

## Effectiveness Rating and Improvement System (ERIS) Standards

STAFF-CHILD RATIO/GROUP SIZE (SCR)					
SCR 01	Standard	Documentation	On-Site Documents	Help Text	On-Site Activities
SCR 01.01.a	RATIO (number of children per child care provider/staff). Ratios may not exceed those listed below. Infants (6 weeks to 12 months): Ratio is 1:4 or less.	Provide policy statement OR handbook with ratios listed.	Review daily sign-in sheets.	Ratios should be met at all times except during naptime for children 2 - 12. Ratios should be met at all times for children under age 2.	Observe.
SCR 01.01.b	RATIO (number of children per child care provider/staff). Ratios may not exceed those listed below. Pre-toddlers (13-24 months): Ratio is 1:5 or less.	Provide policy statement OR handbook with ratios listed.	Review daily sign-in sheets.	Ratios should be met at all times except during naptime for children 2 - 12. Ratios should be met at all times for children under age 2.	Observe.
SCR 01.01.c	RATIO (number of children per child care provider/staff). Ratios may not exceed those listed below. Toddlers (25-36 months): Ratio is 1:7 or less.	Provide policy statement OR handbook with ratios listed.	Review daily sign-in sheets.	Ratios should be met at all times except during naptime for children 2 - 12. Ratios should be met at all times for children under age 2.	Observe.
SCR 01.01.d	RATIO (number of children per child care provider/staff). Ratios may not exceed those listed below. Preschool (37 months-5 years): Ratio is 1:12 or less.	Provide policy statement OR handbook with ratios listed.	Review daily sign-in sheets.	Ratios should be met at all times except during naptime for children 2 - 12. Ratios should be met at all times for children under age 2.	Observe.
SCR 01.01.e	RATIO (number of children per child care provider/staff). Ratios may not exceed those listed below. School Age: Ratio is 1:12 or less.	Provide policy statement OR handbook with ratios listed.	Review daily sign-in sheets.	Ratios should be met at all times except during naptime for children 2 - 12. Ratios should be met at all times for children under age 2.	Observe.
SCR 01.02.a	GROUP SIZE (the total number of children within various age groups). Group size may not exceed those listed below. Infants (6 weeks to 12 months): Group size is 8 or less.	Provide policy statement OR handbook with ratios listed.	Review daily sign-in sheets.	Ratios should be met at all times except during naptime for children 2 - 12. Ratios should be met at all times for children under age 2.	Observe.
SCR 01.02.b	GROUP SIZE (the total number of children within various age groups). Group size may not exceed those listed below. Pre-toddlers (13-24 months): Group Size is 10 or less.	Provide policy statement OR handbook with ratios listed.	Review daily sign-in sheets.	Ratios should be met at all times except during naptime for children 2 - 12. Ratios should be met at all times for children under age 2.	Observe.
SCR 01.02.c	GROUP SIZE (the total number of children within various age groups). Group size may not exceed those listed below. Toddlers (25-36 months): Group Size is 14 or less.	Provide policy statement OR handbook with ratios listed.	Review daily sign-in sheets.	Ratios should be met at all times except during naptime for children 2 - 12. Ratios should be met at all times for children under age 2.	Observe.
SCR 01.02.d	GROUP SIZE (the total number of children within various age groups). Group size may not exceed those listed below. Preschool (37 months-5 years): Group Size is 24 or less.	Provide policy statement OR handbook with ratios listed.	Review daily sign-in sheets.	Ratios should be met at all times except during naptime for children 2 - 12. Ratios should be met at all times for children under age 2.	Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

SCR 01.02.e	GROUP SIZE (the total number of children within various age groups). Group size may not exceed those listed below. School Age: Group Size is 24 or less.	Provide policy statement OR handbook with ratios listed.	Review daily sign-in sheets.	Ratios should be met at all times except during naptime for children 2 - 12. Ratios should be met at all times for children under age 2.	Observe.
BACKGROUND CHECK/CHILD ABUSE PREVENTION (BAC)					
BAC 02	Standard	Documentation	On-Site Documents	Help Text	On-Site Activities
BAC 02.01	Background checks are performed and documented for each employee or volunteer who is in contact with children including management and administration, classroom staff, and support staff.	Provide policy statement OR handbook.	Review a random sample of employee personnel files (10% or a minimum of 4 staff files).	Files must contain results of background checks (upon hire and every five years following). A summary page of the type of background check, date completed, and agency conducting the check is sufficient.	
BAC 02.02	Background checks are <b>renewed</b> and documented every five years for each employee or volunteer who is in contact with children including management and administration, classroom staff, and support staff.	Provide policy statement OR handbook.	Review a random sample of employee personnel files (10% or a minimum of 4 staff files).	Files must contain results of background checks (upon hire and every five years following). A summary page of the type of background check, date completed, and agency conducting the check is sufficient.	
BAC 02.03.a	Background checks include documentation of FBI fingerprint check.		Review a random sample of employee personnel files (10% or a minimum of 4 staff files).	Files must contain results of background checks (upon hire and every five years following). A summary page of the type of background check, date completed, and agency conducting the check is sufficient.	
BAC 02.03.b	Background checks include documentation of a name-based criminal history records check of law enforcement records.		Review a random sample of employee personnel files (10% or a minimum of 4 staff files).	Files must contain results of background checks (upon hire and every five years following). A summary page of the type of background check, date completed, and agency conducting the check is sufficient.	
BAC 02.03.c	Background checks include documentation of State Criminal History Repository (SCHR) completed for all states lived in by applicant for last five years using fingerprints. NOTE - each check contains criminal history record information from a specific state only.		Review a random sample of employee personnel files (10% or a minimum of 4 staff files).	Files must contain results of background checks (upon hire and every five years following). A summary page of the type of background check, date completed, and agency conducting the check is sufficient.	

