

B. Curriculum

GOAL: *The curriculum encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their own interests in the context of life in the community and the world.*

RATIONALE: *The curriculum is not just the goals of the program and the planned activities but also the daily schedule, the availability and use of materials, transitions between activities, and the way in which routine tasks of living are implemented. Criteria for curriculum implementation reflect environment and concrete experiences that contribute to concept development.*

B-1. The program has a written statement of its philosophy and goals.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

B-1a. - The program has a long range, written curriculum plan that reflects the program's philosophy and goals for children.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

B-1b. All aspects of the curriculum are responsive to family, community, cultural, and personal diversity.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

B-1c. Curriculum is a team responsibility.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource

Notes/Comments:

B-2. - Staff and families plan learning activities for children based on assessment of individual needs and interests.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* A variety of assessment data is gathered, e.g., classroom observation, child's progress, parental input, staff's summary of child's developmental level.								
* Each child has an individualized learning plan developed by a collaborative team which includes teaching staff, family members, specialists, and/or others requested by the family or program.								
* The individualized learning plan addresses priorities applicable to the child's total day across settings, such as home, neighborhood school, community preschool, child care center or other community setting.								
* A program-specific individualized learning plan is completed for each child in the program.								
Notes/Comments:								
B-3. - When necessary, modifications are made in the environment, schedule, and activities to meet a child's special needs.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Families are provided an array of options for services and supports.								
Notes/Comments:								
B-4. The program has a daily written schedule.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								

B-4a. The schedule provides a balance of activities in the following dimensions.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Indoor/outdoor								
* Quiet/active								
* Individual/small group/large group								
* Large muscle/small muscle								
* Child-initiated/staff-initiated								
Notes/Comments:								
B-4b. Daily plans and activities reflect children's specific needs as outlined by individual learning plans.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
B-5. Developmentally appropriate materials and equipment are available for all children 0-8 years of age.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
B-5a. Multi-racial, non-sexist, non-stereotyping pictures, dolls, books, and materials are used.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Notes/Comments:								
B-5b. Developmentally appropriate materials and equipment are available for infants.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Rattles, squeak toys, music								
* Cuddly toys								
* Teething toys								

B-5b. Developmentally appropriate materials and equipment are available for <i>infants</i> .	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Mobile, unbreakable mirrors, bright objects, pictures								
* Crawling area, sturdy furniture to pull self up								
* Cause and effect materials								
* Gross motor equipment (e.g., slides, tunnels)								
* Toys large enough to prevent swallowing or choking								

Notes/Comments:

B-5c. - Developmentally appropriate materials and equipment are available for <i>toddlers</i> .	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Push and pull toys								
* Stacking toys, large wooden spoons/beads/cubes								
* Sturdy picture books, music								
* Pounding bench, simple puzzles								
* Telephones, dolls, creative toys								
* Large paper, crayons								
* Sturdy furniture to hold on to while walking								
* Sand and water equipment								
* Toys large enough to prevent swallowing or choking								

Notes/Comments:

B-5d. Developmentally appropriate materials and equipment are available for preschoolers .	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Active play equipment for climbing and balancing								
* Unit blocks and accessories								
* Puzzles and manipulative materials								
* Picture books, records, tapes, CD's, and musical instruments								
* Art materials such as finger and tempera paints, a variety of brushes, crayons, scissors								
* Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, puppets								
* Sand and water equipment								
* Consumable learning materials such as shaving cream and other ingredients								

Notes/Comments:

B-5e. - Developmentally appropriate materials and equipment are available for primary students .	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Active play equipment and materials such as bats and balls for organized games								
* Construction materials for woodworking, blocks								
* Materials for art and science projects								
* Books, records, musical instruments								
* Board and card games								
* Math manipulatives								
* Blocks and map-making props								

* Literature selections as well as reference materials								
* Writing materials and tools								

Notes/Comments:

B-6. - The program uses media, such as television, films, and videotapes as follows:	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Viewing is limited to developmentally appropriate programming that has been previewed by adults prior to use.								
* Another option for activity is always available.								
* No child is required to view the program.								
* Staff discuss what is viewed with children to develop critical viewing skills.								
* Media are used as special events, rather than as regular daily routines.								

Notes/Comments:

B-7. - Staff provide a variety of developmentally appropriate, hands-on activities for children to achieve the following goals: <i>(Rate each goal separately considering the examples related to the age group being observed)</i>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Activities should extend the thinking of children beyond specific facts or closed-ended products.								
* Activities should be free of pre-made examples or models that inhibit the child's motivation to create products different than the displayed model.								

