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**ADMINISTRATION AND CLASSROOM STANDARDS
FOR CITY OF MADISON CHILD CARE CENTER ACCREDITATION**

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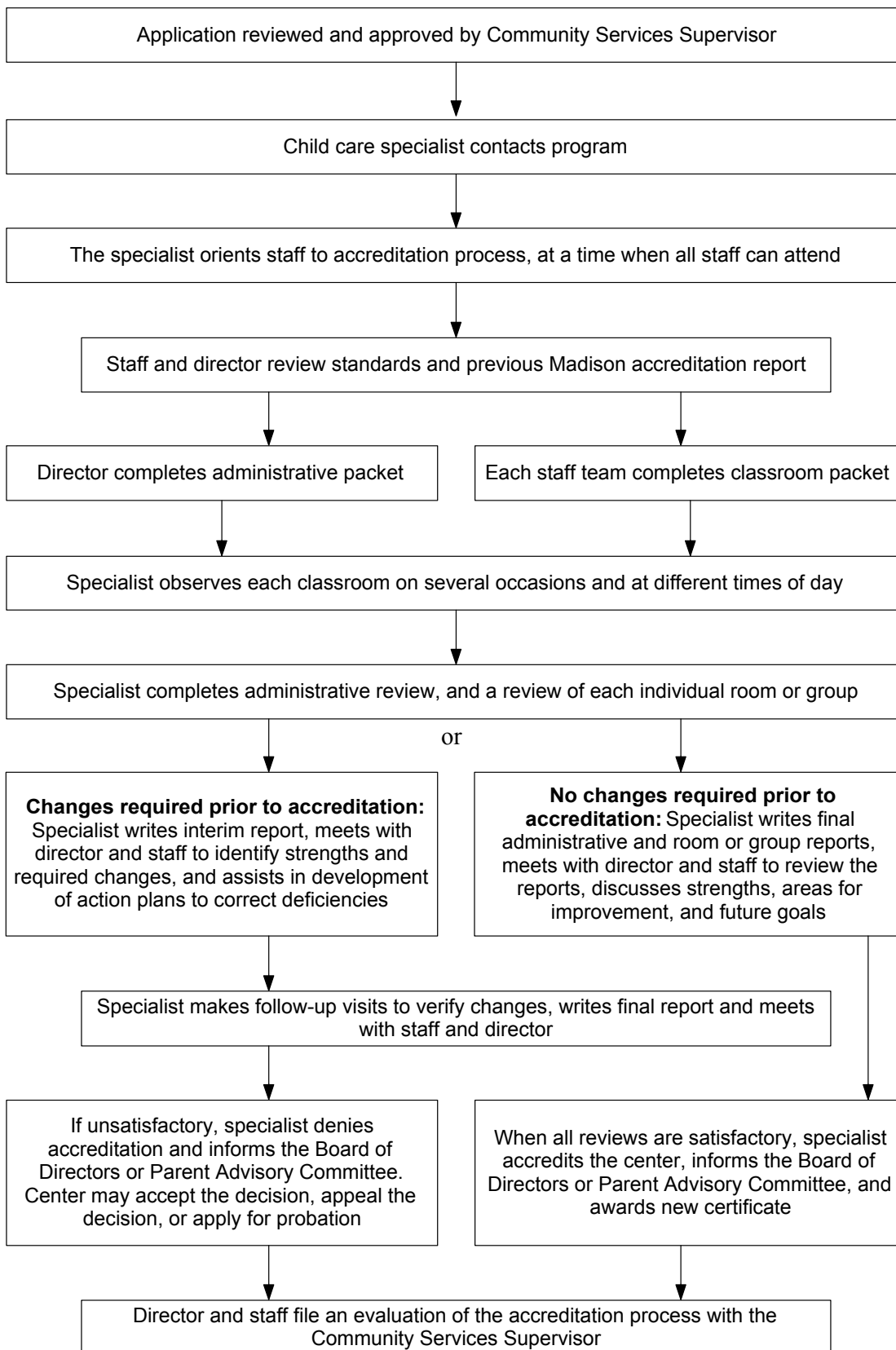
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CITY OF MADISON PROCESS OF ACCREDITATION



ORGANIZATIONAL PREREQUISITES FOR CITY OF MADISON CHILD CARE CENTER ACCREDITATION

In order to be City of Madison Accredited, the child care center must meet organizational prerequisites established by Madison ordinances, Section 3.12.

	Non-profit child care centers	Child care program of a non-profit multi-service organization	Child care program of a privately owned organization	Child care program of a government-sponsored organization
Compliance with <i>HFS 46, Licensing Rules for Group Day Care Centers</i>	Yes	Yes	Yes	Yes
Incorporation	Registered as a nonprofit corporation under Chapter 181, Wis. Stats	Registered as a non-profit corporation under Chapter 181, Wis. Stats	Registered as a business corporation under Chapter 180, Wis. Stats.	Directly administered by a government agency or public education body, or through a contract with such an agency or body
Board of Directors with final authority over child care program policy, budget, and hiring, supervision and termination of chief program administrator	Yes	Yes	No	No
The child care program shall have processes that ensure parent participation in decisions regarding budget and structure of the child care program and hiring, supervision, termination of the chief administrator of the child care program	Yes	Yes	Yes	Yes
Parental participation in the policy formation of the child care program.	Yes	Yes	Yes	Yes
Public accountability in the use of public resources.	Yes	Yes	Yes	Yes
Compliance with <i>Madison Accreditation Standards for Centers</i>	Yes	Yes	Yes	Yes

Centers which teach, practice or promote religion in enrollment, instructional policies or materials are ineligible.¹

¹ Last Revision January 2005

DEFINITION OF TERMS USED IN THE MADISON ACCREDITATION STANDARDS

Group: The children assigned to a staff member or team of staff members, occupying an individual classroom or well-defined physical space within a larger room.

Teaching staff: Adults who have direct responsibility for the care and education of the children.

Infants: Children between the ages of birth and 12 months

Toddlers: Children between the ages of 13 and 35 months.
Younger toddlers: Children the ages of 13 months and 24 months.
Older toddlers: Children between the ages of 24 and 35 months.

Preschoolers: Children from the age of 3 through five years of age.

Kindergartners: Children who are attending a kindergarten program in a Madison accredited center.

School-agers: Children who are participating in a before-school, after-school, or summer day camp program.

Ages are given as general guidelines, not as hard-and-fast rules. These guidelines should be combined with children's developmental levels in determining the appropriateness of programming. This is especially true in programs serving children with special needs.

DEFINITIONS USED IN SUMMARY REVIEWS

Strengths: In order to be cited as a strength, there must be *a great deal of evidence* that the standard(s) is (are) met *throughout the program day*. Where there is a specific behavior mentioned in the standard, it is clear from observations that this behavior *happens most of the time*.

Areas for improvement: This category generally signifies "work in progress." There is *some evidence* that the statement accurately describes the program, and that the behavior *happens some of the time*. However, certain practices are of sufficient importance that they would be classified as a required change even if a problem happens only once. For example, supervision of children could be very effective throughout the program day. On a particular day, however, a child wanders away from the center. In such a case, examination of supervisory practices would fall in the category of required changes.

Required changes: The standard is not met. There is *little evidence* that this statement accurately describes the program. The behavior described in the standard *happens rarely or seldom*. Also, chronic failure to implement areas of improvement over a series of reviews may result in these areas becoming required changes.

Interim review: A review written by the specialist which focuses on required changes that must be addressed before accreditation or reaccreditation can be granted.

Action plan: A written plan describing (1) the unmet standard, (2) the actions to be taken to correct the deficiency, (3) who is responsible for various steps and (4) the date by which these steps will be completed. All interim reviews will include a plan of action. A plan of action may sometimes be required even if a center is re-accredited.

ADMINISTRATIVE STANDARDS FOR CITY OF MADISON CHILD CARE CENTER ACCREDITATION

A. INTERACTIONS AMONG TEACHERS AND CHILDREN

See the Classroom Standards for standards in this area.

B. CURRICULUM

See the Classroom Standards for additional standards in this area.

B-1. The program has a written statement of its philosophy and goals for children which is available to all staff and families.

B-2. The program has written curriculum plans based on knowledge of child development and learning, and assessment of individual needs and interests. The learning environment and activities for children reflect the program's philosophy and goals.

B-3a. Teachers have clearly defined goals for individual children that guide curriculum planning.

- Accurately assess the skills and progress of each child in the program (through the use of observations, assessment tools, activity records).
- Adapt curriculum plans to meet the wide range of individual needs and interests of all children in the group.
- Identify children who have difficulties in behavior or development and form a plan to help them acquire the necessary skills.
- Prepare to meet the individual special learning or developmental needs of each child, including children with disabilities.

B-3b. The program is designed to be inclusive of all children, including children with identified disabilities and special learning and developmental needs. Individual Education Plans (IEPs) or Individual Family Service Plans (IFSPs) as required by the Individuals with Disabilities Education Act are developed and implemented in a developmentally appropriate manner.

- Modifications are made in the environment and staffing patterns for children with special needs.
- Staff are aware of the identified/diagnosed special needs of individual children and trained to follow through on specific intervention plans.
- Therapy is developed appropriately and incorporated within classroom activities as much as possible rather than removing the child from the classroom.
- Staff make appropriate professional referrals when necessary.
- Family members are involved in development and use of IEPs.
- Staff address the priorities and concerns of families of children with special needs.

