

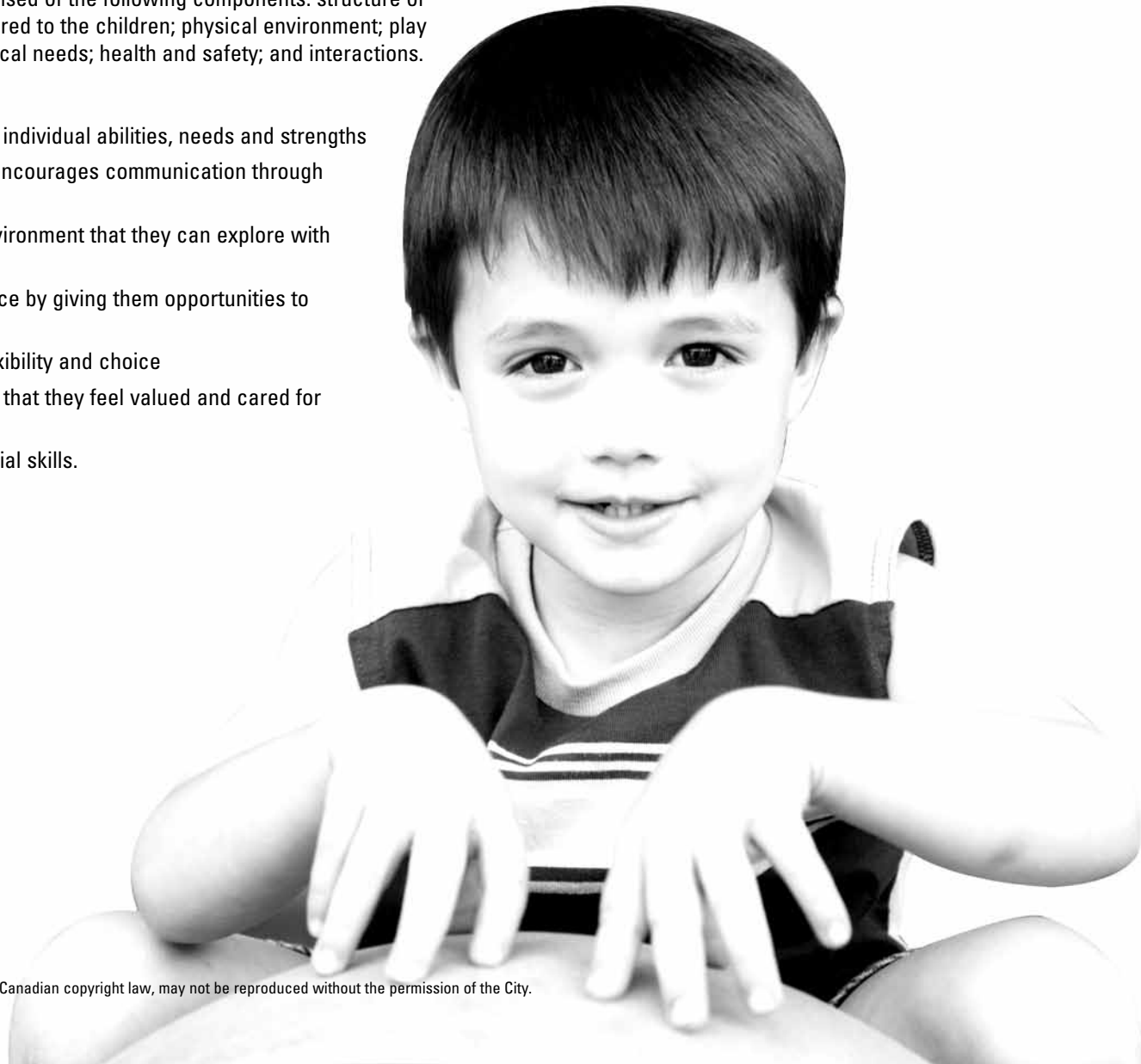
# PRESCHOOL

## Preschool Program Criteria

The overall program for Preschool children is comprised of the following components: structure of the day; activities and experiences planned and offered to the children; physical environment; play equipment; toys and materials; learning areas; physical needs; health and safety; and interactions.

