

SCHOOL-AGE

School-Age Program Criteria

The overall program for School-Age 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.

Children's Services recognizes that some school-age programs may not have exclusive use of space, but share space with other programs. This may present some challenges; however, all programs are expected to make the necessary adaptations to meet Operating Criteria expectations.

The main emphasis of a school age 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 develop children's self-esteem by ensuring that they feel valued and cared for as individuals
- to foster a sense of autonomy by ensuring flexibility and choice
- to provide a supportive environment in which children can develop their skills, talents and interests.



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

Structure of the day					
Section 4	①	②	③	④	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<p>1. Daily and Visual Schedules Posted</p> <p>(*Notes 1.3: Outdoor time: if children walk to and from school, this can be considered outdoor time)</p> <p>(1.3: depending on child's needs, schedule can be in pictures or words)</p>	<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 * and 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	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
S c h o o l A g e S c o r e C h a r t					
Section: Structure of the day	A Number of items scored from (1)			B Total Score (Sum of total indicators scored)	

Activities and Experiences Planned

Purpose of planning is to determine program needs of all children enrolled and to develop goals and objectives for the planned activities. Developmental reviews and observations are considered to facilitate planning, e.g., Nippissing, Brigance, etc.



Structure of the day					
Section 4	①	②	③	④	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
2. Program Plan/ Outline of Activities Posted	<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"/> Opportunities for children to participate in planning of activities and experiences documented on 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 	1 2 3 4

Structure of the day					
Section 4	①	②	③	④	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
3. Activities and Experiences Offered to Children	<input type="checkbox"/> Activities and experiences offered do not reflect the current program plan/outline of activities	<input type="checkbox"/> Daily small group activities are offered	<input type="checkbox"/> Learning opportunities are based on children's interests	<input type="checkbox"/> There is documentation that observations of children are used in the development of activities	1
	<input type="checkbox"/> Activities and experiences offered are not developmentally appropriate	<input type="checkbox"/> Activities promote choice for children	<input type="checkbox"/> Activities are adapted to meet any child's individual needs		2
					3
					4
S c h o o l A g e S c o r e C h a r t					
Activities and Experiences Planned	A Number of items scored from (2 – 3)		B Total Score (Sum of total indicators scored)		

Physical Environment – Indoor Play

Section 4	①	②	③	④	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
4. Indoor Physical Environment	<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"/> Play areas are set up to promote group interactions <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	1 2 3 4

Physical Environment – Indoor Play

Section 4	①	②	③	④	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
5. Displays	<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"> <input type="checkbox"/> Reflective of children’s recent activities <input type="checkbox"/> Developmentally and culturally/ racially appropriate, free of bias and stereotypes Displays represent a range of: <ul style="list-style-type: none"> <input type="checkbox"/> Abilities/disabilities <input type="checkbox"/> Cultures/Races <input type="checkbox"/> Family structures. <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	1 2 3 4

S c h o o l A g e S c o r e C h a r t

Section: Physical Environment	A	B
	Number of items scored from (4 – 5)	Total Score (Sum of total indicators scored)

Play Equipment, Toys and Materials.					
Section 4	①	②	③	④	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
6. Diversity in Play Equipment/Toys	<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"> <input type="checkbox"/> Cultures/Races <input type="checkbox"/> Abilities and disabilities 	<input type="checkbox"/> Staff incorporate ethno-culturally relevant activities into the program	1 2 3 4
S c h o o l A g e S c o r e C h a r t					
Section: Play Equipment, Toys and Materials.	A Number of items scored from (6)		B Total Score (Sum of total indicators scored)		

Learning Areas

The play environment is arranged into clearly defined areas that are open and accessible to children throughout the day.

Within each Learning Area there is a sufficient number of developmentally appropriate toys, play equipment and materials for the number and ability of children enrolled. Learning areas promote the full participation of all children.

Learning Areas include space and equipment for:

1. Sensory/Art activities
2. Language/Listening activities
3. Dramatic play
4. Construction/Block play
5. Cognitive/Manipulative play
6. Science and Nature experiences
7. Physical Activity/Active play
8. Similar areas may be combined.



