeping practices; H) Universal precautions, cleanliness, sanitation and hygiene requirements that include the policy on handwashing and expectations of child and staff handwashing procedures; I) Diaper changing and toilet training; J) Evening, weekend, and night care plans (if the program offers); K) The storage and use of any toxic materials inside and outside of the program;			

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			L) Care and hygiene requirements for any pets that may be on site, including fish, insects and reptiles (if applicable) M) Parent conflict resolution procedure; N) Prevention of unauthorized persons from observing in or entering the toileting area; O) Transportation and activities that occur off site, such as field trips; P) Schedule for reviewing all policies, plans and operations of the program?			
II-5	II-5) Are parents given the opportunity to participate in the following: A. Program planning (the overall developmental program)? B. Classroom activities? C. Group meetings? A. D. Individual meetings?	A-120	A-120) Does the program have an "open door" policy for parents/guardians which encourages visiting the program at any time their child is in care AND are parents also encouraged to participate in classroom activities?	11.03	Updated	Combined - Open Door and Participation for Families
II-6	II-6) Does the program have a parent handbook?	A-117	A-117) Does the program have a parent handbook?	11.01	No Change	Parent Handbook
II-7	II-7) Does the parent handbook contain the following? A. The ages of children in care B. Services offered to children including daily activities, sleeping position policies and arrangements, napping routines, guidance and discipline policies, diaper changing and toilet learning/training methods, and child handwashing, any special requirements for a child shall be	A-118	A-118) Does the parent handbook contain the following: A) The ages of children in care? B) Services offered to children including daily activities, sleep positioning policies and arrangements, napping routines, guidance and discipline policies, diaper changing and toilet learning/training methods, and child hand-washing. Any	11.01 & 11.2	Updated	Clarified - Handbook Policies Divided into Appropriate Section

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	clearly defined in writing before enrollment C. Hours and days of operation D. Admission criteria, enrollment procedures, and daily sign-in/out policies, including forms that must be completed E. Policies for termination and notice sent by parent or the facility F. Policies regarding entrance fees, tuition payments and refunds G. Planned methods and schedules for conferences or other methods of communication between parents and staff H. Plan for urgent and emergency medical care or threatening incidents I. Evacuation procedures and alternate shelter arrangements for fire, natural disasters, and building emergencies J. Nutrition. Schedule of meals and snacks K. Policy for food brought from home L. Policy on infant feeding M. Policies on staffing including the use of volunteers, aides to caregivers in child:staff ratios, deployment of staff for different activities, qualified caregivers, methods used to ensure continuous supervision of children N. Policies for sanitation and hygiene O. Presence and care of any pets or any other animals on the premises		special requirements for a child shall be clearly defined in writing before enrollment? C) Hours and days of operation? D) Admissions criteria, enrollment procedures, and daily sign-in/out policies, including forms that must be completed? E) Policies for termination and notice by the parent or the program? F) Policies regarding entrance fees, tuition payments and refunds? G) A policy regarding daily communication between teachers, as well as planned methods, schedules and expectations for conferences? H) Policies on staffing ensuring continuous supervision of children at all times? I) Policy on smoking, tobacco use, and prohibited substances on the premises?			

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	P. Policy regarding care of acutely ill children, including exclusion or dismissal from the facility Q. Policy on administration of medications R. Policy on smoking, tobacco use, and prohibited substances S. Policy on confidentiality of records					
II-8	II-8) Does the program have an "open door" policy for parents which encourages visiting at any time?	A-120	A-120) Does the program have an "open door" policy for parents/guardians which encourages visiting the program at any time their child is in care AND are parents also encouraged to participate in classroom activities?	11.03	Updated	Combined - Open Door and Participation for Families
II-9	II-9) Does the program have a parent conflict resolution procedure?	A-139	A-139) Does the program have the following in effect that can be found in the parent or staff handbook and/or a policy manual: A) Inclusion of children with developmental delays and special health care needs; B) Nondiscrimination in the classroom; based on race, color, national origin, family structure, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, etc.; C) Required health and immunization schedules, including time frames that they are to be completed; D) Protocols in case of emergency medical situations, including accidents and crisis situations;	11.09, 12.9 & 14.2	Updated	Clarified - Handbook Policies Divided into Appropriate Section

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			E) When to use the services of child care health consultants (including mental/behavior health);			
			F) Confidentiality of individual information and records;*			
			G) Ensuring safety while sleeping, including supervision requirements, areas and materials used for sleeping as well as defining infant safe sleeping practices;			
			H) Universal precautions, cleanliness, sanitation and hygiene requirements that include the policy on handwashing and expectations of child and staff handwashing procedures;			
			I) Diaper changing and toilet training;			
			J) Evening, weekend, and night care plans (if the program offers);			
			K) The storage and use of any toxic materials inside and outside of the program;			
			L) Care and hygiene requirements for any pets that may be on site, including fish, insects and reptiles (if applicable)			
			M) Parent conflict resolution procedure;			
			N) Prevention of unauthorized persons from observing in or entering the toileting area;			

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			O)Transportation and activities that occur off site, such as field trips; P) Schedule for reviewing all policies, plans and operations of the program?			
II-10	II-10) Does the program have an internal committee(s) for the purpose of curriculum review or selection that meets annually AND includes staff that is directly involved with implementing the curriculum?	A-89	A-89) Does the program have an internal committee(s), which includes staff, program administration, and parents, that reviews the curriculum plan and developmental program, and recommends changes in writing, (if necessary), based upon the review?	8.4	Updated	Clarified – Annual Program Review
II-11	II-11) Are major cleaning projects, including carpet cleaning, done on a scheduled and/or as needed basis in order to maintain a healthy and clean environment?	A-75	A-75) Are major cleaning projects, including carpet cleaning, done on a scheduled and/or as needed basis in order to maintain a healthy and clean environment?	5.08	No Change	Major Cleaning Projects
II-12	II-12) If yes, what is the schedule of the projects?	A-76	A-76) If yes, what are the types of cleanings and the schedule for the major cleanings?	5.08	Updated	Clarified - Schedule of Major Cleaning Projects
II-13	II-13) Is the Director at least 21 years old?	A-1	A-1) Is the Director at least 21 years of age?	1.01	No Change	Director's Age
II-14	II-14) Does the education of the Director include at least one of the following? A. An undergraduate degree, or higher, in one of the following child-related fields: Early Childhood Education, Child Development, Social Work, Nursing, Elementary Education, Early Childhood Special Education, and one year experience in child care with supervisory experience?	A-2	A-2) Does the Director meet the required qualifications* for education and experience? (Circle 'Yes" to all that apply, only one of the criteria is required to meet this standard.) A) Holds a bachelor's degree in early childhood education, school-age care, elementary education, child development, social work, pediatric nursing, sociology,	1.01	Updated	Expanded - Director Qualifications

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	OR B. A minimum of 12 credits* in early childhood education and early childhood development and two years experience as a Lead Teacher, Teacher, Associate Teacher, or Assistant Teacher serving the children of the age group(s) in care? OR C. A Certified Childcare Professional (CCP) or Child Development Associate (CDA) and three years experience as a Lead Teacher, Teacher, Associate Teacher, or Assistant Teacher serving the children of the age group(s) in care?		psychology, human development and family studies, or another child-related field? OR B) Holds an associate's degree in early childhood education or an above noted field and at least two years' experience as a teacher in the age group(s) served? OR C) Holds a Certified Childcare Professional® (CCP) ® or Child Development Associate™ (CDA)™ or an approved higher-quality, comparable credential approved by the state and at least three years of experience as a teacher in the age group(s) served?			
II-15	II-15) Does the education of the Director include: A. Have a National Administrator Credential? B. Have a course in early childhood administration? C. Have a course in business administration? D. Have at least one year of experience as the administrator of an early childhood program?	A-3	A-3) Does the education of the Director ALSO include ONE of the following: (Circle 'Yes" to all that apply, only one of the criteria is required to meet this standard.) A) The National Administrator Credential® (NAC)® or an equivalent approved administrator credential? OR B) A course in business administration? OR C) At least one-year experience as the administrator of an early childhood program?	1.01	Updated	Expanded - Director Qualifications
II-16	II-16) Does the Director have a valid certificate in pediatric first aid,	A-5	A-5)　Does the Director have a valid certificate in basic and infant/child first aid and CPR?	1.01	No Change	Director's CPR/First Aid

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	including management of a blocked airway, and rescue breathing?					
II-17	II-17) Does the Director have at least one year experience as the Director of an early childhood program?	A-3	A-3) Does the education of the Director ALSO include ONE of the following: (Circle 'Yes" to all that apply, only one of the criteria is required to meet this standard.) A) The National Administrator Credential® (NAC)® or an equivalent approved administrator credential? OR B) A course in business administration? OR C) At least one-year experience as the administrator of an early childhood program?	1.01	Updated	Expanded - Director Qualifications
II-18	II-18) Does the program have a staff handbook?	A-22	A-22) Does the program have a staff handbook?	1.16	No Change	Staff Handbook
II-19	II-19) If the program has a staff handbook, has it been reviewed in the last 12 months?	A-23	A-23) Has the staff handbook been reviewed and updated (if necessary based upon the review) in the last 12 months?	1.17	No Change	Staff Handbook Review
II-20	II-20) Does the program have an orientation handbook/procedure?	A-21	A-21) Upon completion of the hiring process and prior to assuming responsibilities, which orientation methods does the program use with new teachers: A) Reviewing all policies and procedures, including the staff handbook and/or orientation manual? B) Observing the classroom assigned? C) Meeting children, coworkers and administrators?	1.15	Updated	Expanded - Orientation Process

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			D) Participating in a supervisory observation, so the Director may assess the new teacher's mental and physical ability to work effectively with young children? E) Participating in "In-service training"? F) Other, please specify			
II-21	II-21) Prior to employment, does the Director: A. Check the applicant's references? B. Verify past employment? C. Complete criminal background checks?	A-20	A-20) Prior to employment, does the Director/Administrator complete the following for all staff members, regardless of position, including substitutes: A) Check the applicant's references? B) Verify past employment? C) Complete all criminal background checks as required by state regulations? D) Review and sign the discipline/behavior management policy, which specifically identifies the consequences for not adhering to this policy?*	1.08 & 1.14	Updated	Expanded - Employment Review Process
II-22	II-22) Which training methods does the program use with new employees? A. Observation in the assigned classroom B. Meeting children and coworkers prior to assuming responsibilities C. In-service training D. Watching media presentations E. Attending talks/presentations F. Other, please specify:	A-21	A-21) Upon completion of the hiring process and prior to assuming responsibilities, which orientation methods does the program use with new teachers: A) Reviewing all policies and procedures, including the staff handbook and/or orientation manual? B) Observing the classroom assigned?	1.15	Updated	Expanded - Orientation Process

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			C) Meeting children, coworkers and administrators? D) Participating in a supervisory observation, so the Director may assess the new teacher's mental and physical ability to work effectively with young children? E) Participating in "In-service training"? F) Other, please specify			
II-23	II-23) Are the program philosophy and objectives covered in these manuals? A. Staff handbook B. Parent handbook C. Orientation handbook/procedure	A-87	A-87) Does the program have a written statement of its mission, philosophy, principles and developmental goals for children that is included in the staff handbook, parent handbook, and orientation materials?	8.01	Updated	Expanded - Mission Statement
II-24	II-24) Does the program have written job descriptions for all staff positions?	A-19	A-19) Does the program have written job descriptions for ALL staff positions?	1.13	Updated	Expanded Note - Job Descriptions
II-25	II-25) Does the program have substitute staff available to ensure child:staff ratios are met at all times?	A-37	A-37) Does the program have a plan/policy for maintaining required child:staff ratio at all times?* *Please Note: This may include a procedure for calling-in a staff member early or requiring the Director or Assistant Director to join the classroom if attendance is higher than anticipated.	2.05	Updated	Expanded - Plan to Maintain Ratio
II-26	II-26) If substitute staff are available, do they: A. Meet all the requirements of a "qualified staff" as identified in the glossary of these standards?	A-16	A-16) If substitute staff are used/available, do they: A) At a minimum, meet the requirements of Assistant Teachers? B) Work under direct supervision of an employed teacher?	1.07	Updated	Expanded - Substitute Teacher Qualifications

