2019 Site Visit Assessment Changes

The changes below take effect for site visits occurring on or after September 1, 2019, for programs whose site visit window opens July 1, 2019 or later. If your site visit window opened before July 1, 2019, do NOT engage with these revisions.

This document is organized into 5 sections showing:

1. *Items removed from the Site Visit Assessment*   *4 Items*
2. *Items added to the Site Visit Assessment*   *3 Items*
3. *Items with change to Source of Evidence[1]*   *1 Item*
4. *Items with changes to item language*   *14 Items*
5. *Items with guidance[2] enhancements ONLY*   *21 Items*

Deleted language is shown as ~~strikethrough~~. New language appears in **bold.**

The rationale for change appears in italics before each item.

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[1] Four current **Sources of Evidence** are Program Portfolio, Class Portfolio, Program Observation, and Class Observation.

[2] **Guidance** may follow an item and is formatted in italics. Guidance includes response options for the rating (and when the response options apply), definitions of terms, and examples.

1. Items removed from the Site Visit Assessment

4D.2 has been removed from the Class Portfolio tool. Item 4D.7 has been added to the site visit assessment and will be assessed on the Class Portfolio tool. Programs may remove evidence for 4D.2 from their Class Portfolios and will need to add evidence to their Class Portfolios for 4D.7.

~~4D.2~~ ~~I T P K S~~	
~~Show two examples of how information from an observational assessment you conducted was used to create an individualized teaching approach.~~	~~☐Yes~~ ~~☐No~~

5B.1 has been removed from the Class Observation tool due to an update to the best practice which now permits staff to discard unrefrigerated formula and breast milk to be discarded after two hours. As a class observation is limited to one hour, this item will no longer be assessed observationally. The best practice will still be assessed in the Program Portfolio in item 5B.7.

~~5B.1~~ ~~I~~		
~~Staff discard any formula or breast milk that has been unrefrigerated for one hour or more.~~	~~☐Yes~~ ~~☐No~~	~~☐Not Age~~ ~~☐No Opp~~
~~Rate No OPP if no unrefrigerated formula or breast milk is seen during the observation~~		

Items 9C.4 (Program Observation) and 9C.8 (Program Portfolio) have been removed from the site visit assessment due to reliability in assessment. These items are related to ADA-accessibility and are likely already addressed as part of a programs building code, zoning laws, and/or licensing process. Programs may remove evidence for item 9C.8 from their Program Portfolio. Items 9A.6 and 9C.9 have been added to the site visit assessment in place of 9C.4 and 9C.8.

~~9C.4~~ ~~I T P K S~~	
~~The program facility has all these wheelchair-accessible features:~~	
~~• One or more accessible entrances~~ ~~• Accessible routes to classrooms and outdoor learning environments~~ ~~• At least one accessible restroom~~ ~~• If there are any drinking fountains, at least one or more is accessible.~~	~~☐Yes~~ ~~☐No~~
~~Examples of outdoor learning environments: Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.~~	

~~9C.8~~ ~~I T P K S~~
~~Show that your facilities meet these Americans with Disabilities Act (ADA) wheel-chair accessibility features:~~ ~~• one or more accessible entrances~~ ☐~~Yes~~ ~~• accessible routes to classrooms and outdoor learning environments~~ ☐~~No~~ ~~• at least one accessible restroom~~ ~~• if there are any drinking fountains, at least one or more is accessible.~~

2. Items added to the Site Visit Assessment

4D.2 has been removed from site visit assessment on the Class Portfolio tool. Item 4D.7 has been promoted from the self-assessment items and will be assessed on the Class Portfolio tool. Programs may remove evidence for 4D.2 from their Class Portfolios and will need to add evidence to their Class Portfolios for 4D.7.

4D.7 **I T P K S**	
Show two examples of observational assessments you conducted, in which you noted a child's strengths, interests, and needs.	☐Yes ☐No

Items 9C.4 and 9C.8 have been removed from site visit assessment due to reliability in assessment. These items are related to ADA-accessibility and are likely already addressed as part of a programs building code, zoning laws, and/or licensing process. Programs may remove evidence for item 9C.8 from their Program Portfolio.

