EDDIE BAZA CALVO
Governor

RAY TENORIO
Lieutenant Governor

Office of the Governor of Guam

31-11-602

June 3, 2011

Honorable Judith T. Won Pat, Ed.D.
Speaker
I Mina'trentai Unu Na Liheslaturan Guåhan
155 Hesler Street
Hagåtña, Guam 96910

Dear Madame Speaker:

Transmitted herewith is Substitute Bill No. 70-31 (COR) "**AN ACT TO ESTABLISH THE ADMINISTRATIVE RULES AND REGULATIONS OF THE DEPARTMENT OF PUBLIC HEALTH & SOCIAL SERVICES RELATIVE TO CHILD CARE FACILITIES AND GROUP CHILD CARE HOMES, UNDER ARTICLE 1 OF CHAPTER 1, DIVISION 1, TITLE 26, GUAM ADMINISTRATIVE RULES AND REGULATIONS, AND IN CONFORMANCE WITH ARTICLE 4, CHILD WELFARE SERVICES ACT, CHAPTER 2, DIVISION 1, TITLE 10, GUAM CODE ANNOTATED**", which I signed into law on June 2, 2011 as **Public Law 31-73.**

Senseramente,

EDDIE BAZA CALVO

Attachment: copy of Bill

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I MINA'TRENTAI UNU NA LIHESLATURAN GUÅHAN
2011 (FIRST) Regular Session

CERTIFICATION OF PASSAGE OF AN ACT TO *I MAGA'LAHEN GUÅHAN*

This is to certify that **Substitute Bill No. 70-31 (COR), "AN ACT TO ESTABLISH THE ADMINISTRATIVE RULES AND REGULATIONS OF THE DEPARTMENT OF PUBLIC HEALTH & SOCIAL SERVICES RELATIVE TO CHILD CARE FACILITIES AND GROUP CHILD CARE HOMES, UNDER ARTICLE 1 OF CHAPTER 1, DIVISION 1, TITLE 26, GUAM ADMINISTRATIVE RULES AND REGULATIONS, AND IN CONFORMANCE WITH ARTICLE 4, CHILD WELFARE SERVICES ACT, CHAPTER 2, DIVISION 1, TITLE 10, GUAM CODE ANNOTATED",** was on the 10th day of May, 2011, duly and regularly passed.

Judith T. Won Pat, Ed.D.
Speaker

Attested:

Tina Rose Muña Barnes
Legislative Secretary

This Act was received by *I Maga'lahen Guåhan* this 23rd day of May, 2011, at 3:20 o'clock P.M.

Assistant Staff Officer
Maga'lahi's Office

APPROVED:

EDWARD J.B. CALVO
I Maga'lahen Guåhan

Date: JUN 02 2011

Public Law No. 31-73

I MINA'TRENTAI UNU NA LIHESLATURAN GUAHAN
2011 (FIRST) Regular Session

Bill No. 70-31 (COR)
As substituted by Committee on Health & Human Services,
Senior Citizens, Economic Development and Election Reform,
and amended in the Committee of the Whole.

Introduced by: Dennis G. Rodriguez, Jr.
Aline A. Yamashita, Ph.D.
T. C. Ada
V. Anthony Ada
F. F. Blas, Jr.
B. J.F. Cruz
Chris M. Dueñas
Judith P. Guthertz, DPA
Sam Mabini, Ph.D.
T. R. Muña Barnes
Adolpho B. Palacios, Sr.
v. c. pangelinan
R. J. Respicio
M. Silva Taijeron
Judith T. Won Pat, Ed.D.

AN ACT TO ESTABLISH THE ADMINISTRATIVE RULES AND REGULATIONS OF THE DEPARTMENT OF PUBLIC HEALTH & SOCIAL SERVICES RELATIVE TO CHILD CARE FACILITIES AND GROUP CHILD CARE HOMES, UNDER ARTICLE 1 OF CHAPTER 1, DIVISION 1, TITLE 26, GUAM ADMINISTRATIVE RULES AND REGULATIONS, AND IN CONFORMANCE WITH ARTICLE 4, CHILD WELFARE SERVICES ACT, CHAPTER 2, DIVISION 1, TITLE 10, GUAM CODE ANNOTATED.

BE IT ENACTED BY THE PEOPLE OF GUAM:

Section 1. Legislative Findings and Intent. *I Liheslaturan Guåhan* finds that the administrative rules and regulations for Child Care Facilities are

antiquated. The Department of Public Health & Social Services is currently utilizing Social Services Rules and Regulations No. 10, which were initially established pursuant to Section 9120.7 of Chapter X, Government Code of Guam on December 12, 1972, as amended and promulgated pursuant to Executive Order 78-27 on September 8, 1978. Though the amended rules and regulations went through the public hearing process, the revised Standards for Social Services Rules and Regulations No. 10 were ultimately approved and promulgated pursuant to Executive Order No. 1978-10, but *not* subsequently transmitted to *I Liheslaturan Guåhan.* Consequently, the current rules and regulations being utilized have *not* been duly revised and fully promulgated for the past thirty-three (33) years.

I Liheslaturan Guåhan finds that the proposed administrative rules and regulations pursuant to this Act for Child Care Facilities and Group Child Care Homes, as provided and required pursuant to Article 4, Child Welfare Services Act, of Chapter 2, Title 10, Guam Code Annotated (P.L. 11-99), is appropriate and necessary.

Further, *I Liheslaturan Guåhan* takes due note that the Department of Public Health & Social Services, in the development of the proposed guidelines addressed herein, made a good faith effort to be inclusive of the affected stakeholders in the child care industry. The proposed rules and regulations is a work product which has, to a great extent, incorporated input from stakeholders in the field, albeit perhaps without universal approval, but with the widespread recognition that the existing rules are antiquated and significant revision is necessary.

It is the intent of *I Liheslaturan Guåhan* to provide for the initial establishment of the administrative rules and regulations for child care facilities and group child care homes.

Further, so as to ensure that the rules adopted pursuant to this Act remain pertinent to and consistent with the needs of the community, it is the intent of *I*

Liheslaturan Guåhan to provide an authorization and mandate for the Department of Public Health & Social Services to regularly review the rules adopted pursuant to this Act, and as appropriate promulgate amendments thereto pursuant to Article 3, Rule-Making Procedures, of Chapter 9, Title 5, Guam Code Annotated.

Section 2. Adoption of Rules. Notwithstanding any other provision of law, rule, regulation and Executive Order, the rules and regulations of the Department of Public Health & Social Services for Child Care Facilities and Group Child Care Homes, and attached hereto as Exhibit "A", are hereby adopted by *I Mina'Trentai Unu Na Liheslaturan Guåhan,* and *shall* be codified under Article 1, Child Welfare Services Act, Chapter 1, Division 1, Title 26, Guam Administrative Rules and Regulations.

Section 3. Amendment of Rules. The Department of Public Health & Social Services *shall*, at a minimum of every five (5) years, and pursuant to Article 3, Rule-Making Procedures, Chapter 9, Title 5, Guam Code Annotated, review and amend the administrative rules and regulations adopted pursuant to Section 2 of this Act.

Section 4. A new §2416 is hereby *added* to Article 4 of Chapter 2, Division 1, Title 10, Guam Code Annotated, to read:

> **"§2416. Child Care Revolving Fund.** There is hereby established a Child Care Revolving Fund (the Fund), to be maintained by the Director of the Department. The Fund *shall* be established and maintained in an account separate and apart from any other account(s) of the government of Guam, and *shall not* be co-mingled. All funds due or accruing to the account from whatever source(s), as provided or authorized pursuant to applicable law, inclusive of any interest, *shall* be deposited in the Fund immediately upon receipt by the government of Guam.

(a) The Department *shall* report monthly and maintain full compliance with all financial reporting requirements of the government of Guam pursuant to applicable laws. Reports *shall* be submitted to *I Liheslaturan Guåhan* via the office of *I Maga'lahen Guåhan* [Governor of Guam].

(b) ***No* Transfer Authority.** The money placed in the Fund is *not* subject to any transfer authority of *I Maga'lahen Guåhan* [Governor of Guam]."

Section 5. Effective Date. The administrative rules and regulations adopted pursuant to Section 2 of this Act *shall* become effective upon enactment.

Exhibit "A"

Title 26 Guam Administrative Rules and Regulations

Chapter 1

"Article 1 - Child Welfare Services Act

RULES AND REGULATIONS FOR LICENSED

CHILD CARE FACILITIES AND GROUP CHILD CARE HOMES

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§1101.0. GENERAL PROVISIONS

§1101.1. Purpose. The purpose of these rules and regulations is to formulate standards for licensed child care facilities and group child care homes that will protect and promote the welfare and positive development of children being served.

§1101.2. Applicability.

(a) These rules and regulations are applicable to the following child care licensees, public and private: (1) child care facilities; and (2) group child care homes.

(b) These rules and regulations *do not* apply to Group Family Home, Family Child Care Home, Family Foster Home, and Residential Treatment Facility.

§1101.3. Authority. The Government Code of Guam authorizes the Department to adopt rules and regulations for licensing all child care facilities, to issue licenses, and to ensure that all provisions of §2407 of Title 10 GCA, Chapter 2, Article 4 (Public Law 11-99) regarding licensing are carried out. The Department *shall* inspect all child care facilities as defined

in §1101.5(f). The Department *shall*, pursuant to the provisions of the Administrative Adjudication Law, adopt minimum standards for licensing. Such standards *shall* be applicable to all child care facilities, including those operated by the Department, and *shall* pertain to the following:

(a) the operation and conduct of the facility and responsibility it assumes for child care;

(b) the character, suitability and qualifications of the applicant and other persons directly responsible for the care and welfare of children served;

(c) the general financial ability and competence of the applicant to provide necessary care for children and to maintain prescribed standards;

(d) the number of individuals or staff required to ensure adequate supervision and care of the children received;

(e) the appropriateness, safety, cleanliness and general adequacy of the premises, including maintenance of adequate fire prevention and health standards in conformance with existing Guam laws to provide for the physical comfort, care and well-being of children received;

(f) provisions for food, clothing, educational opportunities, programs, equipment and individual supplies to assure the healthy physical, mental and spiritual development of children served;

(g) provisions to safeguard the legal right of children served;

(h) maintenance of records pertaining to the admission, progress, health and termination of care of children;

(i) filing of records with the Department;

(j) discipline of children; and

(k) protection and fostering of the children served.

§1101.4. Title. These rules and regulations *shall* be known and may be cited as the "Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes."

§1101.5. Definitions. Wherever the following words appear in these rules and regulations, they *shall* have the following definitions:

(a) *Appeal* means a written, signed and dated statement requesting reconsideration or modification of a Departmental decision that negatively affects the license of the child care facility. An appeal is made by the licensee or by the facility's legal entity.

(b) *Child* means a person under eighteen (18) years of age, *or* a child with a disability up to twenty-one (21) years of age.

(c) *Early Childhood Assistant* means any person that provides assistance to the teacher who provides primary care for children.

(d) *Early Childhood Assistant Director* means a person who assists the Early Childhood Director in the management of a child care facility and/or who has the responsibility to administer the facility and to develop the total program in the absence of the Early Childhood Director.

(e) *Early Childhood Director* means a person having responsibility in the management and administration of the facility, and to develop the total program.

(f) *Child care facility* means any facility or home licensed by the Department to provide care, education, and supervision for twelve (12) or more children for all or part of a twenty-four (24) hour

day, whether or not the facility is operated for profit, or charges for the services it offers.

(g) *Cook* means any person who prepares meals for children enrolled in a child care facility.

(h) *Department* means the Guam Department of Public Health and Social Services.