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	B. Know the names and developmental needs of the children they are responsible for?					
II-26a	II-26a) Does the program provide substitute staff with training in the following areas? A. Routines and transitions B. Acceptable methods of discipline C. Meal patterns and food handling policies D. Emergency health and safety procedures E. General health policies F. Handwashing procedures G. Diapering procedures H. Injury prevention and safety	A-18	A-18) Does the program provide substitute staff and volunteers with training in the following areas before beginning work with children: A) Routines and transitions? B) Acceptable methods of behavior management? C) Meal patterns and food handling policies? D) General and emergency health and safety procedures? E) Handwashing procedures? F) Diapering procedures? G) Injury prevention and safety? H) The names and developmental needs of the children they are responsible for?	1.09	Updated	Expanded - Substitute Teacher and Volunteer Training
II-27	II-27) Is each Lead Teacher at least 21 years old?	A-6	A-6) Are all Lead Teachers/Teachers at least 21 years of age?	1.02	No Change	Lead Teacher's/Teacher's Age
II-27a	II-27a) Does each Lead Teacher have a valid certificate in pediatric first aid, including management of a blocked airway, and rescue breathing?	A-9	A-9) Does each Lead Teacher/Teacher have a valid certificate in infant/child first aid and CPR?	1.02	No Change	Lead Teacher's/Teacher's CPR/First Aid
II-27b	II-27b) Does the education of each Lead Teacher include at least one of the following: A. An undergraduate degree, or higher, in one of the following child-related fields: Early Childhood Education, Child Development, Social	A-7	A-7) Does each Lead Teacher/Teacher meet the required qualifications* for education and experience: (Circle 'Yes" to all that apply, only one of the criteria is required to meet this standard.)	1.02	Updated	Expanded - Lead Teacher Qualifications

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	Work, Nursing, Elementary Education, Early Childhood Special Education? OR B. A minimum of 12 credits* in early childhood education and early child development and a minimum of one year of experience as a Lead Teacher, Teacher, Associate Teacher, or Assistant Teacher serving the children of the age group(s) in care? OR C. A Certified Childcare Professional (CCP) or Child Development Associate (CDA) and two years experience as a Lead Teacher, Teacher, Associate Teacher, or Assistant Teacher serving the children of the age group(s) in care?		A) Holds a bachelor's degree in early childhood education, school-age care, elementary education, child development, social work, nursing, sociology, psychology, human development and family studies, or another child-related field? OR B) Holds an associate's degree in early childhood education or an above noted field and at least and one year of experience serving the children of the age group(s) in care? OR C) Holds a Certified Childcare Professional® (CCP) ® or Child Development Associate™ (CDA)™ or an approved higher-quality, comparable credential approved by the state and two years of experience serving the children of the age group(s) in care? AND D) If a Lead Teacher/Teacher does not have a bachelor's degree in one of the approved fields, do they meet the current requirements based upon the NECPA Timeline for Educational Qualifications**? **Please reference the Glossary on page 133 regarding the "NECPA Timeline for Educational Qualifications."			

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II-28	II-28) Is each Teacher, Associate and Assistant Teacher at least 18 years old and hold a high school diploma or general education certificate?	A-10	A-10) Are all Assistant Teachers at least 18 years old and hold a high school diploma or equivalent?	1.03	Updated	Reduced - Assistant Teacher's Age
II-28a	II-28a) Does each Teacher, Associate Teacher, and Assistant Teacher have a valid certificate in pediatric first aid, including management of a blocked airway, and rescue breathing?	A-12	A-12) Does each Assistant Teacher have a valid certificate in basic and infant/child first aid and CPR?	1.03	No Change	Assistant Teacher CPR/First Aid
II-29	II-29) Are aides and volunteers at least 16 years old?	A-14	A-14) Are all Teacher Aides at least 18 years?	1.05	Updated	Expanded - Teacher Aide Qualifications
II-29	II-29) Are aides and volunteers at least 16 years old?	A-17	A-17) If volunteers are used/available, are they: A) At least 16 years of age? B) Working under the direct supervision of an employed teacher? C) Never left alone with children and not counted in child:staff ratio?	1.11	Updated	Expanded - Volunteer Qualifications
II-30	II-30) Does the program: A. Encourage membership in professional organizations? B. Pay any portion of professional dues?	A-32	A-32) Does the program have a teacher retention plan that includes the following: A) Staff development plan or formal evaluation program, including a career ladder? B) Training opportunities (which may include coverage of dues for professional organizations and/or training courses)? C) Merit raises and promotions (which may include bonuses)? D) Benefits (which may include employee choice of health coverage or retirement savings plan)? E) Other: _____	1.25	Updated	Clarified - Teacher Retention Plan

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
II-31	II-31) Are staff meetings held: A. Weekly? B. Bi-monthly? C. Monthly? D. Every 6 months?	A-34	A-34) Are weekly staff meetings* held to ensure ongoing care is provided using a team concept, which meets the program's short term and long term goals for children while? *Please Note: Weekly staff meetings may include communication between the director and staff in a variety of means as referenced in item A-33. Evidence of continual weekly staff meetings must be provided for review in the program's labeled documentation.	1.26	Updated	Clarified Note - Staff Meetings
II-32	II-32) Does the center require 30 hours of staff training for the first year and 24 hours for each of the following years?	A-24	A-24) Does the program require at least 30 clock hours of job-related continuing education during the first year of employment and at least 24 clock hours of continuing education based on individual competency needs each year thereafter for all teachers, including regularly scheduled substitutes?*	1.10 & 1.18	Updated	Expanded - Continuing Education
II-33	II-33) How many of the following training opportunities have been offered to staff* during the past six months? Topics: A. Administration B. Behavioral management C. First aid D. Medication administration E. Child abuse reporting and compliance F. Health G. Safety H. Child development	A-25	A-25) Do all teachers have documented training in the following: A) Knowledge of typical and atypical physical, cognitive, and social-emotional child growth and development? B) Designing and implementing developmentally appropriate lesson plans and group activities? C) Discipline and behavioral management strategies,	1.21	Updated	Combined/Exp anded - Teacher's Training

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	I. Nutrition J. Evaluation K. Whole Language/Emergent Literacy L. Curriculum M. Parent Relations/Support to Families N. Communication skills		including positive guidance techniques? D) Mandated child abuse and neglect identification and reporting? E) Appropriate care of infants, including shaken baby syndrome, safe sleep practices and conditions? F) First aid and CPR (including infant/child)? G) Health practices and promotion, including: infectious disease control and prevention, proper handwashing, daily health checks, knowing the signs and symptoms of childhood illnesses and standard precautions? H) Appropriate classroom management, including indoor and outdoor supervision and successful transition strategies? I) Cultural diversity and working with diverse families? J) Proper nutrition, including age appropriate serving sizes? K) Developmentally appropriate physical activities, aimed at lowering the risk of childhood obesity? L) Room arrangement and classroom planning, including accidental injury prevention strategies?			

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			M) Appropriate cleaning protocols for classroom environments? N) Management of job-related physical and mental health concerns (Can be included in initial orientation training)? O) Effective child and parent/guardian communication strategies? P) Procedures and practice of handling emergency/disasters, including but not limited to: shelter in place, threatening incidents, natural/weather related disasters, and intruder emergency situations? Q) Knowledge of available community resources to address health and safety needs? R) Implementation of child assessment measures in use?			
II-34	II-34) Does the program have a teacher retention plan that include the following? A. Career ladder B. Merit raises C. Promotions D. Training opportunities E. Dues for professional organizations F. Benefits (employee choice) G. Bonuses H. Staff development plan	A-32	A-32) Does the program have a teacher retention plan that includes the following: A) Staff development plan or formal evaluation program, including a career ladder? B) Training opportunities (which may include coverage of dues for professional organizations and/or training courses)? C) Merit raises and promotions (which may include bonuses)? D) Benefits (which may include employee choice of health	1.25	Updated	Clarified - Teacher Retention Plan

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
II-35	II-35) Does management offer tuition reimbursement or financial assistance for continuing education?		coverage or retirement savings plan)? E) Other: _____			
II-36	II-36) Does the program have a formal merit evaluation program?					
II-37	II-37) Does the program have in place a mechanism which allows for free communication between management and staff that includes the following? A. Newsletter B. Individual staff-administrative evaluation meetings C. Memos, paper or electronic	A-33	A-33) Does the program have an open door policy as well as other communication mechanisms in place which allow for regular and open communication between management and staff, that may include newsletters, individual staff/administrative meetings, and staff memos (paper or electronic)?	1.26	Updated	Clarified - Staff Communication Methods
II-38	II-38) On a daily basis, do teachers check the general playground surfaces for broken glass, nails, trash, and animal excrement, prior to allowing children to enter the play area?	A-115	A-115) Is the playground checked on a daily basis for the following: A) Surfacing is free from broken glass, nails, trash, and animal excrement, and if applicable check for compressed/packed areas, prior to allowing children to enter the play area? B) Visible cracks, bending or warping, rusting or breakage of any equipment? C) Deformation of open hooks, shackles, rings, and links? D) Worn swing hangers and chains? E) Missing, damaged, or loose swing seats? F) Broken supports or anchors?	10.09 & 10.10	No Change	Playground Checklist

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			G) Cement support footings that are exposed, cracked, or loose in the ground? H) Accessible sharp edges or points? I) Protruding bolt ends that have lost caps or covers? J) Loose bolts, nuts, and so forth that require tightening? K) Nails that have worked loose? L) Splintered, cracked, or otherwise deteriorating wood? M) Lack of lubrication on moving parts? N) Worn bearings or other mechanical parts? O) Broken or missing rails, steps, rungs, or seats? P) Worn or scattered surfacing material? Q) Hard surfaces under swings and slides, checking places where resilient material has shifted away from any surface underneath play equipment? R) Chipped or peeling paint? S) Pinch or crush points, exposed mechanisms, juncture, and moving components?			
II-39	II-39) A playground inspection log is maintained to reflect daily playground inspections.	A-114	A-114) Does the program have a daily playground inspection log that is kept up to date?	10.10	Updated	Clarified - Playground Checklist
II-40	II-40) Who is responsible for conducting monthly outdoor safety inspection?	NA	NA	NA	Removed	Monthly Outdoor Inspection

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
II-41	II-41) The playground equipment is checked on a daily basis for the following? A. Visible cracks, bending or warping, rusting, or breakage of any equipment B. Deformation of open hooks, shackles, rings, and links C. Worn swing hangers and chains D. Missing, damaged, or loose swing seats E. Broken supports or anchors F. Cement support footings that are exposed, cracked, or loose in the ground G. Accessible sharp edges or points H. Exposed ends of tubing that require covering with plugs or caps I. Protruding bolt ends that have lost caps or covers J. Loose bolts, nuts, and so forth that require tightening K. Nails that have worked loose L. Splintered, cracked, or otherwise deteriorating wood M. Lack of lubrication on moving parts N. Worn bearings or other mechanical parts O. Broken or missing rails, steps, rungs, or seats P. Worn or scattered surfacing material Q. Hard surfaces under swings and slides, checking places where resilient material has shifted away	A-115	A-115) Is the playground checked on a daily basis for the following: A) Surfacing is free from broken glass, nails, trash, and animal excrement, and if applicable check for compressed/packed areas, prior to allowing children to enter the play area? B) Visible cracks, bending or warping, rusting or breakage of any equipment? C) Deformation of open hooks, shackles, rings, and links? D) Worn swing hangers and chains? E) Missing, damaged, or loose swing seats? F) Broken supports or anchors? G) Cement support footings that are exposed, cracked, or loose in the ground? H) Accessible sharp edges or points? I) Protruding bolt ends that have lost caps or covers? J) Loose bolts, nuts, and so forth that require tightening? K) Nails that have worked loose? L) Splintered, cracked, or otherwise deteriorating wood? M) Lack of lubrication on moving parts? N) Worn bearings or other mechanical parts?	10.09 & 10.10	No Change	Playground Checklist

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	from any surface underneath play equipment R. Chipped or peeling paint S. Pinch or crush points, exposed mechanisms, juncture, and moving components		O) Broken or missing rails, steps, rungs, or seats? P) Worn or scattered surfacing material? Q) Hard surfaces under swings and slides, checking places where resilient material has shifted away from any surface underneath play equipment? R) Chipped or peeling paint? S) Pinch or crush points, exposed mechanisms, juncture, and moving components?			
II-42	II-42) Is there a system in place to order needed repairs or replacement of equipment in a timely fashion?	A-77	A-77) Is there a system in place to order needed repairs or replacement of equipment in a timely fashion?	5.11	No Change	Repair Requests
II-43 & II-44	II-43) Is there a separate area to care for ill children when they are too ill to receive care in their regular group. This could include a quiet area in the child's regular classroom or office where the child can rest until a parent can pick up the child? II-44) Are a child's parents notified immediately when a child's behavior indicates any sign or symptom of possible illness that requires exclusion from the facility?	A-63	A-63) Does the program have a policy and protocol in all handbooks/manuals that requires: A) A child's parents be notified as soon as possible when the child's behavior indicates any sign or symptom of possible illness that may require exclusion from the program? B) A separate area to care for children who are too ill to receive care in the regular group until a parent or guardian arrives to pick up the sick child?	4.15, 4.16 & 4.17	Updated	Combined - Illness Policy
II-45	II-45) What daily cleaning tasks are conducted to assure a healthy and	A-73	A-73) Are the following daily cleaning tasks outlined to ensure a	5.09	Updated	Clarified - Daily Cleaning Tasks