- B-11. Teachers plan with families to make toileting, feeding, and the development of other self-regulation skills a positive experience for children.

C. RELATIONSHIPS AMONG TEACHERS AND FAMILIES

- C-1. Information about the program is given to new and prospective families, including written descriptions of the families' roles in program governance (E-6), program's philosophy (B-1) and operating procedures (E-2). Families have opportunities to have input regarding budget decisions, policies and procedures, and plans for meeting children's individual needs. Programs with non-English-speaking families provide materials in the parents' native language or arrange for translation.
- Parents are made aware of their right to confidentiality.
- C-2. A process has been developed for orienting children and families to the program that may include a pre-enrollment visit, parent orientation meeting, or gradual introduction of children to the program that also supports children and families through the separation process.
- C-3. Teachers work in collaborative partnerships with families, establishing and maintaining regular, ongoing two-way communication with children's families to build trust and mutual understanding, and to ensure that children's learning and developmental needs are met. Teachers listen to parents, seek to understand their goals and preferences for their children, and respect cultural and family differences. When staff are not of the linguistic and cultural background of the children and families served, increased efforts are made to ensure communication with families and ongoing staff development opportunities are available, such as regular conferences with a translator present. Teachers make parents feel welcome when they enter the room.
- C-4. Parents are welcome visitors in the program at all times (for example, to observe, eat lunch with a child, or volunteer to help in the classroom). Parents and other family members are encouraged to be involved in the program in various ways, taking into consideration employed parents and those with little spare time.
- C-5. A verbal and/or written system is established for sharing day-to-day happenings that may affect children. Changes in each child's physical or emotional state are reported regularly. A system is in place to ensure that information is communicated to staff following shift changes so that parents can receive information about their child that occurred over the course of the day.
- In programs serving infants and toddlers, teachers keep accurate daily records of each child's feeding, diapering, and sleeping patterns.
- C-6. Teachers and parents work together to make decisions about how best to support children's development and learning or to handle problems or differences of opinion as they arise. Teachers solicit and incorporate parents' knowledge about their children into ongoing assessment and planning. Conferences are held at least once a year and at other times, as needed, to discuss children's progress, accomplishments, and difficulties at home and at the program. In addition to a conference, the center makes opportunities available at least one other time during the year for parents and teachers to talk about the child's adjustment to the program and the child's growth and development.

- Each family has a contact person in the center who has primary responsibility for their child and can give information about his/her progress.
 - For school age programs each program must demonstrate a planned approach to ensure open and ongoing parent-staff communication regarding a child's adjustment to the program, progress, accomplishments, specific needs, and difficulties at home and at the program.
- C-7a. Families are informed about the program and the curriculum and other critical issues that could potentially affect the program and/or the early childhood profession, through newsletters, newspaper articles, bulletin boards, and other appropriate means.
- C-7b. Families are informed about proposed policy or regulatory changes that affect the children's program prior to the adoption of those changes. They are provided sufficient information and time to consider the changes and a mechanism for gathering information and providing input regarding them.
- C-8. Teachers and families communicate to ensure that children experience smooth transitions from one program to another during the day. Teachers and families communicate to ensure that the programs from which children come and to which they go from one year to the next provide continuity over time.
- C-9. Communication between staff (teaching staff and administrators) and families conveys trust and respect.
- C-10. Administrators and teachers are familiar with and make appropriate use of community resources including social services; mental and physical health agencies; and educational programs such as museums, libraries, and neighborhood centers. Program personnel connect families with needed resources and comprehensive services based on the needs and interests observed by staff or expressed by families.
- Supervisors recognize difficulties and crises which arise in the center and provide resources or appropriate referrals to help staff cope with them.
- C-11. Policies ensure that staff and families have an effective way of negotiating difficulties and differences that arise in their interactions. The program has a variety of known and accepted techniques to handle differences (e.g., parent policy council, appeals committee, special conferences, and individual meetings).
- There is a written process known to parents and staff for appealing administrative decisions related to the implementation of agency policies and procedures.
 - The process is made available to parents and staff in handbooks or other written program materials.
 - The process has clear steps to be followed and establishes timelines that assure prompt action at each step.
 - There is a written problem resolution policy which is posted or otherwise made available to parents and staff.

D. STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

Staff Qualifications

- D-1a. Staff who work directly with children are 18 years of age or older and demonstrate the appropriate personal characteristics for working with children as exemplified in the criteria for Interactions among Teachers and Children (Component A) and Curriculum (Component B).
- D-1b. Early Childhood Teacher Assistants (staff who implement program activities under direct supervision) are high school graduates or the equivalent, have been trained in Early Childhood Education/Child Development, and participate in ongoing professional development programs.
- D-1c. Early Childhood Teachers (staff who are responsible for the care and education of a group of children from birth through age 5) have at least a CDA Credential or preferably an associate degree in Early Childhood/Child Development or equivalent, or have baccalaureate degrees in Early Childhood/Child Development. If staff have a degree in a related field, the program should document the amount of course work specifically related to early childhood education.
- D-1d. Staff working with school-age children have professional preparation in child development, early childhood education, elementary education, recreation or a related field.
- D-1e. Volunteers receive orientation and ongoing professional development, and only work with children under supervision of qualified staff members.

Administrator Qualifications

- D-2a. The administrator has expertise (acquired through formal education and experience) in both early childhood education/child development and administration such as human resource and financial management.
- D-2b. In programs serving infants, toddlers, preschoolers, and/or kindergartners an Early Childhood Specialist (an individual with at least a baccalaureate degree in Early Childhood Education/Child Development and 3 years of full-time teaching experience with young children and/or a graduate degree in ECE/CD) is employed to direct the educational program (may be the director or other appropriate person, such as Education Coordinator, Curriculum Specialist, or Assistant Director). In public schools, the individual who provides support to pre kindergarten and kindergarten teachers and/or who is responsible for program development is a qualified early childhood specialist.
- D-2c. In programs serving only school-age children, the educational program is directed by a school-age specialist with a baccalaureate degree in elementary education recreation, or related field, and have at least 3 years of experience working with school-age children.

- D-3. Staff Orientation. New staff, volunteers, and substitutes are adequately oriented about the goals and philosophy of the program, emergency health and safety procedures, individual needs of children assigned to the staff member's care, guidance and classroom management techniques, child abuse and neglect reporting procedures, planned daily activities of the program, and expectations for ethical conduct (see Appendix 5 for NAEYC's Code of Ethical Conduct).
- There is a timely orientation of new staff (paid and volunteer) to program policies and procedures.
 - Outside resource people, students and researchers are given clear direction about their roles in the center.
- D-4. Professional Development. The program provides regular opportunities for staff to participate in ongoing professional development to improve skills in working with children and families or to prepare them to assume more responsible positions. Ongoing professional development provides continuing education and other opportunities for staff to keep abreast of the latest developments in the field, including new programs and practices and pending policy, legislation, or regulatory changes. The amount and kind of continuing education provided will vary depending on the needs of the program, the pre-service qualifications of staff, and the number of staff pursuing higher education while employed. Professional development experiences should be credit-bearing whenever possible.

E. ADMINISTRATION

- E-1. Annual evaluation and goal-setting. At least annually, the director and staff conduct an assessment to identify strengths and weaknesses of the program and to specify program goals for the year. The annual program evaluation examines the adequacy of staff compensation and benefits, the rates of and reasons for staff turnover, and the effect of staff turnover on the quality of the program. A plan is developed to increase salaries and benefits to ensure recruitment and retention of qualified staff and continuity of relationships with children.
- There is a program evaluation plan (e.g., who initiates, conducts and summarizes, timeline and method used).
 - Program goals and plans for improvement are documented, reported to all families, and on file.
 - The program evaluation plan shall be designed in such a way as to encourage participation of all families.
 - The center provides annual raises, with goals to provide an annual cost of living increase and to establish a living wage for the lowest paid classroom staff.
- E-2. Operating policies. The program has written policies and procedures for operating, including policies related to scheduling (hours and holidays), and payment of fees and refunds. Policies regarding the enrollment and termination of children's enrollment protect children's rights as outlined in the Americans with Disabilities Act. The program has a child abuse and neglect policy that includes reporting requirements for staff as well as procedures to be followed should a staff member be accused of abuse or neglect.
- There is a procedure for keeping all staff informed of new or revised policies.
 - Current copies of relevant agency policies are accessible to all staff.