(i) *Denial* means refusal by the Director to issue a license on a new or renewal application.

(j) *Director* means the Director of Public Health and Social Services or his/her authorized representative.

(k) *Division* means the Division of Public Welfare, Department of Public Health and Social Services.

(l) *Early childhood provider* means a person employed for compensation, and with the knowledge, skills, and abilities in early childhood education, and who is responsible for the physical well-being, direct care, health, safety, supervision, and guidance of children in child care. Education and experience in working with children birth to five (5) years old differentiate the various levels of Initial, Lead and Master Provider. (refer to Appendix A)

(m) *Group child care home* means a home or facility which provides child care for *at least* seven (7), and *not more than* twelve (12) children, during all or part of a twenty-four (24) hour day.

(n) *Guam Early Learning Guidelines for Young Children Birth to Thirty-six (36) Months and Ages Three (3) to Five (5)* means the voluntary early learning guidelines of what young children birth to five (5) years old should know and be able to do. (Appendix B)

(o) *Guam's Plan for Professional Development* (Appendix A) means the early childhood education plan, as required by Executive Order 2004-14, and part of Guam's Comprehensive Plan for the Care & Education of Young Children. (Appendix A).

(p) *Guardian* means the legal guardian of the person of a minor.

(q) *Individualized Education Program* means the document, commonly referred to as an IEP, describing the child's educational program as required by the Guam Department of Education, Division of Special Education under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part B to develop for every student with a disability who is found to meet the federal and state requirements for special education, designed to provide the child with a free and appropriate public education.

(r) *Individualized Family Service Plan* means the document, commonly referred to as an IFSP, that identifies the child's and family's individualized supports and early intervention services that will enhance the child's overall development, as required by the Guam Department of Education, Division of Special Education under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part C for infants and toddlers with disabilities and their families.

(s) *Individuals With Disabilities Education Improvement Act of 2004* means the United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

(t) *Infant* means a child from birth through twelve (12) months of age.

(u) *License* means a license to operate a child care facility.

(v) *License to operate a child care facility* (hereafter referred to as "License") means the official document issued by the Department authorizing the operation of a child care facility as defined under the terms of the license. This is issued to a child care facility that has met compliance with the minimum requirements as defined in the licensing laws, rules and regulations for the duration of two (2) calendar years.

(w) *Licensee* means any entity that is issued a license by the Department.

(x) *Maintenance personnel* means any person who provides general maintenance or upkeep of the child care facility.

(y) *Performing arts studio shall* mean any facility which provides a performing arts curriculum for children ages two (2) years and up, for twelve (12) or more children, during a portion of a twenty-four (24) hour day.

(z) *Practicum student* means any person officially enrolled in any higher educational institution as a student in education, nursing, psychology, social work, early childhood, or related fields with approved practicum under supervision by an instructor and who adheres to a child care facility's policies and procedures.

(aa) *Person* means any person or persons, group of persons, agencies, associations, organizations, whether public, private or incorporated.

(bb) *Preschooler* means a child who is three (3) years to four and a half (4½) years of age.

(cc) *Provisional license* means a temporary license issued by the Department at the time of a new application or renewal when the facility *does not* meet all licensing laws, rules and regulations for the duration *not* to exceed six (6) months.

(dd) *Related* means any of the following relationships by blood, marriage or adoption: parent, grandparent, brother, sister, stepparent, stepsister, uncle or aunt.

(ee) *Revocation* means immediate rescission of a license when the facility exhibits a pattern of non-compliance or an imminent concern arises that jeopardizes the well-being of children.

(ff) *School age* means a child who is between the age of four and a half (4½) years and twelve (12) years old.

(gg) *Staff member* means any person that is employed for compensation or otherwise by the child care facility, and is on the premises while children are provided care. This includes, but is *not* limited to: Early Childhood Director, Early Childhood Assistant Director, Teachers, Early Childhood Providers, and Teachers' Aides.

(hh) *Suspension* means the deferment of a license for an issue of non-compliance that may be temporary.

(ii) *Toddler* means a child who is thirteen (13) months through thirty-six (36) months of age.

(jj) *Visitor* means a person visiting for a brief period of time, and who follows the facility's policies and procedures.

(kk) *Volunteer* means a person offering services to a child care facility without remuneration, *except* for reimbursable personal expenses allowed by the early childhood providers.

§1102.0. LICENSE TO OPERATE A CHILD CARE FACILITY

§1102.1. License Required.

(a) Any person, association, corporation, or partnership *shall* first obtain a license from the Department to operate a child care facility, providing services either with or without compensation.

(b) Any person, association, corporation, or partnership found to be operating or conducting a child care facility without a license *shall* be found in violation of these rules and regulations and must cease operations immediately until compliance is met.

(c) Before a license is granted, the applicant must certify its compliance with local officials according to all applicable health, safety, fire, building, and sanitation regulations using a certification of compliance form provided by the Department.

§1102.2. Exclusions.

(a) *No* license is required for the following:

(1) for the care by a relative, with or without compensation, where the person furnishing such care does *not* regularly engage in such activity, and does *not* advertise or hold him/herself out as conducting a child care facility;

(2) for the care by parents who, on a mutually cooperative basis, exchange one another's children;

(3) for the care of children in their own home;

(4) for the care of children in a hospital or clinic;

(5) for the care of children in the following educational-type facilities:

(A) an accredited public or private educational institution that operates primarily for educational purposes for those children in grades kindergarten through twelfth (12th) grade. In the event such accreditation does *not* include early childhood classrooms for those children below kindergarten (i.e., birth to five [5] years), then the educational institution must comply with these rules and regulations and will fall under the jurisdiction of these rules and regulations;

(B) a preschool classroom that is regulated by the Guam Department of Education or the Administration for Children and Families that adhere to federal guidelines and/or mandates, such as the Head Start Performance Standards;

(C) an after-school care program operated directly by an accredited public or private educational facility; or

(D) an after-school care program operated by another entity under contract with the educational facility and the curriculum content of the after-school program is approved by the Guam Department of Education;

(6) for the temporary care of children in facilities operating in a shopping center, fitness center, hotel, or establishment during any part of a twenty-four (24) hour day, while parents or persons responsible for the children are attending services or engaging in other activities who remain and are on the premises, and care is *not* on a regular basis;

(7) for the temporary care of children during any part of a twenty-four (24) hour day while parents remain and are on the premises participating in religious functions, and care is *not* on a regular basis;

(8) for camps held on a seasonal basis where children are in temporary care during any part of a twenty-four (24) hour day;

(9) for the care of children in child care facilities regulated by the U.S. Department of Defense (i.e., Military Child Care Facilities); and

(10) for skills programs and performing arts programs that teaches a talent, abilities, expertise or proficiency that is *not* a part of a school, child day care or after school daycare operation; and that the program does *not* provide primary child care.

(b) The exclusions of this Section do *not* affect the authority of state and federal governments to inspect any child care facilities and/or private property for compliance.

(c) Child care facilities that meet the criteria for exclusions as stated in this §1102.2 *shall* provide the Department with documentation, such as the most current monitoring report, assuring that their facility has passed inspection and/or requirements by their respective accrediting institution or regulatory agency, as applicable.

§1102.3. Application for License.

(a) The application to obtain a license or the renewal of a license *shall* be made on forms approved and supplied by the Department, and *shall* be completed and submitted within a minimum of sixty (60) business days prior to the proposed opening date or the date of expiration of the license.

§1102.4. Application Packet.

(a) The application packet *shall* include, but is *not* limited to, the following:

(1) an application form, which *shall* include information on owner or licensee. The following information *shall* be supplied to the Division:

(A) the business name, mailing and physical address, and telephone number of the child care facility;

(B) the name, date of birth, business mailing and physical address, and business telephone number of the person(s) bearing the responsibility for the child care facility;

(C) the name, date of birth, business mailing and physical address, and business telephone number of the person(s) having specific authority and responsibility for overall administration and the services offered;

(D) the name and date of birth of the owner or sponsoring agency (i.e., privately owned, church or agency owned) of the child care facility; and

(E) other information as required by the Division;

(2) current copy of the "Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes";

(3) copy of applicable child care laws (i.e., Title 10 Guam Code Annotated, Chapter 2, Article 4, Child Welfare Services Act);

(4) staffing pattern form;

(5) physician's certification of examination form;

(6) notice of requirement for submission of documentation, to include police and court clearances for each staff member in the child care facility and a signed consent of release form for the

Department to conduct checks in local and national registries to include, but *not* be limited to: the Child Abuse and Neglect Registry; the Sex Offender Registry; and any other national background checks as deemed necessary by the Department to ensure the staff's or prospective staff's capacity to provide safe and constructive child care. For Group Child Care Homes, all other adult members living in the home must also comply with these clearances and background checks.

(7) three (3) separate character reference letters for Early Childhood Directors, for initial or denied applicants, or applicants seeking license reinstatement of a suspended or revoked license; and

(8) certification of compliance form.

(b) The applicant *shall* provide and submit documents, *not* limited to the following:

(1) early childhood education transcripts (for the Early Childhood Director and Early Childhood Assistant Director);

(2) verification of early childhood training for staff (i.e., training certificates, transcripts);

(3) a copy of the child care facility's policies and procedures;

(4) a copy of the floor plan layout of the child care facility;

(5) a copy of the parent's handbook;

(6) resume for the Early Childhood Director and Early Childhood Assistant Director;

(7) pediatric cardio pulmonary resuscitation (CPR) and pediatric first aid certificates;

(8) a copy of each staff member's health certificate issued by the Division of Environmental Health of this Department;

(9) most recent copy of the Job-Site Inspection report issued by the Division of Environmental Health of this Department;

(10) a copy of the sanitary permit(s) for the child care facility upon issuance by the Division of Environmental Health of this Department; and

(11) a copy of immunization records for children enrolled.

(c) At *no* time shall an incomplete application package (for new, renewal, or amendment of licenses) be received by any staff of the Department.

(d) Applicants *shall* seek and comply with required applicable rules and regulations concerning fire, building, sanitation, plumbing, electrical, mechanical and zoning provided by the appropriate personnel from the Department's Division of Environmental Health, the Guam Fire Department, the Department of Public Works, the Department of Land Management, and the Department of Revenue and Taxation.

(e) Applicants *shall* maintain accurate records of all information and documents submitted to the Department which *shall* be readily available for review by the Department upon request during inspection.

(f) New applicants *shall* be responsible for ensuring that all documents and compliance reports, in addition to the application packet described in this §1102.4 are submitted to the Department.

(g) Renewal applicants *shall* submit all documents and compliance reports *no less than* sixty (60) business days prior to the expiration of the license. Failure to do so may result in non-renewal of license pending submission of required documents and closure of operation upon expiration of current license.

(h) The Department *shall* conduct a licensing evaluation only after receiving a completed application, and all required documents and reports, to allow sufficient time of thirty (30) days for the licensing worker to conduct inspections and reviews and complete a written report.

§1102.5. General Information Requirements.

(a) Admission procedures *shall* require that sufficient information and instruction from the parents or guardians be furnished to enable the staff members to make decisions or act on behalf of the child.