The following two items be added to the Site Visit assessment in their place and will appear on the Class Observation tool. Programs should include these item in self-assessed classroom observations.

9A.6 **I T P K S**	
Posted daily schedules, lesson plans, and other notices in the classroom are current and up to date.	☐Yes ☐No

9C.9 **I T P K S**	☐ N/A
Children can reach the hand-washing sinks without staff assistance (step stools are available if needed).	☐Yes ☐No
Rate N/A if no-handwashing is observed.	

3. Items with changes to Source of Evidence

In addition to a change in Source of Evidence, the revisions listed below may include changes to:

- the actual item language,
- response options, and/or
- guidance or revisions.

Programs should pay close attention to these revisions to ensure that prepared evidence addresses the changes.

This item has been moved from the Class Portfolio to the Program Portfolio. Item language and guidance revised to reflect this change. Item numbering has been preserved. The N/A response option has also been removed. Programs may remove evidence for 2A.3 from Class Portfolios and should ensure that evidence for item 2A.3 appears in the Program Portfolio.

2A.3 I T P K S	☐ N/A
Show or describe one example of how ~~you have~~ **your program has** changed classroom materials or equipment to accommodate the individual needs of a child ~~in the class~~.	☐Yes ☐No
~~Rate N/A if the class portfolio includes a statement that no children have been enrolled in the class that require accommodation for individual needs as defined below.~~ *Individual needs: Physical or mental health conditions that require special education services such as early intervention or individualized supports (special needs); special feeding needs; or needs that arise from adverse life conditions (such as poverty or family stress) that call for social services, supports, or monitoring.* *Special needs: Physical or mental health conditions that require special education services, such as early intervention or individualized supports.*	

4. Items with Changes to Item Language

The revisions listed below may include changes to:

- the actual item language,
- response options, and/or
- guidance or revisions.

Programs should pay close attention to these revisions to ensure that prepared evidence addresses the changes.

This Class Portfolio item revised to clarify that only one opportunity is required daily.

2E.19 P K S	
Show through lesson plans or activity schedules that children have ~~daily opportunities~~ **at least one opportunity daily** to write or dictate their ideas.	☐Yes ☐No ☐Not Age

This Class Portfolio item has been revised to clarify the intent is about how things change over time.

3D.3 P K S	
Show two examples of lesson plans in which ~~preschool, kindergarten, and school~~-age children ~~experience change in materials or events across a period of several days~~ **learn how the passage of time across several days can create changes in living or non-living things**.	☐Yes ☐No ☐Not Age

This Class Portfolio item has been revised to clarify the intent is about how things change over time.

3D.7 P K S	
Show two examples of lesson plans in which ~~preschool, kindergarten, and school-age~~ children ~~experience change in materials or events across a period of several weeks~~ **learn how the passage of time across several weeks can create changes in living or non-living things.**	☐Yes ☐No ☐Not Age

This Class Portfolio item has been revised to clarify the intent is about how things change over time.

3D.8 P K S		
Show two examples of lesson plans in which ~~preschool, kindergarten, and school-age~~ children ~~experience change in materials or events across a period of months~~ **learn how the passage of time across months can create changes in living or non-living things.**	☐Yes ☐No	 ☐Not Age

This Program portfolio item language has been revised to reflect updated best practices regarding the disposal of unrefrigerated formula and breast milk.

5B.7 I		
Show that your written policies and procedures ensure that staff discard any unfinished and unrefrigerated formula or breast milk after ~~one hour~~ **two hours**.	☐Yes ☐No	 ☐Not Age

Item language revised to reflect that teacher certifications are accepted in lieu of degree. The item will still be assessed pre-visit as part of Candidacy/Renewal submission.