- E-3. Personnel Policies. The program has written personnel policies including job descriptions; salary scales with increments based on professional qualifications, length of employment, and performance; benefits; resignation and termination; and grievance procedures. Hiring practices are non-discriminatory. Every effort is made to hire staff who reflect diverse cultural, race, and linguistic characteristics as needed to communicate with the children and families served.
- For each staff position there is an accurate and specific job description and a statement that describes duties, supervisor and evaluation procedures.
 - There are clear policies on hiring, probation, disciplinary procedures and termination of employees.
 - There is a grievance procedure that has clear steps to be followed and establishes timelines which assure a prompt and fair hearing of grievances by or against staff.
 - Personnel practices and agency work rules define expected worker behavior, e.g., working with children, confidentiality, implementation of agency policies, attendance and punctuality, and reporting of child abuse and neglect.
 - Personnel practices and agency work rules are sensitive to employee needs.
 - Staff experiencing personal problems are given referrals and resources to assist them to remain effective in their jobs.
 - The personnel policies shall ensure parent participation in the hiring, supervision and termination of the chief administrator of the child care program.
- E-4. Benefits. Benefit packages for full-time staff include paid leave (annual, sick, and/or personal), medical insurance, and retirement. Other benefits such as subsidized child care or continued education may be negotiated as unique to the situation. Benefits for part-time staff (who are employed at least half-time) are available on a prorated basis.
- E-5. Records. Records are kept on the program and related operations such as attendance records of staff and children. Confidential personnel files are kept including resumes with record of experiences, transcripts of education, documentation of ongoing professional development and results of performance evaluation.
- E-6a. Governance. The program has written policies defining roles and responsibilities of private owners, board members, parent advisory committee members, parents, and staff.
- If the child care program is a single service corporation under Chapter 181, Wis. Stats. it shall be governed by a board of directors. The board shall have a minimum of five (5) members. A minimum of one-third (1/3) of those members shall be parents of children currently enrolled in the program or whose children have been enrolled in the program in the past year. The members shall be chosen in a process in which all parents of children currently enrolled have a fair opportunity to participate. The board shall have final authority over budget, program, and hiring, supervision, and termination of the corporation's chief administrator.
 - If the private child care program is part of a larger, multi-service corporation registered with the Sec. of State as a nonprofit corporation under chapter 181, Wis. Stats. it shall be governed by a board of directors and the child care program shall have a process that ensures parent participation regarding budget and structure of the child care program and hiring, supervision, termination of the chief administrator of the child care program.
 - If the child care program is a business corporation registered with the Sec. of State under Chapter 180 Wis. Stats. or a government sponsored child care program, its board of directors or governing body shall ensure public accountability in the use of

public resources and parental participation in the policy formation of the child care program. The child care program shall have processes that ensure parent participation regarding budget and structure of the child care program and hiring, supervision, and termination of the chief administrator of the child care program.

E-6b. Governance. Systems shall be in place to ensure specified oversight of the child care program as stated in E-6a. These systems must include proper orientation of governing bodies, mechanisms for timely exchange of information, and mechanisms to ensure required levels of parental input.

- Private owners or sponsors shall receive an orientation to their responsibilities.
- Parents shall receive an orientation to their role and responsibilities in regard to policy formation of the child care program and public accountability in the use of public resources.
- The board and parent advisory committee shall receive an orientation to their responsibilities.
- The staff, board, and parent advisory committee is involved in the development of policies as described in their charter.
- There is a written plan for the delegation of authority.
- The director and/or other staff report to the private owners, board, or parent advisory committee on the effectiveness of policy, and refer needed policy revisions for review as appropriate.
- The board, and parent advisory committee has a clear record of meetings and actions and a procedure for parents and staff to present concerns and information to the board or parent advisory committee and place specific items on meeting agendas.
- All parents and staff have access to advanced notices of board and parent advisory committee meetings, including the agenda, topics to be discussed, and actions to be taken.
- Minutes of all board and parent advisory committee meetings are maintained and available to all parents and staff.
- Board, parent advisory committee, and staff receive orientation to agency confidentiality policies and procedures.
- Board, parent advisory committee, and program staff practice proper procedures to insure confidentiality whenever sensitive issues arise (e.g., termination of enrollment, collection of fees, classroom issues regarding a particular child or family).
- Policy or bylaws define when meetings of the board or parent advisory committee can be closed.

E-6c. Governance. Private owners, board members, parent advisory committee members and other administrators such as school principals are informed about elements and methods involved in implementing a high quality, developmentally appropriate program.

E-7. Financial management. Fiscal records are kept with evidence of long-range budgeting and sound financial planning. Operating budgets are prepared annually and there is quarterly reconciliation of expenses to budget.

- There is a clear and readable budget for the program, with annual approval (board) or review (parent advisory committee and parents).
- The annual budget reflects expense and revenue projections.
- Explanations and rationale are available to explain what each budget item represents.

- The agency uses a variety of accepted practices to provide for adequate cash flow (e.g., prompt deposit of income; methods for informing parents of money owed; clear policies concerning delinquent fees).
- The agency uses a variety of accepted practices to protect its finances (e.g., prompt reconciliation of bank statements; separation of responsibilities for receiving income and reconciling statements; reserve payroll tax account; review of accounts by an objective party).
- The Program Administrator provides the board, parent advisory committee and interested parents with accurate and timely information on the program's finances.
- The agency informs staff of their program budget and has clear procedures for staff to obtain necessary program equipment and supplies.
- Program staff set priorities and plan purchases based upon program budget.
- The owners, board, parent advisory committee reviews income and expenditures at least quarterly and adjusts the budget as necessary.
- There is an adequate breakdown of income and expense items to permit the effective monitoring of ongoing income and expenditures (e.g., separate lines for payroll taxes, training, and salaries; separation of equipment and consumables, with further separation by program, office, kitchen, custodial, etc.).
- The budget is adequate to provide realistic funding for program goals (e.g., if the program seeks to provide specialized arts programming, gymnastics, trips, or an emphasis on serving special needs children, adequate support is provided in the budget).
- No multi-service corporation shall allocate to its child care program an amount less than the program's gross income in tuition and fees.
- All parents are provided a mechanism for timely review of budget adequacy to meet program needs. All parents have a way to communicate their evaluation of budget adequacy.

E-8. Insurance. Accident protection and liability insurance coverage is maintained for children and adults. Vehicle insurance is maintained on any vehicle owned or leased by the facility and used to transport children.

Staff communication and support.

E-10a. Staff and administrators plan and consult together frequently about the program, children, and families.

E-10b. Staff plan and consult together.

E-10c. Regular staff meetings are held for staff to consult on program planning, to plan for implementing and attaining goals, to plan for individual children, and to discuss program and working conditions (may be meetings of small group or full staff).

E-10d. Teachers are provided weekly paid planning time, away from responsibility for children.

- E-10e. Communication between teaching staff, administrative and supervisory staff models respect for the valuable work of child care.
- Teaching staff receive positive recognition for their skills and accomplishments.
 - Ideas and opinions of teaching staff are acknowledged.
 - Effective methods of communication are in place to insure smooth operation of the program.
- E-11 Staff members are provided space and time away from children during the day. When staff work directly with children for more than 4 hours, they are provided breaks of at least 15 minutes in each 4-hour period.
- E-12. Staff keep information about children, families, and associates confidential. Staff refrain from commenting about children or families in the presence of other adults or children.
- The agency has developed written policies of respect for and protection of families' right to confidentiality.
 - Program staff and volunteers receive orientation to agency confidentiality policy/procedures.
 - Program staff and volunteers practice proper procedures to insure confidentiality whenever sensitive issues arise (e.g., termination of enrollment, collection of fees, classroom issues regarding a particular child or family).
- E-13. An appropriate person on-site is designated to assume authority and to take action in an emergency, in the event of the director's absence.

F. STAFFING

- F-1. The number of children in a group is limited in accordance with Madison accreditation standards and Wisconsin state licensing requirements to facilitate adult-child interaction and constructive activities among children. Groups of children may be age-determined or multi-age. Maximum group size is determined by the distribution of ages in the group. Group size limitations will vary depending on the type of activity, whether it is indoors or outdoors; the inclusion of children with special needs; and other factors. A group is the number of children assigned to a staff member or team of staff members occupying an individual classroom or well-defined space, with clear physical barriers that prevent intermingling of children, within a larger room (see Table 1).

Table 1.
Staff-child ratios within group size

AGE OF CHILDREN:	GROUP SIZE										
	6	8	10	12	14	16	18	20	22	24	30
Infants (birth to 12 months)	1:3	1:4									
Toddlers (12 to 24 months)	1:3	1:4									
2-year olds (24 to 30 months)		1:4	1:5	1:6							
2 ½ year olds (30 to 36 months)			1:5	1:6	1:7						
3 year olds					1:7	1:8	1:9	1:10			
4 year olds						1:8	1:9	1:10			
5 year olds						1:8	1:9	1:10			
Kindergartners						1:8	1:9	1:10		1:12	
6- to 8- year olds						1:8	1:9	1:10	1:11	1:12	1:15
9- to 12 year olds										1:12	1:15

Mixed age groups:

When any children in the group are under age 2, the maximum group size is 8. Ratios are 1:3 if there are six children in the group, and 1:4 if there are eight children. When all children are two and older, the staff-to-child prorata worksheet in the Wisconsin licensing rules must be used to determine group size.

F-2. Sufficient staff with primary responsibility for children are available to provide frequent personal contact, meaningful learning activities, supervision, and to offer immediate care as needed. The ratio of staff to children will vary depending on the age of the children, the type of program activity, the inclusion of children with special needs, the time of day, and other factors. Staffing patterns should provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult takes a break or must respond to an emergency. Staff-child ratios are maintained in relation to size of group (see Table 1). Multi-age grouping is both permissible and desirable. When children under 2 are included, ratios and group size for children under 2 must be maintained. When no children under 2 are included, the group size must be determined by the number of children that can be cared for by two child care workers as determined by the staff-to-child pro rata requirement in the Wisconsin licensing rules. Staff child ratios are maintained through provision of substitutes when regular staff members are absent. Substitutes for infants and toddlers are familiar with the children and oriented to children's schedules and individual differences in a systematic way before assignment. When volunteers are used to meet the staff-child ratios, they must also meet the appropriate staff qualifications unless they are parents (or guardians) of the children (see D-2). Volunteers who work with children complete a pre-assignment orientation and participate in ongoing professional development.