## Effectiveness Rating and Improvement System (ERIS) Standards

BAC 02.03.d	Background checks include documentation of a review of the National Sex Offender Registry. <a href="http://www.nsopw.gov">http://www.nsopw.gov</a>		Review a random sample of employee personnel files (10% or a minimum of 4 staff files).	Files must contain results of background checks (upon hire and every five years following). A summary page of the type of background check, date completed, and agency conducting the check is sufficient.	
BAC 02.03.e	Background checks include documentation of a review of the National Child Abuse Registry.		Review a random sample of employee personnel files (10% or a minimum of 4 staff files).	Files must contain results of background checks (upon hire and every five years following). A summary page of the type of background check, date completed, and agency conducting the check is sufficient.	
BAC 02.04	Each employee, substitute, and volunteer is trained annually about child abuse prevention, common symptoms and signs of child abuse.	Provide a list of general training topics required of staff OR the annual staff training plan.	Review a random sample of employee training files (10% or a minimum of 4 staff files).	See the Child Welfare Information Gateway, a bureau of the U.S. Dept. of Health and Human Services, at <a href="http://www.childwelfare.gov">http://www.childwelfare.gov</a> for information on preventing and responding to child abuse and neglect.	
BAC 02.05.a	All employees, substitutes, and volunteers are trained annually on HOW to report, WHERE to report and WHEN to report possible child abuse or neglect.	Provide a list of general training topics required of staff OR the annual staff training plan.	Review a random sample of employee training files (10% or a minimum of 4 staff files).	See the Child Welfare Information Gateway, a bureau of the U.S. Dept. of Health and Human Services, at <a href="http://www.childwelfare.gov">http://www.childwelfare.gov</a> for information on preventing and responding to child abuse and neglect. HOW (requirements and procedures). WHERE (department of social services, child protective services, or police). WHEN (any instance where there is reasonable cause to believe that child abuse, neglect, or exploitation may have occurred).	

## Effectiveness Rating and Improvement System (ERIS) Standards

BAC 02.05.b	Child abuse reporting procedures are in writing and a copy is provided to all employees and volunteers. The procedures indicate that all employees and volunteers are mandated reporters.	Provide a copy of your procedures.		See the Child Welfare Information Gateway, a bureau of the U.S. Dept. of Health and Human Services, at <a href="http://www.childwelfare.gov">http://www.childwelfare.gov</a> for information on preventing and responding to child abuse and neglect. Ensure procedures address the state's mandatory child abuse and neglect reporting requirements.	
BAC 02.06	The state hotline number for reporting abuse and neglect suspicions is posted for employees and parents to see.	Provide a policy statement OR handbook.		See the Child Welfare Information Gateway, a bureau of the U.S. Dept. of Health and Human Services, at <a href="http://www.childwelfare.gov">http://www.childwelfare.gov</a> for information on preventing and responding to child abuse and neglect.	Observe posted hotline.
BAC 02.07	Classrooms are arranged so that children can be easily observed at all times, reducing the likelihood that individual caregivers can be isolated with children.				Observe in a minimum of one classroom per age group.
BAC 02.08	There is a program policy and a consistent practice that all visitors sign in and out and are never unaccompanied.	Provide a policy statement OR handbook.	Review visitor sign-in logs.		Observe.
<b>DIRECTOR REQUIREMENTS (DIR)</b>					
<b>DIR 03</b>	<b>Standard</b>	<b>Documentation</b>	<b>On-Site Documents</b>	<b>Help Text</b>	<b>On-Site Activities</b>
DIR 03.01	The director is at least 21 years old.				
DIR 03.02	The director has an undergraduate degree in early childhood education, child development, social work, nursing, or other child related field, or a combination of college coursework and relevant experience in the field of early care and education. OR The director has an associate degree in a related field AND have at least two years experience working with the age group(s) enrolled in the program.	Director provides confirmation of university attended, courses studied, and total number of credit hours completed.	Review transcripts. Review the director's personnel file.	File must include record of previous experience, the most recent performance evaluation, education history, ongoing training and other professional development completed.	
<b>TEACHING STAFF REQUIREMENTS (TSR)</b>					
<b>TEA 04</b>	<b>Standard</b>	<b>Documentation</b>	<b>On-Site Documents</b>	<b>Help Text</b>	<b>On-Site Activities</b>

## Effectiveness Rating and Improvement System (ERIS) Standards

TEA 04.01	All caregiver staff are at least 18 years old.		Review a random sample of employee personnel files (10% or a minimum of 4 staff files).	Files must include the application with record of previous experience, the most recent performance evaluation, education history, ongoing training and other professional development completed.	
TEA 04.02	All caregiver staff have a high school diploma or a GED.		Review a random sample of employee personnel files (10% or a minimum of 4 staff files).	Files must include the application with record of previous experience, the most recent performance evaluation, education history, ongoing training and other professional development completed.	
TRAINING REQUIREMENTS (TRG)					
TRG 05	Standard	Documentation	On-Site Documents	Help Text	On-Site Activities
	<b>Director</b>				
TRG 05.01.a	The director has training in health and safety such as: Means by which communicable diseases are spread and procedures for prevention.	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review the director's training file.		
TRG 05.01.b	The director has training in health and safety such as: Immunization requirements for children and staff.	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review the director's training file.		
TRG 05.01.c	The director has training in health and safety such as: Organization of the facility to reduce illness and injury risks.	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review the director's training file.		

## Effectiveness Rating and Improvement System (ERIS) Standards

TRG 05.01.d	The director has training in health and safety such as: Training child care staff and children in infection and injury control.	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review the director's training file.		
TRG 05.01.e	The director has training in health and safety such as: Emergency procedures.	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review the director's training file.		
TRG 05.01.f	The director has training in health and safety such as: Promotion of health in the child care setting.	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review the director's training file.		
TRG 05.02	The director receives training in general management practices such as financial management, facility management, staff development, and working with parents.	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review the director's training file.		
	<b>STAFF</b>				
TRG 05.03	Orientation training is provided for each staff member.	Provide a list of orientation training topics required OR a list of workshops attended/training completed.	Review the staff training files.	Training files must demonstrate total training hours and that the topics listed in the standards have been addressed.	