The main emphasis of a preschool program is:

- to provide an inclusive program that respects individual abilities, needs and strengths
- to provide a language-rich environment that encourages communication through positive interactions
- to provide children with a rich, interesting environment that they can explore with all their senses
- to encourage children's feelings of competence by giving them opportunities to experiment and problem solve
- to foster a sense of autonomy by ensuring flexibility and choice
- to develop children's self-esteem by ensuring that they feel valued and cared for as individuals
- to encourage the development of positive social skills.



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Name of centre: \_\_\_\_\_ Loc #: \_\_\_\_\_  
 Room #: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
 D/M/Y

A daily schedule is posted that indicates a balance of structure and flexibility. Schedules include plans to meet the individual needs of children, and ensure that all children are able to participate to the best of their abilities

<b>Structure of the day</b>					
Section 3	①	②	③	④	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>1. Daily and Visual Schedules Posted</b>	<input type="checkbox"/> Neither schedule posted	<input type="checkbox"/> One schedule posted	<p>A daily schedule is posted that indicates time is planned for:</p> <input type="checkbox"/> Outdoor play (as per Day Nursery Act, Legislative Reference 53(4)(d)*) <input type="checkbox"/> Indoor play <input type="checkbox"/> Quiet and Active play <input type="checkbox"/> Individual and Group time <input type="checkbox"/> Child and Staff initiated activities <input type="checkbox"/> Time to meet children's physical needs <input type="checkbox"/> Visual schedule is accessible to the children	<input type="checkbox"/> Daily schedule is flexible and/or seasonally adjusted. <input type="checkbox"/> Visual Schedule is used	<b>1</b>  <b>2</b>  <b>3</b>  <b>4</b>
<b>P r e s c h o o l S c o r e C h a r t</b>					
Section: <b>Structure of the day</b>	<b>A</b> Number of items scored from (1)		<b>B</b> Total Score (Sum of total indicators scored)		

<b>Structure of the day</b>					
Section 3	<b>①</b>	<b>②</b>	<b>③</b>	<b>④</b>	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>2. Program Plan/ Outline of Activities Posted</b>	<input type="checkbox"/> Program plan/ outline of activities is not posted <input type="checkbox"/> Program plan/ outline of activities does not cover the entire time children are in attendance	<input type="checkbox"/> A current program plan/ outline of activities is posted	<input type="checkbox"/> Current program plan/ outline of activities reflects the centre's curriculum model <input type="checkbox"/> Current program plan/ outline of activities includes descriptions of the learning opportunities <input type="checkbox"/> Individual needs are incorporated into the program plan/outline of activities	<input type="checkbox"/> Evidence of formal planning meetings held between staff responsible for planning <input type="checkbox"/> Outside agencies/ professionals attend meetings to plan appropriately for children with individual needs	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>3. Activities and Experiences Offered to Children</b>	<input type="checkbox"/> Activities and experiences offered do not reflect the current program plan/outline of activities <input type="checkbox"/> Activities and experiences offered are not developmentally appropriate	<input type="checkbox"/> Daily small group activities are offered <input type="checkbox"/> Activities promote choice for children	<input type="checkbox"/> Learning opportunities are based on children's interests <input type="checkbox"/> Activities are adapted to meet any child's individual needs	<input type="checkbox"/> There is documentation that observations of children are used in the development of activities	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>P r e s c h o o l S c o r e C h a r t</b>					
Section: <b>Activities and Experiences Planned and Offered to Children</b>	<b>A</b> Number of items scored from (2 - 3)		<b>B</b> Total Score (Sum of total indicators scored)		

Physical Environment – Indoor Play					
Section 3	①	②	③	④	Score
Preschool	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>4. Indoor Physical Environment</b>	<input type="checkbox"/> Play equipment, toys and materials are disorganized	<input type="checkbox"/> Toys and materials are accessible on open shelves.	<input type="checkbox"/> The play environment is designed to promote participation, peer interactions and independent use by children <input type="checkbox"/> The play environment is arranged into learning areas that are open and accessible throughout the day. Similar areas may be combined <input type="checkbox"/> Floor space with suitable floor coverings is available <input type="checkbox"/> Toys and equipment are in good condition and complete	<input type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of activities	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

