

**International Christian Accrediting Association**

**Early Learning Program**

**Interim Review Checklist**

***July 2022***

**DATE OF REVIEW:**

|  |  |
| --- | --- |
| School Name |  |
| School Address |  |
| City |  | State/Province |  |
| Postal Code |  | Country |  |
| School Website |  | School Phone |  |
| ***Contact Information*** |
| Head of School Name |  | ICAA Contact Name (if different) |  |
| Contact Email Address |  | Contact Phone |  |

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| **Early Learning Standard 4** |
| **Standard** | **Met** | **In Process** | **Not Met** |
| **4.1** | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.2** | The school employs qualified Administrators/Directors for each administrative position to support the school’s purpose, direction, and the educational program. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.3** | The school employs qualified teachers for each professional teaching position to support the school’s purpose, direction, and the educational program. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.4** | The school employs qualified assistant teachers for each position to support the school’s purpose, direction, and the educational program. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.5** | The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.6** | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.7** | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.8** | The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults, ventilated, lighted, and temperature-controlled, and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.9** | Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children, is highly functional for program delivery, and encourages positive staff-to-child relationships. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.10** | Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.11** | Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.12** | Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.13** | Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.14** | Children and school personnel use a range of interactive media and information resources that support the educational programs. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.15** | The technology infrastructure supports the school’s teaching, learning, and operational needs. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.16** | Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children’s work and creativity. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.17** | The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.18** | Each child receives individual personal care by staff members who consistently promote the child’s general well-being, nutrition, health, and safety. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.19** | Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.20** | The school provides services that support the counseling, assessment, and educational referral needs of all students. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.21** | All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **4.22** | All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |

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| **Cultural Context Standards** |

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| --- | --- | --- | --- |
| **Standards** | **Met** | **In Process** | **Not Met** |
| **CC.1** | The school’s visionand/or mission/purpose statement communicates a purpose and direction for the school, provides foundational guidance to the school in maintaining its Christian identity and culture and commits the school to set high expectations for student success. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **CC.2** | The school has developed a Statement of Faith and a Christian philosophy of education that inform the development of student spiritual formation goals, which are reviewed in light of current research and communicated to stakeholders. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **CC.3** | The school ensures that all curricula (including any provided by alternative delivery methods and sources), co- and extra-curricular programs and Bible/religious instruction integrate a biblical worldview and are aligned with the school’s vision, mission and student spiritual formation goals. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **CC.4** | The school regularly assesses student spiritual formation and utilizes the data to improve the school’s student spiritual formation programs. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **CC.5** | The components of the foundational documents (vision, mission/purpose, Christian philosophy of education, Statement of Faith) are evident in school personnel performance and professional development activities. | [ ]  | [ ]  | [ ]  |
| ***Comments:***       |
| **CC.6** | The school’s operations and support services are informed by a biblical worldview, are consistent with the school’s foundational documents and are aligned with student spiritual formation goals. | [ ]  | [ ]  | [ ]  |
| ***Comments:***  |

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