* Activities should be developed from a wide variety of materials/media so that children can demonstrate a unique approach.								
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Notes/Comments:

B-7a. - Staff foster positive self-concept in children.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* <i>Infants/younger toddlers</i> - Hold, pat and touch babies for comfort and stimulation. Talk and sing to babies. Imitate each baby's actions and sounds. Play mirror games, label facial features and body parts. Allow infants to feed themselves when ready. Encourage and support each baby's developmental achievements such as pulling up self.								
* <i>Older toddlers/preschoolers</i> - Allow time for children to talk about what they see, do and like. Use children's names frequently in songs, games. Display children's work and photos of children. Encourage children to draw pictures, tell stories about self and family.								
* <i>Primary students</i> - Provide opportunities to express growing independence/self-reliance such as the ability to make positive choices, initiate own activities. Allow opportunities to work or play alone.								

Notes/Comments:

B-7b. - Staff help children develop social skills.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* <i>Infants/younger toddlers</i> - Hold, pat and touch babies. Talk to, sing to, and play with each baby on a one-to-one basis. Respond to and expand on cues coming from child. Interpret younger toddlers' actions to other children to help them get along in the group.								

<p>* <u>Older toddlers/preschoolers</u> - Assist toddlers in social interaction. Create space and time for small groups of children to build blocks together or enjoy dramatic play. Provide opportunities for sharing, caring, and helping, such as making cards for a sick child or caring for pets.</p>								
<p>* <u>Primary students</u> - Arrange planned and spontaneous activities in team sports, group games, interest clubs, board and card games. Allow time to sit and talk with peer or adult.</p>								

Notes/Comments:

B-7c. - Staff encourage children to think, reason, question and experiment.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
<p>* <u>Infants/younger toddlers</u> - Provide a stimulating, safe environment in which infants and toddlers can explore and manipulate. Provide pictures, mobiles, brightly colored objects for babies to look at, reach for, and grasp. Play naming and hiding games such as peek-a-boo, pat-a-cake. Provide rattles, squeak toys, and other noise-making objects for babies to hear. Move or carry around non-crawling infants so they can see different things and people. Utilize the outdoors as a learning environment, by taking daily walks and using language to comment on additions, changes and the weather.</p>								

<p>* <u>Older toddlers/preschoolers</u> - Plan activities for labeling, classifying, sorting objects by shape, color and size. Discuss daily and weekly routines in terms of time concepts, and season of the year. Observe natural events such as seeds growing and the life cycle of pets. Create opportunities to use numbers and to count objects. Take walks around building or neighborhood. Plan trips that integrate new learning experiences for preschoolers. Encourage water and sand play.</p>								
<p>* <u>Primary students</u> - Provide activities such as cooking, money-making projects, gardening, science experiments, trips within the community, interacting with visitors, multicultural experiences, and computer projects.</p>								
<p>B-7c. - Staff encourage children to think, reason, question and experiment.</p>	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
<p>* Physical and cognitive interactions with the environment, materials, and other individuals provide children with opportunities to construct, modify, and integrate mathematical concepts.</p>								
<p>* Through a balance of content and process, children are helped to learn ways of discovering what makes things happen, and are provided with a better understanding of the world, enhancing their sense of wonder and curiosity.</p>								
<p>* Through concrete experiences that are meaningful to their lives, children develop a beginning awareness of themselves, others, and the world in which they live.</p>								
<p>* Children solve problems on a daily basis in a classroom climate that encourages and supports problem-solving efforts.</p>								

B-7c. - Staff encourage children to think, reason, question and experiment.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Mathematics and the scientific process are integrated into children's daily experiences (both planned and spontaneous) and into the ongoing activities of the classroom.								
* Staff provide children with opportunities to explore, manipulate, investigate and discover.								
* Staff provide a wide variety of life science materials including live animals (e.g., fish, guinea pigs, insects), plants and scientific tools (scales, magnifiers, magnets).								
* Staff encourage children to take risks and engage in trial and error learning.								
* Staff respond to children's questions in a way that extends the children's ideas.								
* Staff provide time for conversation and ask children questions that require more than a one-word answer.								
* Staff encourage children to comment on their observation of the natural and social world (the seeds have begun to sprout, the plant grew overnight).								
* Staff facilitate discussions with children in which points of view are openly shared.								
* Staff initially present concepts to children via concrete, hands-on materials, and provide concrete materials on an ongoing basis to reinforce concepts.								
* Staff use multi-sensory activities to present information to children.								
* Staff provide experiences requiring the use of quantity-comparative terms, such as "more", "a lot", "some", "all", "same", "not as much".								