Learning Areas					
Section 4	①	②	③	④	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<p>7. Art/Sensory Activities, Equipment and Materials</p> <p>(7.4: Children are allowed to direct their art work and work on projects for longer period, etc.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No equipment for either art or sensory activities available <input type="checkbox"/> Art materials are not accessible throughout the day <input type="checkbox"/> Drawing tools do not include natural skin tones 	<ul style="list-style-type: none"> <input type="checkbox"/> Equipment and materials for art and sensory activities <input type="checkbox"/> Art materials are accessible sometimes during the day 	<p>Sufficient number of materials are in good condition and accessible for independent use in the following categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Painting and Drawing, e.g., paints, variety of brushes, crayons, markers, chalk, pencils, fabric, variety of paper, etc. <input type="checkbox"/> Sculpture and Construction, e.g., modeling, materials, boxes, wood scrapes, foil, ribbon, tape, glue, tooth picks, pipe cleaners, etc. <input type="checkbox"/> Assembly and Collage, e.g., paper, scissors, fabric, wool, glue, staplers, etc., and a variety of other handicraft supplies, e.g., sewing, knitting, etc. <input type="checkbox"/> Printmaking, e.g., paper, stamp pads, stencils, screens, etc. <input type="checkbox"/> Colours in drawing tools and paints come in a variety of natural skin tones <input type="checkbox"/> Sensory Experiences, e.g.: water, sand, goop, etc. <input type="checkbox"/> Staff provide opportunities for art/ sensory activities each day 	<ul style="list-style-type: none"> <input type="checkbox"/> Children’s art projects are self-directed and/or incorporated into other areas of the program, e.g., props for drama etc. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

Learning Areas					
Section 4	1	2	3	4	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
8. Books and Accessories	<input type="checkbox"/> Less than 1.5 developmentally appropriate books for each child enrolled e.g. magazines, books, dictionary, thesaurus etc	<input type="checkbox"/> Area does not include a comfortable place for sitting <input type="checkbox"/> Books in good condition	<input type="checkbox"/> Books are bias free and reflect a variety of topics <input type="checkbox"/> Area includes at least one other accessory that is available to children, e.g., puppets, CD/tape player, flannel board, etc. <input type="checkbox"/> Books relate to current program plan/outline of activities	<input type="checkbox"/> Books incorporated into one other learning area	1 2 3 4
9. Language and Listening	<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 using books	<input type="checkbox"/> Staff provide opportunities to enhance language experiences into other program areas	1 2 3 4

Watching TV or movies is not a recommended practice for School Age children. However, when television or movie watching is part of the program, it is limited to no more than 90 minutes per week.

Learning Areas					
Section 4	1	2	3	4	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<p>10. TV and/or Movies Usage</p> <p>This indicator can be marked not applicable (N/A) if televisions/movies are not used</p>	<ul style="list-style-type: none"> <input type="checkbox"/> TV and/or Movies exceed 90 minutes per week <input type="checkbox"/> No planned alternate activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Alternate activities indicated on program plan/outline of activities <input type="checkbox"/> TV and/or Movie watching is documented on program plan/outline of activities 	<ul style="list-style-type: none"> <input type="checkbox"/> TV and/or Movie content is rated Family or "G" and is free of bias and stereotypes <input type="checkbox"/> Information, i.e., name of and length of the program, is documented on the program plan/outline of activities <input type="checkbox"/> Parents are notified in advance of all movies and TV shows 	<ul style="list-style-type: none"> <input type="checkbox"/> Alternate activities are equally interesting to children and do not create a conflict between activities <input type="checkbox"/> TV or movies shown are used to extend learning and are integrated into the program plan/outline of activities 	1 2 3 4
<p>11. Computer Usage</p> <p>This indicator can be marked not applicable (N/A) if computers are not used.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No guidelines in place for computer/electronic game usage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Time is limited and allocated equitably 	<ul style="list-style-type: none"> <input type="checkbox"/> When available, the use of computer electronic games is supervised and time allocated equitably <input type="checkbox"/> Games are suitable for children aged 12 years or younger, i.e., rated "E" for everyone 	<ul style="list-style-type: none"> <input type="checkbox"/> Variety of educational games and computer programs available 	1 2 3 4

Learning Areas					
Section 4	1	2	3	4	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
12. Dramatic Play Activities and Accessories	<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 e.g., capes, hats, masks, puppet theatre <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.	1 2 3 4
13. Construction/Block Activities and Accessories	<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	1 2 3 4

Learning Areas					
Section 4	① Does Not Meet Expectations	② Needs Improvement	③ Meets Expectations	④ Exceeds Expectations	Score
School Age					
14. Games Available	<input type="checkbox"/> No variety of games	<input type="checkbox"/> Games in good condition and complete	<input type="checkbox"/> A variety of school age appropriate games accessible, e.g., lotto, dominoes, snakes and ladders, checkers, cards, puzzles, etc. <input type="checkbox"/> There is one game for every two children, adapted if necessary to allow full participation	<input type="checkbox"/> Materials provided for creating games such as dice, spinners etc.	1 2 3 4
15. Science & Nature Experiences and Materials	<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	1 2 3 4

Learning Areas					
Section 4	① Does Not Meet Expectations	② Needs Improvement	③ Meets Expectations	④ Exceeds Expectations	Score
School Age					
16. Physical Activities/Active Play Indoors or Outdoors (Planned active physical play can also include walking to and from school)	<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 activities	1 2 3 4
17. Active Play Equipment	<input type="checkbox"/> No play equipment available	<input type="checkbox"/> Some materials and/or toys in good condition*	<input type="checkbox"/> There is a sufficient amount of active play equipment* <input type="checkbox"/> There is a variety of equipment in good condition, available for children <input type="checkbox"/> Play equipment is adapted as necessary, to ensure full participation and modified for outside and inside use	<input type="checkbox"/> Staff organize games and activities using this equipment	1 2 3 4
S c h o o l A g e S c o r e C h a r t					
Section: Learning Areas	A Number of items scored from (7 – 17)		B Total Score (Sum of total indicators scored)		

Physical Needs

Times to meet children's physical needs are planned so that individual needs and schedules are respected and independence is fostered, e.g., mealtime, washroom, exceptional accommodations such as g-tube feeding, positioning, etc. Programs in shared space is adapted to meet the expectations (Criteria).