6C.1 I T P K S	

Show that each class is lead by a teacher who has, at minimum:
 	
    • A higher education degree in early childhood education, early childhood special education, elementary education, or child development
 	
OR has
 	
    • A non-early childhood education, early childhood special education, elementary education, or child development higher education degree with
        o 36 higher education credits in early childhood education, early childhood special education, elementary education, or child development, ~~and~~
        o ~~State certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.~~
 	
OR has
 	
    • **State certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.**
	☐Yes
	
	☐No

Item language revised to reflect that teacher certifications are accepted in lieu of degree. The item will still be assessed pre-visit as part of Candidacy/Renewal submission.

6C.4   I T P K S

Show that the pedagogical administrator has, at minimum
 	
• A baccalaureate degree in early childhood education, early childhood special education, elementary education, or child development
 	
OR **has**
 	
• A non-early childhood education, early childhood special education, elementary education, or child development higher education **baccalaureate** degree with
    o 36 higher education credits in early childhood education, early childhood special education, elementary education, or child development ~~and~~
    o ~~State certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.~~
 	
OR has
 	
• **State certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.**

☐Yes
☐No

Language for this Program Observation item has been updated to allow for semi-privacy. Definitions and examples have been added.

9A.4   I
Nursing mothers have a comfortable, private **or semiprivate** place **available** to breastfeed and/or pump their breast milk.   ☐Yes   ☐Not Age   ☐No
Rate Not Age if the program does not serve infants. *__Private:__ A space designed for the exclusive use of a particular person or group of people.* *__Semiprivate:__ A space designed for a small number of people.* *__Examples of private or semiprivate program spaces suitable for nursing mothers:__ dedicated nursing room, conference room, infant classroom, unused office (not administrator's office), semiprivate space in a staff lounge or resource room. Spaces open to through-traffic are not semiprivate.*

The language and guidance for this Program Portfolio item has been revised to address license-exempt programs and clarify the operational definition of "good standing".

10B.16 **I T P K S**	**REQUIRED**

This is a required item. If the assessor determines that this item is not fully met at the time of the site visit, the program will <u>NOT</u> be granted accreditation. Programs may appeal the determination to the Quality Assurance Committee of the Council on NAEYC Accreditation.

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

☐Yes
☐No

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

Regulated: Programs that are not licensed by a state government but are under the regulation of a public agency, such as Department of Defense or a board of education.
Good standing: The program has a fully valid and current license or certification. ***Provisional or temporary licenses or s***uspensions or revocations of licensing or regulatory statuses ***due to citations or ongoing investigations for abuse, neglect, or lack of supervision*** are NOT accepted as evidence of good standing.
Examples of acceptable licensing/regulatory evidence: Full and current license or regulatory certificate, correspondence from licensing or regulatory body showing good standing or ***that has been administratively extended beyond its expiration date;*** licensing extension, web link to state public licensing reports of program status; NAEYC License-Exempt Acknowledgement Form.
License-exempt: ***Programs that are not required to be licensed or regulated. A completed License-Exempt Acknowledgement Form is required in the Program Portfolio.***

Language for this Program Portfolio item has been revised to be more inclusive.

10B.18   **I T P K S**

Show that your ~~parent~~ **family** handbook includes information about the program's guidance and discipline policies and procedures.	☐Yes ☐No

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Language for this Program Portfolio item has been revised to be more inclusive.

10B.19   **I T P K S**

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

- Building security and access
- Storage and administration of medication
- Inclusion or exclusion of ill children

☐Yes
☐No

• Emergency response plans

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

Language for this Program Portfolio item has been revised to be more inclusive.

10B.20 I T P K S	
Show that your ~~parent~~ **family** handbook includes procedures for negotiating difficulties and differences that arise in interactions between families and program staff. Procedures include two or more techniques for conflict resolution that involve increasing levels of formality.	☐Yes ☐No

Language and guidance for this Program Portfolio item has been revised to include "financial review" as acceptable evidence.