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	safe environment between major cleanings, on an as needed basis? A. Cleaning mouthed infant and toddler toys if care was provided B. Cleaning all equipment C. Cleaning general classroom areas D. Cleaning classroom attached kitchen areas E. Cleaning bathrooms F. Cleaning dining areas		healthy and safe environment between major cleanings: A) Cleaning mouthed infant and toddler toys? B) Cleaning general classroom areas? C) Cleaning bathrooms? D) Cleaning dining areas?			
II-46a II-46b & II-47	II-46a) Are cots, mats, and cribs kept separate and notated for individual children use only AND sanitized at least once a week? II-46b) Are sheets and blankets kept separate and notated for individual children use only AND washed at least once a week? II-47) Are non mouthed toys sanitized weekly?	A-74	A-74) Are the following weekly cleaning tasks outlined to ensure a healthy and safe environment between major cleanings: A) Cots, mats, and cribs are kept separate, notated for individual child's use, and cleaned and sanitized? B) Sheets and blankets are kept separate, notated for individual child's use, and washed? C) Non-mouthed toys are cleaned and sanitized?	5.10	Updated	Combined - Weekly Cleaning Tasks
II-48	II-48) Does each child have at least one change of clothing and weather appropriate clothing for daily outdoor play?	A-96	A-96) Does the written physical activity policy: A) Address the benefits of physical activity? B) Outline the duration of physical activity required? C) Require that each child have at least one change of weather appropriate clothing in case of accidents?	8.07	Updated	Expanded - Physical Activity Outline
		B-137	B-137) Does each child have at least one change of clothing and	10.08	No Change	One Change of Weather

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			weather appropriate clothing for daily outdoor play?			Appropriate Clothing
II-49	II-49) Are all electrical outlets covered or are safety outlets used?	NA	NA	NA	Removed	Outlet Covers
II-50	II-50) Does the program have the following health and safety guidelines? A. Routine health care of children B. Care of ill children C. Medication administration that is limited to: 1. Prescription medications ordered by a health care provider for a specific child, with written permission of the parent or legal guardian; 2. Non prescription (over the counter) medications for a specific child, or for a specific circumstance for any child in the facility, with written permission of the parent or guardian. This must include specific dosage and administration instructions. D. Exclusion policies E. Emergency policies F. Sanitation and hygiene policies including the practice of universal precautions G. Staff health policies, reports/forms H. Health and procedure policies including OSHA required exposure control plan I. Evacuation and Shelter-In-Place plans J. Diaper changing/toilet learning K. Food handling\ L. Communicable diseases	A-139	A-139) Does the program have the following in effect that can be found in the parent or staff handbook and/or a policy manual: A) Inclusion of children with developmental delays and special health care needs; B) Nondiscrimination in the classroom; based on race, color, national origin, family structure, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, etc.; C) Required health and immunization schedules, including time frames that they are to be completed; D) Protocols in case of emergency medical situations, including accidents and crisis situations; E) When to use the services of child care health consultants (including mental/behavior health); F) Confidentiality of individual information and records;* G) Ensuring safety while sleeping, including supervision requirements, areas and materials used for sleeping as well as defining infant safe sleeping practices;	11.09, 12.9 & 14.2	Updated	Clarified - Handbook Policies Divided into Appropriate Section

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			H) Universal precautions, cleanliness, sanitation and hygiene requirements that include the policy on handwashing and expectations of child and staff handwashing procedures; I) Diaper changing and toilet training; J) Evening, weekend, and night care plans (if the program offers); K) The storage and use of any toxic materials inside and outside of the program; L) Care and hygiene requirements for any pets that may be on site, including fish, insects and reptiles (if applicable) M) Parent conflict resolution procedure; N) Prevention of unauthorized persons from observing in or entering the toileting area; O) Transportation and activities that occur off site, such as field trips; P) Schedule for reviewing all policies, plans and operations of the program?			
II-51	RESERVED					
II-52	II-52) If the program administers medication, is there a written policy for administering medication that includes the following?	A-59	A-59) If the program administers medication, is there a written policy that includes the following: A) Only designated persons, who are certified through Medication Administration Training (MAT)	4.12	Updated	Expanded - Medication Administration Policy

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	A. Specific, signed parental consent for the caregiver to administer medication B. Prescription by a health care provider, if required C. Administration log D. Information on medication, including possible side effects, brought to the facility by parents		or a state approved standardized training provided by a licensed health professional, are authorized to administer medications? B) Signed parental/guardian consent for the administration of a specified prescription or nonprescription medication? C) Prescription issued directly by a healthcare provider with specific dosage and administration instructions? D) Information on medication, including possible side effects, is provided to the program by parents/guardian(s)? E) Medication administration log?			
II-53	RESERVED					
II-54	II-54) Is there a designated person who has responsibility for health and safety issues at the program?	A-54	A-54) Is there a designated staff member(s) who has responsibility for health and safety issues at the program?	4.01	No Change	Staff Responsible for Health and Safety
II-55	II-55) Who is that person(s)?	A-55	A-55) Who is that person(s)?	4.01	No Change	Staff Responsible for Health and Safety
II-56 & II-57	II-56) What are his/her responsibilities? (Please list) II-57) What are his/her qualifications? (Please circle all that apply) A. RN B. LPN C. BSN D. BS health related field E. MSN	A-56	A-56) Which of the following are included in their responsibilities: A) Oversees day-to-day program-level health and safety issues? B) Serves as an additional resource for families when they have health concerns or needs?	4.01	Updated	Duties of Staff Responsible for Health and Safety

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	F. MS health related field G. Health related training, college level courses H. Health related training, continuing education courses, workshops		C) Ensures that program-level health and safety concerns are addressed/resolved?			
II-58	II-58) What types of training have been provided to staff in the areas of health and safety? Topics: A. Management of illness B. Routine health supervision C. Dental health D. Personal hygiene/handwashing E. Fire drills F. First aid G. Playground safety H. Infectious disease I. Screening tests J. Immunizations K. Environmental safety L. Abuse and neglect, mandated reporter status M. Outdoor activity planning N. Sudden Infant Death Syndrome O. Routine safety inspections P. CPR Q. Medication administration R. Daily Health screenings S. Behavior management T. Supervision/Classroom management	A-25	A-25) Do all teachers have documented training in the following: A) Knowledge of typical and atypical physical, cognitive, and social-emotional child growth and development? B) Designing and implementing developmentally appropriate lesson plans and group activities? C) Discipline and behavioral management strategies, including positive guidance techniques? D) Mandated child abuse and neglect identification and reporting? E) Appropriate care of infants, including shaken baby syndrome, safe sleep practices and conditions? F) First aid and CPR (including infant/child)? G) Health practices and promotion, including: infectious disease control and prevention, proper handwashing, daily health checks, knowing the signs and symptoms of childhood illnesses and standard precautions?	1.21	Updated	Combined/Expanded - Teacher's Training

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			H) Appropriate classroom management, including indoor and outdoor supervision and successful transition strategies?			
			I) Cultural diversity and working with diverse families?			
			J) Proper nutrition, including age appropriate serving sizes?			
			K) Developmentally appropriate physical activities, aimed at lowering the risk of childhood obesity?			
			L) Room arrangement and classroom planning, including accidental injury prevention strategies?			
			M) Appropriate cleaning protocols for classroom environments?			
			N) Management of job-related physical and mental health concerns (Can be included in initial orientation training)?			
			O) Effective child and parent/guardian communication strategies?			
			P) Procedures and practice of handling emergency/disasters, including but not limited to: shelter in place, threatening incidents, natural/weather related disasters, and intruder emergency situations?			
			Q) Knowledge of available community resources to address health and safety needs?			

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			R) Implementation of child assessment measures in use?			
II-59	II-59) How many staff are certified in First Aid/CPR? NECPA Standards require at least 90% of total staff who have contact with children to be certified in Pediatric First Aid* and 90% in CPR. A. Total number of staff in contact with children-full time and part time (Be sure that this number is current on the day of the verification visit) B. Total number of staff certified in First Aid C. Total number of staff certified in CPR (If the program serves infants and toddlers): D. Total number of staff certified in CPR for infants and toddlers E. Who is responsible for overseeing that proper first aid procedures and universal precautions are followed and administered at all times?	A-51	A-51) Complete the chart below to verify the number of staff certified in First Aid/CPR: A) Total number of full-time and part-time staff involved in the provision of care: B) Number of staff certified in First Aid as of visit date: C) Number of staff certified in CPR as of visit date: D) Number of staff certified in CPR for infants and toddlers (if programs serves these age groups) as of visit date:	4.05	Updated	Clarified - Staff First Aid/CPR
II-60	II-60) At a minimum, does the program ensure that at least one staff certified in infant and child CPR is present at all times?	A-53	A-53) At a minimum, does the program ensure that at least one staff member certified in infant and child First Aid and CPR is present at the program at all times?	4.05	No Change	One Staff Always at Program with First Aid/CPR
II-61	II-61) Are daily health screenings of the children implemented that includes the following? A. Changes in behavior or appearance from behaviors observed during the previous day's attendance	A-50	A-50) Does the program conduct daily health screenings of the children which include: A) Changes in usual behavior or appearance? B) Taking the child's temperature by the use of a thermometer, if	4.19	No Change	Daily Health Screenings

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	B. Skin rashes, itchy skin, itchy scale, or (during a lice outbreak) nits C. If there are changes in the child's behavior or appearance, take the child's temperature D. Complaints of pain or not feeling well E. Other signs or symptoms of illness (including drainage from eyes, vomiting, and diarrhea) F. Reported illness or injury in child or family members since last day of attendance		there are changes in the child's behavior or appearance? C) Skin rashes, itchy skin, or lice/nits (during a lice outbreak)? D) Complaints of pain or not feeling well? E) Other signs or symptoms of illness (including drainage from eyes, vomiting, and diarrhea)? F) Reported illness or injury to child since last day of attendance?			
II-62	II-62) Does the program have a medical consultant available for questions and advice? (Informal or formal relationship)	A-65	A-65) Does the program have a formal or informal relationship with a medical professional who is available as a resource regarding health and safety issues, including mental and behavioral wellness?	4.02	Updated	Expanded/Clarified - Relationship with Medical Professional
II-63	II-63) Does the program offer or refer any of the following age appropriate, health related screenings? A. Vision B. Speech/Language C. Hearing D. Developmental (including sensory, cognitive, gross motor, fine motor, and socio-emotional)	A-47	A-47) Does the program have a policy and procedure in place to ensure that at least annually children, excluding school-age, are referred to any needed screenings, including; A) Vision? B) Speech/Language? C) Hearing? D) Special health care needs? E) Other	4.21	Updated	Expanded - Health Related Screenings
II-64	II-64) Does the program plan and prepare meals and snacks assuring that children's daily nutritional needs will be met?	A-70	A-70) Does the program's food and nutrition policy include the following: A) Age-appropriate nutrition and food requirements that include healthy eating and the daily	4.3 & 4.4	Updated	Expanded – Food and Nutrition Policy

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			schedule for snacks and mealtimes? B) Food handling protocol to prevent cross contamination? C) Protocol for teachers working with families to introduce food? D) Policy/guideline on food brought from home?			
II-65	II-65) Are ALL children always within sight and sound of a qualified caregiver?	A-36	A-36) Is there a policy that states all children (including school-age) are always within sight and sound* of a qualified teacher**?	2.01	Updated	Clarified Note - Sight and Sound Policy
II-66	II-66) Does the program provide transportation as part of their service? A. To and from home B. To and from local schools C. Field trips (If no, then skip to Item 68	A-78	A-78) Does the program provide regular transportation as part of their service? A) To and from home; B) To and from local schools; C) Field trips.	5.16	No Change	Transportation
II-67	II-67) If the program does provide transportation, does it have the following? A. Qualifications for drivers B. Require regular maintenance of vehicles C. Have a pick-up/drop-off routine D. Liability insurance E. Transportation logs F. Use age appropriate restraint systems for all children G. Vehicle insurance H. Adequate supervision for children being transported* I. Identifying and emergency information for each child available on each vehicle	A-79	A-79) If the program provides transportation, does it have the following in place: A) Regularly scheduled maintenance of the vehicle(s) and a maintenance log for each vehicle? B) A policy and routine to protect children from being forgotten in vehicles, or being left unattended and unsupervised, both inside and outside of vehicles during times of entering or departing? C) A protocol that includes a final bus walkthrough by a lead teacher, bus driver, or bus monitor?	5.16	Updated	Expanded - Transportation Policy