B-7c. - Staff encourage children to think, reason, question and experiment.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff facilitate problem-solving situations that are real and relevant to children.								
* Staff provide many opportunities for children to match, estimate, create sets and count.								
* Staff accept children's approximation in these areas.								
* Children describe, match and sort objects.								
* Children provide daily care for plants and animals.								
* Children recognize, describe, copy, extend, and create patterns concretely and pictorially.								
* Children generate problems that involve collecting and analyzing information.								
* Children use estimation to record information to make better guesses.								
* Children use quantity-related words within the context of their own language structure.								
* Children show an understanding of the concepts of time, beginning with the recognition of time as a sequence of events.								
* Children record their work with numbers in a variety of formats at the concrete, pictorial, and symbolic levels.								
* Children classify and order materials, events, and phenomena according to attributes and properties.								
* Children utilize discovery learning by predicting what they think will happen, test out their predictions, and evaluate the results of their experiments.								
Notes/Comments:								

B-7d. - Staff encourage children's language development.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Infants/younger toddlers: Look at simple books and pictures. Talk to, sing to, and play with babies throughout the day. Label objects and events. Use action rhymes. Encourage imitation by repeating child's gestures and attempts at words. Play verbal games, have informal conversations. Respond to sounds infant makes.								
Older toddlers/preschoolers: Read books, tell stories about experiences, talk about pictures. Provide time for conversation, ask questions that require more than one-word answers. Answer children's questions. Add more information to what child says. Label things in room, use written words with pictures and spoken language. Use flannel board, puppets, songs, finger plays.								
Primary students: Provide opportunities to read books. Write and produce plays, publish newspapers, write stories and poetry. Share experiences with friends or adults. Use audio-visual equipment such as tape recorders.								
* Language activities are integrated throughout daily experiences.								
* Activities and materials are adapted to encourage all children to use their receptive and expressive language abilities (communication boards, touch talkers, voice amplification systems, magnifiers, word processors.)								
* Staff provide children with a variety of ways to read, write, listen and speak related to their interests and abilities.								

B-7d. - Staff encourage children's language development.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Children's literature including poetry, nursery rhymes, and folk tales, is used often for enjoyment as well as to supplement children's real life experiences related to curricular topics.								
* Children's names are a focal point of daily print used in activities with older preschoolers and kindergarteners.								
* Oral language activities and playful language such as chants, poems, nursery rhymes, and songs are a regular part of the program.								
* Children share stories on a regular basis including repetition of old favorites and new material in small groups, at listening centers, with older children and with adults.								
* Older children read on their own as well as being read to on a daily basis.								
* Skill work done in reading/writing is always related to the whole context of the children's writing or the story used.								
* Sample activities might include: language experience stories, taped stories, film/filmstrips, creative drama, picture stories, cooking activities, and flannel board activities.								
* Staff demonstrate the relationship between the written and spoken word daily by reading to children, taking children's dictation, labeling natural objects and helping children write their own phrases.								
* Staff use appropriate written symbols while working with children.								

B-7d. - Staff encourage children's language development.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff write out children's ideas, thus relating the spoken word to the written word (e.g., descriptions of work, titles of drawings).								
* Staff provide a variety of interesting activities for children other than workbooks to develop language, listening and reading ability.								
* Staff introduce a variety of literary forms such as storybooks, poems, big books, newspapers, magazines, catalogues, and signs.								
* Staff encourage and praise children's attempts at using written/symbolic language for the spoken word.								
* Children use written and/or illustrative forms of language to express themselves.								
* Children invent spellings to represent spoken words.								
* Children dictate stories or statements to adults.								
* Children interpret written/illustrative communication verbally.								
* Children write, draw pictures, and/or dictate stories in journals or other recordkeeping devices on a regular basis.								
Notes/Comments:								

B-7e. - The program enhances children's physical development.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
Infants/younger toddlers: Provide open carpeted space for crawling. Provide low sturdy furniture for child to pull up self or hold on to while walking. Provide outdoor activities for infants. Provide objects for infants to reach for and grasp. Allow mobile infants to move about freely, play with and explore the environment.								
Older toddlers/preschoolers: Provide time and space for active play such as jumping, running, balancing, climbing, riding tricycles. Provide creative movement activity using obstacle course or activity songs and records. Provide fine-motor activities such as stacking rings, pop beads, pegboards, and puzzles for toddlers; include lacing cards and woodworking for preschoolers.								
* Movement is the framework through which the physical education of children can be facilitated.								
* Movement is not limited to a specific time frame but is integrated daily throughout the program.								
* Staff provide activities which support both small and large muscle development.								
* Staff provide a variety of activities for boys and girls to play together, take turns, and assist others so that all can contribute.								
* Staff provide opportunities where children can improve their physical movement skills through practice.								
* Staff provide opportunities where children can participate in vigorous, sustained physical activity to develop strength and stamina.								