10C.2 I T P K S	
Show **that** a financial **review or financial** audit **was** conducted in the most recent fiscal year.	☐Yes ☐No
*Programs **that do not wish to provide a financial review or audit** may provide an affidavit by **their** corporate financial officer, or **by a** third party authority **(such as accounting firm)**, attesting that **a financial review or audit was conducted and was deemed satisfactory.** **Financial review, Financial audit:** See http://www.njnonprofits.org/Audit_vs_reviewEisnerAmper2011.pdf **for definitions of these standard accounting services, their differences, and their functions.**	

Language for this Program Portfolio item has been slightly revised, N/A guidance and a definition of full-time staff has been added.

10F.1 I T P K S	☐N/A
If some or all of recommended employee benefits (health insurance, leave, education benefit, retirement plan) are not available to staff, **show that** the program's strategic plan **or business plan** ~~should~~ state**s** the conditions under which staff benefits will be improved.	☐Yes ☐No
Rate N/A if items 6A.11, 6A.12, 6A.13, 6A.14 are all rated YES. ***Rate N/A if the program states they do not offer benefits because they do not have any full-time staff. However, rate YES if the program only has part-time staff and does show a strategic plan or business plan to improve these benefits.*** ***Full-time staff: Staff who work 35 hours per week or more.***	

5. Items with Guidance Changes ONLY

The revisions listed below do not affect item language or source of evidence. The revisions may include changes to:

- definitions of terms,
- examples, and/or
- response options, including instructions for using the response option.

A definition of the term "display" has been added to this Class Portfolio item.

3A.4 I T P K S	
Show two classroom displays that have been created to help children reflect on and extend their learning.	☐Yes ☐No
__Display:__ A method of documentation in which examples of student ideas, completed work, processes, and/or reflections are preserved and exhibited in a place where it can easily be seen by the children.	

An N/A response option has been added to this Program Portfolio item.

3C.10 I T	☐N/A
If your program uses mirrors, video, or sound monitors to make it easier to see and hear sleeping infants, toddlers or twos, show or describe what staff procedures are in place to assure that these devices DO NOT REPLACE the direct sight and sound supervision required at all times for children of this age.	☐Yes ☐No ☐Not Age
Rate N/A if the program ~~shows~~ __states__ that mirrors, video, or sound monitors are not used or permitted within the program. *__Rate N/A if the program states or shows that there is no sleeping or napping provided (e.g., part day classes).__*	

An N/A response option has been added to this Program Portfolio item.

3C.11 I T	☐N/A
Your program's written supervision policy requires staff to position themselves so someone can always hear and see any sleeping infants, toddlers or twos, including when staff are engaged with other children who are awake.	☐Yes ☐No ☐Not Age
Rate N/A if the program states or shows that there is no sleeping or napping provided (e.g., part day classes).	

New rating guidance has been added to this Class Observation item.

5A.3 I T P K S	☐N/A
All diaper bins have a lid that opens and closes tightly using a hands-free device (e.g., step can).	☐Yes ☐No
Rate N/A if the class does not include children in diapers or disposable training pants. ***Rate YES if the class has an "in-counter drop-in" diaper bin that allows for hands-free disposal of soiled diapers.*** <u>*Diaper bins:*</u> *Receptacles designed and/or used for the purpose of containing soiled diapers.*	

New rating guidance has been added to this Class Observation item.

5A.4 I T P K S	☐N/A
Children cannot access diaper bins.	☐Yes ☐No
Rate N/A if the class does not dispose of diapers in their room. ***Rate YES if the class has an "in-counter drop-in" diaper bin that is fully enclosed and cannot be accessed by the children.*** *Rate NO if diapers are disposed in an accessible trash can used for multiple purposes.* <u>*Diaper bins:*</u> *Receptacles designed and/or used for the purpose of containing soiled diapers.*	

Additional rating guidance has been added for the N/A response option on this Program Portfolio item.

5A.17 I T P K S	☐N/A
Show that your diapering policy instructs staff to check for and change wet or soiled diapers or training pants when a child wakes up from a nap.	☐Yes ☐No
Rate N/A if the program indicates that it does not serve children who are not toilet trained. **Rate N/A if the program does not offer sleeping or napping (e.g., part day classes).**	

An N/A response option and rating guidance has been added to this Program Portfolio item.