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	J. A first aid kit properly equipped for each vehicle		D) Current liability and vehicle insurance? E) Transportation logs? F) The use of age appropriate restraint systems for all children, (if available or required by the state)? G) Adequate supervision for children being transported?* H) Emergency information for each child available on each vehicle? I) A first aid kit properly equipped for each vehicle.			
II-68	II-68) How often is attendance taken? A. When children arrive at the program B. Field trips C. Major transitions, including going outdoors and coming indoors from playground D. Emergency evacuations	A-40	A-40) Does the program's attendance policy require the following: A) An accessible document that provides parent/guardian contact information, (for example email address, cell and work phone numbers), so there is always a method of contacting the parent/guardian? B) A printed roster of all children currently enrolled is accessible within 60 seconds in case of an emergency that requires evacuation? C) An attendance log that identifies the time of arrival and departure for each child?	2.08	Updated	Expanded - Attendance Policies and Procedures
II-69	II-69) Who is responsible for providing emergency contact information to staff during an emergency?	A-128	A-128) Is there one person who is designated as being in charge in the event of an emergency, including providing emergency contact information* on each child?	12.01 & 12.6	Updated	Expanded - Person in Charge in Emergency

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			A) Who is that person? B) Is there a second person designated, in writing, to be in charge should the primary person be absent during an emergency? C) Who is that person?			
II-70 & II-71	II-70) Does the program conduct fire drills? II-71) Does the program have a fire drill log?	A-133	A-133) Does the program conduct fire drills and record them in a log/record?	12.02	Updated	Combined - Fire Drills and Log
II-72	II-72) Check the fire (evacuation) drill log for the times at which drills have been held. Does the record show a drill held between the following times (please circle all that apply)?	A-134	A-134) Does the record show a drill between the following times: A) 6:00 am and 9:59 am? B) 10:00 am and 1:59 pm? C) 2:00 pm and 5:59 pm? D) 6:00 pm and 11:59 pm? E) 12:00 am and 5:59 am?	12.02	Updated	Clarified - Fire Drill Times
II-73	II-73) Do the children's records contain the following information? A. Emergency contact B. Emergency medical treatment authorization permission C. Physician's name and phone number D. Allergies E. Transportation permission F. Authorization release other than parent G. Immunizations H. Developmental history I. Health status, which includes results of health exam and screenings indicating normal or abnormal	A-41	A-41) Is there an established procedure for verifying who is authorized to pick up a child from care that includes the following: A) Written authorization in the child's file (including bus transportation for school-age)? B) Verification of the identity of any new person picking up a child from care? C) Training for any staff member responsible for verifying identity and what to do in the case of having to deny the release of a child?	2.09	Updated	Expanded - Pick Up Policy
		A-45	A-45) Does the program have policies and protocols in the Parent and Staff Handbooks on the	4.15	Updated	Expanded - Health

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	results and any necessary follow-up documented J. Instructions for any special health needs or chronic illness K. Progress report L. Parent conference reports M. Field trip permission forms		following health protection and promotion topics: A) Clear instructions for handling emergency and critical care situations? B) Illness inclusion and exclusion policies for both children and staff that addresses reentry into the program after illness? C) Guidelines that address seasonal and pandemic flu policies, including reporting designated infectious diseases to the CDC? D) An explanation of common child care illnesses that includes a plan to handle sick children, as well as safety measures to protect the health of other children and staff? E) Prevention protocol for communicable diseases?			Protection and Promotion
II-74	RESERVED					
II-75	II-75) Is there a file or log in which all injuries are recorded?	A-64	A-64) Is there a file or log in which all injuries are recorded? Does the log include the following: A) Name, gender, and age of the injured person? B) Description of the injury? C) Date and time of injury? D) Location where injury took place? E) Body part(s) involved? F) Description of any consumer product involved?	4.20	Updated	Expanded - Injury Log

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			G) Name of the staff member responsible for supervising the child at the time of the injury? H) Actions taken on behalf of the injured following the injury? I) Name of person who completed the report? J) Name and address of the program?			
II-76	II-76) Is there a file or log in which all illnesses/communicable diseases are recorded at the program?	A-61	A-61) Is there a file or log in which all illnesses/communicable diseases are recorded at the program?	4.18	No Change	Illness Log
II-77	II-77) Does the program administer medication?	A-58	A-58) Does the program administer medication?*	4.12	No Change	Medication Administration
II-77a	II-77a) Is there a medication administration log that contains the following information? A. Child's first and last name B. Expiration date of medication C. Name and strength of the medication D. Age appropriate dosage E. The manufacturer's instructions or prescription label with specific, legible instructions for administration, storage and disposal F. If prescription, the name of the health care provider who wrote the prescription G. Time to be administered and date H. Parent signature I. Person who administered and time	A-60	A-60) Is there a medication administration log that contains the following information: A) Child's first and last name? B) Expiration date of medication? C) Name and strength of the medication? D) Age appropriate or provider specific dosage? E) The manufacturer's instructions or prescription label with specific, legible instructions for administration, storage and disposal? F) If a prescription, the name of the health care provider who wrote the prescription? G) Time(s) and date(s) to be administered? H) Parent/guardian(s) signature? I) Person who administered the medication, the	4.13	Updated	Expanded - Medication Administration Log

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			dosage/amount and time administered?			
II-78	II-78) Does the program require written lesson plans?	A-93	A-93) Does the program require written indoor and outdoor lesson plans?	8.06	Updated	Combined - Lesson Plans
II-79	II-79) Are lesson plans reviewed: A. Weekly? B. Bi-monthly? C. Monthly? D. Less frequently?	A-94	A-94) Are indoor and outdoor lesson plans reviewed weekly?	8.06	Updated	Clarified - Review Lesson Plans Weekly
II-80	II-80) Are curriculum choices made using the following? A. Individual needs of children B. Developmentally appropriate practice C. Reliable & valid assessments of children D. Teacher's input E. Ages of children F. Special needs of children G. Cultural sensitivity H. Progress reports I. Social development of child J. Emotional development of child K. Cognitive development of child L. Language development of child M. Physical development of child	A-91	A-91) Are curriculum choices made using the following: A) Individual needs of children? B) Developmentally appropriate practice? C) Reliable & valid assessments of children? D) Teacher's input? E) Ages of children? F) Special needs of children? G) Cultural sensitivity? H) Progress reports? I) Social development of child? J) Emotional development of child? K) Cognitive development of child? L) Language development of child? M) Physical development of child?	8.02	No Change	Curriculum Choices
II-81	II-81) Does the curriculum include units on health and safety?	A-105	A-105) Does the curriculum include units on nutrition, health and safety?	9.16	Updated	Expanded - Curriculum Units on Nutrition,

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
						Health and Safety
II-82	II-82) Does the program currently serve any children with special needs?	A-97	A-97) Does the program currently serve any children with special needs?	8.09	No Change	Special Needs Policy
II-83	II-83) If the program currently serves children with special needs, does it provide the following or does it provide the necessary linkages? A. An individualized program plan B. Professional evaluation(s) C. A referral system that the program has access to D. Reviews of the child's progress done using a team concept	A-98	A-98) If the program currently serves children with special needs, does it provide or ensure the following: A) An individualized program plan? B) Professional evaluation(s)? C) A referral system that the program has access to? D) Reviews of the child's progress using a team concept?	8.09	No Change	Special Needs Outline
II-84	II-84) Is there a system for requesting materials for classroom projects and teacher supplies?	A-35	A-35) Is there a system in place for teachers to request materials for classroom projects/activities and teaching supplies?	1.27	No Change	Material Requests
II-85	II-85) Does the program have outdoor play space?*	B-125	B-125) Does the program have a dedicated/on-site outdoor play space?	No #	Updated	Clarified – Outdoor Play Space
II-86	II-86) Is outdoor space designed, used, and supervised in a manner that promotes appropriate development?	B-132	B-132) Are the staff capable of the following when on the outdoor play space: A) Viewing the entire outdoor play space? B) Being responsible for a group of children? C) Being responsible for a specific area of the play space?	10.12	Updated	Clarified – Outdoor Play Space
II-86a	II-86a) Are outdoor lesson plans required?	A-93	A-93) Does the program require written indoor and outdoor lesson plans?	8.06	Updated	Combined - Lesson Plans

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
II-87	II-87) If the answer to II-86a is yes, are outdoor lesson plans completed: A. Weekly? B. Bi-monthly? C. Monthly? D. Less frequently?	A-94	A-94) Are indoor and outdoor lesson plans reviewed weekly?	8.06	Updated	Clarified - Review Lesson Plans Weekly
II-88	II-88) In addition to the parent handbook (II-7), is the following written child related information available to parents? A. Process for orienting a child to the center B. Open door policy C. Parent activities D. Child abuse reporting requirements E. Reporting of complaints F. Field trip guidelines	A-46	A-46) Does the program have a written policy for reporting child abuse and neglect that includes the following: A) Documented new hire and ongoing training for recognizing common symptoms and signs of child abuse? B) Notification to parents or guardians that is given upon enrollment which notifies them of the program's legal responsibility to report child abuse and neglect? C) Requirement that any instance where there is reasonable cause to believe that child abuse, neglect, or exploitation may have occurred must be reported to the Department of Social Services, Child Protective Services Agency, or police?	4.14	Updated	Expanded/Clarified - Reporting Child Abuse
II-89	II-89) Is parent education or workshops offered to the families being served?	A-125	A-125) Is the parent/guardian education: A) Culturally sensitive and inclusive of the families being served?	11.07	Updated	Expanded - Parent Education

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			B) Provided in a language understood by families, whenever possible?			
II-90	II-90) Are parents invited to share their culture and family traditions?	A-121	A-121) Are parents/guardians given the opportunity to provide information about their culture and family traditions during enrollment and throughout their child's care at the program?	11.04	Updated	Expanded - Sharing Family Culture
II-91	II-91) Does the program have a written process (parent or community newsletter, newspaper ad, or web site) for reaching out to the community to make it aware of the program and its needs and services?	A-127	A-127) Does the program have a written process (parent/guardian or community newsletter, newspaper ad, or web site) for reaching out to the community to make it aware of the program and its needs and services?	11.10	No Change	Community Outreach
II-92	II-92) Is social services information available to parents regarding the following services in the community? A. Health care services B. Assistance with basic and emergency family needs C. Payment alternatives	A-119	A-119) Is social services information available to parents/guardians regarding the following resources in the community: A) Health care services? B) Assistance with basic and emergency family needs? C) Payment alternatives?	11.02	No Change	Social Service Info for Families
II-93	II-93) Do staff document conferences with parents regarding each child's health care needs and referrals?	A-123	A-123) At least biannually, do teachers hold and document conferences with parents/guardians regarding each child's development, health care needs, and, if necessary, any referrals made?	11.06	Updated	Expanded - Parent and Teacher Conferences
II-94	II-94) Is a staff member responsible for keeping the program's health and social service (including developmental assessments and family history) records current?	NA	NA	NA	Removed	Record Keeping

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
II-95 & II-96	II-95) Do the director, program staff, and parents evaluate the developmental program in writing annually in order to determine whether the specific needs of the children are being met? II-96) Are the results of the evaluation used to modify the program if necessary?	A-135	A-135) Does the director, program staff, and parents/guardians evaluate the program annually?	13.01	Updated	Clarified - Annual Program Review
II-97	II-97) Does the discipline policy reflect positive guidance techniques that includes redirection and the use of alternatives?	A-137	A-137) Are results from the annual program evaluation used to identify/update the following: A) The program's continuous quality improvement plan, and; B) Two goals for the next year, including any specific action steps towards completing those two goals?	13.02	Updated	Expanded - Quality Improvement and Program Goals
II-98	II-98) Does the program have a procedure for transitioning the child to another program or elementary school that includes the following? A. Review and final preparation of the child's needs B. A child and family needs assessment C. An informed consent form will be signed by the parent that identifies specifically what information will be shared D. A mechanism to share summary information on the child's needs, learning styles, supports, progress and recommendations	A-126	A-126) Does the program have a procedure for transitioning the child to another classroom, program, or elementary school that includes the following: A) Review and final preparation of the child's needs? B) A child and family needs assessment? C) Signed, informed parental/guardian consent to share information? D) A mechanism to share summary information on the child's needs, learning styles, supports, progress and recommendations?	11.08	No Change	School and Classroom Transitioning