## Physical Environment – Indoor Play


Section 3	①	②	③	④	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>5. Displays</b>	<input type="checkbox"/> No variety in displays	<input type="checkbox"/> More than half of the children’s art work is process-oriented, not product-oriented	<input type="checkbox"/> Variety of displays including children’s own art work and adult made and/or commercial materials  Displays are: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflective of children’s recent activities</li> <li><input type="checkbox"/> Developmentally and culturally/ racially appropriate, free of bias and stereotypes</li> </ul> Displays represent a range of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Abilities/disabilities</li> <li><input type="checkbox"/> Cultures/Races</li> <li><input type="checkbox"/> Family structures.</li> </ul> <input type="checkbox"/> As much as possible, displays are at child’s eye level. <input type="checkbox"/> Photographs of current children and/or families displayed	<input type="checkbox"/> Displays are throughout the environment	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>P r e s c h o o l S c o r e C h a r t</b>					
Section: <b>Physical Environment – Indoor Play</b>	<b>A</b> Number of items scored from (4 - 5)		<b>B</b> Total Score (Sum of total indicators scored)		

<b>Play Equipment, Toys and Materials</b>					
Section 3	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>6. Diversity in Play Equipment/Toys</b>	<input type="checkbox"/> Play equipment, toys or materials are biased or stereotypical	<input type="checkbox"/> Play equipment, toys or materials are developmentally appropriate	Play equipment, toys and materials represent a diverse range of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures/Races</li> <li><input type="checkbox"/> Abilities and disabilities</li> </ul>	<input type="checkbox"/> Staff incorporate ethno-culturally relevant activities into the program	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>P r e s c h o o l S c o r e C h a r t</b>					
Section: <b>Play Equipment, Toys and Materials</b>	<b>A</b>		<b>B</b>		
	Number of items scored from (6)		Total Score (Sum of total indicators scored)		

<b>Learning Areas</b>					
Section 3	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>7. Art/Sensory Activities, Equipment and Materials</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No equipment for either art or sensory activities available</li> <li><input type="checkbox"/> Art materials are not accessible throughout the day</li> <li><input type="checkbox"/> Drawing tools do not include natural skin tones</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equipment and materials for art and sensory activities</li> <li><input type="checkbox"/> Art materials are accessible sometimes during the day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A sufficient number of scissors, paper, a variety of drawing tools, fabric, collage and modeling materials are in good condition and accessible for independent use.</li> <li><input type="checkbox"/> Equipment for sensory activities is accessible</li> <li><input type="checkbox"/> Staff provide opportunities for art/sensory activities throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A variety of three dimensional materials are accessible</li> <li><input type="checkbox"/> More than one art and/or sensory activity offered daily.</li> </ul>	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>8. Books and Accessories</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 1.5 developmentally appropriate books for each child enrolled</li> <li><input type="checkbox"/> Area does not include a comfortable place for sitting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Books in good condition</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Books are bias free, and reflect a variety of topics</li> <li><input type="checkbox"/> Area includes at least one other accessory that is accessible to children</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Books incorporated into one other learning area</li> <li><input type="checkbox"/> Books relate to current program plan/outline of activities</li> </ul>	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

Learning Areas					
Section 3	①	②	③	④	Score
Preschool	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>9. Language and Listening</b>	<input type="checkbox"/> No planned language and listening activities	<input type="checkbox"/> Planned language and listening activities are offered to children weekly	<input type="checkbox"/> Language and listening activities are planned daily during group and/or individual reading time <input type="checkbox"/> Staff read to children daily (not applicable when all children attend Full Day Kindergarten, except on non-instructional days) <input type="checkbox"/> Toy bins and/or shelves are labeled with words and/or pictures	<input type="checkbox"/> Staff provide opportunities to enhance language experiences into other program areas	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>10. Music and Accessories</b>	<input type="checkbox"/> Loud background music interferes with activities or is inappropriate	<input type="checkbox"/> Music is appropriate for age group	<input type="checkbox"/> Variety of music available to be played to children <input type="checkbox"/> Variety of musical instruments in good condition and accessible to children <input type="radio"/> Staff sing with children daily (not applicable when all children attend Full Day Kindergarten, except on non-instructional days)	<input type="checkbox"/> Planned music and movement activities are provided weekly	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