The child care facility *shall* require a completed application with at least one (1) parent's or guardian's signature for each child to be kept on file. Prior to admission of a child to a child care facility, the licensee *shall* obtain in writing from the child's parents or guardians the following information:

(1) completed application form for each child and a copy of child's birth certificate and a current photo;

(2) the child's full legal name, birth date, ethnic background, primary language spoken, current mailing and physical addresses, and preferred names;

(3) the name and physical and mailing addresses of the parents or guardians who are legally responsible for the child;

(4) telephone numbers or instructions as to how the parents or guardians may be reached during the hours the child is in the child care facility;

(5) to the extent possible, the names, mailing and physical addresses, and telephone numbers of three (3) person(s) who *shall* assume responsibility for the child if for some reason the parents or guardians cannot be reached immediately in an emergency;

(6) name, clinic, and telephone number of child's physician;

(7) written authorization for emergency care, including provision of health insurance information;

(8) child health report, that includes the child's immunization record, and other pertinent information regarding the health of the child (i.e., last physical examination report, TB test);

(9) the child's parents' or guardians' current place of employment, address and phone number;

(10) plan for health care in case of an emergency (i.e., insurance provider, insurance number, doctor);

(11) authorization for medical treatment in case of an emergency when parent or guardian cannot be contacted;

(12) date of enrollment in child care facility;

(13) written medical reports and health information *shall* be on file for each child, including a report of an annual physical examination, up-to-date immunization records, pertinent information regarding any particular health problems, or any specific instructions regarding care or feeding for the child. These records *shall* be kept confidential, and information provided only to the Early Childhood Director or the Early Childhood Director's authorized representatives operating the facility or other staff with a need to know, in the event of an emergency, or other staff with the written consent of the parents;

(A) conditional admissions may be granted, provided that the following conditions are met:

(i) the date of each appointment and name of the physician or health institution providing the physical

examination must be placed in the child's health folder; and

(ii) proof of medical examination and/or administration of medical services are provided to the child care facility;

(iii) failure to complete the immunizations and clearances within one (1) month of enrollment *shall* result in the expulsion of the child until such time as the child is in compliance;

(14) eating and sleeping habits;

(15) toileting habits;

(16) allergies;

(17) fears and preferences;

(18) permission to administer medications, indicating frequency and dosage, must be submitted in writing by parents/guardians; and

(19) other information as required by the Division.

(b) The child care facility *shall* conduct a personal interview with the parent or guardian to verify other pertinent information provided on the child's overall behavior and to acquaint the parent or guardian with the child care facility's policies and procedures.

(c) The child care facility *shall* secure written permission from at least one (1) parent or guardian before taking children on excursions out of the facility.

(d) The child care facility *shall* require a "Parent/Guardian Authorization Form to Pick-Up Child" for each child and keep it current and on file.

(e) Information pertaining to an individual child or parents or guardians of the child *shall not* be disclosed to persons other than the Early Childhood Director or authorized staff members, *unless* the parents or guardians of the child submit a signed consent form granting written permission for the disclosure, or when an emergency arises necessitating release of the information.

(f) The parents or guardians *shall* be informed in writing of the child care facility's policy regarding disclosure of information.

§1102.6. Issuance of License.

(a) Upon completion of examination and satisfaction that the licensee and the child care facility has reasonably met all qualifications and standards prescribed for the specific category of child care facility, the Department s*hall* issue a license.

(b) The license *shall* clearly state:

(1) the business name of the child care facility;

(2) the name(s) of the owner(s);

(3) the type of license issued;

(4) the category of the child care facility;

(5) the mailing address and physical location of the child care facility;

(6) contact telephone number(s);

(7) the age and gender of children to be served;

(8) the capacity of the child care facility;

(9) the issuance and expiration date of the license;

(10) the license number; and

(11) other conditions or limitations, as deemed necessary by the Department for the license.

(c) The license is non-transferable and *shall* be valid *only* with respect to the person, and physical location specified. It *shall* also be subject to review when there is a significant change in operating policies that affects the health, safety, and care of children and any changes in §1102.6(b) above.

(d) The Department *shall* issue the following types of licenses:

(1) **License.** A license *shall* be issued to a facility which is found to be in conformity with child care rules and regulations.

(2) **Provisional License.** A provisional license *shall* be issued to a newly established or existing child care facility when the facility does *not* meet all licensing laws, rules and regulations. The facility must conform to the requirements on or before six (6) months for a license to be issued. In the event that the conditions are *not* met by the expiration date of the provisional license, the license *shall* be revoked, and the operations of the child care facility *shall* cease immediately.

§1102.7. Effective Date of License.

(a) The effective date of a license *shall* be as follows:

(1) License.

(A) A license *shall* expire *no later than* two (2) years after the date of issuance.

(B) When a license is issued after a provisional license, the expiration date of the license *shall* be two (2) years from the date of issuance of the provisional license.

(C) The license *shall* be renewed *only* upon satisfactorily meeting the requirements for application, and the Department's approval.

(2) Provisional License.

The expiration date of a provisional license may vary, as determined by the Director, based on a reasonable time for compliance with these rules and regulations, and *shall not* exceed six (6) months from the date of issuance.

§1102.8. Changes to Operation of the Child Care Facility or Group Child Care Home.

(a) The licensee must notify the Division in writing within twenty-four (24) hours or by the next working day, whichever comes first, of any significant changes planned in the operation of the child care facility, including services and staffing that directly or indirectly affects the operation of the program. *No* changes shall be made *unless* approved by the Division and all requirements for changes have been met as determined by the Department. If the change affects the continued operation of the child care facility, then necessary corrective action must be completed within the prescribed timeframe to come into compliance or sooner as determined by the Director. Significant changes include, but are *not* limited to, the following: relocation of the child care facility; renovation to existing structure; increase/decrease in child capacity; changes in staffing pattern; changes in policies and procedures; changes in ownership; changes in the name of the business operation; and changes to facility layout. Such changes *shall* be taken into consideration at the discretion of the Department to determine status of the license for continued or discontinued operation of services upon meeting requirements and qualifications in accordance to these rules and regulations as deemed necessary.

§1102.9. Advertising.

(a) A child care facility licensed by the Department may publish advertisements of the services for which it is specifically licensed. All advertisements *shall* include the child care facility's license number.

(b) All child care facilities that are required to be licensed and have failed to do so are prohibited from advertising such services.

§1102.10. Displaying License. The license *shall* be displayed at the child care facility in a prominent and conspicuous location as designated by the Director to be viewed by the public at all times.

§1102.11. Right of Entry, Inspection and Investigation.

(a) In exercising its authority to license child care facilities, the Department's designated personnel *shall* have the right of entry, inspection and investigation.

(b) The Division *shall* conduct inspections and investigation to ensure compliance with these rules and regulations and to ensure the quality of care of children in child care facilities.

(c) The Division *shall* review the qualifications of all staff members, review written policies and program provisions, and conduct inspections of the child care facility.

(d) In the event of a complaint or reason to believe that an unlicensed child care facility operation is being conducted, authorized representatives of the Department *shall* have the right to enter private property to verify and validate the allegations. The Guam Police Department *shall* render assistance to the Department in these cases, as needed.

(e) Authorized representatives of the Department *shall* be authorized to visit a child care facility at any time during the hours of child

care operation for purposes of observing, monitoring and inspecting the facilities, activities, staffing and other aspects of the child care facility.

(f) The licensee *shall* cooperate with the Department by providing access to its facilities, records, staff, and children in care. Failure to comply with reasonable requests may constitute grounds for denial, suspension or revocation of the license.

§1102.12. Inspection Frequency. An inspection of a child care facility *shall* be conducted *at least* once every twelve (12) months. Additional inspections *shall* be conducted as often as necessary for the enforcement of these rules and regulations.

§1102.13. Report of Inspections.

(a) Whenever an inspection of a child care facility is made, identified deficiencies *shall* be recorded on the inspection report as approved by the Director or his/her authorized representative. The inspection report *shall* summarize the requirements of these rules and regulations. Inspection remarks *shall* be written to reference, by section number, the section violated; *shall* state the correction to be made, indicating the time period(s) for correction, which *shall* be reasonable depending on the nature of the non-compliance; and the time required for correction.

(b) A copy of the inspection report *shall* be furnished to the person in charge of the child care facility at the conclusion of the inspection.

(c) The inspection report is a public document that *shall* be made available for public disclosure to any person who requests the documents pursuant to §1113.1.

§1102.14. Posting. Copies of the most current inspection report *shall* be posted adjacent to the license in a prominent and conspicuous

location as designated by the Director, or the Director's authorized representative, to be viewed by the public at all times.

§1102.15. License Fees. The Department *shall* charge non-refundable fees as prescribed by the Department for the following (Appendix C):

(a) New License

(b) Renewal License

(c) Duplicate License

(d) Amended License

(e) Provisional License (New or Renewal)

Fee schedule amendments *shall* be promulgated pursuant to Article 3, Rule-Making Procedures, Chapter 9, Title 5, Guam Code Annotated.

§1103.0. ORGANIZATION

§1103.1. General.

(a) Each licensee which is a person, partnership, corporation, limited liability corporation, limited liability partnership, or association *shall* be organized according to its legal status as required by local law and applicable rules and regulations.

(b) There *shall* be an internal structure which provides for an appropriate governing authority which is:

(1) responsible for the development and enforcement of operating policies, procedures of child care staff employment, maintain adequate financial resources for the satisfactory care of children, and the total organization of child care services; and

(2) located so as to be familiar with, and accountable for, all aspects of the operation of the child care facility for and reasonably accessible to the Division.

§1104.0. HEALTH AND SAFETY

§1104.1. General. The requirements for sanitation, health and safety *shall* be adopted and in compliance with the Division of Environmental Health, Department of Public Health and Social Services' applicable mandates and rules and regulations pertaining to child care facilities.

(a) *No* employer, owner, manager or person in charge or control, shall permit any person to enter the premises, knowing such person to have, or having reason to believe that he has, a disease in communicable form as set forth in Chapter 4 of this Title, or is a carrier of such disease; and *no* person shall work in a child care facility, whether in his own or another's employ, knowing himself to have, or having reason to believe that he has, any such disease. If an employer, owner, manager or person in charge or control suspects that any employee has any such disease in communicable form or is a carrier of such disease, he *shall* notify the Director immediately. Persons with cuts or sores *shall not* be allowed to handle food that may become contaminated by such handling. A placard containing the provisions of this Section *shall* be posted in a place where it will be seen by each employee.

§1105.0. PROGRAM REQUIREMENTS

§1105.1. General.

(a) Child care facilities *shall* implement developmentally appropriate practices. The Department has developed voluntary early learning guidelines that facilities may use as a guide in developing and/or adopting a developmentally appropriate curriculum. (Appendix B: The *Guam Early Learning Guidelines for Young Children Birth to 36 Months*

and the *Guam Early Learning Guidelines for Young Children Ages Three to Five).*

(b) Child care facilities that provide after school programs for older children *shall* implement age-appropriate curriculum.

(c) The program *shall* promote building positive relationships among children and adults to increase and/or maintain a sense of self-worth and responsibility to a community.

(d) The program *shall* implement a curriculum that is in harmony with goals that promote learning and development in the cognitive, social, emotional, language, aesthetic and physical areas.

(e) The program *shall* promote effective teaching strategies within its curriculum that reflect culture, language and developmental needs of children to increase learning and development.

(f) The program *shall* have in place, different assessments, formal or informal, that provide information on individual learning and development to ensure appropriate instruction, intervention, and/or evaluation that meet individual needs and program goals.

(g) The program *shall* promote health, safety, and nutrition where children and adults are protected from illness and harm.

(h) The program *shall* employ staff with the knowledge, skills, and abilities to foster children's learning and development and support families' needs and interests.

(i) The program *shall* build partnerships with families to support active involvement in their children's growth and development.

(j) The program *shall* connect with community resources to support program goals, such as health, curriculum, transitions, diversity, and inclusion.

(k) The program *shall* have well-maintained indoor and outdoor physical environments that are appropriate, safe, and accessible.

(l) The program *shall* have well-managed policies and procedures promoting a system where children, families, and staff receive high-quality experiences.