## Effectiveness Rating and Improvement System (ERIS) Standards

TRG 05.04.a	The orientation includes training on safety, first aid, and proper hygiene.	Provide a list of orientation training topics required OR a list of workshops attended/training completed.	Review the staff training files.	Training files must demonstrate total training hours and that the topics listed in the standards have been addressed.	
TRG 05.04.b	The orientation includes training on child abuse recognition, prevention, and reporting.	Provide a list of orientation training topics required OR a list of workshops attended/training completed.	Review the staff training files.	Training files must demonstrate total training hours and that the topics listed in the standards have been addressed.	
TRG 05.04.c	The orientation includes training on early childhood development and education.	Provide a list of orientation training topics required OR a list of workshops attended/training completed.	Review the staff training files.	Training files must demonstrate total training hours and that the topics listed in the standards have been addressed.	
TRG 05.04.d	The orientation includes training on positive guidance.	Provide a list of orientation training topics required OR a list of workshops attended/training completed.	Review the staff training files.	Training files must demonstrate total training hours and that the topics listed in the standards have been addressed.	

## Effectiveness Rating and Improvement System (ERIS) Standards

TRG 05.05	All staff receive 24 hours of annual training.	Provide a list of orientation training topics required OR a list of workshops attended/training completed.	Review the staff training files.	Training files must demonstrate total training hours and that the topics listed in the standards have been addressed.	
TRG 05.06.a	The annual training topic areas include early childhood development and education topics such as: the social and emotional needs of children in their care the developmental tasks of children in their care how to implement a nonacademic, enriching program.	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review staff training files.	In addition to training topics referenced in the standards, suggested topics for health and safety training may include hand washing, sanitation, diaper changing, health department notification of reportable disease, equipment use or cleaning, toy selection for sanitizing and proper washing, disinfecting to reduce disease and injury risk, and health related aspects of pets in the facility.	
TRG 05.06.b	The annual training topic areas include training in CPR and first aid. NOTE: At least one staff member is certified in emergency pediatric first aid treatment, including CPR for infants and children and emergency management of choking, and is present in the facility at all times.	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review staff training files.	In addition to training topics referenced in the standards, suggested topics for health and safety training may include hand washing, sanitation, diaper changing, health department notification of reportable disease, equipment use or cleaning, toy selection for sanitizing and proper washing, disinfecting to reduce disease and injury risk, and health related aspects of pets in the facility.	

## Effectiveness Rating and Improvement System (ERIS) Standards

TRG 05.06.c	The annual training topic areas include health and safety, including fire safety, proper hygiene, and dispensing medications (if applicable).	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review staff training files.	In addition to training topics referenced in the standards, suggested topics for health and safety training may include hand washing, sanitation, diaper changing, health department notification of reportable disease, equipment use or cleaning, toy selection for sanitizing and proper washing, disinfecting to reduce disease and injury risk, and health related aspects of pets in the facility.	
TRG 05.06.d	The annual training topic areas include nutrition and meal service.	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review staff training files.	In addition to training topics referenced in the standards, suggested topics for health and safety training may include hand washing, sanitation, diaper changing, health department notification of reportable disease, equipment use or cleaning, toy selection for sanitizing and proper washing, disinfecting to reduce disease and injury risk, and health related aspects of pets in the facility.	
TRG 05.06.e	The annual training topic areas include child abuse recognition, prevention, and reporting.	Provide a list of general training topics required OR a list of workshops attended/training completed.	Review staff training files.	In addition to training topics referenced in the standards, suggested topics for health and safety training may include hand washing, sanitation, diaper changing, health department notification of reportable disease, equipment use or cleaning, toy selection for sanitizing and proper washing, disinfecting to reduce disease and injury risk, and health related aspects of pets in the facility.	

## Effectiveness Rating and Improvement System (ERIS) Standards

TRG 05.07	Caregivers have opportunities to pursue professional development in child development or early childhood education as evidenced by a percentage of staff with a Child Development Associate (CDA) credential or working toward completion of a CDA and staff with an Associate or Bachelor degree or working toward completion of a degree. Ten percent (10%) of the program staff currently meet the requirement with a plan to increase the number of staff meeting the requirement to 25% within 18 months.	Provide a list of staff with CDA or college courses.			Only completed CDA count in the 10%.	
IMMUNIZATIONS (IMM)						
IMM 06	Standard	Documentation	On-Site Documents	Help Text	On-Site Activities	
IMM 06.01	Children's records include EITHER: A) Documentation of current age-appropriate immunizations as recommended by the American Academy of Pediatrics (AAP); OR B) A letter of exception on file and a statement of medical or religious exception.	Provide a policy statement OR handbook.	Review sample of children's files (10% or a minimum of 10 files).	See the American Academy of Pediatrics at <a href="http://www.aap.org/healthtopics/immunizations.cfm">http://www.aap.org/healthtopics/immunizations.cfm</a> and the Centers for Disease Control at <a href="http://www.cdc.gov/vaccines">http://www.cdc.gov/vaccines</a> for information on immunization recommendations (for children and adults), as well as detailed descriptions of various diseases.		
IMM 06.02	Staff files include documentation of physical examinations (or Statement of Health) and TB screening.	Provide a policy statement OR handbook.	Review a sample of employee personnel files (10% or a minimum of 4 staff files).	See the American Academy of Pediatrics at <a href="http://www.aap.org/healthtopics/immunizations.cfm">http://www.aap.org/healthtopics/immunizations.cfm</a> and the Centers for Disease Control at <a href="http://www.cdc.gov/vaccines">http://www.cdc.gov/vaccines</a> for information on immunization recommendations (for children and adults), as well as detailed descriptions of various diseases.		
IMM 06.03	The program protects confidential and other sensitive information.			Programs limit access to authorized personnel on a need-to-know basis and maintain paper records in a secure location. Standards BAC 02.01, BAC 02.02, MED 10.01, and EMG 11.01e also address information that should be kept confidential.		Observe.
SUPERVISION/GUIDANCE (SUP)						
SUP 07	Standard	Documentation	On-Site Documents	Help Text	On-Site Activities	

