



**ASSOCIATION OF INDEPENDENT SCHOOLS OF FLORIDA**  
**EARLY CHILDHOOD ACCREDITATION STANDARDS FOR GOLD SEAL PROGRAMS**  
**IN-COMPLIANCE - NOT IN-COMPLIANCE REPORT**

**AISF IECE Representative Verification Checklist**

The following IC-NIC (in-compliance - not in-compliance) report should be used by each evaluation committee as a tool when inspecting a school/early childhood center.

1. The committee chairperson should make this IC-NIC report available to each evaluation committee member.
2. Each committee member should review the IC-NIC in advance of the school's evaluation so that the committee member is familiar with the standards with which each AISF school/center must comply.
3. The chairperson should bring some extra copies of the IC-NIC to the evaluation.
4. During the evaluation, each committee member should complete the assigned sections of the IC-NIC report for the evaluation. Instructions should state: Mark the appropriate box for each item (IC = In Compliance with AISF Standards; NIC = Not In-Compliance with AISF Standards; NA = Not Applicable). Each committee member should also complete the free response portion at the end of the IC-NIC report.
5. The chairperson will ensure that each element in the objective portion of the IC-NIC is reviewed by the AISF representative.
6. The chairperson shall ensure that the completed IC-NIC Report is submitted to the AISF.

**AISF IECE Standards:**

	IC	NIC	NA
<p><b>I. PHILOSOPHY, GOVERNANCE, ADMINISTRATION</b></p> <p><b>1.1 MISSION, VISION, AND PHILOSOPHY</b></p> <p>1.1.1. Written mission and vision statement</p> <p>1.1.2. Written philosophy of care and education based on research and best practices in IECE, and consistent with mission and vision</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>1.1 Notes:</b></p> </div> <p><b>1.2 CORPORATE STRUCTURE</b></p> <p>1.2.1 Written by-laws</p> <p>1.2.2 Governance structure</p> <p>1.2.3 Governance operates under approved by-laws</p> <p>1.2.4 Written policies and procedures are consistent with program’s philosophy</p> <p>1.2.5 Clearly defined roles and responsibilities for the program along with new member orientation of policies on roles and responsibilities</p> <p>1.2.6 Written minutes of governance meetings are maintained</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>1.2 Notes:</b></p> </div> <p><b>1.3 GOVERNANCE EVALUATION &amp; COMPLIANCE RESPONSIBILITIES</b></p> <p>1.3.1 Annual evaluation of program director/administrator</p> <p>1.3.2 Program meets civil authority requirements in areas of health and safety, ratios, and staff training</p> <p>1.3.3 Director/Administrator submits annual program evaluation report of short- and long-term goals, based on research and best practices</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>1.3 Notes:</b></p> </div>			

**1.4 FISCAL RESPONSIBILITIES**

- 1.4.1 Governance provides oversight, reviews financial position, and ensures stability of the program
- 1.4.2 Program is not undergoing financial reorganization to protect itself
- 1.4.3 Annual financial review using accounting procedures validated by an outside source.
- 1.4.4 Maintains appropriate insurance to include liability, accident, vehicle, etc.
- 1.4.5 Wages, benefits, and staff retention policies are reviewed annually.

**1.4 Notes:**

**1.5 ADMISSIONS**

- 1.5.1 Published admission policies and procedures include a non-discrimination policy
- 1.5.2 Adherence to ADA in admission policies

**1.5 Notes:**

**1.6 CHILDREN'S INFORMATION AND CONDUCT**

- 1.6.1 Records are kept current, complete, and confidential
- 1.6.2 Discipline policies are published for parents and staff training procedures are up-to-date

**1.6 Notes:**

**II. PERSONNEL**

**2.1 STAFF HIRING PRACTICES AND BENEFITS**

- 2.1.1 All staff received copy of Employee Handbook and annual instruction on employee policies
- 2.1.2 Program's non-discrimination policy is published and found in job postings
- 2.1.3 The program has diversity in staff that reflects the program population and surrounding community
- 2.1.4 Program has on file official documentation indicating background screening and fingerprinting for each staff member's eligibility of employment
- 2.1.5 New staff receive an in depth orientation in program policies and protocols regarding health, safety, philosophy, goals, and performance expectations