(m) The Early Childhood Director *shall* seek authorization from the parent or guardian of a child who has an Individualized Family Service Plan or Individualized Education Plan to assist in meeting the developmental and educational needs of a child with a disability.

§1106.0. STAFF TO CHILD RATIO

§1106.1. General.

(a) The number of children per staff member *shall not* exceed:

Age of Child	Child:Staff Ratio	Effective Date of Compliance For Existing Child Care Facilities
Birth to 12 months	4:1	January 1, 2013
13 months to 2 years	7:1	January 1, 2013
13 months to 2 years	6:1	January 1, 2014
25 months to 3 years	10:1	January 1, 2013
37 months to 4 years	15:1	January 1, 2013
4 years and up	20:1	January 1, 2013

(b) Other hired staff members that *do not* provide direct care and education to children *shall not* be counted under the staff to child ratio (i.e. cooks, maintenance, and housekeeping personnel).

(c) Early Childhood Directors are *not* counted in the child to staff ratio.

(d) *No* child shall be left without adult supervision at any time. The staff to child ratio *shall* be maintained during all hours of operation. Staff

members *shall* be within sight and sound of each child in the child care facility at all times. Staff members who provide direct care and education to children *shall not* engage in other activities while performing their regular duties, *unless* used for educational purposes (e.g. light housekeeping duties).

(e) During nap time, the staff to child ratio must be maintained and physically present in the same space as the children's sleeping area.

§1106.2. Existing Child Care Facilities. All existing child care facilities currently in operation *shall* be required to come into compliance with §1106.1 on the effective dates of compliance as stated in §1106.1(a).

§1106.3. New Child Care Facilities. A new child care facility is any person or entity that is issued a new license to operate a child care facility after the promulgation of these rules and regulations. A new child care facility *shall* be required to come into compliance with §1106.1 upon issuance of a license to operate, and the effective dates of compliance stipulated in §1106.1(a) are applicable to the new licensee.

§1107.0. ADMISSIONS

§1107.1. General.

(a) Operators of child care facilities *shall* provide appropriate care to help the child grow and develop physically, mentally, socially, emotionally, and spiritually at his or her own pace, ensuring the child's overall welfare.

§1107.2. Illness and Communicable Disease Control.

(a) A general health screening and inspection *shall* be conducted daily on each child as soon as possible after the child enters the child care facility and whenever a change occurs while that child is in care. Information on each child *shall* be gathered by completing the health screening and inspection, by inquiring with the child's parents, and when

possible, through a conversation with the child. A record of any and all concerns *shall* be documented in writing. The health screening and inspection *shall* address:

(1) observed changes in behavior or appearance from behaviors observed during the previous day's attendance; and

(2) other signs or symptoms of illness (such as fever, drainage from eyes, vomiting, diarrhea, etc.)

(b) **Isolation Area.** Each child care facility *shall* have a designated isolation area for a child who becomes ill at the facility. Such area *shall* be adequately ventilated and equipped with a bed, mat, or cot and materials that can be easily sanitized. Linens and disposables *shall* be changed after each use with used linens and disposables contained in a closed container in the isolation area until it can be cleaned or disposed of properly.

(c) Any child showing signs of an infectious illness must be sent to the isolation area to be kept separate and apart from the other children. The parent or guardian must be notified immediately to arrange alternative measures for the child's care. A staff member or an available responsible adult *shall* remain with the child at all times.

(d) The rules and regulations of the Department on communicable diseases *shall* be followed where children show symptoms of communicable diseases. The child care facility *shall* post a communicable disease placard subject to the provisions of §2414 of Title 10 GCA, Chapter 2, Article 4 on communicable diseases.

(e) Children who have been determined to have an infectious illness or communicable disease *shall not* return to the child care facility without medical authorization.

(f) A child may be excluded from the child care facility (i.e. sent home) as soon as possible if the child exhibits any condition or illness as listed in the current communicable disease report, or illnesses as recommended and listed in guidelines developed by the American Academy of Pediatrics for exclusion of children from the child care facility. (www.aap.org)

§1107.3. Immunizations.

(a) All children attending a child care facility *shall* receive immunizations according to the Department's requirements in conformity with the Advisory Committee on Immunization Practices (ACIP), U.S. Centers for Disease Control and Prevention (CDC), Department of Health and Human Services, and the American Academy of Pediatrics (AAP), *unless* excluded from the immunization requirements due to religious exemptions (as approved by the Department) or medical contraindications (as certified by a Guam licensed medical physician). (See Appendix D for Recommended Immunization Schedules)

(b) Exemption from immunization for religious belief *shall* be documented by a written, signed and dated statement from the child's parent or guardian, that such vaccination or immunization would be against their religious belief and would *not* constitute a contagious health risk for the public at large, as certified by the Director. (P.L. 24-154, §3322.a.)

(c) Exemption from immunization for any medical reason *shall* be documented by a written, signed, and dated statement by a Guam licensed medical physician that said child should be exempt from this Section where such medical contraindication to his or her receiving a specific vaccine exists. (P.L. 24-154, §3322.a.) The child care facility has the right to

exclude children who do *not* meet the immunization requirements as stated under Subsection (a) of this Section.

(d) Original statements (not copies) *shall* be kept in the child's record at the Bureau of Communicable Disease Control of the Department for compliance purposes. A copy of the certificate for medical and religious exemptions *shall* be included in the child's record in the facility.

(e) Child care facilities *shall* require parents or guardians to ensure their children receive all follow-up immunizations needed to complete the recommended series. A copy of the immunization records *shall* be filed in the child's record at the Bureau of Communicable Disease Control of the Department.

(f) Parents or guardians *shall* be given a grace period, *not* to exceed thirty (30) calendar days from the last assessment of the child's immunization record, to obtain required immunization(s) in the recommended series.

§1107.4. Testing for Tuberculosis. *No* child shall be permitted to attend a child care facility *unless* they have on file with the Early Childhood Director of the child care facility a report of a Tuberculosis (TB) Skin Test result.

(a) If the child is entering from the United States (its states or territories), such test must have been conducted within one (1) year prior to enrollment. If the child is entering from an area other than the United States (its states or territories), such test must have been conducted within six (6) months prior to enrollment.

(b) If a child has had a positive TB Skin Test, a Certificate of TB Evaluation must be obtained from the Department. If this Certificate indicates that the child is TB contagious, the child *shall* be permitted

entrance to the child care facility *only* after he or she is certified as non-contagious by the Department.

§1107.5. CPR and First Aid.

(a) **CPR.** *At least* two (2) staff involved in providing direct care and education of children *shall* complete and maintain certification requirements in pediatric first aid, and safety and management of blocked airway and rescue breathing, including cardio pulmonary resuscitation (CPR). *At least* one (1) certified staff *shall* be on the premises at all times children are in their care.

(b) **First Aid Kit.** *At least* one (1) first aid kit containing materials to administer first aid must be maintained on the premises of all child care facilities at all times and wherever children are in care, including field trips and outings away from the facility. A complete first aid kit must also be present in vehicles used in the transportation of children during field trips and outings away from the facility.

(1) Each kit *shall* be in a closed container and labeled "First Aid."

(2) The kits *shall* be accessible to the staff members at all times and kept out of the reach of children.

(3) Each first aid kit *shall* be replenished and updated on a regular basis. Contents with elapsed expiration dates *shall* be discarded in a proper manner.

§1107.6. Medication. *No* medication shall be given without the signed consent of a parent, and prescription drugs *shall* be given *only* when prescribed for a child by a licensed physician.

(a) Prescription and non-prescription medication brought to the child care facility by the parent or guardian *shall*:

(1) be in the original container;

(2) be properly labeled;

(3) be dispensed according to written directions on the prescription label or printed manufacturer's label;

(4) be stored separately and locked out of children's reach; and

(5) be stored at the proper temperature as required by the manufacturer.

(b) Prescription medication must have a label stating the name of the physician, the child's name, the name of the medication, and medication directions.

(c) For the purposes of dispensing non-prescription medication that is *not* brought in by the parent, in the event of an emergency non-prescription medication can *only* be dispensed if the facility has prior written authorization from the parent or guardian to do so. Any medication dispensed under these conditions must be documented in the child's file, and the parent or guardian must be notified on the day of occurrence.

(d) If the parent or guardian notifies the child care facility of any known allergies to medication, written documentation must be maintained in the child's file, must be shared with the staff, and must be posted with the stored medication.

(e) Any medication administered by any staff of the child care facility *shall* be documented and recorded in a medication administration log.

1107.7. Food and Nutrition.

(a) **Food and Nutrition Policies and Plans.**

(1) The facility *shall* have a food handling, feeding, and nutrition plan that addresses the following items and delegates responsibility for each:

(A) food handling, preparation, and service;

(B) staffing; and

(C) nutrition education for parents, staff, and children.

(b) **Meals Prepared and/or Served On-Site.**

(1) A child care facility that prepares and cooks meals for children *shall* provide adequate nutritious food appropriate to the age of the child at normal meal time intervals, and *shall* follow the U.S. Department of Agriculture's (U.S.D.A.) Food and Nutrition Guidelines and Food Guide Pyramid for Young Children (Appendix E) based on the latest recommendations adopted by U.S.D.A. For current and updated information on nutrition guidelines recommended by the U.S.D.A., please refer to their website at www.usda.gov.

(2) Meal and snack menus *shall* be planned, written and posted at the beginning of each week. Menus *shall* be dated and posted in the food service area and in a conspicuous area easily accessible to parents or guardians. Any menu substitution *shall* be noted on the menu.

(c) A child care facility where parents or guardians provide meals for their children should promote an understanding of the importance of nutritious meals and snacks, as recommended by the U.S.D.A. Food and Nutrition Guidelines.

(d) If a special diet is required for a child by a physician, a copy of the physician's order, a copy of the diet and a sample meal plan for the special diet *shall* be maintained in the child's file. If the parent or

guardian notifies the child care facility of any known food allergies, written documentation must be maintained in the child's file. Special food restrictions must be shared with the staff, and must be posted in a conspicuous location in the kitchen area to serve as a reminder for staff members.

(e) **Food Service.**

(1) Children *shall* be supervised during all meal times. All food *shall* be served in individual containers for each child.

(2) Infants *shall* be fed by a staff member, and at *no* time shall propped bottles be permitted when feeding infants. There *shall* be *no* automatic feeding devices *unless* medically prescribed. All bottles *shall* be individually labeled with the child's name.

(3) Heated foods and bottles must be tested before feeding to ensure heat is evenly distributed, and to prevent injury to children.

(4) Child care facilities *shall* provide sufficient seating so that children are seated at tables for meals.

(5) Food *shall not* be used as a reward or as punishment.

§1108.0. MATERIALS AND EQUIPMENT

§1108.1. General.

(a) The selection, quantity, arrangement and use of available materials and equipment *shall* be age-appropriate, durable, meet the recommendations of the U.S. Consumer Product Safety Commission (CPSC), including the latest version of the CPSC *Handbook for Public Playground Safety* (Appendix F), and meet the recommendations of the Americans with Disabilities Act (ADA) for all children, including children with special needs.

The DPHSS *shall* review Appendix F and develop rules and regulations based upon the U.S. Consumer Product Safety Commission Handbook for Public Playground Safety which should be applicable for Guam, within one hundred twenty (120) days of the enactment of this Act.

(b) The rules and regulations *shall* be promulgated pursuant to the AAA rule-making procedures.

(c) The materials and equipment *shall*:

(1) provide opportunities for indoor or outdoor play, exploration, expression, experimentation and discovery;

(2) provide opportunities for learning concepts and skills in different developmental domains;

(3) represent the diversity of children, families, culture, age, gender, language and abilities;

(4) provide safe, but challenging learning opportunities where problem solving is practiced; and

(5) support the curriculum, meet the goals and objectives of the program, and foster desired outcomes for children.