## Effectiveness Rating and Improvement System (ERIS) Standards

SUP 07.01.a	The written policies and practices of the program specify that caregivers supervise children at all times, including nap times. No child is left alone or unsupervised.	Provide a policy statement OR handbook.	Review documentation.		Observe.
SUP 07.01.b	The written policies and practices of the program specify that child:staff ratios are met during all hours of operation, including field trips.	Provide a policy statement OR handbook.	Review documentation.		Observe.
SUP 07.01.c	The written policies and practices of the program specify that children are released only to persons listed on the child's registration form or for whom the parents have provided written authorization.	Provide a policy statement OR handbook.	Review documentation.	Documentation may be an enrollment form or registration form that indicates which adults are authorized to take child out of the facility.	Observe.
SUP 07.01.d	The written policies and practices of the program specify that parent, or authorized adult, signs children in and out upon arrival and departure each day and attendance records are kept.	Provide a policy statement OR handbook.	Review documentation.	Documentation may be sign-in/out sheets located at the front desk area.	Observe.
SUP 07.02	Staff demonstrate that they support positive behavior and guide children to develop self-control. Caregivers show children positive alternatives rather than just telling children "no."				Observe.
SUP 07.03	Organizational policy prohibits: punishment by spanking/hitting or other physical means, to include corporal punishment; isolation from adult sight; confinement, binding, humiliation or verbal abuse; deprivation of food, outdoor play/activities, or other program components; inappropriate touch; and punishment for lapses in toilet training or refusing food.	policy statement OR handbook			Observe. Interview staff and parents.
SUP 07.04	Each child is assigned a primary caregiver.				Observe.
<b>EVACUATION PROCEDURES</b>					
<b>EVA 08</b>	<b>Standard</b>	<b>Documentation</b>	<b>On-Site Documents</b>	<b>Help Text</b>	<b>On-Site Activities</b>
EVA 08.01	The program has a written plan for reporting and evacuating in case of fire, flood, tornado, earthquake, hurricane, blizzard, power failure or other disaster that could create damage to the program or pose a health hazard. The plan includes procedures for staff training on reporting and evacuation plans.	Provide a copy of plan OR a copy of procedures.		See the American Academy of Pediatrics at <a href="http://www.aap.org/disasters/child-care.cfm">http://www.aap.org/disasters/child-care.cfm</a>	
EVA 08.02	There is a plan and a means to evacuate children under the age of two.	Provide a copy of plan OR a copy of procedures.			Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

EVA 08.03	Procedures are in place to check the evacuation and return of all children in attendance during an evacuation drill or event.	Provide a copy of plan OR a copy of procedures.		May be accomplished with use of a daily class roster, for example	
EVA 08.04	There is an automatic Fire Detection and Alarm System in place and it is operational.				Verify alarm system in place - do not activate.
EVA 08.05	A fire extinguisher is accessible and in operating condition.			Confirm fire extinguisher has not expired.	Observe.
EVA 08.06	Fire and emergency evacuation drill procedures are approved by a fire inspector.				
EVA 08.07	Fire and emergency evacuation drill procedures are practiced at least monthly.		Review fire drill log.		
<b>HAND WASHING AND DIAPERING (HWD)</b>					
<b>HWD 09</b>	<b>Standard</b>	<b>Documentation</b>	<b>On-Site Documents</b>	<b>Help Text</b>	<b>On-Site Activities</b>
HWD 09.01	Policies are in place to ensure staff and children wash their hands with soap and warm running water: before eating or food preparation, after toileting or changing diapers, after handling animals, and after any other activity when the hands become contaminated.	Provide a policy statement OR handbook.		See the excerpt from book "Caring for our Children" which provides a comprehensive summary of hand washing/diapering safety standards on the National Resource Center for Health & Safety in Child Care and Early Education website at <a href="http://nrc.uchsc.edu/CFOC">http://nrc.uchsc.edu/CFOC</a> .	Observe handwashing procedures in all situations referenced in the standard.
HWD 09.02	Toilets and sinks are easily accessible and use can be supervised.			See the excerpt from book "Caring for our Children" which provides a comprehensive summary of hand washing/diapering safety standards on the National Resource Center for Health & Safety in Child Care and Early Education website at <a href="http://nrc.uchsc.edu/CFOC">http://nrc.uchsc.edu/CFOC</a> .	Observe.
HWD 09.03	Toileting and diapering areas are sanitary.			See the excerpt from book "Caring for our Children" which provides a comprehensive summary of hand washing/diapering safety standards on the National Resource Center for Health & Safety in Child Care and Early Education website at <a href="http://nrc.uchsc.edu/CFOC">http://nrc.uchsc.edu/CFOC</a> .	Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

HWD 09.04	Diapering areas are located in easily visible locations.			See the excerpt from book "Caring for our Children" which provides a comprehensive summary of hand washing/diapering safety standards on the National Resource Center for Health & Safety in Child Care and Early Education website at <a href="http://nrc.uchsc.edu/CFOC">http://nrc.uchsc.edu/CFOC</a> .	Observe.
HWD 09.05	Changing tables are: impervious, nonabsorbent surfaces, sturdy, of adult height, and equipped with railings.			See the excerpt from book "Caring for our Children" which provides a comprehensive summary of hand washing/diapering safety standards on the National Resource Center for Health & Safety in Child Care and Early Education website at <a href="http://nrc.uchsc.edu/CFOC">http://nrc.uchsc.edu/CFOC</a> .	Observe.
HWD 09.06	Written policies require diaper changing areas are used only for diapering and are not located in food preparation areas.		Provide a policy statement OR handbook.	See the excerpt from book "Caring for our Children" which provides a comprehensive summary of hand washing/diapering safety standards on the National Resource Center for Health & Safety in Child Care and Early Education website at <a href="http://nrc.uchsc.edu/CFOC">http://nrc.uchsc.edu/CFOC</a> .	Observe diaper changing procedures in 50% of classrooms where diapering occurs.
HWD 09.07	The program's policies require that children shall not have diapers changed in or on cribs, floors, counters, or common use tables.		Provide a policy statement OR handbook.	See the excerpt from book "Caring for our Children" which provides a comprehensive summary of hand washing/diapering safety standards on the National Resource Center for Health & Safety in Child Care and Early Education website at <a href="http://nrc.uchsc.edu/CFOC">http://nrc.uchsc.edu/CFOC</a> .	Observe diaper changing procedures in 50% of classrooms where diapering occurs.