**2.1 Notes:**

**2.2 DIRECTOR**

- 2.2.1 Meets the minimal requirements for age, bachelor's degree, and college courses in ECE and administration/leadership
- 2.2.2 Job description includes responsibilities for day-to-day operations, maintaining program policies and goals, and upholding compliance with civil authorities
- 2.2.3 Resume shows experience working with children of the same ages as represented in current program
- 2.2.4 Completed 30 clock hours during the first year of employment and completes 24 clock hours of continuing professional development annually thereafter
- 2.2.5 Keeps in personnel files signed documentation by all staff indicating support of the program's philosophy and mission
- 2.2.6 Makes a formal evaluation of new employees within 90 days of the first year
- 2.2.7 Maintains in personnel files annual written evaluations on each staff member
- 2.2.8 Discusses written evaluations with each staff person and carries out follow-up on areas needing improvement
- 2.2.9 Maintains current and sufficient a list of qualified substitutes
- 2.2.10 Designated a qualified person to lead in his/her absence
- 2.2.11
  - A. Ensures that staff treat colleagues, children, and families with equal respect and understand it is a condition of successful employment
  - B. Monitors development of staff members' relationship with the children
  - C. Monitors development of relationships among staff in regards to trust, respect, support, acknowledgment of ideas and accomplishments
- 2.2.12 Conducts monthly staff meetings which include relationship building and communication opportunities
- 2.2.13 Meets annually with staff to evaluate the early education program, discuss strengths and areas needing improvement, and start implementation of a program improvement plan
- 2.2.14 Maintains confidential personnel files on all employees which contain required documentation by governance policies, HR and civil authorities
- 2.2.15 Ensures background screening and fingerprinting clearance has been obtained for all volunteers and provides orientation, training, and supervision for all

**2.2 Notes:**

**2.3 INSTRUCTIONAL AND SUPPORT STAFF QUALIFICATIONS**

- 2.3.1 Qualifications for all instructional and support staff meet requirements per program governance policy and civil authority
- 2.3.2 Written policies regarding job descriptions, wages, benefits, resignation,

termination, grievance procedures, etc. are clear and up-to-date  
2.3.3 Documentation that all employees have received personnel policies in writing is maintained

**2.3 Notes:**

**2.4 INSTRUCTIONAL STAFF**

- 2.4.1 Lead teachers have the required qualifications, professional development training and experience to carry out their roles effectively
- 2.4.2 Assistant teachers have required qualifications, professional development training and experience to carry out their roles effectively
- 2.4.3 An early childhood specialist employee has the required qualifications, professional development training and experience to carry out their roles effectively

**2.4 Notes:**

**2.5 SUPPORT STAFF**

- 2.5.1 Support staff have specialized training and/or the required experience to carry out their roles effectively
- 2.5.2 Staff members complete 30 clock hours during the first year of employment and 24 clock hours of continuing professional development (12 by outside source) annually thereafter

**2.5 Notes:**

**2.6 CHILD-STAFF RATIOS**

- 2.6.1 Each room of children have one primary teacher/caregiver with minimal transitions
- 2.6.2 Ratios are maintained as required by program governance policy and civil authority
- 2.6.3 A procedure is maintained for ensuring continuous, accurate account of all children in program care
- 2.6.4 Communication among staff sharing primary responsibility of a group of children follows program protocol

**2.6 Notes:**

**2.7 INTERNAL RELATIONS**

2.7.1 All teachers, caregivers and staff have been given the opportunity to complete a survey for evaluating the early care and education program and work environment

**2.7 Notes:**

**III. CURRICULUM**

**3.1 GENERAL PRACTICE OVERVIEW**

- 3.1.1 Curriculum for each age group is standard-based and supported by credible research
- 3.1.2 Instructional staff is trained in the use of the curriculum and given opportunities to provide input regarding classroom curriculum
- 3.1.3 Instructional staff develop lesson plans for each age group that reflect appropriate goals and objectives for each developmental level

**3.1 Notes:**

**3.2 PHYSICAL DEVELOPMENT**

- 3.2.1 Curriculum is designed to meet the physical needs of each child, with a balance of daily indoor and outdoor play opportunities for developing gross-motor skills
- 3.2.2 Daily lesson plans include activities specific to the development of fine and gross motor skills for each age group, infants through preschoolers