5A.25 I T P K S	☐N/A
Show that your program's written policies discourage idling vehicles (buses, families' automobiles) in your parking and drop-off areas, except if vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures.	☐Yes ☐No
Rate N/A if the program states or shows that there is no parking or drop-off areas available.	

An N/A response and rating guidance has been added to this Program Portfolio item.

5B.3 I T P K S	☐N/A
Show that your food safety policy is communicated to staff and that it lists steps that staff must take to ensure food safety when serving drinks, meals, and snacks.	☐Yes ☐No
Rate N/A if the program states there are no drinks, meals, or snacks served by the program including food and drinks brought by families.	

An N/A response and rating guidance has been added to this Program Portfolio item.

5B.9 I T P K S	☐N/A
Show that your program's food safety policy instructs staff to never use plastic or polystyrene (Styrofoam™) containers, plates, bags, or wraps when microwaving children's food or beverages.	☐Yes ☐No
Rate N/A if the program's food safety policy states that microwaves are never used to heat children's food or beverages.	

Definitions and examples have been added to this Program Observation item.

6A.2 I T P K S	
There is private or semiprivate adult friendly space in the program facility, where staff can take a break away from children.	☐Yes ☐No
*Private: **A space designed for the exclusive use of a particular person or group of people.*** *Semiprivate: **A space designed for a small number of people.*** *Examples of private or semiprivate adult program spaces: **Staff break room, nursing room, resource room, conference room, reception area, alcove, open office.***	

An N/A response option and rating guidance has been added to this Program Observation.

6A.4 I T P K S	☐N/A
There is suitably sized seating available to adults in the outdoor learning environment.	☐Yes ☐No
Rate N/A if the program does not use, own, or maintain any outdoor learning environments. *When assessing multiple outdoor learning environments, rate Yes if at least one of the outdoor learning environments used by children of each age category provides for suitable seating for adults.* *Suitable seating: A stool, chair, bench, or other seat that is capable of supporting an adult person.*	

An N/A response and rating guidance has been added to this Program Portfolio item. A definition of full-time staff has also been added.

6A.11 I T P K S	☐N/A
Show that your written employee benefits package includes health insurance.	☐Yes ☐No

Rate N/A if the program states they do not offer benefits because they do not have any full-time staff. However, rate YES if the program only has part-time staff and does offer this benefit.

Full-time staff: Staff who work 35 hours per week or more.

An N/A response option and rating guidance has been added to this Program Portfolio item. A definition of full-time staff has also been added.

6A.12 I T P K S	☐N/A
Show that your written employee benefits package includes holiday leave and sick, vacation, and/or personal leave.	☐Yes ☐No
Rate N/A if the program states they do not offer benefits because they do not have any full-time staff. However, rate YES if the program only has part-time staff and does offer this benefit. *Full-time staff: Staff who work 35 hours per week or more.*	

An N/A response option and rating guidance has been added to this Program Portfolio item. A definition of full-time staff has also been added.

6A.13 I T P K S	☐N/A
Show that your written employee benefits package includes education benefits.	☐Yes ☐No
Rate N/A if the program states they do not offer benefits because they do not have any full-time staff. However, rate YES if the program only has part-time staff and does offer this benefit. *Full-time staff: Staff who work 35 hours per week or more.* *Examples of education benefits: Full or partial payment for specialized college-level coursework or professional development training; flexible scheduling to accommodate education schedules, coaching, and mentoring; recognition events and awards; and partial or full scholarships to join membership organizations, attend conferences, and/or earn specialized credentials.*	

An N/A response and rating guidance has been added to this Program Portfolio item. A definition of full-time staff has also been added.