## Effectiveness Rating and Improvement System (ERIS) Standards

HWD 09.08	Policies are in place to ensure that sanitary methods are practiced such as using a covered trash receptacle and encouraging the use of disposable diapers rather than cloth diapers because of sanitation requirements for storage of used diapers.	Provide a policy statement OR handbook.		See the excerpt from book "Caring for our Children" which provides a comprehensive summary of hand washing/diapering safety standards on the National Resource Center for Health & Safety in Child Care and Early Education website at <a href="http://nrc.uchsc.edu/CFOC">http://nrc.uchsc.edu/CFOC</a> .	Observe diaper changing procedures in 50% of classrooms where diapering occurs.
<b>MEDICATION and HEALTH (MED)</b>					
<b>MED 10</b>	<b>Standard</b>	<b>Documentation</b>	<b>On-Site Documents</b>	<b>Help Text</b>	<b>On-Site Activities</b>
	If no medications are administered, answer "NA" for questions MED 10.01 to MED 10.04.				
MED 10.01	If medication (prescription and/or over-the-counter) is administered, written parental permission are kept on file and instructions from a physician are required (NA allowed if no children currently receive medication).	Provide a policy statement OR handbook.	Review records.	Records should include written permissions and physician instructions.	
MED 10.02	The program has a written policy and clear procedures on administering medicine, proper storage and labeling.	Provide a policy statement OR handbook.			Observe.
MED 10.03	Designated staff are trained to administer the medicine and the training is updated annually.	List of general training topics required OR list of workshops attended/training completed	Review list of staff trained. Review dates staff trained.		
MED 10.04	Records are maintained of medications administered.		Review records.		
MED 10.05	The program has a procedure to identify children with allergies and staff are trained on the appropriate precautions.	Provide a policy statement OR handbook AND List of general training topics required OR provide a list of workshops attended/training completed.			Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

MED 10.06	There is a written policy that makes clear that ill children should not attend.	Provide a policy statement OR handbook.			Observe (if appropriate). Interview staff.
MED 10.07	There is a written policy and practice in place that when a child becomes ill, he or she will be separated from other children until the parent or guardian can pick up the child.	Provide a policy statement OR handbook.			Observe. Interview staff.
MED 10.08	The program provides first aid kits and makes sure they are readily available and maintained.				Observe.
MED 10.09	Staff takes at least one first aid kit on field trips and outings away from the site.				Observe.
MED 10.10	The program participates in the USDA CACFP food program OR the program prepares nutritious meals and snacks that follow USDA CACFP guidelines.	Provide a policy statement OR handbook OR a record of enrollment in CACFP.			Observe.
MED 10.11	Meals and snacks are prepared in a safe and sanitary manner and all kitchen areas and food storage areas are clean and well organized.				Observe.
MED 10.12	Food service personnel and persons serving food exhibit good personal hygiene and use proper handwashing techniques.			Handwashing may also be observed under HWD 09.01.	Observe.
MED 10.13	If the program allows children to bring food from home, the food is labeled and stored properly.				Observe.

### EMERGENCY PLAN/CONTACT INFORMATION (EMG)

EMG 11	Standard	Documentation	On-Site Documents	Help Text	On-Site Activities
EMG 11.01.a	There is a written plan for reporting and managing any serious incident to include: Lost or missing child.	Provide a copy of plan OR copy of procedures.		Plan/procedures may be combined into a single document.	
EMG 11.01.b	There is a written plan for reporting and managing any serious incident to include: Injuries requiring medical or dental care, including hospitalization or serious injury.	Provide a copy of plan OR copy of procedures.		Plan/procedures may be combined into a single document.	
EMG 11.01.c	There is a written plan for reporting and managing any serious incident to include: Abuse or neglect of a child.	Provide a copy of plan OR copy of procedures.		Plan/procedures may be combined into a single document.	
EMG 11.01.d	There is a written plan for reporting and managing any serious incident to include: Provision for a staff member to accompany a child to the emergency care source and remain with the child until the parent or legal guardian assumes responsibility for the child.	Provide a copy of plan OR copy of procedures.		Plan/procedures may be combined into a single document.	

## Effectiveness Rating and Improvement System (ERIS) Standards

EMG 11.01.e	There is a written plan for reporting and managing any serious incident to include: All parents have provided emergency information to include: multiple contact phone numbers (work, cellular, home); emergency contact phone numbers (relatives or friends) authorized to pick up the child if parent can not be reached; child's physician, dentist, and emergency room preference.	Provide a copy of plan OR copy of procedures.	Review a sample of children's files (10% or a minimum of 10 files).	Plan/procedures may be combined into a single document.	
<b>OUTDOOR PLAY AREA (OUT)</b>					
<b>OUT 12</b>	<b>Standard</b>	<b>Documentation</b>	<b>On-Site Documents</b>	<b>Help Text</b>	<b>On-Site Activities</b>
OUT 12.01	Shaded areas are available on all playgrounds.			Shade may be provided by trees, a canopy on a piece of playground equipment, or a free-standing awning.	Observe.
OUT 12.02	Outdoor play areas enclosed with a fence or natural barriers				Observe.
OUT 12.03.a	All outdoor play equipment is in good repair with no splintering or protrusions.				Observe.
OUT 12.03.b	The equipment is designed so that a child is visible and there are no entrapment areas.				Observe.
OUT 12.03.c	All pieces of playground equipment are surrounded by a resilient surface (e.g., fine, loose sand; wood chips; wood mulch, etc.) of an acceptable depth (9 inches) or by rubber mats manufactured for such use.				Observe.
OUT 12.03.d	The maximum height of any piece of playground equipment is no greater than 5 and 1/2 feet if children up to the age of 6 are given access to it, and no higher than 3 feet if the maximum age of children is 3 years.			Height of the equipment is measured from the highest point a child would stand, not from the height of a roof or canopy on a piece of equipment.	Observe.
OUT 12.03.e	All pieces of playground equipment are installed so that an average adult would not be able to cause a fixed structure to wobble or tip.				Observe.
OUT 12.04	All outdoor activity areas are maintained in a clean and safe condition.			This is accomplished by removing debris, dilapidated structures, broken or worn play equipment, building supplies, glass, sharp rocks, twigs, toxic plants, and other injurious material.	Observe.
OUT 12.05	Sandboxes are covered tightly and securely when not in use, and kept free from cat or other animal excrement.				Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