**3.2 Notes:**

**3.3 SOCIAL AND EMOTIONAL DEVELOPMENT**

Social and emotional development for all children birth through pre-kindergarten is fostered by the staff using curriculum and environmental supports for appropriate interactions

**3.3 Notes:**

**3.4 TEACHING STRATEGIES**

- 3.4.1 A balance of active/quiet, large group/small group/individual, child-initiated /teacher-directed and teacher-child interactive activities takes place throughout the day
- 3.4.2 Length of group time activities is appropriate for the ages and development levels of the children in the class
- 3.4.3 Developmentally appropriate transition activities are utilized consistently and meaningfully by the staff to move children from one activity to another throughout the day
- 3.4.4 Ample developmentally appropriate materials and equipment are provided to support learning experiences
- 3.4.5 Opportunities for the children to interact in small and large groups are generously provided
- 3.4.6 Instructional staff initiate interaction with children who are not engaged to stimulate positive involvement and facilitate building friendships and classroom community
- 3.4.7 Nutrition awareness is presented through curriculum instruction and appropriate activities
- 3.4.8 Children are exposed to good health practices through various developmentally appropriate experiences
- 3.4.9 Developmentally appropriate behavior management strategies including interactive procedures are utilized
- 3.4.10 Program environment and flow of the day planned by the staff stimulates children to become independent and accept personal responsibility with initiative to accomplish dutiful tasks
- 3.4.11 Times and techniques for appropriate handwashing are taught as part of the curriculum
- 3.4.12 Media and technology are used on a limited basis and in a developmentally appropriate manner for the purpose of reinforcing learning activities and experiences
- 3.4.13 Individual program plans are implemented for children with special needs which include progress reviews utilizing a professional team approach and access to a referral system

**3.4 Notes:**

**3.5 LANGUAGE & LITERACY – CORE KNOWLEDGE**

- 3.5.1 Receptive and expressive language experiences appropriate to the development of children infancy through preschool are provided throughout each day
- 3.5.2 Daily interactions with many forms of print materials are provided by the instructional staff including reading aloud to the children
- 3.5.3 Instructional staff verbally interact with the children to develop and expand vocabulary and comprehension
- 3.5.4 Lesson plans include activities that stimulate phonemic awareness
- 3.5.5 Exposure to the form and function of the alphabet takes place through developmentally appropriate activities

**3.5 Notes:**

**3.6 MATHEMATICAL AWARENESS – CORE KNOWLEDGE**

- 3.6.1 Daily lesson plans contain developmentally appropriate hands-on math activities that are engaging and meaningful to daily life experiences
- 3.6.2 Instructional staff provide ample opportunities for children to explore developmentally appropriate math concepts

**3.6 Notes:**

**3.7 SCIENCE – CORE KNOWLEDGE**

- 3.7.1 Classrooms are sensory rich environments in which children have daily opportunities to utilize their senses for learning about, interacting with and investigating objects, events, and organisms with the help of their teachers

**3.7 Notes:**

**3.8 SOCIAL STUDIES – CORE KNOWLEDGE**

- 3.8.1 Activities that encourage a sense of belonging and acceptance in family, classroom, and community; develop appreciation for the diversity of people (in ages, abilities, ethnicity, etc.);and show interdependence, including multicultural experiences and materials are shared with the children
- 3.8.2 Instructional staff expose the children to geography with developmentally appropriate activities that create an awareness of the relationship between people, places and regions and how people can affect their environments/surroundings in which they live in a positive way
- 3.8.3 Meaningful activities and experiences that teach basic economic concepts such as goods and services, needs versus wants, etc., are given to the children
- 3.8.4 Teachers utilize developmentally appropriate activities to help children begin to understand and track events of the past, present, and future
- 3.8.5 Instructional staff make meaningful discussions and do activities with children that encourage the development of characteristics that grow positive relationships

**3.8 Notes:**



**3.9 FINE ARTS – CORE KNOWLEDGE**

- 3.9.1 Variety of musical experiences are provided in the daily curriculum for all children infancy through preschool ages
- 3.9.2 Creative art experiences of various types are provided in the daily curriculum for the children