§1108.2. Storage Spaces.

(a) Storage spaces for individual storage of children's clothing and personal belongings *shall* be available and labeled.

(b) Storage spaces for accessible play materials and equipment used by the children *shall* be available.

(c) Storage spaces for other equipment, materials, and supplies used by staff *shall* be available, but secure and out of children's reach.

§1108.3. Sleeping Equipment and Bedding. The following sleeping equipment *shall* be safe, sturdy, clean, age-appropriate and available:

(a) an individual bed, cot, crib, sleeping bag, mat, or pad, for each child who rests; and

(b) a clean sheet or cover to be used on the sleeping equipment for each child.

§1109.0. PERSONNEL

§1109.1. General.

(a) There *shall* be a sufficient number of qualified staff to carry out the program of the child care facility at all times.

(b) Child care facilities *shall* develop and record policies pertaining to personnel practices.

(c) The child care facility *shall* ensure that all new employee hires, including submission of clearance documents, are reported to the Division prior to their employment.

§1109.2. Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel.

(a) The following information *shall* be supplied to the Division for all staff members:

(1) name, date of birth, age, home address and telephone number;

(2) education transcripts and/or Early Childhood Care and Education (ECCE) certificate;

(3) work experience;

(4) physician's certification of examination form;

(5) health certificate(s);

(6) police and criminal court clearances;

(7) consent of release to perform a check of the Child Abuse and Neglect Registry Clearance; and

(8) other information as requested by the Division.

(b) A listing of all practicum students and/or volunteers who serve twenty (20) *or more* hours per week *shall* also be supplied to the Division.

§1109.3. Responsibilities and Qualifications for Early Childhood Director.

(a) **Responsibilities of Early Childhood Director.**

(1) There *shall* be a responsible Early Childhood Director, or their designee, in charge of the child care facility at all times during their hours of operation. To be in charge means that the responsible person is on the premises, and available to staff, parents or guardians, and children. It precludes outside employment which interferes with these duties.

(2) The Early Childhood Director *shall not* be a full-time teacher or early childhood provider.

(3) The Early Childhood Director *shall* be responsible for the overall administration of the child care facility's policies and procedures.

(4) When the Early Childhood Director is required to be absent temporarily from the child care facility, arrangements *shall* be made for the Early Childhood Assistant Director, or a staff member who is *at least* twenty-one (21) years of age and meets the requirements of *no less than* an Early Childhood Lead Provider, to act as a substitute for a maximum of one (1) month. After one (1) month,

the Early Childhood Director *shall* hire an Acting Director if prolonged absence is necessary.

(b) **Qualifications of Early Childhood Director.** The qualifications for the Early Childhood Director *shall* be as follows:

(1) The Early Childhood Director *shall* be *at least* twenty-one (21) years of age.

(2) The Early Childhood Director *shall* have education and experience which will provide the knowledge, skills, and attributes and qualities necessary to carry out an effective program of quality child care as set forth in these laws, rules and regulations.

(3) The minimum education and training requirement for an Early Childhood Director is Level 3 Early Childhood Master Provider/Early Childhood Director as indicated in Guam's Plan for Professional Development. (See Appendix A).

§1109.4. Responsibilities and Qualifications for Early Childhood Assistant Director.

(a) **Responsibilities of Early Childhood Assistant Director.** The Early Childhood Assistant Director *shall* be responsible and work with or alongside the Early Childhood Director to carry out the program of the facility under the guidance of the Early Childhood Director.

(b) **Qualifications of Early Childhood Assistant Director.** The Early Childhood Assistant Director *shall* meet the same minimum education and training requirements as an Early Childhood Director as stated in §1109.3(b)(3).

(1) The Early Childhood Assistant Director *shall* be *at least* twenty-one (21) years of age.

§1109.5. Requirements of Staff Members. Each staff member *shall* be qualified through training, experience, skills, and education, as indicated in Guam's Plan for Professional Development. (Appendix A).

(a) Educational requirements of staff members *shall* be as follows (as referenced in Guam's Plan for Professional Development):

(1) By 2014, twenty-five percent (25%) of early childhood providers employed by the child care facility *shall* meet the requirements of a Level 2 Early Childhood Lead Provider.

(b) All staff members *shall* have a physical examination from a licensed physician indicating that the individual is in good health, and free from highly contagious diseases and any disability which would limit his/her ability to adequately care for children. This physical examination report *shall* be renewed annually, and *shall* be kept on file in the facility.

(c) All staff members *shall* have a valid health certificate pursuant to Title 10 GCA, Chapter 22, and applicable rules and regulations. These documents *shall* be renewed annually, with copies prominently posted in the facility as required. Each staff member must comply with having their health certificate on their person at all times while working, as required by applicable rules and regulations.

(d) Operators of child care facilities must obtain a valid sanitary permit pursuant to Title 10 GCA, Chapter 21, and applicable rules and regulations. This permit *shall* be renewed annually, and prominently posted in the facility as required.

(e) The Early Childhood Director *shall* provide information on workshops, seminars, training sessions or courses available to all staff members to encourage staff growth and development.

(1) Training topics should include, but is *not* limited to, one (1) or more of the following topical/competency areas (as referenced in Guam's Plan for Professional Development):

(A) Child Development Theory and Practical Application;

(B) Healthy and Safe Environments;

(C) Adaptations and Modifications;

(D) Working with Families;

(E) Observation and Assessment; and

(F) Professional Conduct and Ethics.

(f) Volunteers and practicum students are required to have a valid health certificate and physical examination prior to providing services.

(g) Licensees *shall* be responsible for ensuring that licensees and all staff members are free of serious emotional problems which limit their ability to care for children, and that they demonstrate evidence of the ability to deal effectively with practical problems of daily living and of child care.

(h) Licensees and all staff members *shall* be of reputable and responsible character, and *shall not* have a criminal history record, employment history or background which poses a risk to children in their care, such as the following:

(1) conviction of a crime involving violence, alcohol or drug abuse, sex offense, offense involving children and any other conviction, the circumstances of which indicate that the applicant or employee may pose a danger to children;

(2) the type of criminal offense, when it occurred, and evidence of rehabilitation may be considered in determining whether

the criminal history record poses a risk to the health, safety or well-being of children in their care;

(3) an employment history indicating violence, alcohol or drug abuse and any other violation of employer rule or policy, the circumstances of which indicate that the applicant or employee may pose a danger to children;

(4) documented history of an individual who was found to be in non-compliance and violation of licensing laws, rules and regulations, and failed to conform to standards; and

(5) background information which shows that the individual has been identified as the substantiated perpetrator of child abuse or neglect.

(i) Staff members directly responsible for the care and education of children *shall* have the following minimum qualifications:

(1) be *at least* eighteen (18) years of age or older; and

(2) complete requirements for a Level 1 Initial Early Childhood Provider within twelve (12) months of employment as indicated in Guam's Plan for Professional Development.

(j) Staff members *shall* demonstrate that they have:

(1) the capacity to perform the duties required for the care and education of children;

(2) the ability to respect the individual child's uniqueness and level of adjustment into the child care facility; and

(3) the ability to work positively with children, co-workers and parents, and deal effectively with practical problems of daily living.

§1110.0. GROUP CHILD CARE HOMES

§1110.1. Group Child Care Homes.

(a) **Applicability.** All the rules and regulations of this Chapter are applicable to Group Child Care Homes, except for §1109.3 ~ §1109.5, et seq. All Group Child Care Homes *shall* comply with the following:

(1) **Requirements for Group Child Care Home Providers.** The requirements for group child care home providers *shall* be as follows:

(A) demonstrate and maintain the capacity to perform the duties required for the care and education of children;

(B) demonstrate and maintain the ability to respect the individual child's uniqueness and level of adjustment;

(C) demonstrate and maintain the ability to work harmoniously with parents and other co-workers; and

(D) demonstrate and maintain an understanding of developmentally appropriate practices in early childhood education.

(2) **Qualifications of Group Child Care Home Providers.** The qualifications for group child care home providers *shall* be as follows:

(A) Child care providers *shall* be free of serious emotional problems that interfere with their ability to care for children, and must demonstrate evidence of ability to deal effectively with practical problems of daily living, child care, and work positively with children, co-workers and parents.

(B) Child care providers *shall* have the following minimum qualifications:

(i) be *at least* twenty-one (21) years of age or older (each additional provider in a group child care home *shall* be *at least* eighteen [18] years of age);

(ii) receive fifteen (15) hours of annual training in the areas of, but *not* limited to, health, safety, nutrition, and child development; and

(iii) maintain certification in Pediatric CPR and Pediatric First Aid.

(C) Child care providers in contact with children must have a physical examination from a licensed physician indicating that the individual is in good health, and free from highly contagious diseases and any disability which would limit his/her ability to care for children. This physical examination report *shall* be renewed annually, and *shall* be kept on file in the group home facility.

(D) Child care providers *shall* have a valid health certificate pursuant to Title 10 GCA, Chapter 22, and applicable rules and regulations. These documents *shall* be renewed annually, and kept on file and/or prominently posted in the facility as required.

(E) Child care providers, and all other adult members in the home, *shall* obtain a Police Clearance, a Criminal Court Clearance listing the types of criminal convictions, if any, and a Clearance from the Child Abuse and Neglect, and Sex Offender Registries.

§1111.0. REPORTING REQUIREMENTS

§1111.1. Reporting Child Abuse and Neglect.

(a) Pursuant to the Child Abuse and Neglect Reporting Act (Title 19 GCA, Chapter 13, Article 2 §13201), a person required to report suspected child abuse or neglect is defined as: "Any person who in the course of his or her employment, occupation, or practice of his or her profession, comes into contact with children. Such persons shall report when they have reason to suspect on the basis of their medical, professional, or other training and experience that a child is an abused or neglected child."

(b) *No* person may claim "privileged communication" as a basis for his or her neglect or failure to report suspected child abuse or neglect, or to provide the Division's Child Protective Services Section, or the Guam Police Department, with required information. Such privileges are specifically abrogated with respect to reporting suspected child abuse or neglect and providing information to the Department.

(c) The child care facility *shall* require each staff member to be knowledgeable and informed of their individual mandatory responsibility to report all incidents of child abuse or neglect to the Division's Child Protective Services Section accordingly.

(d) At the time of admission, the child care facility *shall* provide to the child's parent or guardian information that explains how to report suspected child abuse or neglect, and that the facility is mandated to report any suspected child abuse or neglect to the proper authorities.

§1111.2. Reporting Licensing Complaints.

The child care facility *shall* provide written information detailing the steps to report any licensing, health, and safety violations against a child care facility at the time of admission, to the child's parent or guardian, and to potential staff members prior to recruitment. The information must

include the name, mailing address, and telephone numbers of the Division's Child Licensing Program.

§1112.0. DISPLAY OF DOCUMENTS

§1112.1. General. The following documents *shall* be posted in a prominent and conspicuous location, as designated by the Director, to be viewed by the public at all times in the child care facility:

(a) License to Operate a Child Care Facility;

(b) Sanitary Permit;

(c) Copy of Health Certificates;

(d) Daily Schedule;

(e) Fire Evacuation Plan;

(f) Fire Extinguisher Signs;

(g) Earthquake Preparedness Procedures;

(h) Exit Signs;

(i) Daily Menu (If applicable);

(j) Inspection reports conducted by the Department of Public Health & Social Services, Guam Fire Department, Department of Public Works, and Department of Land Management;

(k) Grading Placards issued by the Division of Environmental Health;

(l) No Smoking Signs;

(m) First Aid Kit Signs;

(n) Communicable Disease Prevention Poster;

(o) Emergency phone numbers, to include, but *not* be limited to, the fire department, the police, and emergency medical services, and be placed conspicuously next to all operating phone lines; and

(p) Other emergency procedures established by the child care facility.