OUT 12.06	The center director conducts and documents a daily check of the playground area and the playground to note any dangerous or potentially harmful situations.		Review sample of completed checklists.	Daily check should include a visual examination of both the grounds and playground equipment.	
<b>HAZARDOUS MATERIALS and GENERAL SAFETY (HAZ HAZ 13</b>					
	<b>Standard</b>	<b>Documentation</b>	<b>On-Site Documents</b>	<b>Help Text</b>	<b>On-Site Activities</b>
HAZ 13.01.a	All chemicals and potentially dangerous products, such as medicine or cleaning supplies are stored in original, labeled containers in locked cabinets inaccessible to children .			See the American Association of Poison Control Centers at <a href="http://www.aapcc.org/DNN">http://www.aapcc.org/DNN</a> , the Centers for Disease Control at <a href="http://www.cdc.gov/health/poisoning.html">http://www.cdc.gov/health/poisoning.html</a> and the Department of Health and Human Services at <a href="http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Environmental%20Health%20and%20Safety">http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Environmental%20Health%20and%20Safety</a> for information on environmental health and safety issues and poison prevention. Examples include: cleaning materials, detergents, aerosol cans, pesticides, health and beauty aids, poisons, and other toxic materials.	Observe.
HAZ 13.01.b	Chemicals used in lawn care treatments are limited and not used when children are present.			See the American Association of Poison Control Centers at <a href="http://www.aapcc.org/DNN">http://www.aapcc.org/DNN</a> , the Centers for Disease Control at <a href="http://www.cdc.gov/health/poisoning.html">http://www.cdc.gov/health/poisoning.html</a> and the Department of Health and Human Services at <a href="http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Environmental%20Health%20and%20Safety">http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Environmental%20Health%20and%20Safety</a> for information on environmental health and safety issues and poison prevention.	

## Effectiveness Rating and Improvement System (ERIS) Standards

HAZ 13.02.a	The poison control center phone number is posted by each telephone.			See the American Association of Poison Control Centers at <a href="http://www.aapcc.org/DNN">http://www.aapcc.org/DNN</a> , the Centers for Disease Control at <a href="http://www.cdc.gov/health/poisoning.html">http://www.cdc.gov/health/poisoning.html</a> and the Department of Health and Human Services at <a href="http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Environmental%20Health%20and%20Safety">http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Environmental%20Health%20and%20Safety</a> for information on environmental health and safety issues and poison prevention.	Observe.
HAZ 13.02.b	Poisonous or potentially harmful plants on the premises are inaccessible to children.			See the American Association of Poison Control Centers at <a href="http://www.aapcc.org/DNN">http://www.aapcc.org/DNN</a> , the Centers for Disease Control at <a href="http://www.cdc.gov/health/poisoning.html">http://www.cdc.gov/health/poisoning.html</a> and the Department of Health and Human Services at <a href="http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Environmental%20Health%20and%20Safety">http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Environmental%20Health%20and%20Safety</a> for information on environmental health and safety issues and poison prevention.	Observe.
HAZ 13.03.a	Staff are trained to place infants on their backs for sleeping to lower the risk of Sudden Infant Death Syndrome (SIDS) and parents are informed of the policy.	Provide a policy statement OR handbook AND a list of general training topics required OR provide a list of workshops attended/training completed.		See the American SIDS Institute at <a href="http://www.sids.org/">http://www.sids.org/</a> and the Department of Health and Human Services at <a href="http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Environmental%20Health%20and%20Safety">http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Environmental%20Health%20and%20Safety</a> for information on prevention of Sudden Infant Death Syndrome.	Observe.
HAZ 13.03.b	Staff make sure that soft surfaces such as pillows, quilts, and soft bumpers are not used in the crib.				Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

HAZ 13.04.a	All toys and art supplies are made of safe, non-toxic, durable, and cleanable materials.			See Safetoys.com at <a href="http://www.safetoys.com">http://www.safetoys.com</a> and the U.S. Consumer Product Safety Commission at <a href="http://www.cpsc.gov">http://www.cpsc.gov</a> for information on recall alerts, toy safety and hazards.	Observe.
HAZ 13.04.b	Electrical outlets are covered in all areas accessible to children, including corridors.				Observe.
HAZ 13.04.c	There are no items that could cause choking or strangulation. Additional information at: <a href="http://www.cpsc.gov/">http://www.cpsc.gov/</a>				Observe.
HAZ 13.04.d	The building has been inspected for dangerous substances such as lead, radon, formaldehyde, asbestos, etc. in accordance with state requirements.		Review inspection report.		
HAZ 13.05	All hardware and fixtures such as door latches/locks, gate closures, bathroom fixtures, drinking fountains are child safe. For example, door hinges do not represent a pinching hazard, doors cannot be opened by a child.				Observe.
HAZ 13.06	Children are protected from accidental drowning by limiting access to all bodies of water.			This includes culverts, drainage ditches, sewer accessories, wading pools, bathtubs, buckets, and other pails of water.	Observe.
HAZ 13.07	There is a clear policy and practice that smoking is not allowed on the premises.	Provide a policy statement OR handbook.			Observe.
HAZ 13.08	Accident protection and liability insurance coverage are maintained for children and adults.	Provide a policy statement OR handbook.	Review current insurance policy.	Insurance coverage for transporting children is covered under HAZ 13.09.	
HAZ 13.09	If transporting children, policies are in place to ensure children's safety to include: use of carseats and seatbelts as required by law, written permission by parents to transport, and vehicle insurance is maintained on any vehicle owned or leased by the facility that is used to transport children.	Provide a policy statement OR handbook.	Review current insurance policy (transportation), if applicable.		