2009 Instrument Section III – Now 2017 Part B

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
III-1	III-1) Does the program have a staff lounge or separate area where staff can take breaks?	B-142	B-124) If televisions are present, are they anchored or mounted to prevent accidental toppling?	14.05	No Change	Staff Break Area
III-2	III-2) Does the program have a staff bathroom?	B-143	B-143) Does the program have a staff bathroom?	14.05	No Change	Staff Bathroom
III-3	III-3) Does the program have a dedicated outdoor space?*	B-125	B-125) Does the program have a dedicated/on-site outdoor play space?	NO #	Updated	Clarified - Dedicated Outdoor Play Space
III-4	III-4) Does the program have written and posted playground rules?	B-134	B-134) Does the program have written and posted outdoor play space rules?	10.07	No Change	Written and Posted Outdoor Play Space Rules
III-5	III-5) Are the staff capable of the following when on the playground? A. Viewing the entire playground B. Being responsible for a group of children C. Being responsible for a specific area of the playground	B-132	B-132) Are the staff capable of the following when on the outdoor play space: A) Viewing the entire outdoor play space? B) Being responsible for a group of children? C) Being responsible for a specific area of the play space?	10.12	No Change	Supervision on the Outdoor Play Space
III-6 & III-7	III-6) Is the surface under any playground equipment needing fall zones made of non-abrasive, cushioning materials (the equivalent of wood mulch or chips, fine loose sand, pea gravel, shredded tires, or commercial mats rated for the distance between the height of the tallest child while standing on the equipment and the surface--12 inches	B-127	B-127 Does the playground surfacing and fall zones meet current Consumer Product Safety Commission (CPSC) guidelines* through the following: A) The surfacing is made of appropriate non-abrasive, cushioning materials as recommended by the CPSC?	10.05	Updated	Clarified - Outdoor Play Surfacing Meets CPSC Requirements

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	upon initial fill is the recommended depth for loose fill)? Programs must adhere to current Consumer Product Safety Commission standards to receive credit for this indicator. III-7) Does the surface material extend a minimum of 6 feet beyond the perimeter of the equipment? *NOTE: If, and only if, the state permits the surface material measurement to extend a minimum of 4 feet beyond the perimeter of theequipment, complete the following items. 1. If no, does the state require fall zone to extend at least 4 feet beyond the perimeter of the equipment? 2. Hard copy of state regulation available onsite for Verifier 3. Provide the web page address for state licensing website, specifically referencing fall zone perimeter requirements (i.e. DFCS web address, DHS web address, etc.).		B) The surfacing extends at least 6 feet beyond** the perimeter of any playground equipment needing fall zones? C) If the playground is surfaced with CPSC recommended 'loose-fill' materials, (ex: wood mulch or chips, fine loose sand, pea gravel, or shredded tires), does it meet an initial fill of 12 inches and/or a compressed/settled fill of 9 inches? **Please Note: Item B) If, and only if, state regulations/licensing permits the surface material to extend a minimum of 4 feet beyond the perimeter of the equipment, answer No to Item B and include a hard copy of the specific state regulation in your labeled documentation box/file for Item B-127.			
III-8	III-8) Are safety inspections done on the playground equipment: A. Daily? B. Weekly? C. Monthly? D. Less frequently than monthly?	B-135	B-135) Are outdoor play space inspections performed daily?	10.10	Updated	Clarified - Daily Playground Inspections
III-9, III-10, III-11 & III-12	III-9) Does the program or state limit the number of children allowed on the playground at any one time? III-10) Does the program serve infants and toddlers?	B-131	B-131) Does the program specify outdoor play times by age group and limit the number of children from the program allowed on the outdoor play space at any one time?	10.03	Updated	Combined/Reduced - Limit Outdoor Play by Time for each Age Group

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	III-11) If yes, does the program have a separate "playground" area for infants and toddlers? III-12) How does the program schedule and limit the use of the playground to insure appropriate access and prevent overcrowding? Does the program: A. Specify times for age groups? B. Post the schedule? C. Make parents aware of the schedule? D. Have a procedure to deal with conflicts?					
III-13	III-13) Are the following outdoor opportunities provided for all children? A. Gross motor opportunities* B. Developmentally appropriate activities Infants--safe, open space to spread a blanket or to explore through crawling; Toddlers—large muscle activities; Preschoolers-- large muscle activities C. Choices provided for the child D. Teacher involvement with children's play	B-136	B-136) Are the following outdoor opportunities provided for all children weather permitting*: A) Developmentally appropriate gross motor opportunities for each age group?** B) Child-choice of activities? C) Teacher involvement with children's outdoor play/activities?	10.01	Updated	Clarified - Outdoor Play Opportunities
III-14	III-14) Is the overall appearance (aesthetic quality) of the facility, both indoor and outdoor, inviting and well maintained by having the following? A. A specific entry area to greet parents separated from play areas B. Staff greets each child and parent	B-23	B-23) Is the overall appearance of the program, both indoor and outdoor, inviting and well-maintained by the following: A) Areas are clean, free from clutter, and odor-free; B) Areas have proper lighting and ventilation;	5.01, 5.2 & 5.15	Updated	Expanded - Program is well-maintained

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	C. Child created drawings displayed at child level D. Facilities, equipment and toys free of chipping or peeling paint E. Broken and inoperable toys or equipment removed until repaired F. Play equipment free of pinch or crush points G. Cleanliness – odor free H. Free from clutter I. Room arrangement - child friendly J. Inviting and appealing learning centers that are organized and accessible		C) Facilities, equipment and toys (both indoor and out), are free of chipping or peeling paint; D) Broken and inoperable toys or equipment are removed until repaired or replaced; E) Indoor and outdoor play equipment is free of pinch or crush points; F) A specific entry area is available to greet parents/guardians and guests that is separate from play areas; G) Proof that no paint contains lead in excess of 0.06 if facility is built before 1978?			
	K. Center offers parent displays/bulletin boards which cover at a minimum, program description, policy statements, philosophy, schedules, and menu. Can be posted in a central location. L. Proper lighting and ventilation	B-32	B-32) Do staff greet each child and parent/guardian?	6.02	Updated	Separated - Staff Greet Children and Family
		B-138	B-138) Does the program offer a parent/guardian resource area or bulletin board which covers at least the following: A) Program description and philosophy? B) Program policies/policy statements? C) Schedule(s) and menu(s)? D) Community health care services or other local social services?	11.02	Updated	Separated - Parent/Guardian Resource Center
III-15	III-15) If the program provides infant and toddler care, do the changing areas have the following: A. Are changing surfaces sanitized after each use?	B-62	B-62) Do teachers check infants and toddlers diapers/pull-ups on a regular basis and are wet or soiled diapers/pull-ups/clothing changed immediately?	7.15	Updated	Separated - Diapers/Pull-Ups are Regularly Checked

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	B. Are changing tables adult height? C. Staff washes hands before & after each changing?* D. Staff washes infant/child's hands after each changing?* E. Is a liquid soap dispenser available at each sink? F. Does the facility use disposable diapers, pull-ups, a recognized diaper service or arrange with parents to provide a daily diaper supply? G. Are disposable gloves used during all changing procedures? H. Is a closable, foot-pedal operated, or motor sensor operated, plastic-lined trash receptacle provided to receive contaminated diapers or wipes located in all diaper changing areas? (This must be a properly functioning receptacle that operates without the use of hands). I. Is there a hand washing sink at or adjacent to each changing table? (within arm's reach)* J. Is there a posted changing procedure? K. Is the child protected from falling during the diapering procedure? L. Are diapers/pull-ups checked on a regular basis? M. Are wet or soiled diapers/pull-ups/clothing changed immediately? N. Have staff been trained in the proper procedure for cleaning a child's genital area?	B-63	B-63) Are the following diaper changing requirements in place for infants and toddlers: 1. Diaper changing table/equipment: A) Are changing surfaces made of impervious, nonabsorbent material that are cleaned and sanitized after each use? B) Are changing tables adult height? C) Are children protected from falling during the diapering procedure? (The use of clips/belts is prohibited.) D) Is there a hands-free, closable, foot-pedal operated, or motor sensor operated, plastic-lined trash receptacle provided to receive contaminated diapers or wipes located in all diaper changing areas? (This must be a properly functioning receptacle that operates without the use of hands.) 2. Diapering supplies: E) Does the program use disposable diapers, pull-ups, a recognized diaper service, or arrange with parents/guardians to provide a daily diaper supply? 3. Diapering procedure: F) Is there a posted changing procedure at each changing table and in any bathrooms where toilet training is occurring?	7.16, 7.17 & 7.18	Updated	Clarified - Diapering Requirements

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			G) Do all teachers use and follow this procedure for each diaper change? H) Are new disposable gloves used during each diaper change? I) Do all teachers clean then sanitize the changing surface after each diaper change?*			
		B-64	B-64) Does each handwashing sink for infants and toddlers meet the following: A) Located in the same room/area as the diaper changing table, optimally within arms-reach, to prevent the spread of contaminants and disease? B) Placed to ensure sight and sound supervision of all children in care? C) Liquid soap bottles/dispensers are available at each sink? D) Handwashing procedures are posted at each sink?	7.19	Updated	Clarified - Handwashing Sink
III-16	III-16) Is there a readily accessible first aid kit in the facility?	B-14	B-14) Is there always a readily accessible first aid kit at the program?	4.06	No Change	First Aid Kit
III-17	III-17) Is there a first aid kit available when children are taken on field trips, including walks?	B-15	B-15) Is there an additional first aid kit available when children (including school-age) are taken on field trips and for off-premises outdoor play, including walks, etc.?	4.06	Updated	Clarified - Additional Kit for Outdoor and Offsite Activities
III-18	III-18) Does each first aid kit contain the following?	B-16	B-16) Does each first aid kit contain the following*: A) Bandage tape;	4.07	Updated	Alphabetized - First Aid Kit

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	A. Disposable nonporous gloves and sealable nonporous plastic bags for disposal of bloody materials B. Sealed packages of alcohol wipes/wound cleaning solution C. Scissors D. Tweezers E. Thermometer F. Bandage tape G. Sterile gauze pads and band aids H. Flexible roller gauze I. Triangular bandages J. Safety pins K. Eye dressing L. Pen/pencil and note pad M. Cold pack N. Current American Academy of Pediatrics or American Red Cross standard first aid text or equivalent first aid guide O. Cell Phone or coins for use in a pay phone* P. Insect sting preparation Q. Poison control center telephone number R. Small plastic or metal splints or rolled magazine or newspaper S. Soap T. Emergency numbers		B) Cell phone or coins for use at a pay phone;** C) Cold pack; D) Current American Academy of Pediatrics or American Red Cross standard first aid text or equivalent first aid guide; E) Disposable nonporous gloves and sealable nonporous plastic bags for disposal of bloody materials; F) Emergency numbers; G) Eye dressing; H) Flashlight; I) Flexible roller gauze; J) Insect sting preparation (if allowed by state regulations); K) Pen/pencil and notepad; L) Poison control center telephone number; M) Safety pins; N) Scissors; O) Sealed packages of alcohol wipes/wound cleaning solution; P) Small plastic or metal splints, or rolled magazine, or newspaper; Q) Soap; R) Sterile gauze pads and 'Band-Aids'; S) Thermometer; T) Triangular bandage or arm-sling; U) Tweezers; V) Whistle.			