F-3. Each staff member has primary responsibility for and develops deeper attachment to an identified group of children. Every attempt is made to have continuity of adults who work with children within each day and over extended periods of time (could be several years of the child's enrollment) particularly infants and toddlers. Infants and toddlers spend the majority of the time interacting with the same person each day. The program is organized and staffed to minimize the number of group transitions an individual child experiences during the time period the child is enrolled in the program. Every attempt is made to maintain continuity of relationships between teachers and children and among groups of children.

- F-4. A majority of the child's day is spent in activities utilizing recommended staff:child ratios and group size limitations while minimizing the number of transitions or regroupings children experience, and maintaining relationships among groups of children as much as possible.

G. PHYSICAL ENVIRONMENT

See the classroom standards for additional standards in this area.

- G-1a. There is a minimum of 35 square feet (preferably 50 square feet) of usable playroom floor space per child indoors.
- G-1b. There is a minimum of 75 square feet (preferably 100 square feet) of play space outdoors per child (when space is in use).

H. HEALTH AND SAFETY

See the classroom standards for additional standards in this area.

- H-1. The program presents valid certification that it is in compliance with all legal requirements for protection of the health and safety of children in group settings, such as building codes, sanitation, water quality, and fire protection. The program is licensed to operate as required by state law. The program maintains a high level of compliance with licensing standards, free of a record of repeated serious violations. If exempt from licensing, the program demonstrates compliance with state and local building code, sanitation code, and licensing code for early childhood programs/child care centers subject to licensing. Compliance is demonstrated by a record of an inspection by a qualified building and fire inspector and sanitarian.
- H-2. Each adult (paid staff and volunteers) is free of physical and psychological conditions that might adversely affect children's health. Staff receive pre-employment health exam, tuberculosis tests and evaluation of any infection. Hiring practices include careful checking of personal references of all potential new employees or volunteers. New staff members serve a probationary employment period during which the director or other qualified person makes a professional judgment as to their physical and psychological competence for working with children.
- H-3. A current, written record is maintained for each child, including the results of a complete health evaluation by an approved health care resource within 6 months prior to enrollment, record of immunizations, emergency contact information, names of people authorized to pick up the child, and pertinent health history (such as allergies or chronic conditions). Children have received the necessary immunizations as recommended for their age group by the American Academy of Pediatrics. Child health records include:
- Results of recent health examination (not required for school-age children).
 - Up-to-date record of immunizations.
 - Emergency contact information.
 - Names of people authorized to call for the child.
 - Important health history (such as allergies, chronic illness).

- H-4a. The program has a written policy given to all families, specifying the conditions under which sick children are to be excluded, included but isolated, or included in the regular classroom in accordance with licensing and public health regulations.
- H-4b. When sick children are permitted to attend, the decision must be based on the comfort of ill children, the protection of well children and staff, the resources available to the program to meet any special care that is required, and the needs of families.
- H-5. Provisions are made for safe arrival and departure of all children which also allow for interaction among teaching staff and families. A system exists for ensuring that children are released only to authorized people. A procedure for accountability when a child fails to show for the program is in place and followed. A system exists to ensure the safety of children whose parents have agreed to allow their older school-age children to leave the program on their own. Children under 8 are supervised by sight and sound. The system includes written agreements between parents and the program and consistent daily sign in and out procedures for released children.
- H-6. If transportation is provided for children by the program, vehicles are equipped with age-appropriate restraint devices. The program presents certification that vehicles used in transporting children are appropriately licensed, inspected, and maintained.
- H-7a. Children are under adult supervision at all times.
- Infants and toddlers are never left unattended.
 - Preschoolers and elementary-school children under 8 are supervised by sight and sound.
 - School-agers 8 and over might not be in sight, but staff know where children are and what they are doing.
- H-7b. There is specific accountability for each child by one staff member. Systems are in place for accounting for children's whereabouts at regular intervals, especially during periods of transition.
- H-7c. Families are informed about procedures and policies for field trips. Families are notified of all activities outside the program. Field trips are accompanied by parents and other volunteers to ensure adequate supervision. Field trips are preplanned and emergency procedures are prepared. Transportation meets safety requirements (see H-6).
- H-8. Staff are alert to the health of each child. Individual medical problems and accidents are recorded and reported to staff and families, and a written record is kept of such incidents.
- H-9. Suspected incidents of child abuse and/or neglect by families, staff, volunteers, or others are reported to the appropriate local agencies.
- H-10. At least one staff member is always present who has certification in emergency pediatric first-aid treatment including CPR for infants and children and emergency management of choking from a licensed health professional.
- H-11a. Adequate first-aid supplies are readily available.

- H-11b. A plan exists for dealing with medical emergencies. The emergency medical plan includes a source of emergency medical care who has been previously informed of intention to use, written parental consent for emergency treatment, and arrangements for transportation.
- H-13a. The facility is cleaned daily, including disinfecting bathroom fixtures and removing trash.
- H-13b. Infants' equipment is washed and disinfected at least twice a week. Toys that are mouthed are washed daily.
- H-14b. Staff and volunteers know and follow proper procedures during hand washing, including washing with soap and water, running water for at least 10 seconds; using single use or disposable towels; and avoiding recontamination from faucets by turning off faucets with towel.
- H-14d. Staff are familiar with and implement universal precautions to prevent transmission of blood-borne diseases like HIV and hepatitis B.
- H-17. Hot water does not exceed 120°F (43°C) at faucets used by children.
- H-18d. The program provides certification that nontoxic building materials, no lead paint or asbestos, are used in the facility (or lead abatement procedures are in place for older facilities). The center meets state licensing requirements with regard to lead abatement.
- H-18e. Stairways are well-lighted and equipped with handrails.
- H-20b. Medication is administered to children only when a written order has been submitted by a parent, and the medication is consistently administered by a designated staff member. Written records are kept of medication given to children.
- H-21a. All staff and volunteers are familiar with primary and secondary evacuation routes and practice evacuation procedures monthly with children.
- H-21b. Written emergency-evacuation procedures are posted in conspicuous places.
- H-22a. Staff and volunteers are familiar with emergency procedures and procedures for severe storm warnings.
- H-22b. Smoke detectors and fire extinguishers are provided and periodically checked.
- H-22c. Emergency telephone numbers including police, fire, rescue, and poison control services are posted by telephones.

I. NUTRITION AND FOOD SERVICE

See classroom standards for additional standards in this area.

- I-1. Meals and/or snacks are planned to meet the child's nutritional requirements as recommended by the Child and Adult Care Food Program of the United States Department of Agriculture in proportion to the amount of time the child is in the program each day. Amount of food served is adjusted according to the age of the children since infants and toddlers require smaller amounts of food served more frequently and school-age children require much more food than preschoolers.

- I-2a. Menu information is provided to families.

- I-2b. Feeding times and food consumption information is provided to families of infants and toddlers at the end of each day.

- I-3. Foods indicative of children's cultural backgrounds are served periodically.

- I-4. If the program does not provide food, the program provides information for families about well-balanced meals that may be brought from home. Food brought from home is stored appropriately until consumed.

- I-5. Where food is prepared on the premises, the program verifies it is in compliance with legal requirements for nutrition and food service. Food may be prepared at an approved facility and transported to the program in appropriate sanitary containers and at appropriate temperatures.

J. EVALUATION AND SUPERVISION

- J.1a. All staff, including the program administrator, are evaluated at least annually by their supervisor, or others as appropriate.
 - There is a clearly defined supervisory plan for all staff, including the program administrator.
 - There is a written staff evaluation plan that specifies who will initiate, implement, and participate in employee evaluation, and who will communicate the results of the evaluation to the employee.
 - The annual evaluation of the chief administrator of the child care program includes procedures that support meaningful parent input.
 - Supervision procedures take into account the varying needs, experiences, and skills of all staff, paid and volunteer.
 - Each supervisor's evaluation will include a review of the effectiveness of her/his work with the staff she/he supervises.

- J-1b. Results of evaluation are written and confidential. They are discussed privately with the staff member.

- J-1c. Staff evaluations include classroom observation. Evaluation is based on the employee's job description and previously established goals for improvement.
- J-1d. Staff are informed of evaluation criteria in advance.
- J-1e. Staff have an opportunity to evaluate their own performance.
- J-1f. A plan for staff training is generated from the evaluation process.
- J-2a. At least annually, administrators, families, staff, school-age children, and other routinely participating adults are involved in evaluating the program's effectiveness in meeting the needs of children and families.
- J-2b. The program regularly establishes goals for continuous improvement and innovation.
- J-3. Individual descriptions of children's development and learning are written and compiled as a basis for planning appropriate learning activities, as a means of facilitating optimal development of each child, identifying children who may be in need of more systematic diagnosis of a learning or developmental problem and for use in communications with families.

CLASSROOM STANDARDS FOR CITY OF MADISON CHILD CARE CENTER ACCREDITATION

These standards are adapted from the criteria for accreditation of the National Association for the Education of Young Children (1998), and are used with permission.