## Effectiveness Rating and Improvement System (ERIS) Standards

HAZ 13.10.a	The program keeps animals in a sanitary and safe manner.			See the document on Child Care and Pets from the Iowa State University Extension at <a href="http://www.extension.iastate.edu/Publications/PM1783.pdf">http://www.extension.iastate.edu/Publications/PM1783.pdf</a> and the Centers for Disease Control at <a href="http://www.cdc.gov/healthypets/">http://www.cdc.gov/healthypets/</a> for information on pet benefits, risks, and prevention of disease.	Observe.
HAZ 13.10.b	Parents are notified of the presence of any animals.		Review copies of letters sent home or notices posted.	See the document on Child Care and Pets from the Iowa State University Extension at <a href="http://www.extension.iastate.edu/Publications/PM1783.pdf">http://www.extension.iastate.edu/Publications/PM1783.pdf</a> and the Centers for Disease Control at <a href="http://www.cdc.gov/healthypets/">http://www.cdc.gov/healthypets/</a> for information on pet benefits, risks, and prevention of disease.	
<b>PARENT INVOLVEMENT (PAR)</b>					
<b>PAR 14</b>	<b>Standard</b>	<b>Documentation</b>	<b>On-Site Documents</b>	<b>Help Text</b>	<b>On-Site Activities</b>
PAR 14.01	The program has a mission statement.	Provide a policy statement OR handbook.		May be combined into a single document.	
PAR 14.02.a	The program policy clearly states hours of operation.	Provide a policy statement OR handbook.		May be combined into a single document.	
PAR 14.02.b	The program policy clearly states enrollment policies.	Provide a policy statement OR handbook.		May be combined into a single document.	
PAR 14.02.c	The program policy clearly states program costs.	Provide a policy statement OR handbook.		May be combined into a single document.	
PAR 14.02.d	The program policy clearly includes special needs policy.	Provide a policy statement OR handbook.		May be combined into a single document.	
PAR 14.02.e	The program policy clearly includes open door policy (Family members are welcome visitors in the program at all times).	Provide a policy statement OR handbook.		May be combined into a single document.	Observe.
PAR 14.03	Families are offered an orientation visit prior to enrolling.	Provide a policy statement OR handbook.		May be combined into a single document.	

## Effectiveness Rating and Improvement System (ERIS) Standards

PAR 14.04	The program provides opportunities for communication between parents and staff verbally or in writing on a daily basis.	Provide a policy statement OR handbook.		For example, information is exchanged between teachers at shift changes and passed on to parents at pick-up time.	Observe. Interview staff and parents.
PAR 14.05	The program provides opportunities for parents to be involved and share their culture.	Provide a policy statement OR handbook.			Observe. Interview staff and parents.
PAR 14.06	The program provides opportunities for parents to have input into the program policy.	Provide a policy statement OR handbook.		This may be accomplished through a parent advisory board or through opportunities for parents to discuss ideas and concerns.	Observe. Interview staff and parents.
<b>RELATIONSHIP BUILDING AND INTERACTION (RBI)</b>					
<b>RBI 15</b>	<b>Standard</b>	<b>Documentation</b>	<b>On-Site Documents</b>	<b>Help Text</b>	<b>On-Site Activities</b>
RBI 15.01	Staff interact frequently with children, showing affection, interest and respect.				Observe.
RBI 15.02	Staff are available and responsive to children.				Observe.
RBI 15.03	Staff speak with children in a friendly, positive, courteous manner.				Observe.
RBI 15.04	Staff talk with individual children and encourage children of all ages to use language.				Observe.
RBI 15.05	Staff treat children of all races, religions, family backgrounds, and cultures with equal respect and consideration.				Observe.
RBI 15.06	Staff provide children of both sexes with equal opportunities to take part in all activities.				Observe.
RBI 15.07	Staff encourage children's development of independent functioning, as appropriate.				Observe.
RBI 15.08	Staff facilitate the development of responsibility, self-regulation, and self-control in children.				Observe.
RBI 15.09	Overall sound or tone of classroom is pleasant most of the time.				Observe.
RBI 15.10	Staff support children's emotional development, assisting them to be comfortable, relaxed, happy, and involved in play and other activities.				Observe.
RBI 15.11	Staff recognize and encourage prosocial behaviors among children.				Observe.
RBI 15.12	Expectations of children's social behavior are developmentally appropriate.				Observe.
RBI 15.13	Staff support friendship development among children and provide opportunities for children to learn from each other as well as from adults.				Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

RBI 15.14	Staff use a variety of teaching strategies to enhance children's learning and development throughout the day.				Observe.
RBI 15.15.a	Staff provide a variety of developmentally appropriate activities and materials to foster positive identity and sense of emotional well-being.			Staff can foster the development of positive identity and a sense of emotional well-being by setting limits for safety, joining in child-directed activities and exploration, celebrating achievements, communicating warmly and responsively, allowing children to help with daily tasks such as setting the table or cleaning up; setting consistent limits, and giving the child space to act out emotions as needed.	Observe.
RBI 15.15.b	Staff provide a variety of developmentally appropriate activities and materials to develop social skills.			Staff can encourage social development by creating opportunities for sharing, cooperation, and helping others; recognizing and celebrating the cultural backgrounds of children in the group; and using everyday activities such as eating to foster social skills. One way this can be done is by Serving meals "family style," with several children sitting around one table and sharing a meal, to promote socialization and relationship building.	Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