6A.14 I T P K S	☐N/A
Show that your written employee benefits package includes a retirement plan.	☐Yes ☐No
Rate N/A if the program states they do not offer benefits because they do not have any full-time staff. However, rate YES if the program only has part-time staff and does offer this benefit. *Full-time staff: Staff who work 35 hours per week or more.*	

Retirement plans may be administered by the program via payroll deductions, even if the program does not contribute to the plan directly.

Retirement Plan: A financial arrangement designed to replace employment income upon retirement. These plans may be set up by employers, insurance companies, trade unions, the government, or other institutions. (https://en.wikipedia.org/wiki/Retirement_plans_in_the_United_States; retrieved 11/29/16.

Examples of retirement plans: Individual retirement account (IRA), 401(k), profit-sharing plan, pension plan.

The existing definition for this Class Observation item has been revised for consistency.

9A.2 **I T P K S**	
Classrooms are arranged to provide children with semiprivate areas.	☐Yes ☐No
Semiprivate: **A** ~~place~~ **space** designed ~~to invite children to play or work alone with a friend~~ **for a small number of people.** *Examples of semiprivate areas in classrooms:* Easel, loft, playhouse, book nook, cozy corner, tent.	

Guidance for this Program Observation item has been revised to achieve consistency across all 9B items.

9B.2 **I T P K S**	☐N/A
Sandboxes are at least half full of sand.	☐Yes ☐No ☐No Opp
Rate N/A if there are no sandboxes in **the outdoor learning environments. Rate N/A if the program uses but not own or control sandboxes (e.g., public park).** *Do not rate sensory tables or sand used as safety surfaces or ground cover.* *Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).*	

Guidance for this Program Observation item has been revised to achieve consistency across all 9B items.

9B.3 **I T P K S**	
The outdoor learning environment is free from tripping hazards.	☐Yes ☐No ☐No Opp
Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s). Rate NO if ~~there are no opportunities for outdoor play, including walks~~ **the program does not utilize an outdoor learning environment at least once per week.** *Examples of tripping hazards: Exposed concrete footings, abrupt changes in surface elevations, or other man-made elements which can trip children.*	

Guidance for this Program Observation item has been revised to achieve consistency across all 9B items

9B.4 I T P K S	
The outdoor learning environment includes one or more elements that protect children from harmful weather conditions common to the area, such as excessive wind or strong direct sunlight.	☐Yes ☐No ☐No Opp
*When assessing multiple outdoor learning environments, rate Yes if the outdoor learning environments **together** offer such protections.* *Protection must match the most prevalent adverse conditions (cold, wind, sun) in the local area.* *Rate ~~N/A~~ **NO** if the program does not utilize an outdoor learning environment at least once a week.* *Rate No Opp if snow cover prevents an accurate assessment of the outdoor learning environment(s).* *<u>Examples of outdoor learning environments:</u> Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.* *<u>Examples of weather conditions:</u> Winds, temperature extremes, precipitation, pollution, pollen, high UV Index.*	

Guidance for this Program Portfolio item has been revised to achieve consistency across all 9B items

9B.5 I T P K S		☐ N/A
Show that your outdoor learning environment(s) provides at least 75 square feet of play space for each child playing outside at any one time.	☐Yes ☐No	
Rate N/A if the program does not own or maintain any outdoor learning environments. *Rate NO if the program does not utilize any outdoor learning environment at least once per week (including public spaces).* *If 75 sq. ft. or greater is the legal standard in your state, you may show the applicable state licensing law.* *Total required square footage is based on 1/3 the amount of the total program enrollment being outside at one time, unless the program provides evidence that they schedule playground use in such a way that there is always 75 square feet per child (for example a playground schedule).* *<u>Examples of outdoor learning environments:</u> Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.*		

An N/A response option and guidance has been added to this Program Portfolio.

10D.3 I T P K S		☐ N/A
Show that you follow government child nutrition guidelines for the amount and types of food you provide to children for meals and snacks.	☐Yes ☐No	
Rate N/A if the program shows that all meals and snacks, if any, are provided by families.		

Government child nutrition guidelines: Created by the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP). **See for example https://www.fns.usda.gov/cacfp/meals-and-snacks.**