B-7e. - The program enhances children's physical development.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff facilitate activities which develop children's ability to jump, run, balance, climb, walk, skip, gallop, and slide, using a variety of outdoor equipment.								
* Staff facilitate activities which develop children's ability to throw, catch, and kick balls.								
* Staff teach concepts using the five senses, whenever possible.								
* Children practice assembling, tracing, cutting, using utensils, sewing, lacing, and buttoning with a variety of objects.								
* Children use manipulative materials such as door knobs, pencils, markers, clothespins, and marbles to develop dexterity.								
* Children practice crafts such as paper weaving and tearing, modeling, and sewing.								
* Children participate in individual and team activities regardless of who wins and who doesn't.								
* Children explore and investigate the environment.								
* Children participate in movement activities involving balance and weight transference. (e.g., balance, climbing, gymnastics).								
Notes/Comments:								
B-7f. - Staff encourage and demonstrate sound health, safety and nutritional practices.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Cook and serve a variety of nutritious foods.								

B-7f. - Staff encourage and demonstrate sound health, safety and nutritional practices.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Discuss good nutrition with children and families.								
* Provide activities to develop safety awareness in the center, school, home and/or community.								
* Encourage health practices such as washing hands, brushing teeth, getting regular exercise and enough rest.								
* Present information about visiting doctor and dentist with children.								

Notes/Comments:

B-7g. - Staff encourage creative expression and appreciation for the arts.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
<u>Infants/younger toddlers:</u> Encourage scribbling with crayons, chalk and markers; use music, records, tapes and CD's; sing to baby; dance, sway; fingerpaint with shaving cream								
<u>Older toddlers/preschoolers:</u> Do creative art activities such as brush painting, drawing, collage, and playdough; Provide time and space for dancing, movement activities, creative dramatics; Do musical activities such as singing, listening to records, tapes, CD's, playing instruments.								
<u>Primary students:</u> Provide planned and spontaneous activities in the arts such as mural and easel painting, ceramics, woodworking, weaving. Encourage dancing, creative dramatics, record/tape/CD playing, singing, playing instruments.								

Notes/Comments:

B-7h. - Staff encourage respect for cultural diversity.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Use holiday activities as a part of many other activities about a cultural group.								
* Present holidays as a part of people's daily lives and beliefs, and connect them to individual children and their families.								
* Honor every group (both children and staff) that is represented in the program.								
* Do not assume everyone from an ethnic group celebrates holidays the same way.								
* Demonstrate respect for each family's traditions throughout the curriculum.								
* Plan strategies for working with children whose family's beliefs do not allow for participation in celebrations.								
* Do not assume ethnic background of children/adults based on their appearance.								
* Children's experiences prior knowledge, interest and curiosity are used as a basis for cultural exploration.								
* The unique cultural qualities of all people are recognized and reinforced.								
* Unbiased children's literature, display items, materials and activities are carefully selected.								
* The immediate culture and neighborhood are used extensively in activities and projects as a reflection of the children's immediate culture.								
* Contributions of all cultures are incorporated into activities, projects and topics of study.								
Notes/Comments:								

B-8. - Staff provide time for children to select their own activities and materials throughout the day.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Infants and toddlers have free choice of materials.								
* Several alternative activities are available for preschooler's choice.								
* Staff respect the child's choice not to participate in some activities.								
* Teachers pick up on activities that children start or interests that children show.								
* Primary students help prepare materials, plan and choose their own activities most of the time.								
Notes/Comments:								
B-9. - Transitions within the program are planned and utilized as opportunities for learning.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
B-9a. - Staff conduct smooth and unregimented transitions between activities.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* A signal about impending transitions is provided for all children.								
* Children are kept cognitively and/or physically occupied while making transitions, e.g., singing songs, moving to music, fingerplays, role playing, classifying themselves by an observable characteristic (all children wearing purple).								
* Children are not always required to move as a group from one activity to another.								
* Staff provide materials and time for children to select their own activities during the day.								

B-9a. - Staff conduct smooth and unregimented transitions between activities.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Situations where all children must do the same thing at the same time are avoided.								
* Direct and specific statements are made to children about what occurs next.								
* Children are helped to learn and have fun during transitions.								
* To avoid waiting, the new activity is prepared before the transition from the completed activity.								
* Primary students help plan and participate in the change of activity.								
* Staff perceive transitions as organized, purposeful and motivating times to learn.								
Notes/Comments:								
B-9b. - Staff are flexible enough to change planned or routine activities.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Staff follow needs or interests of the children.								
* Staff adjust to changes in weather or other unexpected situations in a relaxed way without upsetting children.								
Notes/Comments:								

B-10. - Routine tasks such as diapering, toileting, eating, dressing, and sleeping are handled in a relaxed and individual manner.	EVALUATION			STATUS			NEED	
	Needs Improvement	Satisfactory	Strength	Goal for the Year	Emerging	In Place	Technical Assistance	Resource
* Routine tasks are used as opportunities for pleasant conversation and playful interaction to bring about children's learning.								
* Self-help skills are encouraged as children are ready.								
* Routines are tailored to children's needs and rhythms as much as possible.								
* Staff respectfully provide privacy in matters of personal hygiene and care.								
Notes/Comments:								