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
III-19	III-19) Do all staff and children wash their hands at least at the following times?* A. Before and after any food service activity (including preparation, handling, setting the table or serving) B. After toileting or changing diapers/pull-ups C. After assisting a child with toilet use or toileting accidents D. Before and after eating meals or snacks E. After handling any animals F. After having any contact with bodily fluids (including blood and mucous) G. Upon arrival to the classroom, including coming in from outdoor play	B-17	B-17) Do all staff and children wash their hands at the following times:* A) Before and after any food service activity (including preparation, handling, setting the table, or serving); B) Before and after eating meals or snacks; C) Before toileting or changing diapers/pull-ups (for staff ONLY); D) After toileting or changing diapers/pull-ups (for BOTH staff and children); E) After assisting a child with toilet use or toileting accidents; F) After having any contact with bodily fluids (including blood and mucous); G) Upon arrival to the classroom, including coming in from outdoor play; H) After handling any animals (including fish, insects and reptiles)?	4.08	Updated	Clarified Note - Handwashing
III-19A	III-19A) If the facility uses alcohol based hand sanitizer (60% alcohol or more), does the dispenser meet the following requirements? A) The maximum individual dispenser fluid capacity in rooms, corridors, and areas open to	NA	NA	NA	Removed	Use of Hand sanitizer

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	corridors is no more than 0.32 gal (1.2 liters) B) The maximum individual dispenser fluid capacity in a suite of rooms is no more than 0.53 gal (2.0 liters) C) Where aerosol containers are used, the maximum capacity of the aerosol dispenser is 18 oz. (0.51 kg) D) Wall mounted dispensers are separated from each other by horizontal spacing of no less than 48 in. E) Wall mounted dispensers are not installed above or adjacent to ignition sources such as electrical outlets F) Wall mounted dispensers installed directly over carpeted floors are permitted only in child care facilities protected by automatic sprinklers					
III-20	III-20) How often is attendance taken? A. When children arrive at the program B. Field trips, (whether walking or using a vehicle) C. When getting off vehicles both on field trips and regular transportation routes D. Major transitions, including going outdoors and coming indoors from playground, and leaving one area and arriving at another E. Emergency evacuations	B-3	B-3) How often is attendance taken using the name to face process: A) When children arrive at and depart from the program? B) During any transitions (ex: when going indoors to outdoors or moving from one play area to another)? C) During any off-site activities, including field trips and walks? D) When getting off vehicles both on field trips and regular transportation routes?	2.02	Updated	Combined - Attendance

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			E) Emergency evacuations?			
III-21	III-21) Are all children always within sight and sound of a qualified caregiver?	B-1	B-1) Are all children (including school-age) within sight and sound* of a qualified teacher** at all times?	2.01	No Change	Sight and Sound
III-22	III-22) Is emergency contact information easily accessible to staff? (Is information unlocked, labeled, and accessible in less than 60 seconds?)	B-141	B-141) Is emergency contact information easily accessible to staff during an emergency, meaning it is unlocked, labeled, and accessible in less than 60 seconds?	12.06	No Change	Accessible Emergency Contact Information
III-23	III-23) Does the program have a fire/emergency exit plan showing escape routes for each area/room?	B-139	B-139) Does the program have a fire/emergency exit plan posted that shows the escape routes for each area/room?	12.03	No Change	Posted Emergency Exit Plans
III-24	III-24) Does the program have a separate quiet place where children can read or engage in individualized developmentally appropriate learning activities?	B-89	B-89) Is there a separate quiet place to provide a break from group activities, where children can read or engage in individualized developmentally appropriate learning activities? AND, is the quiet area: A) A soft-cushioned area with soft furniture or pillows, rugs and/or carpeting? B) Within sight and sound of a teacher?	9.04	Updated	Combined - Separate Quiet Learning Area
III-25	III-25) How are separate areas created in the center which provide a variety of activities and experiences within each age group's room? A. Are materials with similar use placed together to make interest areas for children? B. Are areas set up so that traffic patterns do not interfere with activities? C. Are areas for quiet and active play separated?	B-85	B-85) Are separate interest areas/learning areas created in the program for each age group that meet the following: A) Are materials with similar use placed together to create interest areas/learning centers which correspond to the program's curriculum? B) Are interest areas/learning centers organized, accessible, and inviting to children?	9.01 & 9.3	Updated	Organized - Separate Learning Areas

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	D. Is there sufficient space for play so children are not crowded? E. Do interest areas correspond to a developmentally appropriate curriculum? F. Do staff provide materials and time for children to select their own activities during the day? G. Are children encouraged to offer suggestions for activity selections?		C) Are areas/centers set up so that traffic patterns do not interfere with activities? D) Are areas/centers for quiet and active play separate? E) Is there space enough in each area/center to ensure children can comfortably maneuver? F) Is children's work displayed at children's eye-level?			
	H. Is children's work displayed in the appropriate activity areas? I. Do children have the opportunity to bring things from home to share in the classroom?	B-107	B-107) Do teachers promote child-choice by: A) Providing materials and time for children to offer suggestions and select their own activities? B) Ensuring that children have time and space for extended and concentrated play by reducing distractions and interruptions?	9.24	Updated	Combined - Teachers Promote Child-Choice
III-26	III-26) Are children taught to use the equipment in a safe way?	B-6	B-6) Do all teachers practice active and positive supervision, both indoors and outdoors, which includes: A) Being aware of children's activities at all times by scanning play activities, circulating around the area, and standing in strategic positions? B) Monitoring children's behavior to help ensure children's safety and being aware of and scanning for potential safety hazards? C) Establishing clear and simple safety rules and teaching	2.10	Updated	Expanded - Active and Positive Supervision

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			children how to use playground equipment appropriately and safely? D) Knowledge of the skills and abilities of the children in care?			
III-27	III-27) Are classroom decorations and equipment changed on a regular basis?	B-98	B-98) Are classroom decorations changed on a regular basis and seasonally appropriate?	9.10	Updated	Expanded - Decorations are Regularly Changed
III-28	III-28) Does each classroom or area have adequate storage space for teacher materials and equipment?	B-26	B-26) Does each classroom or area have storage space for staff materials and classroom supplies?	5.05	Updated	Clarified - Storage for Classroom Materials
III-29	III-29) Does the program have the following learning centers or areas for the following age groups? (Please circle all that apply) A. Table top games B. Dramatic play C. Woodworking/Carpentry D. Arts and crafts E. Large muscle F. Science/Nature G. Block building H. Fine motor I. Math/numbers J. Language arts K. Music/Movement L. Nutrition	B-102	B-102) Does the program have the following interest areas/learning centers for the following age groups? A. Table Top Games/ Manipulatives B. Dramatic Play C. Woodworking/Carpentry* D. Arts and Crafts E. Large Muscle F. Science/Nature G. Blocks H. Fine Motor I. Math/Numbers J. Language Arts/ Literacy K. Music/Movement L. Nutrition	9.20	Updated	Clarified Note - Required Learning Centers
III-30	III-30) Are children encouraged to assist in maintaining their classroom by giving them opportunities to engage in self-help activities that promote competency and mastery (including assisting in the clean up after activity selection and after meals/snacks)?	B-94	B-94) Do teachers encourage children to engage in self-help activities that promote competency and mastery, such as assisting in maintaining their classroom, cleaning up after an activity selection, and serving themselves	9.06	Updated	Clarified - Teachers Help Children Develop Self-help Skills

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			meals/snacks when developmentally appropriate?			
III-31 & III-32	III-31) Does the program have an indoor area for gross motor play/development on days when outdoor experiences are inappropriate? III-32) Is this gross motor area located within the classroom but separate and distinct from small muscle, group oriented activities?	B-28	B-28) Does the program provide space for gross motor play/development inside the program on days when outdoor experiences are inappropriate?*	5.06	Updated	Clarified - Gross Motor Space Indoors
III-32a	III-32a) If indoor climbing equipment is used, is it placed on impact-absorbing mats in fall zones that extend a minimum of 6 feet beyond the perimeter of the equipment? *NOTE: If, and only if, the state permits the surface material measurement to extend a minimum of 4 feet beyond the perimeter of the equipment, complete the following items. 1. If no, does the state require fall zone to extend at least 4 feet beyond the perimeter of the equipment? 2. Hard copy of state regulation available onsite for Verifier 3. Provide the web page address for state licensing website, specifically referencing fall zone perimeter requirements (i.e. DFCS web address, DHS web address, etc.).	B-29	B-29) If indoor climbing equipment is used that is over 18 inches high, is it: A) Placed on impact-absorbing surfacing?* B) And which extends 6 feet beyond** the perimeter of the equipment?	5.07	Updated	Reduced - Indoor Play Equipment Surfacing
III-33	III-33) Is the quiet learning area a soft-cushioned area with the	B-89	B-89) Is there a separate quiet place to provide a break from group activities, where children can read	9.04	Updated	Combined - Separate Quiet Learning Area

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
	following: soft furniture or pillows, AND rugs and/or carpeting?		or engage in individualized developmentally appropriate learning activities? AND, is the quiet area: A) A soft-cushioned area with soft furniture or pillows, rugs and/or carpeting? B) Within sight and sound of a teacher?			
III-34	III-34) Has the program done ANY of the following to create a warm, nurturing, and comfortable atmosphere? A. Use home-type furnishings - sofas, chairs, rugs, and pillows, in quiet areas B. Photographs of children, their families displayed at child's eye level C. Personalized storage area for each child's possessions D. Nap time/rest experiences are personalized and materials are labeled	B-88	B-88) Has the program created a warm, nurturing, and comfortable atmosphere for the children by: A) Displaying photographs of children and their families at child's eye level? B) Providing personalized storage for each child's possessions? C) Personalizing/labeling nap time/rest materials?	9.03	Updated	Clarified - Program Creates a Warm, Nurturing Environment
III-35	III-35) Do teachers use positive reinforcement to encourage children to feel good about their individual and group accomplishments?	B-35	B-35) Do teachers enhance interactions with the children in their care by: A) Frequently talking with individual children using clear and correct language patterns and maintaining eye contact? B) Using affectionate and supportive speech when appropriate? C) Engaging in back and forth communication with children that	6.03, 6.4, 6.5, 6.6 & 6.7	Updated	Expanded - Positive Teacher:Child Interactions

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			expands upon children's communication? D) Listening attentively to children, trying to understand what they want to communicate, and assisting them in expressing themselves? E) Encouraging children to share experiences, ideas and feelings of affection, joy, delight, sadness, anger, and other emotional responses to everyday events? F) Responding sensitively when children are frustrated, angry and/or afraid (i.e. when they are separating from their parents)? G) Responding in a reassuring and nurturing manner when a child seeks support? H) Using positive reinforcement to encourage children to feel good about their individual and group accomplishments?			
III-36	III-36) Do teachers use annual assessments and/or parent conferences to focus on individual children and how they have grown as individuals developmentally?	A-123	A-123) At least biannually, do teachers hold and document conferences with parents/guardians regarding each child's development, health care needs, and, if necessary, any referrals made?	11.06	Updated	Expanded - Parent and Teacher Conferences
III-37	III-37) Are there separate functional areas for food preparation, feeding, sleeping, playing, and for infants (bathing and diapering)?	B-24	B-24) Are there separate functional areas for food preparation, feeding, sleeping, playing, and diapering?	5.03	Updated	Separate Areas for Food, Sleep, Play, etc.

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
III-38	III-38) Are separate play areas provided to meet the developmental needs of different age groups?	B-84	B-84) Are separate indoor areas/classrooms provided to meet the developmental needs of different age groups (including school-age) enrolled in the program?	9.01	Updated	Clarified - Separate Areas Based on Age Group
III-39	III-39) Are developmentally appropriate materials of sufficient quantity and variety available for each child?	B-95	B-95) Are developmentally appropriate materials: A) Of sufficient quantity and variety? B) Used to promote children's exploration, experimentation and discovery?	9.07	Updated	Organized - Developmentally Appropriate Materials are of Sufficient Quantity
III-40	III-40) Do books, toys, and materials reflect multicultural and multiethnic diversity?	B-96	B-96) Do materials reflect diversity in: A) Gender? B) Age? C) Language? D) Ability? E) Culture and ethnicity?	9.08	Updated	Expanded - Materials Reflect Diversity
III-41	III-41) Is the environment designed so that children can choose and use materials independently (toys are on low, open shelves)	B-106	B-106) Is the environment designed to promote child-choice and independence by: A) Placing toys and materials on low, open shelves? B) Providing equipment and materials which children can explore and master by themselves? C) Offering children the freedom and opportunity to move and explore in a variety of safe spaces?	9.23	Updated	Combined - The Environment Promotes Child-Choice
III-42	III-42) Is equipment child-sized and adjusted for the developmental ages of all children?	B-25	B-25) Is equipment child-sized and adjusted for the developmental ages of all children in care?	5.04	No Change	Child-sized Equipment