Learning Areas					
Section 3	①	②	③	④	Score
Preschool	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<p><b>11. TV and/or Movie Usage</b></p> <p>This indicator can be marked not applicable (N/A) if televisions and/or movies are not used</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> TV and/or Movie usage exceeds 90 minutes per week</li> <li><input type="checkbox"/> No planned alternate activity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Alternate activities are indicated on program plan/outline of activities</li> <li><input type="checkbox"/> TV and/or Movie watching is documented on program plan/outline of activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> TV and/or Movie content is rated Family or "G", and is free of bias and stereotypes.</li> <li><input type="checkbox"/> Information, including the name and length of the TV and/or Movie is documented on the program plan/outline of activities</li> <li><input type="checkbox"/> Parents are notified in advance of all TV and/or Movies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Alternate activities are equally interesting to children and do not create a conflict between activities</li> <li><input type="checkbox"/> TV and/or Movies shown are used to extend learning and are integrated into the program plan/outline of activities</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>N/A</b></p>
<p><b>12. Computer Usage</b></p> <p>This indicator can be marked not applicable (N/A) if computers are not used</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No guidelines in place for computer/electronic game usage.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Time is sometimes limited and allocated equitably</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When available, the use of computer/electronic games is supervised and time allocated equitably</li> <li><input type="checkbox"/> Games are rated "E" for Everyone (suitable for children aged 5 years or younger)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Variety of educational games and computer programs available</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>N/A</b></p>

Learning Areas					
Section 3	①	②	③	④	Score
Preschool	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>13. Dramatic Play Activities and Accessories</b>	<input type="checkbox"/> Insufficient accessories for the number of children enrolled	<input type="checkbox"/> Accessories in good condition	<input type="checkbox"/> Accessories and equipment encourage a variety of role-playing possibilities. <input type="checkbox"/> Accessories and activities reflect children's interests and the program plan/outline of activities <input type="checkbox"/> Area includes a mirror located at child's eye level	<input type="checkbox"/> Kits/prop boxes available for rotation. 	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>14. Construction/Block Activities and Accessories</b>	<input type="checkbox"/> No variety of construction/block materials	<input type="checkbox"/> Materials and toys in good condition	<input type="checkbox"/> Area includes a sufficient number and variety of appropriate construction materials and props	<input type="checkbox"/> Minimum of one planned activity documented weekly	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

<b>Learning Areas</b>					
Section 3	<b>①</b>	<b>②</b>	<b>③</b>	<b>④</b>	<b>Score</b>
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>15. Cognitive/ Manipulative Activities and Accessories</b>	<input type="checkbox"/> No variety in cognitive materials	<input type="checkbox"/> Materials and toys in good condition	<input type="checkbox"/> A variety of cognitive/manipulative toys, accessible to children <input type="checkbox"/> Total of two complete toys for each child enrolled including toys for rotation	<input type="checkbox"/> One planned cognitive activity provided daily	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>16. Science &amp; Nature Experiences and Accessories and Materials</b>	<input type="checkbox"/> No materials for science and nature experiences	<input type="checkbox"/> Activities and experiences are planned and/or documented	<input type="checkbox"/> A variety of equipment and materials available to ensure that Science and Nature experiences occur a minimum of once per week	<input type="checkbox"/> Planned Science and Nature activities occur more than once per week	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

Learning Areas					
Section 3	①	②	③	④	Score
Preschool	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>17. Physical Activities/Active Play Indoors or Outdoors</b>	<input type="checkbox"/> No planned physical activities	<input type="checkbox"/> Time is allocated for planned physical activities	<input type="checkbox"/> Planned active physical play is available daily, whether outside or inside <input type="checkbox"/> Activities are planned to ensure all children are able to participate	<input type="checkbox"/> Children are given a choice of more than one planned physical activity	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>P r e s c h o o l S c o r e C h a r t</b>					
Section: <b>Learning Areas</b>	<b>A</b> Number of items scored from (7 - 17)		<b>B</b> Total Score (Sum of total indicators scored)		

<b>Physical Needs</b>					
Section 3	<b>①</b>	<b>②</b>	<b>③</b>	<b>④</b>	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>18. Meals and/or Snack Time</b>	<input type="checkbox"/> Food is used as a reward or punishment	<input type="checkbox"/> Some conversations and interactions occur during meal and/or snack times	<input type="checkbox"/> Meal and/or snack times are viewed as an educational experience and a time for socialization and conversation <input type="checkbox"/> Individual children's needs are met during meal times <input type="checkbox"/> Adults sit with children and serve food at the table during mealtimes as much as possible <input type="checkbox"/> Children are encouraged to eat food, but never forced	<input type="checkbox"/> Children are encouraged to taste and try new foods. <input type="checkbox"/> Children are encouraged to serve themselves	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<input type="checkbox"/> <b>19. Equipment Required for Eating/Seating</b>	<input type="checkbox"/> Insufficient number of chairs and/or tables for staff and children to sit together at meals/snack	<input type="checkbox"/> Furnishings are appropriate for the size, ability and developmental level of the children and are adapted as required	<input type="checkbox"/> There are sufficient serving/eating utensils and dishes available that are appropriate for the age and ability of the children enrolled <input type="checkbox"/> Food is served on dishes or napkins	<input type="checkbox"/> Seating arranged in small groups <input type="checkbox"/> Extra utensils and dishes available for easy access	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