A. INTERACTIONS AMONG TEACHERS AND CHILDREN

Teachers have the primary responsibility for maintaining a supportive climate for children. However, all adults who come into contact with children will be expected to follow these standards.

- A-1. Teachers interact frequently with children. Teachers express respect for and affection toward children.
- Teachers interact nonverbally by smiling, touching, holding.
 - Teachers speak with children at eye level, often, throughout the day.
 - Teachers talk with and listen to individual children during activities and routines (arriving/departing, eating).
 - Teachers actively seek meaningful conversations with children.
 - Teachers give one-to-one attention to infants during feeding and diapering, allowing time for infants' responses.
- A-2. Teachers are available and responsive to children, encourage them to share experiences, ideas, and feelings.
- Quickly comfort infants in distress.
 - Reassure crying toddlers.
 - Listen to children with attention and respect.
 - Respond to children's questions and requests.
 - Teachers are aware of the activities of the entire group even when dealing with a smaller group; staff position themselves strategically and look up often from involvement.
 - Teachers spend time observing each child without interrupting an actively involved child.
- A-3. Teachers speak with children in a friendly, positive, courteous manner. Teachers talk positively to children about siblings and other family members. Teachers and children discuss family events, traditions, and routines.
- Speak with individual children often.
 - Ask open-ended questions.
 - Call children by name.
 - Include child in conversations; describe actions, experiences, and events; listen and respond to children's comments and suggestions.
- A-4. Teachers treat children of all races, religions, family backgrounds, and cultures with equal respect and consideration. Teachers provide children of both sexes with equal opportunities to take part in all activities. Teachers make it a firm rule that a person's identity (age, race, ethnicity, language, or disability) is never an acceptable reason for teasing or rejecting. Teachers initiate activities and discussions to build positive self-

identity in each child and also teach the value of differences. Teachers talk positively about each child's physical characteristics and cultural heritage.

- A-5. Teachers encourage children's development of independent functioning, as appropriate. Teachers foster the development of age appropriate self-help skills such as picking up toys, wiping spills, personal grooming (toileting, hand washing), obtaining and caring for materials, and other skills.
- A-6a. Teachers facilitate the development of responsibility, self regulation, and self-control in children.
- Teachers set clear, consistent, fair limits for classroom behavior and in the case of older children, help them to set their own limits.
 - Teachers use children's mistakes as learning opportunities, describing the situation and encouraging children's evaluation of the problem rather than imposing the solution.
 - Teachers anticipate and eliminate potential problems, redirecting children to more acceptable behavior or activity.
 - Teachers listen and acknowledge children's feelings and frustrations and respond with respect.
 - Teachers guide children to resolve conflicts and model skills that help children to solve their own problems.
 - Teachers encourage appropriate behavior, patiently reminding children of rules and their rationale as needed.
 - Teachers apply logical or natural consequences in problem situations.
 - Where volunteers and substitutes are in the program, their role in discipline of children is clear, and staff provide them with appropriate guidance and supervision to assure that expectations for children are consistent.
- A-6b. Teachers abstain from corporal punishment or humiliating or frightening discipline techniques.
- Food or beverage is never withheld as a form of discipline.
 - The environment is arranged so that a minimal number of "No's" are necessary, especially for young children.
 - Staff use affirmative rather than negative language in stating expectations of children.
- A-7. The sound of the environment is primarily marked by pleasant conversation, spontaneous laughter, and exclamations of excitement rather than harsh, stressful noise or enforced quiet.
- A-8. Teachers support children's emotional development, assisting children to be comfortable, relaxed, happy, and involved in play and other activities.
- Comfort and reassure children who are hurt, fearful, or otherwise upset.
 - Help children deal with anger, frustration, or sadness by comforting, identifying, and reflecting feelings.
 - Help children use various strategies to express emotions and solve social problems, as appropriate for age of child.
 - Intervene quickly when children's responses to each other become physically aggressive, discuss the inappropriateness of such action, and help children to develop more positive strategies to solve conflicts.

- Encourage children to verbalize feelings and ideas, including both positive and negative emotions. For example, supply words for very young children to describe feelings; discuss alternative solutions with children 2 years and older.
- A-9. Teachers recognize and encourage prosocial behaviors among children, such as cooperation, helping, taking turns, and talking to solve problems. Teachers' expectations of children's social behavior are developmentally appropriate. Teachers support children's beginning friendships and provide opportunities for children to learn from each other as well as adults.
- A-10. Teachers use a variety of teaching strategies to enhance children's learning and development throughout the day.
- Stimulate children's thinking and extend their learning using verbal methods such as posing problems, asking questions, and making comments and suggestions.
 - Introduce children to new experiences, ideas, or challenges.
 - Coach and/or directly guide children in the acquisition of specific skills as needed, being careful to challenge, but not frustrate any child.
 - Staff give positive recognition to a child's effort at a skill or task whether or not s/he is successful.

B. CURRICULUM

See the Administrative Standards for additional standards in this area.

- B-4. The daily schedule provides a balance of activities in consideration of the child's total daily experience (what happens before, during, and after the program) with attention to the following dimensions of scheduling. (See Appendix I for ways this standard can be met.)
- All age groups play outdoors daily, if conditions protect children's health and safety.
 - The schedule provides for alternating periods of quiet and active play.
 - A balance of large muscle and small muscle activity is provided.
 - More than one option for group activity (individual small group, or large group) is available to children most of the day. Infants and toddlers are not expected to function as a large group.
 - A balance of child-initiated and teacher-initiated activity is provided. The amount of time spent in staff-initiated, large group activity is limited.
- B-5. Developmentally appropriate materials and equipment are available to infants, toddlers, preschoolers, kindergartners and school-age children. Materials and equipment that project diverse racial, gender, and age attributes are selected and used. Teachers provide books, dolls, toys, dress-up props, photos, pictures, and music that reflect the lives of the children and families served in the classroom as well as images that accurately reflect the diversity of society. Staff communicate with parents to ensure that they are aware of materials that are important to the children at home.

- B-5a. Materials and equipment appropriate to the age group including books, dolls, toys, dress-up props, photos, pictures, music) that project diverse racial, gender, and age attributes are provided.
- Materials reflect the lives of the children and families served.
 - Materials and equipment reflect the diversity found in society in general.
- B-5b. Developmentally appropriate materials and equipment are available for *infants*.
- Simple, lightweight, open-ended, easily washable toys such as containers, balls, pop-beads, nesting cups.
 - Rattles, squeak toys, action/reaction toys.
 - Cuddle toys.
 - Toys to mouth such as teethers, rings.
 - Pictures of real objects.
 - Crawling area with sturdy, stable furniture to pull up self.
- B-5c. Developmentally appropriate materials and equipment are available for *toddlers*.
- Push and pull toys.
 - Manipulatives such as stacking toys, large wooden spools/beads/cubes, pounding bench, simple puzzles.
 - Sturdy picture books, music.
 - Toys for pretending, such as play telephone, dolls.
 - Large paper, crayons.
 - Sturdy furniture to hold on to while walking.
 - Sand and water toys.
- B-5d. Developmentally appropriate materials and equipment are available for *preschoolers*.
- Active play equipment for climbing and balancing.
 - Unit blocks and accessories.
 - Puzzles, manipulative toys.
 - Picture books, audio recordings/tapes, musical instruments.
 - Art materials such as finger and tempera paints, crayons, safe scissors, and paste.
 - Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, puppets.
 - Sand and water toys.
- B-5e. Developmentally appropriate materials and equipment are available for *kindergartners*.
- Active play equipment for climbing and balancing.
 - Unit blocks and accessories such as figures, signs, cars, trees.
 - Construction materials.
 - Complex puzzles and manipulative toys for counting, sorting.
 - Picture books and early readers.
 - Audio recordings/tapes, musical instruments, computers with appropriate software.
 - Materials for writing and complex art projects.
 - A variety of dramatic play materials and props.
 - Board and card games.

- B-5f. Developmentally appropriate materials are available for *school-agers*.
- Active play equipment and materials such as bats and balls for organized games.
 - Construction materials for woodworking, unit blocks, accessories for blocks.
 - Materials for hobby and art projects, science projects.
 - Materials for dramatics, cooking.
 - Books, audio recordings/tapes, musical instruments, computers with appropriate software.
 - Board and card games.
 - Complex manipulative toys (connecting or interlocking toys), jigsaw puzzles.
- B-6a. Active media that children can control such as videotaping, cameras, audio taping, and developmentally appropriate computer software, may be in the classroom as active learning materials, along with other materials that children can choose. If such technology is used, the program provides equal access for all children to such active media experiences. (This criterion applies to children 3 years of age and older; it is not applicable for infants/toddlers).
- B-6b. The use of passive media, such as television, films, and videotapes, is limited to developmentally appropriate programming.
- Programs are previewed by adults prior to use.
 - Another option for activity is always available.
 - No child is required to view the program.
 - Teachers discuss what is viewed with the children to develop critical viewing skills.
 - Passive media are used only as infrequent events, rather than as regular, daily routines.
- B-7. Teachers provide a variety of developmentally appropriate activities and experiences, and materials that are selected to engage children in active, meaningful learning and to achieve the following goals. (See Appendix 2 for examples for each age group.)
- a. foster positive self-identity and sense of emotional well-being
 - b. develop social skills and knowledge
 - c. encourage children to think, reason, question, and experiment (as used in mathematics, science, and social studies)
 - d. encourage language (speaking, listening) and literacy development (emerging reading, writing awareness and skills)
 - e. enhance physical development and skills
 - f. encourage and demonstrate sound health, safety, and nutritional practice
 - g. encourage creative expression, representation, and appreciation for the arts
 - h. respect cultural diversity
- B-8. Teachers provide materials and time for children to select their own activities during the day. Children may choose from among several activities that the teacher has planned or the children initiate.
- Infants and toddlers have objects and materials for free choice.
 - Several alternative activities are available for children's choice.
 - Teachers respect the child's right not to participate in some activities.
 - Teachers pick up on activities that children start or interests that children show.
 - Kindergartners and school-agers help prepare materials, plan and choose their own activities at times during the day.