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
III-43	III-43) Are there individual areas to provide a break from group activities?	B-89	B-89) Is there a separate quiet place to provide a break from group activities, where children can read or engage in individualized developmentally appropriate learning activities? AND, is the quiet area: A) A soft-cushioned area with soft furniture or pillows, rugs and/or carpeting? B) Within sight and sound of a teacher?	9.04	Updated	Combined - Separate Quiet Learning Area
III-44	III-44) Are dividers that are used to separate one area from another low enough to provide for easy supervision of all children?	B-87	B-87) Are dividers and/or furniture that are used to separate one area from another low enough to provide for easy supervision of all children?	9.02	No Change	Dividers are Low for Ease of Supervision
III-45	III-45) Are children given the freedom and opportunity to move and explore in a variety of safe spaces?	B-106	B-106) Is the environment designed to promote child-choice and independence by: A) Placing toys and materials on low, open shelves? B) Providing equipment and materials which children can explore and master by themselves? C) Offering children the freedom and opportunity to move and explore in a variety of safe spaces?	9.23	Updated	Combined - The Environment Promotes Child-Choice
III-46	III-46) Do staff ensure that toys, equipment, and other materials which are safe for older groups are not accessible to younger groups unless under close supervision?	B-97	B-97) Do teachers ensure that toys and other materials which are safe for older groups are not accessible to younger groups unless under close supervision?	9.09	No Change	Ensuring Safety of Younger Children
III-47	III-47) Are simple and consistent patterns followed in making	B-91	B-91) Are simple and consistent patterns followed in making	9.05	No Change	Consistent Routines are

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	transitions from one activity to another?		transitions from one activity to the next?			Followed for Transitions
III-48	III-48) Are routines, activities, and materials adjusted to the mood and energy changes for groups and individual children?	B-92	B-92) Are routines and activities adjusted to the mood and energy changes for groups and individual children?	9.05	No Change	Routines Adjusted to Children's Mood and Energy
III-49	III-49) Are staff personal items, hot beverages, and medication limited to a designated area which is inaccessible to children?	B-27	B-27) Are staff member's personal items, hot beverages, and medication limited to a designated area which is inaccessible to children?	5.05	No Change	Storage for Staff Items
III-50	III-50) Is food prepared and served in a manner that is appropriate for the developmental level of the child?	B-39	B-39) Is food prepared and served in a manner that is appropriate for the developmental level of the child and which prevents cross-contamination?	6.11	Updated	Expanded - Developmentally Appropriate Food Preparation and Service
III-51	III-51) Is a relaxed routine established to make mealtimes pleasant?	B-36	B-36) Is a relaxed routine established to make mealtimes pleasant?	6.08	No Change	Mealtimes are Relaxed
III-52	III-52) Do staff sit with the children during meals while modeling appropriate behavior and using mealtime as a learning experience?	B-37	B-37) Do teachers sit with the children, including those in high chairs, during meals while modeling appropriate behavior and using mealtime as a learning experience?	6.09	Updated	Expanded - Teachers sit with Children During Meals
III-53	II-53) Do staff frequently talk with individual children using clear and correct language patterns and maintain eye contact?	B-35	B-35) Do teachers enhance interactions with the children in their care by: A) Frequently talking with individual children using clear and correct language patterns and maintaining eye contact? B) Using affectionate and supportive speech when appropriate?	6.03, 6.4, 6.5, 6.6 & 6.7	Updated	Expanded - Positive Teacher:Child Interactions

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			C) Engaging in back and forth communication with children that expands upon children's communication? D) Listening attentively to children, trying to understand what they want to communicate, and assisting them in expressing themselves? E) Encouraging children to share experiences, ideas and feelings of affection, joy, delight, sadness, anger, and other emotional responses to everyday events? F) Responding sensitively when children are frustrated, angry and/or afraid (i.e. when they are separating from their parents)? G) Responding in a reassuring and nurturing manner when a child seeks support? H) Using positive reinforcement to encourage children to feel good about their individual and group accomplishments?			
III-54	III-54) Are a variety of songs, books and games, including some that are multicultural, used to promote language development?	B-114	B-114) Are a variety of songs, stories, books and games, including those that are multicultural, used to promote language development?	9.29	Updated	Clarified - Promoting Language Development
III-55	III-55) Do the staff use affectionate and supportive speech when appropriate?	B-35	B-35) Do teachers enhance interactions with the children in their care by: A) Frequently talking with individual children using	6.03, 6.4, 6.5, 6.6 & 6.7	Updated	Expanded - Positive Teacher:Child Interactions

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
III-56	III-56) Do staff listen attentively to children, try to understand what they want to communicate, and assist them in expressing themselves?	B-35	clear and correct language patterns and maintaining eye contact? B) Using affectionate and supportive speech when appropriate? C) Engaging in back and forth communication with children that expands upon children's communication? D) Listening attentively to children, trying to understand what they want to communicate, and assisting them in expressing themselves? E) Encouraging children to share experiences, ideas and feelings of affection, joy, delight, sadness, anger, and other emotional responses to everyday events? F) Responding sensitively when children are frustrated, angry and/or afraid (i.e. when they are separating from their parents)? G) Responding in a reassuring and nurturing manner when a child seeks support? H) Using positive reinforcement to encourage children to feel good about their individual and group accomplishments?	6.03, 6.4, 6.5, 6.6 & 6.7	Updated	Expanded - Positive Teacher:Child Interactions
III-57	III-57) Do staff address each child by name?	B-33	B-33) Do teachers address each child by name?	6.02	No Change	Address Each Child by Name

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III-58	III-58) Do staff give one-on-one attention to each child as much as possible?	B-34	B-34) Do teachers give one-on-one attention to each child as much as possible?	6.02	No Change	One-on-one Attention to Each Child
III-59	III-59) Do staff allow and encourage children to express their feelings of affection, joy, delight, sadness, anger, and other emotional responses to everyday events?	B-35	B-35) Do teachers enhance interactions with the children in their care by: A) Frequently talking with individual children using clear and correct language patterns and maintaining eye contact?	6.03, 6.4, 6.5, 6.6 & 6.7	Updated	Expanded - Positive Teacher:Child Interactions
III-60	III-60) Do staff respond sensitively when children are frustrated, angry, and afraid and when they are separating from their parents?	B-35	B) Using affectionate and supportive speech when appropriate?	6.03, 6.4, 6.5, 6.6 & 6.7	Updated	Expanded - Positive Teacher:Child Interactions
III-61	III-61) Do staff welcome a child who comes for support with a reassuring and nurturing response?	B-35	C) Engaging in back and forth communication with children that expands upon children's communication? D) Listening attentively to children, trying to understand what they want to communicate, and assisting them in expressing themselves? E) Encouraging children to share experiences, ideas and feelings of affection, joy, delight, sadness, anger, and other emotional responses to everyday events? F) Responding sensitively when children are frustrated, angry and/or afraid (i.e. when they are separating from their parents)? G) Responding in a reassuring and nurturing manner when a child seeks support?	6.03, 6.4, 6.5, 6.6 & 6.7	Updated	Expanded - Positive Teacher:Child Interactions

Old SAI #	Old Assessment Item	New SAI #	New Assessment Item	New SB #	Revisions Made	Overview of Update & Item
			H) Using positive reinforcement to encourage children to feel good about their individual and group accomplishments?			
III-62	III-62) Do staff respond quickly and calmly to prevent children from hurting each other while showing understanding of the children's needs and feelings?	B-10	B-10) Do teachers respond quickly and calmly to prevent children from hurting each other while showing understanding of the children's needs and feelings?	3.06	No Change	Redirecting Behavior
III-63	III-63) Do staff use positive guidance techniques with children that emphasize self control on the part of the child?	B-7	B-7) Do teachers use age-appropriate, positive guidance techniques with children that emphasize self-control on the part of the child?	3.02	Updated	Clarified - Positive Guidance Techniques
III-64	III-64) When staff redirects a child's behavior, do they provide a brief explanation of limits and rationale?	B-8	B-8) When teachers redirect a child's behavior, do they provide a brief explanation of limits and rationale?	3.03	No Change	Explaining Limits and Rationale
III-65	III-65) Do staff address the behavior or situation rather than labeling the child good or bad?	B-12	B-12) Do teachers address the specific behavior or situation rather than labeling the child 'good' or 'bad'?* Please Note: This item refers to calling/labeling a child 'good' or 'bad' for a particular behavior or action, this does not refer to praising a child's work.	3.07	Updated	Clarified Note - Addressing Problem Behavior
III-66	III-66) Are children encouraged to develop pro social skills by developing friendships, learning to help, working cooperatively with others, and learning from and with one another?	B-108	B-108) Are children encouraged to develop pro-social skills by developing relationships, learning to help others, working cooperatively with others, and learning from and with one another?	9.25	No Change	Teachers Encourage Pro-Social Skills
III-67	III-67) Teachers foster positive relationships between children by helping them to listen and appropriately respond to one another.	B-109	B-109) Do teachers foster positive relationships between children by helping them to listen and appropriately respond to one another?	9.26	No Change	Teachers Encourage Pro-Social Skills

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III-68	III-68) Do staff provide developmentally appropriate large-muscle activities (playing ball, running, climbing, and/or moving to music, both indoors and outdoors)?	B-120	B-120) Do teachers provide developmentally appropriate large-muscle and balance activities both indoors and outdoors (ex: playing ball, running, jumping, climbing, moving to rhythm and music)?	9.33	Updated	Expanded - Teachers Promote Large-Muscle and Balance
III-69	III-69) Do staff provide opportunities for the development of eye-hand coordination?	B-121	B-121) Do teachers provide developmentally appropriate eye-hand and eye-foot coordination opportunities (ex: throwing, catching, and kicking balls)?	9.33	Updated	Expanded - Teachers Promote Eye-Hand and Eye-Foot Coordination
III-70	III-70) Do staff provide equipment that children can explore and master by themselves?	B-106	B-106) Is the environment designed to promote child-choice and independence by: A) Placing toys and materials on low, open shelves? B) Providing equipment and materials which children can explore and master by themselves? C) Offering children the freedom and opportunity to move and explore in a variety of safe spaces?	9.23	Updated	Combined - The Environment Promotes Child-Choice
III-71	III-71) Do staff allow children time and space for extended and concentrated play by reducing distractions and interruptions?	B-107	B-107) Do teachers promote child-choice by: A) Providing materials and time for children to offer suggestions and select their own activities? B) Ensuring that children have time and space for extended and concentrated play by reducing distractions and interruptions?	9.24	Updated	Combined - Teachers Promote Child-Choice
III-72	III-72) Do staff provide children many opportunities to explore cause and effect (how things work)?	A-108	A-108) Do teachers provide children many opportunities to	9.12	No Change	Exploring Cause and Effect

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			explore cause and effect and how things work?			
III-73	III-73) Are a variety of rhythm, music, and movement experiences provided to all the children on a daily basis?	B-120	B-120) Do teachers provide developmentally appropriate large-muscle and balance activities both indoors and outdoors (ex: playing ball, running, jumping, climbing, moving to rhythm and music)?	9.33	Updated	Expanded - Teachers Promote Large-Muscle and Balance
III-74	III-74) Do staff support a child's developing awareness of self by using mirrors, photographs, and other appropriate materials for self-concept?	B-110	B-110) Do teachers support a child's developing awareness of self by using mirrors, photographs, and other appropriate materials for promoting self-concept?	9.27	No Change	Teachers Promote Self-Concept
III-75	III-75) Do staff allow children to watch television?	A-109	A-109) Do teachers provide developmentally appropriate opportunities for children to build an understanding of technology?	9.34	Updated	Clarified - Use of TV
III-75a	III-75a) If television is used, is it: A. Limited to educational programs that are suitable to the developmental level of the children? B. Used only on an occasional basis (less than once per week, 30 minutes, maximum) C. Used interactively, with staff initiating conversations with children?	A-110	A-110) If media is used, such as television, computers and other high forms of technology, is it: A) Limited to 30 minutes per week for educational materials/activities that are suitable to the developmental level of the children? B) Used interactively with the children through teacher initiated conversations and the use of open-ended questions?	9.34	Updated	Clarified - Use of TV
III-76	III-76) Are creative, possibly messy activities provided for all children (including water, sand play, finger painting, and playing with play dough)?	B-105	B-105) Are creative and possibly messy materials and activities provided for all children (ex: water/sensory play, finger paints, and play dough)?	9.22	No Change	Creative Activities Provided for All Children
III-77	III-77) Are daily routines consistent and predictable for children?* *Evidence of this is a posted	B-90	B-90) Are daily routines consistent and predictable for children?* *Please Note: Evidence of this	9.05	Updated	Clarified Note - Routines are Consistent