§1113.0. RECORDS OPEN TO THE PUBLIC

§1113.1. Public Documents.

(a) The Division's licensing records are considered open records and are available to the public.

(b) Responses to requests for records are conducted by the Division in conformance with the guidelines of the Sunshine Reform Act of 1999 (Title 5 GCA, Chapter 10, Article 1).

(c) Exceptions are:

(1) the name and identifying information of someone who reports an alleged violation of the laws, or rules and regulations, or who make allegations during an investigation unrelated to the original report;

(2) information identifying children's names;

(3) criminal history information;

(4) reports and records received from other agencies including police, court clearances and child protection reports;

(5) certain confidential information from other agencies;

(6) personal references requested by the Division;

(7) scholastic records, health reports, physical, social or psychological;

(8) information about pending court cases; and

(9) information about an abuse or neglect investigation that has *not* been completed.

§1114.0. TRANSPORTATION PROVISIONS

§1114.1. General. When transportation is provided by a child care facility, children *shall* be protected by adequate supervision, safety precautions, and liability and medical insurance coverages, as follows:

(a) The vehicle and driver providing transportation *shall* be in compliance with all relevant motor vehicle and traffic laws.

(b) During any field trip or excursion operated or planned by the child care facility, the staff to child ratios as provided in §1106.1(a) *shall* apply.

(c) Children *shall* be instructed in safe transportation conduct as appropriate for age and stage of development.

(d) Infants, toddlers, and preschoolers transported in vehicles by staff members, either to or from the child care facility, or for any program activities, *shall* be properly secured in an age and size appropriate child passenger restraint system, approved safety belts, or safety harnesses, which meets federal motor vehicle safety standards and in accordance with the manufacturer's operating instructions as mandated by Guam law.

(e) Children *shall not* be allowed to ride in the back of pick-up trucks, or in jeeps or other open-air vehicles that are *not* fully enclosed.

(f) Children *shall* be supervised in the vehicles at all times.

§1115.0. COMMUNICATION BETWEEN PARENTS AND EARLY CHILDHOOD PROVIDERS

§1115.1. General.

(a) Early childhood providers *shall* communicate and maintain an open door policy with parents or guardians including, but *not* limited to, the following information:

(1) information and instructions related to the child; and

(2) health, safety, child development, or behavior of the child to the parents or guardians.

(b) Parents or guardians are encouraged to notify the child care facility immediately of a concern which should be addressed immediately and expect feedback from the child care facility in a timely manner, *no later than* two (2) business days.

§1116.0. PARENTAL ACCESSIBILITY

§1116.1. General.

(a) During the hours of operation, a child care facility *shall* allow access by parents or guardians having legal custody of a child in care to those areas of the child care facility that is licensed for child care. This is to allow parents or guardians the opportunity to observe their child and the operation of the child care facility. Access to a child care facility by parents or guardians with legal custody of children in care *does not* have to be arranged in advance with the child care facility.

§1116.2. Refraining from Releasing Children to Family.

(a) If a parent or authorized person is found to be behaving in a way that impairs that person's ability to care for the child (i.e., drunken behavior, belligerent), or lacks suitable equipment (i.e., an appropriate child passenger restraint system), the child care providers *shall* refrain from releasing the child to the family. Child care providers *shall* contact appropriate law enforcement agents, as needed.

§1117.0. NON-DISCRIMINATION

§1117.1. General. A child care facility *shall not* discriminate against any person on the grounds of race, color, national origin, age, sex, religion or disability in admission to, participation in, or receipt of the services and benefits of any of its programs and activities, or in employment.

Furthermore, a child care facility *shall not* deny or provide for the access and accommodation of persons with disabilities in compliance with the Americans with Disabilities Act of 1990 (Title 42 United States Code, Section 12101). Child care facilities *shall* also conform to any Guam laws and applicable rules and regulations governing persons with disabilities and other protected groups.

§1118.0. DENIAL, SUSPENSION, OR REVOCATION OF LICENSE

§1118.1. Denial, Suspension, or Revocation of License.

(a) The Department may suspend any license to operate a child care facility under, but *not* limited to, the following conditions:

(1) any environmental health violation under Title 10 of the Guam Code Annotated, Chapters 20 through 40, and those applicable rules and regulations. The Director has general supervision of environmental health and *shall* be responsible for carrying out the provisions of this Code;

(2) if the operation of the child care facility otherwise constitutes a substantial or serious hazard to public health;

(3) if the applicant or licensee failed to comply with these rules and regulations, the corrective action in the inspection report, Notice of Adverse Action, and suspension;

(4) if the applicant or licensee failed to pay a fine after either failing to appeal the assessment of a fine within the prescribed time or after a hearing where assessment of a fine was upheld; or

(5) if the applicant or licensee submitted any misleading or false statement or report required in these rules and regulations.

(b) The Department may deny or revoke any license to operate a child care facility under, but *not* limited to, the following conditions:

(1) violating the provisions of §2408 of the Child Welfare Services Act (Title 10 GCA, Chapter 2 Article 4);

(2) upon a substantial or serious violation under these rules and regulations, which affects the health and safety of children in care by a child care facility or by any of its employees;

(3) any substantiated charge of child abuse or neglect;

(4) the applicant or licensee submitted any misleading or false statement or report required in these rules and regulations;

(5) the applicant or licensee refused to submit any report or make available any records required under §1102.0 of these rules and regulations;

(6) the applicant or licensee refused to admit, at a reasonable time, any employee of the Department authorized by the Director to investigate or inspect, in accordance with §1102.11 of these regulations; or

(7) the applicant or licensee failed to obtain a license prior to opening the child care facility.

§1118.2. Effect.

(a) Upon suspension or revocation, the licensee *shall* immediately return the license to the Division, and the licensee *shall* immediately cease all operations. The licensee must provide its roster of enrolled children and emergency contact numbers to the Division's inspector, who *shall* ensure that all measures are taken to contact the parents/guardians of all the children to be picked up.

(b) Whenever a license is suspended, a provisional license may be issued to resume operation. The child care facility must submit a corrective action plan within the prescribed time frame to come into compliance. When the child care facility submits documentation or all corrective actions have been taken, the license will be upgraded back from its provisional license to license status.

(c) When a licensee fails to come into compliance after being issued a provisional license, the license *shall* be revoked. A licensee *shall not* qualify for a license from the Department for one (1) year after a final decision has been rendered to revoke the license. Thereafter, the licensee *shall* be eligible to operate a child care facility *only* if compliance of these rules and regulations can be demonstrated.

(d) The licensee *shall not* be eligible to operate a child care facility if convicted of a crime against persons, and/or listed in the Child Abuse Registry and/or the Sex Offender Registry as indicated in §1109.5 (h).

§1118.3. Suspension in an Emergency.

(a) The Department may suspend any license without a prior hearing if failure of the licensee to comply with any these rules and regulations results in an emergency situation which endangers the life, health, or safety of the children or the staff present in the child care facility. The licensee *shall* be notified of any such suspension of a license by written notice that is either hand-delivered, mailed via first class mail, certified or registered, return receipt requested, or delivered by courier requiring a signed receipt.

(b) If the Department receives a request for a hearing within five (5) business days following the licensee's receipt of such notice, a hearing

shall be held within ten (10) business days of the receipt of such request for hearing. The suspension *shall* remain in effect pending such a hearing.

(c) The sole issue at the hearing *shall* be whether the Department has reasonable cause to believe that the licensee's failure to comply with these rules and regulations resulted in an emergency situation which endangered the life, health, or safety of the children or the staff present in the child care facility. If a report indicates that any abuse or neglect occurred in a licensed child care facility or during participation in a licensed child care facility related activity, it *shall* be prima facie evidence that an emergency existed.

(d) The licensee *shall* notify the parents or guardians of all children enrolled in the child care facility, and all funding agencies of any such suspension of a license within two (2) business days of the receipt of notice from the Department.

(e) Upon suspension, the licensee *shall* immediately return the license to the Division and cease providing services.

§1118.4. Follow-up to Enforcement Action.

(a) Upon the expiration of the timeframe(s) prescribed in a corrective action plan for compliance, inspection report, or notice of adverse action, the Division staff will determine compliance by visiting the child care facility or program, reviewing documents, and/or verifying compliance through whatever other means the Division deems suitable.

(b) If a determination of non-compliance is made, the Division *shall* request an additional corrective action plan or notice of adverse action. The Department may, in addition to any of the actions listed above, levy an administrative penalty; or deny, suspend or revoke a license.

(c) These rules and regulations *shall* in no way limit the Department's authority to visit any child care facility subject to licensure or approval by the Department to determine compliance with these rules and regulations, *nor* do these regulations limit the Department's authority to deny, suspend or revoke a license.

§1119.0. RIGHT TO APPEAL

§1119.1. General. Any child care facility receiving a notice indicating that the Director has initiated an action to deny, suspend or revoke its license *shall* result in the licensee being informed of its right to appeal and the procedures to file an appeal. *Except* for a suspension in an emergency as outlined in §1118.3 of these rules and regulations, a child care facility affected by an adverse action may initiate an appeal by means of a written request to the Department within ten (10) working days after the licensee has been served by written notice that is either hand-delivered, mailed via first class mail, certified or registered, return receipt requested, or delivered by courier requiring a signed receipt. Failure to request within the timeframe will constitute a waiver of right to a hearing.

§1120.0. HEARING

§1120.1. General.

(a) *Except* for a suspension in an emergency as outlined in §1118.3 of these rules and regulations, whenever a license is to be denied, suspended or revoked, the licensee *shall* be notified in writing through a Notice of Adverse Action by the Director ten (10) days *prior* to the effective date of the agency's action to deny, suspend or revoke the license. An opportunity for a hearing will also be provided upon service of the Notice of Adverse Action for an administrative penalty. A child care facility may request for a

hearing on any actions taken of denial, suspension or revocation taken by the agency.

(b) Upon receipt of a request for a hearing, the Director *shall* arrange to hear the appeal of the child care facility within twenty (20) working days following the receipt of the written request. The Director *shall* make a final determination to repeal or stay any denial, suspension or revocation described in §1118.1 upon the completion of a hearing.

(c) If *no* written request for a hearing is filed within ten (10) working days of receipt of the notice, the Department's disciplinary action is sustained as noted in the Notice of Adverse Action, and the child care facility will be notified of the decision in writing.

§1121.0. SERVING OF NOTICES

§1121.1. General. A notice provided for in these rules and regulations is properly served when it is delivered to the licensee or to the person in charge of the child care facility, or when it is hand-delivered, or mailed to the licensee via first class mail, certified or registered, return receipt requested, or delivered by courier requiring a signed receipt to the last known address of the licensee. A copy of the notice *shall* be filed in the records of the Bureau of Social Services Administration, Division of Public Welfare, Department of Public Health and Social Services.

§1122.0. SEVERABILITY

§1122.1. General. If any phrase, clause, sentence, section, subsection, provision, or part of these rules and regulations or its applicability to any person or circumstance, if for any reason is held to be unconstitutional or invalid, the remaining portions of these rules and regulations, or the application of these rules and regulations to other persons or circumstances *shall not* be affected.

§1123.0. CHILD CARE FUND

§1123.1. Child Care Revolving Fund; No Commingling. As provided pursuant to §2416 of Article 4 of Chapter 2, Division 1, Title 10, Guam Code Annotated, there is created, separate and apart from other funds of the government of Guam, a reserve fund known as the Child Care Revolving Fund (the Fund). The Fund *shall not* be commingled with the General Fund or any other funds of the government of Guam and *shall* be deposited into a separate account.