- B-9. Teachers conduct smooth and unregimented transitions between activities. Transitions are planned as a vehicle for learning.
- Children are given advanced notice to prepare them for transitions ahead of time.
 - Children are not always required to move as a group from one activity to another.
 - The new activity is prepared before the transition from the completed activity to avoid prolonged waiting.
 - School-age children help plan and participate in the change of activity, have time to adjust to change from school to program.
- B-10. Teachers are flexible enough to change planned or routine activities according to the needs or interests of children, and/or to cope with changes in weather or other situations that affect routines without unduly alarming children.
- The schedule is clear to children, parents and observers.
- B-11. Routine tasks are incorporated into the program as a means of furthering children's learning, self-help, and social skills. Quiet activities are provided for children who are early risers and for children who do not nap.
- For infants and toddlers, routines are used as a time for pleasant interaction and learning.
 - Routines such as diapering or toileting, eating, dressing, and sleeping or resting are handled in a relaxed, reassuring, and individualized manner based on developmental needs.
 - Teachers plan with families to make toileting, feeding, and the development of other self-regulation skills a positive experience for children.

C. RELATIONSHIPS AMONG TEACHERS AND FAMILIES

See the Administrative Standards for additional standards in this area.

- C-9. Communication between staff (teaching staff and administrators) and families conveys trust and respect.
- Staff greet parents when they arrive and depart. Staff show acceptance of various families and cultural perspectives.
 - Staff speak positively about families during the course of the day.
 - Discussions of priorities and concerns between families and staff about specific children are held in private.
 - Staff show sensitivity to families who are experiencing difficulties.
 - When staff and parents discuss a child in the child's presence, the child is included in the conversation.
 - Teacher or room changes, special programs, and other changes in the way children are served are discussed with families before decisions are made.
 - Staff seek parents' specific ideas for dealing with the child when at the program.

D. STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

See the Administrative Standards for standards in this area.

E. ADMINISTRATION

See the Administrative Standards for additional standards in this area.

E-9. Staff communication and support.

- Staff interactions reflect mutual trust, respect, and support for each other.
- Staff members seek out and acknowledge each others' ideas and opinions.
- Staff give positive recognition to each others' skills and accomplishments.
- Staff provide appropriate supports for each other in dealing with stress.
- Staff respect each others' right to confidentiality.
- Staff communicate with each other to ensure smooth operations.

F. STAFFING

See the Administrative Standards for standards in this area.

G. PHYSICAL ENVIRONMENT

See the Administrative Standards for additional standards in this area.

G-1a. There is enough usable space indoors so children are not crowded.

G-1b. There is enough usable space for outdoor play for each age group. (For example, age groups use different areas or are scheduled at different times.)

G-1c. The indoor and outdoor environments are safe, clean, attractive, and spacious .

- Active play spaces are planned so that the safe movement of all children and adults is assured (e.g., running and ball playing are out of the way of slower-moving activities).
- Temperature of rooms is comfortable. Inside temperature is a minimum of 67°. Air circulation is provided if the inside temperature exceeds 80°.
- Wall displays are well maintained and are changed to attract interest.

G-1d. Program staff have access to the designated space in sufficient time to prepare the environment before children arrive.

G-2. Activity areas are defined clearly by spatial arrangement. Space is arranged so that children can work individually, together in small groups, or in a large group. Space is arranged to provide clear pathways for children to move from one area to another and to minimize distractions.

- There are clear pathways for children to move from one area to another without disturbing activities.
- Areas are organized for easy supervision by staff.

G-3. The space for children (3 years and older) is arranged to facilitate a variety of small group and/or individual activities.

- Non walkers (infants/younger toddlers) are provided open space for crawling/toddlng and protected space for play, separating groups of non mobile and mobile infants for safety.
- Older toddlers, preschoolers, and kindergartners have space arranged for a variety of individual and small group activities including block building, dramatic play, art, music, science, math, manipulatives, quiet book reading.
- Older toddlers, preschoolers, and kindergartners are occasionally offered sand and water play and woodworking.
- School-agers are provided separate space for their program including both active and quiet activities to permit sustained work on projects.
- Protection of floors and table tops permit children to freely explore art and sensory materials.
- Space for school-age children reflects children’s participation in planning the environment.

G4. Age-appropriate materials and equipment of sufficient quantity, variety, and durability are readily accessible to children.

- A sufficient quantity of materials and equipment is provided to avoid problems with sharing or waiting.
- Materials are durable and in good repair.
- Materials are organized consistently on low, open shelves to encourage independent use by children.
- Extra materials are accessible to staff to add variety to usual activities.
- Materials are rotated and adapted to maintain children's interest.
- Materials not intended for children are stored out of children’s sight.
- Materials are displayed and stored close to where they are to be used (e.g., table near art supplies; empty floor space near block storage).
- Methods of display enable children to locate and replace materials used. For example:
 - ◊ Shelves are uncluttered; when a child removes an item, s/he can see where to replace it.
 - ◊ Shelves are marked with pictures and/or words.
 - ◊ Small items belonging together are contained in labeled bins or boxes.
 - ◊ Books are displayed individually.
 - ◊ Materials are always stored in the same place.
 - ◊ Pegs are supplied for hanging smocks and dramatic play items.

G-5. Individual spaces for children to store their personal belongings are provided.

- There is a place to hang or store clothing and places for storing other belongings.

G-6. Private areas are available indoors and outdoors for children to have solitude.

G-7. The environment includes soft elements such as rugs, cushions, or rocking chairs.

G-8. Sound-absorbing materials are used to cut down on excessive noise.

G-9a. Outdoor areas include a variety of surfaces and age appropriate equipment.

- Balance of shade and sun.
- Variety of surfaces such as hard area for wheel toys, grass, sand and soil, hills, flat sections.

- Variety of age-appropriate equipment such as for crawling, pulling up to stand, riding, climbing, balancing, individual playing.

G-9b. The outdoor area is protected by fences or by natural barriers from access to streets or other dangers. Where hazards are nearby, there is a permanent enclosure 4' or higher.

G-10a. The work environment for staff, including classrooms and staff rooms, is comfortable, well-organized, and in good repair.

G-10b. The environment includes a place for adults to take a break or work away from children, an adult-sized bathroom, a secure place for staff to store their personal belongings, and an administrative area that is separated from the children's areas for planning or preparing materials.

- Classrooms and outdoor play areas have comfortable places for adults to sit with children.

H. HEALTH AND SAFETY

See the Administrative Standards for additional standards in this area.

H-7a. Children are under adult supervision at all times.

- Infants and toddlers are never left unattended.
- Children under 8 are supervised by sight and sound.
- School-agers 8 years and older may not be in sight, but staff know where children are and what they are doing.

H-12. Children are dressed appropriately for outdoor activities. A change of clothing is available. In full-day programs, a change of clothes should be available for each child, while in half-day programs only some extra clothing need be available.

- Extra clothing is kept on hand.
- Protective clothing such as smocks and mittens is kept on hand.

H-13a. As children use the facility, staff and children keep areas reasonably clean.

- Tables are washed and sanitized and floors are swept after meals.
- Toys are picked up after use.

H-13b. Toileting and diapering areas are sanitary.

- Soiled diapers are disposed of or held for laundry in closed containers out of reach of children.
- Changing table is disinfected after each use.
- Potty chair receptacles are emptied, rinsed, and disinfected immediately after each use, with a chlorine bleach solution of 1 tablespoon of bleach to one quart of water, mixed fresh daily.

H-14a. Staff (and volunteers) wash their hands with liquid soap and water at appropriate times. Hand washing occurs:

- Upon arrival.
- Before preparing or serving food.
- Before feeding children.
- Before diapering.

- After diapering or assisting children with toileting or nose wiping.
- After handling pets or animals.
- After contact with any potentially infectious materials, including bodily fluids, including when gloves are used.
- After their own toileting or nose wiping

H-14b. Staff follow proper procedures during hand washing.

- Wash with liquid soap and warm, running water for at least 10 seconds.
- Use single use or disposable towels.
- Avoid recontamination from faucets by turning off faucets with towel.

H-14c. A sink with running water of comfortable temperature is in the room and is adjacent to the diapering area. Signs are posted reminding staff of proper hand washing procedures (see Appendix 3 for descriptions of proper hand washing procedures and universal precautions).

- In programs requiring diapering facilities, materials needed to clean and change children are easily accessible to the diaper changing table.