**3.9 Notes:**

**3.10 ASSESSMENT**

- 3.10.1 Ongoing assessment of children’s progress takes place, is reported with supporting documentation, is consistent with the program’s philosophy and methodology, and is used to plan activities
- 3.10.2 Staff utilize a variety of assessments tools for instructional improvement
- 3.10.3 Child observations and recording are made by qualified personnel and results of observations are shared with parents and used for further curriculum planning
- 3.10.4 Age-appropriate, researched-based assessment tools are used to identify the developmental levels and growth of children
- 3.10.5 Staff use child observation methods to focus on all areas of children’s development, e.g., multiple intelligence, learning styles, character development, etc.
- 3.10.6 Instructional staff incorporate observations and assessment findings into activities that address individual needs, strengths and preferences of the children in their care

**3.10 Notes:**

**IV. NUTRITION AND FOOD SERVICES**

**4.1 FOOD PREPARATION**

- 4.1.1 Program meets requirements of civil authorities, health and safety for food preparation, service and storage
- 4.1.2 Nutritional guidelines regarding health, safety, food groups, age-appropriate quantities, and special feeding needs for meals and snacks are followed as required
- 4.1.3 Kitchen equipment is continuously monitored for health and sanitary conditions, and inspected by civil authorities as per regulations

**4.1 Notes:**

**4.2 PARENT/GUARDIAN INFORMATION**

- 4.2.1 Menus listing all snacks and meals provided to the children are openly displayed in the center/school and given to parents/guardians along with nutritional information
- 4.2.2 Suggestions for nutritious choices in agreement with the USDA are shared with parents that send in meals and snacks with their own children
- 4.2.3 Food brought from home is labeled with child’s name, dated, stored and supplemented if necessary as per regulations

**4.2 Notes:**

**4.3 SOCIAL INTERACTION**

- 4.3.1 Staff model and encourage pleasant social time, good table manners, and healthy eating habits
- 4.3.2 Size-appropriate tables and chairs are used for snack and meal times
- 4.3.3 Children are encouraged to set their table, serve themselves and assist with cleanup at age-appropriate levels

**4.3 Notes:**

**4.4 FOOD FOR INFANTS AND TODDLERS**

- 4.4.1 Staff support breastfeeding mothers, hold infants when and comply with regulations regarding bottle-feeding, and ensure toddlers do not crawl or walk while holding containers of liquid
- 4.4.2 Staff record and share with parents/guardians on a daily basis the feeding practices, times, and amounts consumed by infants, toddlers, and children with special needs

**4.4 Notes:**

**V. PHYSICAL ENVIRONMENT**

**5.1 LIGHTING AND VENTILATION**

Physical environment of the program provides comfortable temperatures, good ventilation and lighting for the children at all times

**5.1 Notes:**

**5.2 CLASSROOMS**

- 5.2.1 Classrooms and indoor play spaces are appropriate for the age and activities of the children therein and meet state and local requirements regarding square footage
- 5.2.2 Classrooms and furniture are clean, in good repair, and secured according to safety regulations
- 5.2.3 Classrooms are arranged to stimulate learning through exploration and experimentation in large and small groups with appropriate adult seating in locations that will avoid injury to children
- 5.2.4 Physical environment and indoor play equipment meet national safety standards and facilitates optimal age-appropriate learning experiences for large motor activities and is supervised according to regulations
- 5.2.5 Children are provided personal storage spaces
- 5.2.6 Appropriate flooring and foot attire should be clean at all times
- 5.2.7 Drinking water is accessible by the children indoors and outdoors

**5.2 Notes:**

**5.3 RESTROOM FACILITIES**

- 5.3.1 Accessibility to, number and size of sinks and toilets are in compliance with civil authorities for all ages of children in the program
- 5.3.2 Location of sinks with soap and paper towels are accessible to children and in compliance with civil authorities

**5.3 Notes:**

**5.4 DIAPERING OF INFANTS AND TODDLERS**

Diapering area, away from food preparation and in good repair, equipment, supplies, and protocols meet state and local health and safety regulations

**5.4 Notes:**

**5.5 STAFF SPACE**

- 5.5.1 Facility includes sufficient office size and location for the effective administration of the program
- 5.5.2 Facility includes an appropriate area for staff meetings and breaks
- 5.5.3 Facility includes a sufficient amount of shelving and storage space