§1123.2. Expenditures From the Fund. All proceeds from fees and fines collected pursuant to these rules and regulations *shall* be deposited into the Fund and *shall* be expended by the Department *solely* in support of the functions of the Division of Public Welfare of the Department of Public Health and Social Services, including, but *not* limited to: recruitment of child care licensing staff; professional development; training; technical assistance and tuition assistance for child care professionals and licensing staff; and quality care and education of children. Any unexpended balance of the Fund *shall* be carried over to the next fiscal year and *shall not* decrease the local budget based on the fees and fines collected in this Fund from the previous budget year.

(a) Funds *shall* be expended *solely* for the purposes provided for pursuant to Article 4 of Chapter 2, Division 1, Title 10, Guam Code Annotated, and these Rules.

(b) The Department *shall* report monthly and maintain full compliance with all financial reporting requirements of the government of Guam pursuant to applicable law. Reports *shall* be submitted to *I*

Liheslaturan Guåhan via the office of *I Maga'lahen Guåhan* [Governor of Guam].

§1123.3. No Transfer Authority. The money placed in the Fund is *not* subject to any transfer authority of *I Maga'lahen Guåhan* [Governor of Guam].

§1124.0. REVIEW

§1124.1. General. The Department *shall* review and update these regulations as needed, but in *no* event longer than five (5) years after the date of the initial promulgation of these Rules and Regulations, and at a minimum of every five (5) years thereafter.

The DPHSS *shall* review Appendix A page 8, positions 1, 2, and 3 and develop rules and regulations within one hundred twenty (120) days of the enactment of this Act. The rules and regulations *shall* be promulgated pursuant to the AAA rule-making procedures."

APPENDIX A

Guam's Plan for Professional Development

E 82.001

GUAM'S PLAN FOR PROFESSIONAL DEVELOPMENT



PROPOSED DRAFT

UPDATES AS OF APRIL 4, 2011

NOTICE

Guam's Plan for Professional Development shall be used for Early Childhood Professionals when advancing in their field through education and training experiences in a multitude of subject areas. This plan is subject to revisions based on updated research and best practices in the early childhood field as well as the feedback provided by professionals regarding the effectiveness of using the plan.

HOW TO USE THIS PLAN

This plan shall be used by Early Childhood Professionals in planning their education, training, and other components of high quality professional development, to ensure they are well prepared to provide quality care and education to young children.

Guam's Plan for Professional Development (GPPD) provides a plan for early childhood assistants and teachers in all child care, Head Start, and related early years settings to advance in their profession reflecting the competencies, experiences, activities, and learning they engage in that improve performance and ability to provide quality care and education for ALL of Guam's children.

Guam's Plan for Professional Development comprises of two paths for certification:

- Path A (the Alternate Path) is to be used by early childhood providers not employed with the Department of Education and/or the Government of Guam. Individuals utilizing Path A will be subject to credential review by the Professional Development Plan Subcommittee under the Early Learning Council. The subcommittee is comprised of representatives from University of Guam, Guam Community College, Department of Public Health and Social Services, and the Guam Child Care and Development Association. The subcommittee will review the credentials of early childhood providers and recommend for licensing/certification to the Department of Public Health and Social Services, Bureau of Social Services Administration (DPHSS-BOSSA).

- Path B is to be used by professionals in the early childhood field employed by public or private agencies including, but not limited to, the Department of Education Head Start Program, Early Intervention System, Early Childhood Special Education, GATE Preschool and other related service providers. Individuals utilizing Path B are subject to the regulations and requirements set forth by the Guam Commission for Educator Certification.

Early childhood providers utilizing Path A for certification have the option to follow Path B.

INTRODUCTION

Research has shown that the first years of a child's life are the most critical to brain development. It is important that young children receive quality care and education that ensures stimulation of their overall developmental needs. "During these years, children develop a sense of trust, a sense of who they are, and what the world is all about." (New Hampshire, Early Childhood Professional Development System)

According to the National Association for the Education of Young Children (NAEYC), individuals who work with children in early childhood settings must possess the knowledge and skills for working with all young children and their families, including those who have special learning and developmental needs. Nationally, the increasing capacity to provide comprehensive, coordinated services for young children with special learning and developmental needs and their families has significant implications for personnel preparation.

PURPOSE

The purpose of this "Plan for Professional Development" is to define the essential knowledge, skills and competencies needed for early childhood professionals, who work with young children, from birth to five years.

GOAL

ALL early childhood professionals shall be well prepared when providing quality care and education to a diverse population of young children, who may come from culturally and linguistically diverse communities, including children with disabilities and other special learning needs.

NAEYC CORE STANDARDS FOR PROFESSIONAL PREPARATION

Guam's Plan for Professional Development adopts the following *"Core Standards for Professional Preparation"* from the **NAEYC**.

ALL Early Childhood Professionals shall meet these NAEYC standards, regardless of the setting in which care and education are provided. The standards provide a foundation for professional practice that:

- Promote child development and learning
- Are culturally respectful and responsive;
- Promotes ethical behavior and professional advocacy; and
- Provides in-depth field experience in high quality professional preparation.

Standard 1: Promoting Child Development and Learning

1.a. Demonstrate an understanding of young children's characteristics and needs.

1.b. Apply the knowledge of typical and atypical development along with the multiple influences on development and learning through best practices of early childhood.

Standard 2: Building Family and Community Relationships

2.a. Demonstrate an understanding of family and community characteristics to build positive relationships, which support the healthy growth and development of all young children.

2.b. Support and empower families and communities through respectful, reciprocal relationships.

2.c. Involve families and communities in their children's development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

3.a. Increase knowledge and understanding of the goals, benefits, and uses of assessment.

3.b. Apply observation, documentation, and other appropriate assessment tools and approaches to support all young children's growth and development.

3.c. Increase knowledge of and the practical application and use of responsible assessment.

Standard 4: Teaching and Learning

4.a. Connect with children and families using research and evidence based practices.

4.b. Use developmentally appropriate practices grounded in the latest research.

4.c. Understand content knowledge in early education.
4.d. Build a meaningful curriculum.
4.e. Increase knowledge and skills in developing positive relationships and supportive interactions.
4.f. Increase knowledge and understanding to use effective approaches, strategies, and tools for early education.
4.g. Increase knowledge and understanding about the importance and benefits of central concepts, inquiry tools, and structures of content areas or academic disciplines.
4.h. Use updated knowledge and appropriate resources to design, implement, and evaluate meaningful challenges in curriculum to promote positive outcomes.

Standard 5: Becoming a Professional
5.a. Identify and involve oneself with the early childhood field.
5.b. Increase knowledge and understanding about ethical standards and other professional guidelines.
5.c. Engage in continuous, collaborative learning to implement informed practice.



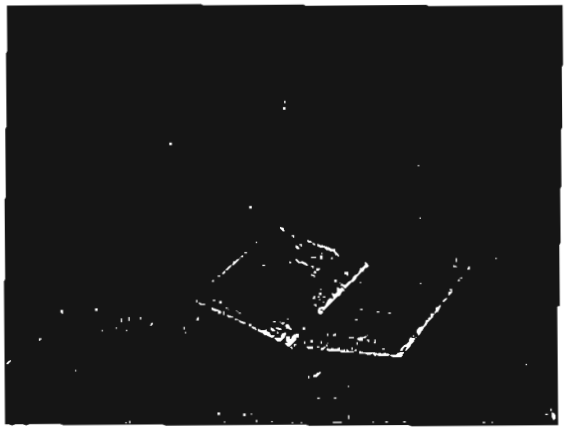
CORE STANDARDS FOR GUAM'S PLAN FOR PROFESSIONAL DEVELOPMENT

The GPPD adopts these five Standards for Professional Development established by the National Association for the Education of Young Children as the ***Core Standards*** for the plan. These standards ensure the education and training activities of early childhood professionals on Guam are consistent with our peers nationwide. These standards serve as a guide for professionals to examine the various activities they engage in to ensure these activities will contribute to the personal and professional growth of the individual as well as contribute to the needs of the children, families, and community they serve. Whether pre-service training, in-service training, formal personnel preparation programs, continuing education courses or other professional development activities, the ***Core Standards*** provide the framework for early childhood professionals' education and training. ***Core Topics and General Competencies*** are the foundation of fundamental skills that early childhood personnel should acquire and strengthen to increase their knowledge and skills (***Appendix A: Professional Development Standards Framework***).

TOPICS	GENERAL COMPETENCIES
1. Child development theory and application	Awareness, knowledge and skills regarding foundational theories on human and child development, including specific domain areas of cognition, communication and language, physical, and social emotional and their use and benefit to young children and their families. Included is the practical application of research and evidence based practices through content areas such as math, science, social studies etc. and learning areas such as art, dramatic play, music, blocks, etc.
2. Healthy & safe environments	Awareness, knowledge and skills for providing and establishing an environment that is healthy, safe, and nurturing to promote positive development of the whole child.
3. Adaptations and modifications	Awareness, knowledge and skills regarding appropriate adaptations and modifications for children with unique, diverse and special needs including those with developmental disabilities, exceptional children, multicultural and second language learners.
4. Working with families	Awareness, knowledge and skills with regard to establishing and maintaining positive relationships with families of young children in order to support their overall growth and development, working cooperatively and collaboratively, recognizing parents and families as the primary teachers of young child (ren).
5. Observation & assessment	Awareness, knowledge and skills regarding appropriate and various methods for observing and assessing young children and their behavior for the purpose of supporting their positive growth and development.
6. Professional conduct & ethics	Awareness, knowledge and skills regarding the individual's role within, commitment to and contribution to the field of early childhood and maintaining professional development in order to best meet the needs of young children and their families.

The following ***Levels of Learning*** describe entry, intermediate (A & B), and advanced (A & B) levels of awareness, knowledge and skills for individuals working in the field of early childhood care and education.

LEVELS OF LEARNING	LEARNING EXPECTATIONS
ENTRY LEVEL Early Childhood Assistant Provider (Levels 1-4)	Build awareness of early childhood in general.
INTERMEDIATE LEVEL A Early Childhood Lead Provider (Levels 1-4)	Build knowledge and skills of early childhood professionals, including but not limited to, creating and implementing developmentally appropriate practices and formally observing young children in natural environments.
INTERMEDIATE LEVEL B Early Childhood Master Provider (Levels 1-4)	Increase knowledge and skills utilizing research- and or evidence-based practices of early childhood to improve children's outcomes, and promote personal and staff development activities.
ADVANCED LEVEL A Early Childhood Assistant Director / Early Childhood Director (Levels 1-4)	Refine and improve skills for working with children, utilize research- and or evidence-based practices of early childhood to improve children's outcomes, promote personal and staff development activities, and partner with families, the community, and early childhood professionals to improve programs and/or systems that serve young children.
ADVANCED LEVEL B Basic Preschool Teacher/ Initial Educator / Professional Educator / Master Educator	Refine and improve skills for working with children, utilize research- and or evidence-based practices of early childhood to improve children's outcomes, promote personal and staff development activities, family and community partnerships, and collaborate with colleagues to advocate, mentor, and perform at higher levels, including participation with other early childhood professionals to improve programs and/or systems which serve young children.



EARLY CHILDHOOD PERSONNEL - DEFINITIONS

The *Guam's Plan for Professional Development* (GPPD) provides definitions related to the professional development plan and clarifies the type of training and/or continuing education units or education credits that are received through training workshops and/or formal education.