H-15a. The building and all equipment are maintained in a safe, clean condition and in good repair.

- No sharp edges, splinters, protruding or rusty nails, or missing parts.
- Glass, trash is removed from children's play areas.
- Outdoor sandboxes are covered when not in use.
- The water play table is cleaned and sanitized with a bleach solution daily, when in use.
- Tables, counter tops and other surfaces are cleaned frequently during the day.
- The furniture and floors are cleaned promptly after messy activities (including meals).

H-15b. Infants' and toddlers' toys are large enough to prevent swallowing or choking.

H-16b. Sides of infants' cribs are in a locked position when cribs are occupied. Young infants should be placed on their backs when sleeping.

H-17. Hot water temperature does not exceed 120° at outlets used by children. The water play table is cleaned and sanitized with a bleach solution daily (when in use).

H-17a. Toilets, drinking water, and hand washing facilities are easily accessible to children.

- Facilities are either child-sized or made accessible by non slip stool.
- Infants and toddlers have hands washed.
- Infants and toddlers are offered drinking water or other beverages.

H-17b. Liquid soap and disposable towels are provided.

H-17c. Children wash hands after toileting and before and after meals.

- Staff assists infants and toddlers with face and hand washing as needed.
- Children are educated by staff members concerning hand washing procedures: use of running water, soap, rubbing, and single use or disposable towels.

H-18a. Areas used by children are well-lighted and ventilated and kept at a comfortable temperature.

- Materials likely to cause odors (e.g., food, diapers) are disposed of regularly to avoid unpleasant smells.
- Shades, curtains or other window coverings are available to darken the nap area.

H-18b. Electrical outlets are covered with protective caps.

H-18c. Floor coverings are attached to the floor or backed with non-slip materials. (For example, floor coverings are attached to the floor or backed with non slip coverings, or are held down with furniture.)

H-19a. All pieces of playground equipment are surrounded by a resilient surface (fine, loose sand, wood chips; wood mulch; fine gravel) of an acceptable depth or by rubber mats manufactured for such use, consistent with the guidelines of the Consumer Product Safety Commission and the standards of the American Society for Testing and Materials, extending beyond the external limits of the piece of equipment for at least 4 feet beyond the fall zone.

See Appendix 4.

H-19b. All play equipment is constructed and installed in such a manner as to be safe for use by children.

- Height is not excessive.
- Equipment is not a potential source of entrapment.
- There are no pinch, crush, or shear points on or under the equipment.
- Climbing equipment, swings, and large pieces of furniture are securely anchored. (Program submits verification if anchoring cannot be easily observed.)
- Heavy pieces of furniture such as video monitors are secured so they cannot be tipped over by children.

H-20a. All chemicals and potentially dangerous products such as medicines or cleaning supplies are stored in original labeled containers in locked cabinets inaccessible to children (does not apply to diluted bleach solution which must be inaccessible, but not locked). Refrigerated medications must be in locked containers.

H-21b. Written emergency-evacuation procedures are posted in conspicuous places.

I. NUTRITION AND FOOD SERVICE

See the Administrative Standards for additional standards in this area.

I-3. Meals and snack times are pleasant social and learning experiences for children, while respecting families' cultural preferences. Foods indicative of children's cultural backgrounds are served periodically.

- Mealtimes promote good nutrition habits.
- Infants are held in an inclined position while bottle fed so social interaction can occur.
- At least one adult sits with children during meals to provide a good role model and encourage conversation.

- Toddlers, preschoolers, and kindergartners are encouraged to serve and feed themselves and assist with clean-up.
- Chairs, tables, and eating utensils are suitable for the size and development levels of the children.

J. **EVALUATION AND SUPERVISION**

See the Administrative Standards for standards in this area.

**APPENDIX 1:
STANDARD B-4
BALANCE OF ACTIVITIES IN THE DAILY SCHEDULE**

Some of the ways you can meet these requirements are as follows:

- A. Indoor/Outdoor
- Program includes time for outdoor play daily, weather permitting.
 - Children who are present for the full day have more than one scheduled outdoor play period.
 - The needs of different age groups are considered in scheduling outdoor play.
 - When outdoor play is not feasible, children have opportunities for large motor play indoors.
- B. Active/Quiet
- Children are not expected to be either sedentary or extremely active for long periods of time.
 - Children, particularly the very young, are protected from excessive sensory stimulation.
 - Children have time to “wind down” after active play, to facilitate transition to the next activity.
 - Children have time during the day for privacy, relaxation and reflection.
 - School-age program schedules complement the school day activities of children.
- C. Large muscle and small muscle activity
- Teachers recognize the development of children’s physical skills.
 - Teachers initiate planned activities to introduce new physical skills.
 - Children have opportunities for child-initiated large and small motor activities.
 - Teachers provide “hands on” learning through manipulation of objects.
 - Children have access to age-appropriate sensory experiences.
 - Teachers support children in challenging themselves physically.
- D. Individual/Small Group/Large Group
- Infant and toddler programs focus on individualized activities and spontaneous group activities rather than structured groups.
 - Children have time to pursue activities alone and/or with others of their choice.
 - The program day includes time for teachers to give individual attention to each child.
 - Large group activities have a clear purpose related to program goals.
- E. Child Initiated/Staff Initiated Activity
- Children have substantial time for free choice throughout the day, when they can choose materials and direct their own activities.
 - Teachers seek out children’s interests and ideas and incorporate them in program planning.
 - Teachers notice and follow up on activities begun by children.
 - A child’s wish not to participate in a teacher planned activity is respected.
 - In school-age programs, child-initiated activities predominate, with staff providing assistance and resources.

APPENDIX 2
STANDARD B-7
DEVELOPMENTALLY APPROPRIATE ACTIVITIES, EXPERIENCES
AND MATERIALS

a. Fostering positive self-identity and sense of emotional well-being

General

- Recognize and comment on children’s positive actions
- Recognize and comment appropriately on a child’s sense of accomplishment
- Recognize children’s gains in specific skills
- Use children’s names in songs, games, conversation
- Display children’s artwork, projects, photographs
- Encourage verbal children to talk about themselves and their experiences
- Discuss individual differences, preferences
- Give equal encouragement for children to take part in all activities, regardless of sex, cultural background or special needs
- Respect individual needs for security objects
- Protect a child’s right to privacy
- Provide each child experiences in which they can be successful

Infants

- Hold, touch, rock infants
- Give frequent eye contact, smiles, be attentive
- Address the physical and emotional needs of infants promptly
- Respond to infant cues for attention
- Individualize care giving tasks to reflect infants’ unique needs and personalities
- Talk to infants about their movements and sounds
- Provide unbreakable mirrors to encourage self-recognition

Toddlers

- Talk to toddlers about their skills and accomplishments
- Give positive reinforcement for helping others
- Provide opportunities for child-initiated activities
- Accept children’s expression of preferences and concern

Preschoolers

- Provide opportunities to talk in group
- Plan activities related to individual differences
- Respect child’s personal style of problem solving, group participation, etc.
- Integrate children’s contributions to group discussions and activities

School-age children

- Encourage children to take increasing responsibility for self, making choices
- Ask for and respond to children’s suggestions
- Give opportunities to demonstrate and teach skills
- Provide ample time and materials for child-initiated activities

b. Develop social skills and knowledge.

General

- Encourage children to learn each others' names
- Act as models to help children resolve conflicts
- Encourage activities that involve cooperation and social interaction
- Encourage children to help each other
- Provide opportunities to play or work alone and to respect others' work and space
- Promote everyday courtesy and consideration of others
- Help children develop age appropriate skills in solving interpersonal problems

Infants

- Hold, touch, rock, cuddle infants appropriately
- Smile, talk to babies, give eye contact
- Play simple games with infants
- Provide infants opportunities to be in safe contact with each other
- Give infants opportunities to be in safe contact with older children

Toddlers

- Introduce simple group activities for older toddlers
- Play games with toddlers (hide and seek, chase)
- Encourage playing together, taking turns
- Model appropriate social behaviors and describe appropriate actions
- Encourage listening to words and observing actions of other children to understand their message ("Amy did you hear Tony's words? Is he finished with the truck?" "Noah do you see the tears on Jon's face? How do you think it feels when you bite him?")
- Respect toddler's solitary and parallel play providing several of the same popular toys so children may play alone or near each other

Preschoolers

- Provide for spontaneous small group activities (block building, dramatic play, board games)
- Plan age appropriate activities which provide children experience with sharing, taking turns, speaking at group, listening to others
- Encourage group efforts such as singing, acting out stories
- Encourage listening to words and observing actions of other children to understand their messages

School-age children

- Plan organized group activities such as sports, games
- Allow time to pursue friendships and interests, plan own activities
- Provide opportunities for community involvement
- Provide for meaningful contact with adults
- Respect developmental differences in children's approaches to games (i.e., 5 and 6's disregard for game rules and 8 year old view that rules are absolute)
- Accept children's choice of friends
- Help children to lead games, teach skills and share special interests

c. Encourage children to think, reason, question, and experiment (as used in mathematics, science, and social studies)

General

- Provide materials which encourage exploration and problem-solving (e.g., blocks, puzzles, construction toys, treasure hunts, logic games)
- Provide for varying levels of complexity in play
- Provide for different learning styles of children
- Recognize children's efforts in solving problems on their own or together
- Help children develop age-appropriate skills in solving interpersonal problems
- Motivate learning through children's natural curiosity and desire to make sense out of their world