**5.5 Notes:**

**5.6 OUTDOOR FACILITIES**

- 5.6.1 Outdoor play area meets the requirements of local and state authorities regarding square footage, maximum number of children playing within, and safety from potentially harmful animals, plants and chemicals
- 5.6.2 Playground is designed and equipped to provide learning experiences
- 5.6.3 Child-adult ratios and supervision on the playground follow local and civil authority regulations
- 5.6.4 Outdoor play area is fenced and has a balance of sun and shade
- 5.6.5 Fall zones are covered with an approved cushioning material and depth in accordance with local and civil authorities on playground safety regulations
- 5.6.6 Outdoor play area and equipment are habitually inspected each day regarding safety and maintenance needs, and concerns reported promptly for timely solutions or repairs
- 5.6.7 Facility has indoor play area for gross motor exercise and activities when unable to play outdoors
- 5.6.8 Equipment, buildings, and grounds including standing bodies of water on the property are maintained for health and safety in accordance to local and civil requirements

**5.6 Notes:**

**5.7 CLASSROOM PETS AND VISITING ANIMALS**

Local and civil regulations regarding animals' documentation, protecting children with animal allergies, delivery of instruction on behavior and safety with and/or around animals, and prohibited animals are followed

**5.7 Notes:**

**VI. HEALTH AND SAFETY**

**6.1 DOCUMENTATION OF INSPECTIONS**

For licensing/compliance purposes, documentation of inspections is on file for each required area and recommendations for improvement

**6.1 Notes:**

**6.2 CHILDREN'S HEALTH RECORDS**

Every child enrolled has a file showing compliance with civil authorities requirements regarding complete, up-to-date health records that is kept in a secure area

**6.2 Notes:**

**6.3 EMERGENCY, HEALTH, AND SECURITY INFORMATION**

Children's files are kept current on parent/guardian contact information, expected attendance, people authorized to pick-up children, allergies and other important health information

**6.3 Notes:**

**6.4 POLICIES REGARDING ILLNESSES**

Written program policy regarding the attendance of children who are ill has been provided to the parents/guardians, and an isolation area is maintained in the facility for children who become ill during the day and await to be taken home

**6.4 Notes:**

**6.5 SPECIAL HEALTH NEEDS OF CHILDREN**

Staff receive detailed information and necessary training regarding special health conditions, medicines and equipment for children when applicable

**6.5 Notes:**

**6.6 ADMINISTERING AND STORING OF MEDICINES**

Written program policy complies with requirements of civil authorities for administering and storing medications and is made available to parents/guardians

**6.6 Notes:**

**6.7 MEDICAL LOG**

Detailed log of all medications given to children, the times they were given and who administered the medication is maintained according to local and civil authorities

**6.7 Notes:**

**6.8 BLOOD-BORNE PATHOGENS**

Exposure control plan is in place and annual training is provided to all staff regarding blood-borne pathogens and the use of universal precautions

**6.8 Notes:**

**6.9 CLEANLINESS REQUIREMENTS**

Hand-washing policy, protocol, and training for adults and children are in place which includes monitoring for compliance

**6.9 Notes:**

**6.10 WASHING OF BEDDING**

Bedding is only used by one child between washings and laundered on a regular schedule or more often when soiled, in accordance with health and safety regulations

**6.10 Notes:**

**6.11 HEALTH SCREENINGS**

Administration makes health and developmental screening assessments available to the children as needed, with the consent of their parent/guardian, and obtains annual updates on relative health information and advice when communicable occurs

**6.11 Notes:**

**6.12 SAFETY**

- 6.12.1 Written procedures address all aspects of arrival, departure, and transportation provided by the program with protocols in place that ensure children are signed-in, accounted for throughout the entire day, supervised by sight at all times, and released only to authorized adults
- 6.12.2 Staff are trained in recognizing signs of child abuse and neglect, reporting to the appropriate agency, documenting communications and maintaining all reports and documentations in confidential files
- 6.12.3 Child abuse prevention measures are practiced throughout the program, and written procedures are in place, in the event a staff member is accused of neglect/abuse, to protect the staff member as well as a child
- 6.12.4 All staff have basic pediatric first aid and CPR certification.
- 6.12.5 First aid supplies, universal precaution kit, and usage log are maintained and utilized as directed by health and safety policies and civil authorities
- 6.12.6 Protocol is in place for informing verbally and in writing parent/guardian of an ill or injured child and maintaining on file written record of incidence and communications regarding accident/illness
- 6.12.7 Program emergency preparedness/crisis manual that includes plans, directives, and procedures for monthly disaster and evacuations drills with the children and staff, training for staff, logs for documenting occurrences, etc. has been developed and reviewed by civil authorities, local law enforcement and/or emergency personnel
- 6.12.8 Fire extinguishers and smoke detectors are installed and checked as mandated by local fire marshal, and staff is trained in the use of fire extinguishers
- 6.12.9 Telephones with emergency numbers clearly posted and quickly accessible are easily located throughout the facility
- 6.12.10 Emergency closure policy and plan is in place and shared with parent/guardian
- 6.12.11 Potentially dangerous products (chemicals, medicines, etc.) are stored in original containers in a locked area with an MSDS (Material Safety Data Sheet) placed near harmful chemicals
- 6.12.12 Program vehicle safety inspections, transportation requirements, and driver qualifications are documented and kept current in accordance to regulations of local and civil authorities