Physical Needs					
Section 4	①	②	③	④	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
18. Meals and/or Snack Time	<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 during mealtimes as much as possible <input type="checkbox"/> Children self serve meals and snacks <input type="checkbox"/> Children are encouraged to eat food, but never forced	<input type="checkbox"/> Children are encouraged to taste and try new foods	1 2 3 4
19. Equipment Required for Eating/Seating	<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	1 2 3 4

Physical Needs					
Section 4	①	②	③	④	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<p>20. Washroom Facilities Accessible</p> <p>Bulleted items are only when required</p>	<input type="checkbox"/> Washroom not accessible or adapted for use by all children	<input type="checkbox"/> Sufficient supplies available to ensure toileting and hand washing can be conducted in a hygienic manner	<input type="checkbox"/> Washroom facilities are accessible or adapted to meet the needs of all children <input type="checkbox"/> Toileting products accommodate all children's needs and sensitivities <input type="radio"/> Where applicable, washroom routines and environments are modified to meet the individual children's needs	<input type="checkbox"/> Resource information provided for children and parents to learn about personal hygiene issues, e.g., cleanliness, body awareness and gender issue	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
S c h o o l A g e S c o r e C h a r t					
Section: Physical Needs	A Number of items scored from (18 - 20)		B Total Score (Sum of total indicators scored)		

Health and Safety					
Section 4	1	2	3	4	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
21. Health and Safety	<input type="checkbox"/> Hazards observed	<input type="checkbox"/> Some area(s) in the room are in good repair and hygienic	All areas, including equipment and furnishings are: <ul style="list-style-type: none"> <input type="checkbox"/> Kept in good and safe repair <input type="checkbox"/> Maintained in a hygienic, condition <input type="checkbox"/> Organized 	<input type="checkbox"/> On-site and/or on-call maintenance staff deal with physical plant issues promptly	1 2 3 4
22. Toys and Play Equipment Washing	<input type="checkbox"/> Toys and play equipment are not washed as per Toronto Public Health guidelines <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 monthly posted scheduled	<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	1 2 3 4

Health and Safety					
Section 4	1	2	3	4	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
23. Children's Hand Washing/ Sanitizing Practices	<input type="checkbox"/> Children do not wash/sanitize their hands	<input type="checkbox"/> Hand washing/ 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 hand washing/sanitizing procedures	<input type="checkbox"/> Visual hand washing procedure posted at child's eye level and is used as needed	1 2 3 4
24. Staff Hand Washing/ Sanitizing Practices	<input type="checkbox"/> Staff do not wash/sanitize their hands	<input type="checkbox"/> Staff hand washing/ 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 hand washing/sanitizing procedure posted and followed by staff. <input type="checkbox"/> Supervisor monitors hand washing/ sanitizing practices and reviews expectations with staff	1 2 3 4

Health and Safety					
Section 4	1	2	3	4	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
25. Transitions	<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 large 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	1 2 3 4
26. Attendance Verification	<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="checkbox"/> Written verification of attendance after each staff change or transition	1 2 3 4
S c h o o l A g e S c o r e C h a r t					
Section: Health and Safety	A Number of items scored from (21 - 26)		B Total Score (Sum of total indicators scored)		

Interactions

Staff demonstrate competence in their interactions with all children that respects their individual abilities and development all levels.



Interactions					
Section 4	1	2	3	4	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
27. Positive Atmosphere 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	1
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	2
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	3
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	4
28. Supervision of Children	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	1
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	2
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	3
					4
29. Fostering Children's Independence 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	1
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	2
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	3
					4

Interactions					
Section 4	1	2	3	4	Score
School Age	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
30. Supporting the Development of Self-Esteem 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	1 2 3 4
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	
31. Behaviour Guidance 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	1 2 3 4
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	

Interactions					
Section 4	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations	Score
School Age					
32. Supporting the Development of Communication Skills 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	1
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	2
					3
					4
33. Extending Children's Learning 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	
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	1
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	2
					3
					4

Toronto Operating Criteria Section Score Sheet:

Sections:	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 – 20)	
7. Health and Safety: (21 – 26)	
8. Interactions: (27 – 33)	
Total (All items added together)	
Average Score (Total divided by number of items scored)	

School Age Section
Overall Average Score: _____



Comments: _____