<b>Physical Needs</b>					
Section 3	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>20. Toileting/ Diapering Routines and Supplies</b>	<input type="checkbox"/> Washroom not accessible or adapted for use by all children <input type="checkbox"/> Toileting procedures not posted <input type="radio"/> Diapering procedure not posted	<input type="checkbox"/> Sufficient supplies available to ensure toileting and hand washing can be conducted in a hygienic manner	<input type="checkbox"/> Toileting/diapering is unhurried and viewed as an opportunity to interact and engage children in conversation and to encourage self-help skills <input type="checkbox"/> Washroom facilities accessible or adapted to meet the needs of all children. <input type="checkbox"/> Washroom area includes a mirror at child's eye level <input type="checkbox"/> Washroom routines meet children's individual needs <input type="checkbox"/> Procedure for sanitary toileting/diapering posted in each washroom/change area and followed by staff <input type="checkbox"/> Disposable gloves are used in addition to hand washing during outbreaks	<input type="checkbox"/> Picture schedule, depicting toileting routine, at child's eye level and is used as needed	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

<b>Physical Needs</b>					
Section 3	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>21. Cots and Bedding</b>	<input type="checkbox"/> Cots are not designated <input type="checkbox"/> No alternative activity provided	<input type="checkbox"/> Extra bedding available <input type="checkbox"/> Sheets are changed bi-weekly	<input type="checkbox"/> Sheets are changed once a week or sooner if needed <input type="checkbox"/> Children who wake early or do not nap are permitted an alternative activity which is documented on the program plan/outline of activities or daily schedule <input type="checkbox"/> Cot set-up does not interfere with program	<input type="checkbox"/> Resting environment includes soft music and dimmed lighting <input type="checkbox"/> Children are allowed to bring a soft toy/bedding from home.	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>22. Cloakroom Space and Storage</b>	<input type="checkbox"/> No cloakroom space	<input type="checkbox"/> Cloakroom space is available, with some storage for outdoor clothing and/or personal belongings	<input type="checkbox"/> Space is available for use as a cloakroom, with sufficient room for storing outdoor clothing and personal belongings <input type="checkbox"/> Cloakroom is not overcrowded during dressing and undressing of children.	<input type="checkbox"/> Visual schedule of cloakroom routine at child's eye level	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>N/A</b>
<b>P r e s c h o o l S c o r e C h a r t</b>					
Section: <b>Physical Needs</b>	<b>A</b> Number of items scored from (18 - 22)		<b>B</b> Total Score (Sum of total indicators scored)		

<b>Health and Safety</b>					
Section 3	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>23. Health and Safety</b>	<input type="checkbox"/> Hazards observed	<input type="checkbox"/> Some areas in the room are in good repair and, hygienic	All areas, including equipment and furnishings are: <ul style="list-style-type: none"> <li><input type="checkbox"/> Kept in good and safe repair</li> <li><input type="checkbox"/> Maintained in a hygienic condition</li> <li><input type="checkbox"/> Organized</li> </ul>	<input type="checkbox"/> On-site and/or on-call maintenance staff deal with physical plant issues promptly	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>24. Toys and Play Equipment Washing</b>	<input type="checkbox"/> Toys and play equipment are not washed as per Toronto Public Health guidelines (Extended Day Programs wash toys monthly)  <input type="checkbox"/> No schedule for toy washing	<input type="checkbox"/> Some toys and play equipment are washed as they become soiled	<input type="checkbox"/> Toys and play equipment are washed as they become soiled in addition to as required on the weekly posted schedule (Extended Day Programs wash toys monthly)	<input type="checkbox"/> Toy washing schedule identifies categories of toys and play equipment  <input type="checkbox"/> Toy and play equipment washing schedule is signed and dated by staff	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