- 6.12.13 Vehicles transporting children are equipped with age-appropriate restraint devices, first aid kits, emergency contact information, drivers trained in safety precautions with early childhood passengers
- 6.12.14 Field trip policies and procedures are implemented and shared with parents/guardians that include advance notice of excursion details, supervision protocols, and receiving written permission for child's participation
- 6.12.15 Facility is cleaned on a daily basis, free of mold and offensive odors, and upholds a no smoking on the property policy
- 6.12.16 Sanitizing toys and equipment and removing choking hazards takes place regularly in accordance with local and civil regulations on health and safety
- 6.12.17 Water heaters are set according to civil regulations for health and safety
- 6.12.18 Electrical outlets within the reach of children are covered
- 6.12.19 Spare clothing appropriate to the season is kept at the facility for every child
- 6.12.20 Prevention regulations for Sudden Infant Death Syndrome (SIDS) by medical professionals and civil authorities are followed for infant sleeping conditions

**6.12 Notes:**

**VII. FAMILY AND COMMUNITY RELATIONS**

**7.1 PUBLIC RELATIONS**

Informational sources for the early childhood program are accurately portrayed, including enrollment policy, mission and nondiscrimination statements

**7.1 Notes:**

**7.2 PARENT OR GUARDIAN HANDBOOK**

- 7.2.1 Program handbook containing program policies and functions, philosophy statement, discipline techniques, conflict resolution procedures, etc. is shared with each child's parent/guardian in a familiar language, and a signed statement acknowledging understanding and support is on file
- 7.2.2 Open-door policy regarding parent/guardian visits to and involvement in the program and classrooms is in place and included in the parent handbook

**7.2 Notes:**

**7.3 COMMUNICATION**

- 7.3.1 Administrators and staff communicate with parents/guardians in a variety of ways on a regular basis in language(s) every family can understand



- 7.3.2 Parent/Guardian conferences are held at least twice a year at appointment times that accommodate parent/guardian schedules to discuss child's developmental progress, personal care, and education
- 7.3.3 Written reports of child observations and assessments made by qualified personnel are shared with parent/guardian and used to set goals together for the child
- 7.3.4 Significant changes in a child's pattern of behavior and/or physical condition are shared with the parents/guardians, documented, and placed in the child's file

**7.3 Notes:**

**7.4 PARENT OR GUARDIAN EDUCATION**

- 7.4.1 Program director plans and implements regularly scheduled events that support parenting roles, reinforce the mission of the program, foster collaboration with families, and build relationships between the program, families and community
- 7.4.2 Director and staff work collaboratively with community agencies and provide information on services and resources regarding children and families with specific needs to parents/guardians
- 7.4.3 Periodic Feedback on program quality and effectiveness is provided by parents/guardians and used by administration and staff to inform future decisions

**7.4 Notes:**

**7.5 STAKEHOLDERS FEEDBACK**

Periodic Feedback on program quality and effectiveness is provided by stakeholders and used by administration and staff to inform future decisions

**7.5 Notes:**

**7.6 MOVING CHILDREN TO ANOTHER PROGRAM**

Director and staff follow written procedure and protocol for transitioning children to another program or elementary school that includes reviewing child and family needs, a parent/guardian signature on a consent form regarding what specifically will be shared with the next program/school and helping families make the transition

**7.6 Notes:**

General description of Program:			
General observations of Program:			
Commendations on Program exceeding expectations:			
Recommendations on areas in which Program could improve but that are not out of compliance:			

List areas in which Program is not in compliance with AISF standards:			