RBI 15.15.c	Staff provide a variety of developmentally appropriate activities and materials to encourage children to think, reason, question, and experiment.			Toys and other play objects should be responsive to the child's actions and offer different types of manipulation (e.g. turning, squeezing, inserting). Toys should be organized to promote appropriate use (e.g. puzzles are stored with other puzzles) and be at eye level on open shelves so children can make deliberate choices about what they wish to do. Staff should provide lots of opportunities to explore interesting phenomena, make predictions, and discuss what happened. Staff should ask questions that make children think. Daily activities should include opportunities for child-directed play, activities that provide choice, and materials that support dramatic play.	Observe.
RBI 15.15.d	Staff provide a variety of developmentally appropriate activities and materials to encourage language and literacy development.			Staff can promote the development of literacy skills through daily story telling and interactive reading, such as pointing to pictures, making animal sounds, and naming objects or people on the pages. Staff can encourage language development in children of all ages by talking about the past, present, and future; rephrasing children's ideas in complete sentences; introducing new words and concepts; asking lots of questions, and responding to vocalizations.	Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

RBI 15.15.e	Staff provide a variety of developmentally appropriate activities and materials to enhance physical development and skills.			Activities and materials should involve a combination of fine and gross motor skills, which will vary by age group. In infants, activities may be limited to exploration of what their own muscles can do such as changing positions, discovering hands and feet, or spending time on their tummy. In older infants or young toddlers activities include crawling and walking with assistance. Fine motor skills in older children include activities such as writing, drawing, puzzles, painting, using clay and working with manipulatives. Gross motor skills include throwing, kicking, running, and skipping.	Observe.
RBI 15.15.f	Staff provide a variety of developmentally appropriate activities and materials to encourage and demonstrate sound health, safety and nutritional practice.			Staff should model and provide age-appropriate instruction on health, safety, and nutritional practices such as handwashing and tooth brushing; design menus that reflect sound nutritional guidelines; set clear limits to maintain safety; and provide sufficient opportunities for active play.	Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

RBI 15.15.g	Staff provide a variety of developmentally appropriate activities and materials to encourage creative expression, representation, and appreciation for the arts.			Staff should provide a variety of activities and materials to explore the visual and performing arts. Classrooms should offer a variety of art supplies (e.g. markers, paint, clay, etc) and teachers should teach new skills or ways to use the materials. Staff should display children's art in the classroom as well as posters/pieces by professional artists. Classroom activities should also include singing songs, playing instruments, and engaging in full-body movement that requires rhythm and timing (e.g. swinging). Room décor, music, dance, and art projects should reflect the diverse cultures of children in the group.	Observe.
<b>DEVELOPMENTALLY APPROPRIATE ENVIRONMENT AND MATERIALS (DEV 16)</b>					
<b>DEV 16</b>	<b>Standard</b>	<b>Documentation</b>	<b>On-Site Documents</b>	<b>Help Text</b>	<b>On-Site Activities</b>
DEV 16.01	Each classroom is arranged to facilitate a variety of activities for each age group.				Observe.
DEV 16.02	Areas where children can play or work independently or with a friend are available indoors and outdoors.				Observe.
DEV 16.03	The environment includes soft elements that help to create a home-like environment.				Observe.
DEV 16.04	Sound-absorbing materials, such as ceiling tiles and rugs, are used to reduce noise.				Observe.
DEV 16.05	Areas used by children are well lit, ventilated, and kept at a comfortable temperature.				Observe.
DEV 16.06	Individual storage space is provided for each child's belongings.				Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

DEV 16.07.a	A variety of age-appropriate materials and equipment are available for children indoors and outdoors: Developmentally appropriate materials and equipment are available for infants (birth to 12 months).			Developmentally appropriate materials and equipment for infants include: comfortable carpet or a stiff blanket for laying on the floor; mirrors; safe, washable toys such as clutch balls, teethers, or soft, washable dolls or play animals; and board books with images of everyday items.	Observe.
DEV 16.07.b	A variety of age-appropriate materials and equipment are available for children indoors and outdoors: Developmentally appropriate materials and equipment are available for young toddlers (12-24 months).			Developmentally appropriate materials and equipment for young toddlers include equipment to assist with their physical development including push toys, ramps, and stairs. Developmentally appropriate materials also include toys that open and shut, buckets or pails that can be filled and emptied, objects that can hold water or sand such as cups or shovels, items that can be put together and taken apart, and board books that staff can read to the child.	Observe.
DEV 16.07.c	A variety of age-appropriate materials and equipment are available for children indoors and outdoors: Developmentally appropriate materials and equipment are available for toddler (24-36 months).			Developmentally appropriate equipment for toddlers should promote further gross-motor skill development such as jumping, tiptoeing, marching, throwing and kicking balls, and using riding toys that they move with their feet. Developmentally appropriate materials for toddlers also include those that promote imagination or make-believe such as toy trucks and dolls or figures; books that offer different textures, activities such as pulling, and sounds; and objects that can be divided by shape or color such as building blocks.	Observe.

## Effectiveness Rating and Improvement System (ERIS) Standards

DEV 16.07.d	A variety of age-appropriate materials and equipment are available for children indoors and outdoors: Developmentally appropriate materials and equipment are available for preschoolers (3-5 years).			Developmentally appropriate materials for preschoolers should promote improved fine-motor skills such as painting or drawing, clay, and building blocks. Materials and equipment should also promote gross-motor skill development such as balance beams, trampolines, steps, jump ropes, and larger areas to accommodate a wide variety of movements. Materials and equipment should also promote dramatic play such as strollers, dolls, kitchen sets, dress-up clothes, and props.	Observe.
DEV 16.07.e	A variety of age-appropriate materials and equipment are available for children indoors and outdoors: Developmentally appropriate materials and equipment are available for school age children (Kindergarteners and older).			School-age children should have access to books and reference materials to assist with completion of homework. The classroom should also provide opportunities to improve math, science, and language skills such as posted problems, items to conduct age-appropriate experiments, and access to the alphabet. Children should also have sufficient wide-open spaces for active play.	Observe.