<b>Health and Safety</b>					
Section 3	①	②	③	④	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>25. Children's Hand Washing/ Sanitizing Practices</b>	<input type="checkbox"/> Children do not wash/sanitize their hands	<input type="checkbox"/> Handwashing/ sanitizing practices are sometimes followed	<input type="checkbox"/> Children wash/sanitize their hands before eating, after toileting and if they wipe their nose <input type="checkbox"/> Staff teach children proper handwashing/ sanitizing procedures	<input type="checkbox"/> Visual handwashing procedure posted at child's eye level and is used as needed	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>26. Staff Hand Washing/ Sanitizing Practices</b>	<input type="checkbox"/> Staff do not wash/sanitize their hands	<input type="checkbox"/> Staff handwashing/ sanitizing practices are sometimes followed	<input type="checkbox"/> Staff wash/sanitize their hands before eating, serving food, after toileting and if they wipe children's noses	<input type="checkbox"/> Proper handwashing/ sanitizing procedure posted and followed by staff <input type="checkbox"/> Supervisor monitors handwashing/ sanitizing practices and reviews expectations with staff	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

<b>Health and Safety</b>					
Section 3	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>27. Transitions</b>	<input type="checkbox"/> Extended waiting during transitions <input type="checkbox"/> Staff do not prepare children prior to transitions	<input type="checkbox"/> Children are sometimes transitioned in small groups	<input type="checkbox"/> Children are transitioned in small groups <input type="checkbox"/> Positive interactions occur between staff and children during transitions	<input type="checkbox"/> Staff facilitate transitions to meet individual children's needs	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>28. Attendance Verification</b>	<input type="checkbox"/> No system of attendance verification in place <input type="checkbox"/> Attendance records do not accurately reflect the number of children present	<input type="checkbox"/> Attendance verification system in place	<input type="checkbox"/> Children's arrival and departure times are always recorded on the main attendance record <input type="checkbox"/> Attendance is verified after staff and children's transitions. <input type="checkbox"/> Portable attendance travels with each group <input type="radio"/> When children attend school, attendance is verified and recorded for each session.	<input type="checkbox"/> Written verification of attendance after each staff change or transition	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>P r e s c h o o l S c o r e C h a r t</b>					
Section: <b>Health and Safety</b>	<b>A</b> Number of items scored from (23 - 28)		<b>B</b> Total Score (Sum of total indicators scored)		

<b>Interactions</b>					
Section 3	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>29. Positive Atmosphere</b> Maintains a positive voice tone	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b>
Responds to children's emotions appropriately	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>2</b>
Models positive social behaviour and interactions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>3</b>
Maintains a calm manner	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>4</b>
<b>30. Supervision of Children</b>	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b>
Balances checking and scanning the environment with child interactions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>2</b>
Aware of the number and location of children	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>3</b>
					<b>4</b>
<b>31. Fostering Children's Independence</b> Respecting children's decisions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b>
Supports the development of self-help skills	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>2</b>
Providing time for children to complete tasks	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>3</b>
					<b>4</b>

<b>Interactions</b>					
Section 3	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>32. Supporting the Development of Self-Esteem</b> Addresses children by name	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
Shows respect for individual and ethno-racial diversity	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Responds to children's interests	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Breaks tasks into small steps to ensure a child's success	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Uses praise and encouragement	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
<b>33. Behaviour Guidance</b> Matches expectations with child's abilities and/or developmental level	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Calmly explains consequences of behaviour	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
Anticipates behaviour and provides alternatives and re-direction	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	

<b>Interactions</b>					
Section 3	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Preschool</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>34. Supporting the Development of Communication Skills</b> Initiates and builds on conversations with and between children	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
Uses clear descriptions and directions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
<b>35. Extending Children's Learning</b> Responds to spontaneous learning opportunities	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
Encourages problem solving	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Follows the children's lead	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	

## Toronto Operating Criteria Section Score Sheet:

Subsections:	Score:
1. Structure of the Day: (1)	
2. Activities and Experiences Planned: (2 – 3)	
3. Physical Environment: (4 – 5)	
4. Play Equipment, Toys and Materials: (6)	
5. Learning Areas: (7 – 17)	
6. Physical Needs: (18 – 22)	
7. Health and Safety: (23 – 28)	
8. Interactions: (29 – 35)	
<b>Total</b> (All items added together)	
<b>Average Score</b> (Total divided by number of items scored)	

**Preschool Section  
Overall Average Score:** \_\_\_\_\_



**Comments:** \_\_\_\_\_

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