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	schedule that generally relates to the observed routine.		standard is a posted schedule that generally relates to the observed routine.			
III-78	III-78) Are developmentally appropriate unstructured materials (including blocks, paint, and play dough) and representational toys (cars, dolls, animals, dishes), regularly provided?	B-104	B-104) Are developmentally appropriate unstructured materials (ex: blocks, paint, and play dough) and representational toys (ex: cars, dolls, animals, dishes) regularly provided?	9.22	No Change	Unstructured Materials are Regularly Provided
III-79	III-79) Are children allowed to explore materials in their own ways?	B-106	B-106) Is the environment designed to promote child-choice and independence by: A) Placing toys and materials on low, open shelves? B) Providing equipment and materials which children can explore and master by themselves? C) Offering children the freedom and opportunity to move and explore in a variety of safe spaces?	9.23	Updated	Combined - The Environment Promotes Child-Choice
III-80	III-80) If the program serves infants, does the program provide special evacuation equipment for enrolled infants?	B-47	B-47) Does the program have special evacuation equipment or cribs for enrolled infants?	7.10	No Change	Evacuation Cribs for Infants
III-81	III-81) Is there the minimal use of infant seats and swings, high chairs, or playpens? Note: Minimal use is limited to 30 minutes or less.	B-49	B-49) Is there minimal use* of infant seats and swings, exersaucers, molded seats or any other confining equipment, and only when infants are age and developmentally capable?	7.12	Updated	Expanded - Minimal Use of Restrictive Equipment
III-82	III-82) Are small objects (less than one inch in diameter) and foods which frequently cause choking (grapes, hot dogs, peanuts) inaccessible to infants?	B-73	B-73) Are small objects (less than one inch in diameter) and foods which frequently cause choking (grapes, hot dogs, peanuts)	7.28	No Change	Small Objects are Inaccessible to Young Children

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			inaccessible to infants and toddlers?			
III-83	III-83) Are young infants held and carried about frequently, and their positions and locations changed?	B-48	B-48) Are young infants held and carried about frequently, and their positions and locations changed?	7.11	No Change	Infants Held Often
III-84	III-84) Is a primary staff person assigned to each child under the age of two?	B-56	B-56) Is a primary teacher assigned to each child under the age of two years?	7.01	No Change	Primary Teacher for Children Under Two
III-85	III-85) Does the program limit the number of caregivers who interact with any one infant to no more than three caregivers in a given day and no more than five caregivers across the period that the child is an infant in care?	B-41	B-41) Does the program limit the number of qualified teachers who interact with any one infant to no more than three teachers (not staff members*) in a normal day to ensure continuity of care?	7.01	Updated	Clarified - No More than Three Teachers in a Given Day
III-86	III-86) Are food preparation and feeding activities separated from diapering and bathing areas?	B-60	B-60) Are food preparation and feeding areas separated from diapering and bathing areas in infant and toddler classrooms?	7.07	No Change	Separate Areas for Food, Sleep, Play, etc.
III-87	III-87) Are dividers that are used to separate one area from another low enough to provide for easy supervision of all infants/toddlers?	B-71	B-71) Are dividers that are used to separate one area from another low enough to provide for easy supervision of all infants or toddlers?	7.25	No Change	Dividers are Low for Ease of Supervision
III-88	III-88) Do staff working with young infants wear some coverings (including burping cloths or smocks) that are changed daily or more frequently if they become soiled? (The key element here is that the particular covering that is used gets changed with each individual child. The intention is the need to create a sanitary environment for each child to protect against the transmission of illness.)	B-45	B-45) Do teachers working with young infants use child-specific* coverings (including burping cloth or child's bib) that are changed daily or more frequently if they become soiled?	7.08	Updated	Clarified - Burp Cloths

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III-89 & III-90	III-89) Are feeding, sleeping, and diapering/toileting activities recorded daily for each infant and toddler, and the information made available to the parent at the end of the day? III-90) Are infants allowed to establish and maintain individual eating and sleeping patterns?	B-42	B-42) Are infants allowed to establish and maintain individual eating and sleeping patterns AND are feeding, sleeping, and diapering activities recorded daily for each infant, and the information made available to the parent at the end of the day?	7.02	Updated	Combined - Infant Established Schedule that is Recorded
III-91	III-91) Do staff encourage toddlers to follow good health practices by washing their hands after toileting, before and after eating, and at other times as needed, and by not sharing feeding utensils, facial tissues, and other personal items?*	B-83	B-83) Do teachers encourage toddlers to follow good health practices by instructing them on how to: A) Wash their hands after toileting, before and after eating, and at other times as needed; B) Use personal items, such as feeding utensils and tissues, and not to 'share' them with other children?	7.40	Updated	Clarified - Teachers Help Young Children Develop Good Health Practices
III-92	III-92) Are young infants individually fed and held for bottle feedings?	B-52	B-52) Are young infants individually fed and held for bottle feedings?	7.29	No Change	Infants Held for Feedings
III-93	III-93) Are mobile infants and toddlers offered finger foods when developmentally appropriate, and toddlers encouraged to feed themselves?	B-74	B-74) Are mobile infants and toddlers offered finger foods when developmentally appropriate, and toddlers encouraged to feed themselves?	7.31	No Change	Teachers Offer Finger Foods When Appropriate
III-94	III-94) Do staff encourage infant babbling and toddler vocalizations by repeating and expanding on their limited verbal skills and by naming familiar objects and discussing routine activities in the infant/toddler environment?	B-61	B-61) Do teachers encourage infant babbling and toddler vocalizations by: A) Imitating sounds (such as cars, animal sounds, nonsense words, rhymes, and imaginative stories)? B) Naming familiar objects and discussing routine activities	7.13 & 7.14	Updated	Combined - Teachers Encourage Language Development in Infants and Toddlers

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			in the infant/toddler environment? C) Describing what they are doing and what they feel, hear, touch, and see as it happens or soon thereafter?			
III-95	III-95) Do staff support a child's developing awareness of self by using mirrors, photographs, and other appropriate materials for self-concept?	B-110	B-110) Do teachers support a child's developing awareness of self by using mirrors, photographs, and other appropriate materials for promoting self-concept?	9.27	No Change	Teachers Promote Self-Concept
III-96	III-96) Do staff encourage and help children develop and practice self-help skills when eating, getting dressed, using toys and equipment, and cleaning up?	B-82	B-82) Do teachers encourage and help toddlers develop and practice self-help skills when eating, getting dressed, using toys/equipment, and cleaning up?	7.39	No Change	Teachers Help Young Children Develop Self-Help Skills
III-97	III-97) Is diapering/toileting used as a time to talk with and relate warmly to children?	B-66	B-66) Is diapering/toileting used as a time to talk with and relate warmly to children?	7.15	No Change	Teachers Make Diapering Pleasant
III-98	III-98) Are infants and toddlers encouraged to engage in social play and interaction with staff during feeding, bathing, dressing, and other aspects of care?	B-58	B-58) Are infants and toddlers encouraged to engage in social play and interaction with teachers during feeding, bathing, dressing, and other aspects of care?	7.03	No Change	Young Children are Engaged in Social Play and Interactions
III-99	III-99) Do staff respect the toddler's right to say "no" or not to participate?	B-80	B-80) Do teachers respect the toddler's right to say "no" or not participate?	7.37	No Change	Respecting a Toddler's Right to Not Participate
III-100	III-100) Do staff provide warm and loving physical contact with infants in a variety of ways from soothing to stimulating, depending on the infant's readiness and needs?	B-43	B-43) Do teachers provide warm and loving physical contact with infants in a variety of ways from soothing to stimulating, depending on the infant's readiness and needs?	7.04	No Change	Teachers Provide Comforting Contact to Infants
III-101	III-101) Do staff provide infants with ample, independent opportunities to	B-54	B-54) Do teachers provide infants with ample, independent opportunities to practice tummy	7.34	No Change	Gross Motor Development

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	practice tummy time, crawling, creeping, standing, and walking?		time, crawling, creeping, standing, and walking?			for Infants (Tummy Time)
III-102	III-102) Does the staff provide physical assistance, support and encouragement for mobile infants and toddlers when walking, climbing, descending stairs, and performing other gross motor movements?	B-81	B-81) Does the teacher provide physical assistance, support and encouragement for mobile infants and toddlers when walking, climbing, descending stairs, and performing other gross motor movements?	7.38	No Change	Teachers Support Young Children's Gross Motor Development
III-103	III-103) Do staff provide activities and materials to help infants develop their small muscles by grasping, dropping, pulling, pushing, throwing, fingering, and mouthing?	B-55	B-55) Do teachers provide activities and materials to help infants develop their small muscles by grasping, dropping, pulling, pushing, throwing, fingering, and mouthing?	7.35	Updated	Clarified - Small Muscle Development for Infants
III-104 & III-105	III-104) Do staff talk to infants, describing what they are doing and what they feel, hear, touch, and see? III-105) Do staff assist toddlers in learning names of common objects and in talking about their experiences and observations as they happen or soon thereafter?	B-61	B-61) Do teachers encourage infant babbling and toddler vocalizations by: A) Imitating sounds (such as cars, animal sounds, nonsense words, rhymes, and imaginative stories)? B) Naming familiar objects and discussing routine activities in the infant/toddler environment? C) Describing what they are doing and what they feel, hear, touch, and see as it happens or soon thereafter?	7.13 & 7.14	Updated	Combined - Teachers Encourage Language Development in Infants and Toddlers
III-106	III-106) Are staff alert and responsive to the infant/toddler's initiatives to play, move and use toys and materials?	B-59	B-59) Are teachers alert and responsive to infant's and toddler's initiatives to play, move and use toys and materials?	7.05	No Change	Teacher's are Responsive to Young Children's Play
III-107	III-107) Do staff provide opportunities and materials to encourage infants/toddlers to discover how they	B-79	B-79) Do teachers provide opportunities and materials to encourage infants and toddlers to	7.36	No Change	Opportunities for Young Children to

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	can make things happen and to solve simple problems?		discover how they can make things happen and solve simple problems?			Discover How Things Happen
III-108	III-108) Do staff model and encourage children's creativity through language, by imitating sounds (such as cars, animal sounds, nonsense words, rhymes, and imaginative stories)?	B-61	B-61) Do teachers encourage infant babbling and toddler vocalizations by: A) Imitating sounds (such as cars, animal sounds, nonsense words, rhymes, and imaginative stories)? B) Naming familiar objects and discussing routine activities in the infant/toddler environment? C) Describing what they are doing and what they feel, hear, touch, and see as it happens or soon thereafter?	7.13 & 7.14	Updated	Combined - Teachers Encourage Language Development in Infants and Toddlers
III-109	III-109) Are infants always put to sleep on their backs, on flat, firm mattresses, and no pillows, soft toys, thick blankets, or bumpers placed close to their face?	A-84	A-84) Does the program have a policy stating that infants are always put to sleep using current American Academy of Pediatrics' (AAP) Guidelines for Infant Sleep Safety and SIDS Risk Reduction*, including: A) On their back? B) On flat, firm mattress with tight fitting sheets? AND are the following items prohibited: C) Soft toys? D) Blankets? E) Bumpers? F) Pillows or boppies? G) Swaddling? H) Earrings, necklaces or jewelry of any kind?	7.26	Updated	Expanded - Safe Sleep Policy

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			I) Bibs? J) Strings or attachments to pacifiers?			
III-109	III-109) Are infants always put to sleep on their backs, on flat, firm mattresses, and no pillows, soft toys, thick blankets, or bumpers placed close to their face?	B-51	A-84) Does the program have a policy stating that infants are always put to sleep using current American Academy of Pediatrics' (AAP) Guidelines for Infant Sleep Safety and SIDS Risk Reduction*, including: A) On their back? B) On flat, firm mattress with tight fitting sheets? AND are the following items prohibited: C) Soft toys? D) Blankets? E) Bumpers? F) Pillows or boppies? G) Swaddling? H) Earrings, necklaces or jewelry of any kind? I) Bibs? J) Strings or attachments to pacifiers?	7.26	Updated	Expanded - Infant Safe Sleep Protocol
III-110	III-110) Complete the table on the following pages for each area used as a classroom. 1. Use one form per actual physical classroom. If you have more than 10 classroom, copy a blank form to use for the additional rooms. 2. Designate your classrooms as #1, #2, #3, etc. beginning with the youngest children. 3. In the appropriate column, give each teacher's first initial and last	A-141	Complete the table on the following pages for each area used as a classroom. A) Use one form on the following pages per physical classroom. If you have more than 10 classrooms, please copy a blank form to use for the additional rooms. B) Designate each classroom with a 'Room Number' such as #1, #2, #3, etc. beginning with	NO #	Updated	Clarified – Staffing and Teacher Qualifications

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	name and the hours each teacher normally works in that classroom. Circle either A.M. or P.M. 4. Complete the questions on education and training for each teacher.		the youngest children/age group. C) In the appropriate column, give each teacher's first and last name and the hours each teacher normally works in that classroom. D) Complete all questions on education and training for each teacher.			