Infants

- Provide for safe exploration of environment
- Recognize children's frustrations when learning new skills, give help only when needed
- Play hiding games
- Move infants to different viewing places in room
- Provide activities which capture infant's interest
- Encourage with a positive tone of voice

Toddlers

- Play guessing/hiding/matching games
- Give experience with naming, sorting, classifying
- Encourage exploration of different forms of matter such as solids, liquids, and granules
- Describe objects by shape, color, size, number

Preschoolers

- Encourage children's learning through self-directed problem-solving and experimentation
- Provide opportunity for observation and interaction with people and real objects
- Provide opportunity to seek solutions to problems
- Support children's exploration of math and science through manipulation of blocks, sand, water and activities such as cooking, woodworking, sorting, and counting

School-age children

- Encourage children's efforts to discover solutions to problems
- Encourage scientific experiments and exploration
- Help children find information on a variety of topics (books, libraries, visitors to program, field trips)
- Encourage children to plan projects, pursue interests on their own

d. Encourage language (speaking, listening) and literacy development (emerging reading, writing awareness and skills)

General

- Model appropriate language for children
- Listen attentively to what children have to say
- Expand on children's statements

- Read books, have books for children to choose
- Use songs, rhymes, finger plays
- Tell stories using material children can manipulate (e.g., flannel board, magnetic boards)
- Use positive non-verbal communication such as smiles, nods, and supportive gestures

Infants

- Imitate infants' sounds and facial movements
- Use words to label objects and sounds in environment
- Give infants time to respond to adult voice
- Use self-talk (adults talk about what they are doing) during play and caregiving routines
- Use parallel talk (adults talk about what children are doing)
- Use songs, chants, nursery rhymes
- Talk to children throughout the day

Toddlers

- Listen carefully and encourage each child's attempts to verbalize
- Use self-talk and parallel talk (see "b." above)
- Frequently read to children, individually or in small groups
- When reading, allow children to name objects in books and talk about stories
- Sing songs with children, do finger plays, act out simple stories like "The Three Bears"

Preschoolers

- Allow children time to talk, listen, tell stories
- Encourage children's spontaneous use of word play and rhyming games
- Highlight ways that reading and writing are useful (e.g., writing notes home, signs, looking in books for information, dictating stories)
- Read books, provide story tapes, records
- Encourage children's experimentation with writing through drawing, copying and inventing own spelling
- Ask open-ended questions that encourage children to describe events, objects, relationships

School-age children

- Encourage children to read, listen and tell stories to each other. Include reading and writing skills in activities
- Encourage children to make signs and posters for program, help with record keeping
- Give opportunities to share experiences with others
- Teach songs, jump rope rhymes, word games

e. Enhance physical development and skills

General

- Initiate planned activities to introduce new physical skills
- Give opportunities for child-initiated large and small motor activities
- Recognize the development of children's physical skills
- Support children in challenging themselves physically

- Provide “hands-on” learning through manipulation of objects
- Provide age-appropriate sensory experiences

Infants

- Provide safe surfaces for rolling, crawling; objects/furniture for pulling up to standing; areas to move around freely
- Provide objects to touch, grasp, manipulate
- Play with the infants encouraging appropriate physical skills
- Vary sights and sounds in the infants’ environment
- Respect infants’ varying tolerance for stimulation (e.g., touch, sounds, eye contact)
- Play body awareness games and label body parts

Toddlers

- Promote a variety of safe large motor play both indoor and outdoor
- Allow children to use a variety of safe fine motor materials
- Provide opportunity for scribbling, drawing, painting
- Provide sand, water play and other sensory materials
- Play body awareness games
- Allow ample time for the practice of motor skills in every day routines (eating, hand washing, walking)

Preschoolers

- Initiate activities involving motor skills (music and movement, action games)
- Highlight children’s learning through physical activity and manipulation of objects
- Provide a variety of art/craft materials for children to explore
- Provide a variety of manipulative materials
- Encourage sensory play with sand, water, dough, finger paints etc.

School-age children

- Encourage and participate in a variety of large motor experiences planned and spontaneous
- Give opportunity to learn new skills, sports
- Provide sufficient quantity of construction and manipulative materials
- Provide a variety of challenging fine motor activities
- Encourage sensory activities, e.g., making dog biscuits, cooking, silly putty, paper mache etc.

f. Encourage and demonstrate sound health, safety and nutritional practice

- Encourage children to develop patterns of good health practices (hand washing, nose blowing, tooth brushing, regular sleep/meals) and to understand their rationale
- Help children recognize the impact of personal choices on their physical health
- Explain the safety implications of children’s actions
- Help children recognize physical cues and sensations in their bodies which identify feelings such as hunger, fatigue, need for toileting, stress, fear and anger
- Take advantage of health topics as they arise for discussion with children, e.g., junk food, smoking, drugs, alcohol, inactivity, protective behaviors
- Act as models of good health, safety and nutrition practices
- Provide healthy foods

g. Encourage creative expression, representation, and appreciation for the arts

General

- Provide time and materials for child-initiated exploration of art, music and drama
- Expose children to a variety of art forms (visual arts, music, drama, dance)
- Support children's involvement in creative experiences beginning with the process and moving later to the product
- Recognize and respect a child's right to self expression through different media
- Seek and use children's suggestions and ideas, incorporating them into planned activities

Infants

- Sing, play music for infants
- Play games involving rhythm, music, sounds
- Notice babies' responsiveness to music, e.g., listening, waving arms
- Talk about and display colors, forms, pictures

Toddlers

- Introduce music, singing, rhythm and movement activities
- Emphasize process and experimentation rather than product in art activities
- Give frequent opportunities to scribble and paint
- Talk about child's artwork; describe colors, materials, design
- Encourage dramatic play model roles when appropriate
- Read and tell stories using voice, facial expressions and body movements to convey meaning

Preschoolers

- Provide music, singing, rhythm and movement activities (circle games, dancing, acting out songs)
- Encourage simple creative dramatics (animal imitations, puppets)
- Encourage child-initiated ideas and experimentation
- Make basic art materials available throughout the day
- Read and tell stories using voice, facial expressions and body movements to convey meaning

School-age children

- Plan and offer experiences with increasingly complex art and craft projects (e.g., woodworking, needlework)
- Provide equipment and materials that allow children to develop their own music and movement activities, dramatics
- Encourage long-term, multiple step projects (plays, art projects, story writing, newsletters)
- Expose children to community fine arts resources (museums, libraries, art exhibits, live performances, concerts)

h. Respect cultural diversity

- Help children to be tolerant of the individual differences of others
- Encourage acceptance and understanding of the special needs of children in the program
- Incorporate the family heritage and customs of children into the activities of the program
- Choose play materials that reflect the background and heritage of children in the program
- Provide books and displays featuring people of different cultures and family structure
- Respect variations in family structure
- Insure that stereotypes are not used to define groups of people (e.g., all Indians live in tepees)
- Avoid use of gender as a way to define children's participation in activities
- Balance the observance of culturally diverse holidays

APPENDIX 3
CLASSROOM STANDARD H-14C
PROPER HANDWASHING PROCEDURES AND UNIVERSAL
PRECAUTIONS

Definition: “Universal precautions” means measures taken to prevent transmission of infection from contact with blood or other body fluids or materials having blood or other body fluids on them, as recommended by the U.S. Public Health Services Centers for Disease Control, and adopted by the U.S. Occupational Safety and Health Administration (OSHA).

(From HFS 46, Licensing Rules for Group Day Care Centers, 1997)

All licensed centers in Wisconsin are required to follow the universal precautions procedures outlined by OSHA. Each center should have a copy of the OSHA requirements, and should provide training for staff to help them comply with these requirements.

OSHA requirements state that the employer must provide hepatitis B vaccine to all employees who are occupationally exposed to blood. If a person provides first aid where blood is present and they have not previously been vaccinated, your employer must provide you with your first shot of the series within 24 hours of the incident.

The full requirements are lengthy. The following brief summary is from the Wisconsin State Licensing Rules for Group Day Care Centers [46.07(6)(h)], page 83.

(h) Universal Precautions.

1. Center staff shall adopt universal precautions when exposed to blood and blood-containing body fluids and injury discharges of all children.
2. All persons exposed to blood or blood-containing body fluids and tissue discharges shall wash their hands immediately with soap and warm running water.
3. Single use disposable gloves shall be worn if there is contact with blood-containing body fluids or tissue discharges. Hands shall be washed with soap and water after removal of gloves. Gloves shall be discarded in plastic bags.

Single-use disposable gloves means non-porous gloves without obvious seams made out of latex, natural rubber or plastic in various forms.

4. For spills of vomitus, urine, feces, blood or other body fluids, center staff shall clean and disinfect the floors, walls, bathrooms, tabletops, toys, kitchen countertops and diaper changing tables.

See Appendix O for information on disinfecting surfaces.

Care should be used with the disposal of gloves and soiled items. The Occupational Safety and Health Administration (OSHA) is responsible for enforcing its standards. Contact OSHA at 1-800-356-4674 or visit the we site www.osha.gov for information on how the OSHA standards apply to child care centers.