The GPPD identifies four levels of Early Childhood Personnel. Each level lists the formal education requirements and the experiential requirements for each level. Additionally, the plan proposes alternate qualifications and multiple entry points to address the uniqueness of the early childhood field and the diversity of disciplines professionals come from ***(Appendix B: Early Child Care and Education (ECCE) Matrix)***. The plan acknowledges the various education and training opportunities provided to early childhood professionals and seeks to capitalize on those experiences to promote the recruitment and retention of qualified individuals. The following are brief descriptions of each level of early childhood professionals, each level building upon the knowledge and skills of the previous one.

Consistent with the levels of learning established in the ***Guam's Plan for Professional Development Framework***, varying levels of Early Childhood Certificates may be granted by the Guam Commission for Educator Certification (Path B).

ECCE Certificate Issued by the Guam Commission for Educator Certification

1. Early Childhood Assistant Provider (Levels 1-4)
2. Early Childhood Lead Provider (Levels 1-4)
3. Early Childhood Master Provider / Early Childhood Assistant Director / Early Childhood Director (Levels 1-4)
4. Basic Preschool Teacher
5. Initial Educator / Professional Educator / Master Educator

Early Childhood Assistant Provider

(1) **Minimum Requirements.** The Early Childhood Assistant Provider Certificate may be issued to an applicant who presents evidence of completion of 15 to 90 clock hours of training in Early Childhood Education from an

accredited institution. An applicant must complete at least 15 clock hours or 1.5 Continuing Education Units (CEU) and complete a Professional Growth Plan documenting proposed professional development (PD) plan activities that include but not limited to awareness of Early Childhood Education starting with a minimum of 12 months work experience in a child care setting.

(2) **Length of Certification.** The length of certification of an Early Childhood Assistant Provider shall be three (3) years.

(3) **Renewability.** None

Early Childhood Lead Provider

(1) **Minimum Requirements.** The Early Childhood Lead Provider Certificate may be issued to an applicant who presents evidence of completion of 105 to 150 clock hours of training in Early Childhood Education from an accredited institution.

(2) **Length of Certification.** The length of certification of an Early Childhood Lead Provider shall be three (3) years. Note: At Level 4, the Early Childhood Lead Provider has the option to remain at this level (4) and continue to receive certification every 3 years upon completing the requirements stated for Level 4.

(3) **Renewability.** The Early Childhood Lead Provider Certificate may be renewed three (3) times with evidence of satisfactory performance evaluation; proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or fifteen (15) hours of in-service training initiated or approved by the Department of Public Health and Social Services, or related early education agencies / departments. Continuous renewal at level 4 is applicable for those that meet the requirements.

Early Childhood Master Provider/ Early Childhood Assistant Director/Director

(1) **Minimum Requirements.** The Early Childhood Master Provider/ Early Childhood Assistant Director/ Director may be issued to an applicant who presents evidence of at least thirty-three (33) semester hours of college credits with at least six (6) semester hours in Early Childhood Education but less than the requirements for the Initial Educator Certificate.

(2) **Length of Certification.** The length of certification of an Early Childhood Master Provider/ Early Childhood Assistant Director/ Director shall be two (2) years. Note: At Level 4, the Early Childhood Master Provider has the option

to remain at this level (4) and continue to receive certification every 3 years upon completing the requirements stated for Level 4.

(3) **Renewability.** The Early Childhood Master Provider/ Early Childhood Assistant Director/ Director Certificate may be renewed three (3) times with evidence of satisfactory performance evaluation; proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or fifteen (15) hours of in-service training initiated or approved by the Department of Public Health and Social Services, or related early education agencies / departments. Continuous renewal at level 4 is applicable for those that meet the requirements.

Basic Preschool (Birth – Kindergarten) Teacher

(1) Minimum Requirements. An associate degree in early childhood education; or an associate degree in a field related with equivalent to a major relating to early childhood education, with one (1) year experience teaching preschool-aged children, or a baccalaureate degree or advanced degree in early childhood education, and has not taken and/or passed the PRAXIS I, or a baccalaureate or advanced degree in a related field and coursework equivalent to a major related to early childhood education and experience teaching preschool-aged children and has not taken and/or passed PRAXIS I. The degree must be from a U.S. regionally accredited post-secondary learning institution.

(2) Length of Certification. The length of certification of a Basic Head Start Certification shall be three (3) years.

(3) Renewability. The Preschool Certificate may be renewed any number of times with evidence of satisfactory performance evaluation by the administrator; and fifteen (15) clock hours of Head Start specific in-service professional development that is classroom focused and regularly evaluated by the Head Start program of the Guam Department of Education. The holder of a Basic Teaching Certificate, on or before expiration date, may apply for Initial Certificate as per the requirements in GCEC 104 (c).

Initial, Professional or Master Educator

The Initial, Professional, or Master Educator has completed the rigor of formal college coursework and has obtained a Bachelor's, Master's, or Doctorate Degree in early childhood education or related area from an accredited institution. Length of certification and renewal will follow that of the Guam Commission for Educator Certification which is a 3-year non-renewable (completion of a one year mentorship and Guam History or Guam Culture) for Initial Educator; a 5-year renewable (90 hours of professional activities) for Professional Educator and; a 10-year renewable (120 hours of professional activities) for Master Educator.

Standard Operating Procedures for
An Early Childhood Provider Certification
PATH A (ALTERNATE PATH)

The purpose of this Standard Operation Procedure (SOP) is to establish a uniform procedure for applying for certification as an early childhood provider. The procedures outlined in this SOP are applicable to early childhood providers not employed through Government of Guam and/or the Department of Education.

The following documents must be current and are required by DPHSS-BOSSA. Please make copies of the originals.

- Current Health certificate issued by the Department of Environmental Health.
- Physical Examination form completed by a licensed physician.
- Police clearance
- Court clearance

Provide documentation/certificates/transcripts showing current training—must equal 15 hours for each year. Make copies of certificates/letters/documents. Do not turn in originals. Documents not containing dates will not be considered.

- Due dates will be established for applicants.

- Applicants must begin applying for re-certification one (1) month prior to expiration of current certificate.

- Applicants are responsible for any costs incurred in obtaining necessary documents.

- Turn in application and required documentation to the ELC PD Plan Group for review. The group will determine eligibility based on documentation and will make recommendations to DPHSS-BOSSA.

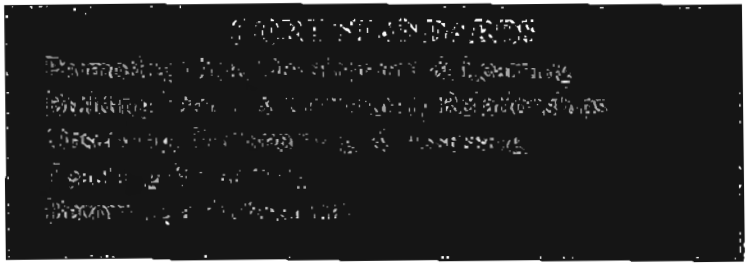
Standard Operating Procedures for
An Early Childhood Provider Certification
PATH B

The purpose of this Standard Operation Procedure (SOP) is to establish a uniform procedure for applying for certification as a Preschool (birth to kindergarten entry) provider. The procedures outlined in this SOP are applicable to Preschool (birth to kindergarten entry) providers employed by the Department of Education including, but not limited to, Department of Education Head Start Program, Early Intervention System, Early Childhood Special Education, GATE Preschool and other related service providers. Individuals utilizing Path B are subject to the regulations and requirements set forth by the Guam Commission for Educator Certification.

- The following documents must be current and are required by the Guam Commission for Educator Certification. Please make copies of the originals.
    - Application for Guam Professional Certification.
    - Official transcript showing required credits and/or documentation of professional activities.
    - Evidence of current satisfactory performance (copy of performance evaluation from supervisor).
    - Copy of current Guam Professional Certificate.
- Make copies of certificates/letters/documents. Do not turn in originals. Make sure dates are included and within the parameters of the application date. Official transcript must be sealed.

- Turn in application and required documentation to the Guam Commission for Educator Certification. Application forms are available online at http://www.gcec.guam.gov/ (under helpful links). Make copies of all documentation and application before submitting to GCEC.

Professional Development Standards Framework



1 Building Awareness of Early Childhood

2 Building Knowledge and Skills of Early Childhood Providers, Implementation and Application of Knowledge and Skills

4 Refining and improving skills for working with children utilizing research and/or evidence-based practices of early childhood for improving children's outcomes, promote personal and staff development activities, collaborate with colleagues to advocate, monitor, and perform at higher levels, participate with other early childhood service providers to improve programs and/or systems which serve young children

Guam's ELGs* Birth to 36 months 3 to 5 years

TOPICS/COMPETENCY AREA:

- Child development theory and practical application
- Healthy & safe environments
- Adaptations and modifications
- Working with families
- Observation & assessment
- Professional conduct & ethics

*Early Learning Guidelines

APPENDIX B:
Early Childhood Care and Education Certificate (ECCE) Matrix
EARLY CHILDHOOD ASSISTANT PROVIDER

	Pre-credential Level	Level 1	Level 2	Level 3	Level 4
Training & Education Pre-Service	Professional Expectation	High School (HS) diploma or GED	High School (HS) diploma or GED	HS diploma or GED	HS diploma or GED
Training & Education In-Service	Early Childhood Education (ECE) Core Knowledge Areas	15 hrs. or 1.5 CEU in ECE Core Knowledge Areas	60 hrs. or 6.0 CEU in ECE Core Knowledge Areas	75 hrs. or 7.5 CEU in ECE Core Knowledge Areas	90 hrs. or 9.5 CEU in ECE Core Knowledge Areas
Experience with relevant and appropriate age group	Camp Counseling Babysitting Parenting Foster Care Head Start Parent Volunteer or Group/Family/ Center Child Care	12 months experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer or Group/Family/ Center Child Care	24 months experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer or Group/Family/ Center Child Care	24 Months Experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer, or Group/Family/ Center Child Care	24 Months Experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer, or Group/Family/Center Child Care
ALTERNATIVE Training & Education In-Service	High school diploma/GED & Age 18	12 months experience in relevant & appropriate age group AND PD Plan completion with 15 hours in ECE or related classes	24 months experience in relevant & appropriate age group AND PD Plan completion with 45 cumulative hours in ECE or related classes	36 months experience in relevant and appropriate age group AND PD Plan completion with 75 cumulative hours in ECE or related classes	48 months experience in relevant and appropriate age group AND PD Plan completion with 90 cumulative hours in ECE or related classes
Length of Certification	1 year	3 years	3 years	3 years	3 years
Renewal		None after 3 years	None after 3 years	None after 3 years	None after 3 years

EARLY CHILDHOOD LEAD PROVIDER

	Pre-credential Level	Level 1	Level 2	Level 3	Level 4
Training & Education Pre-Service	Professional Expectation	High School (HS) diploma or GED	HS diploma or GED	HS diploma or GED	HS diploma or GED
Training & Education In-Service	90 hrs. training (9.0 CEU) in Early Childhood Education (ECE) Core Knowledge Areas	105 hrs. or 10.5 CEUs in ECE Core Knowledge Areas	120 hrs. or 12.0 CEU in ECE Core Knowledge Areas	135 hrs. or 13.5 CEU in ECE Core Knowledge Areas	150 hrs. (15.0 CEUs in ECE Core Knowledge Areas
Experience with relevant and appropriate age group	Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	12 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	24 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	36 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	48 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start
Length of Certification		3 years	3 years	3 years	3 years/ Continuous
Renewal		3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; Or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)

EARLY CHILDHOOD MASTER PROVIDER/EARLY CHILDHOOD ASSISTANT DIRECTOR/DIRECTOR

Pre-credential Level	Level 1	Level 2	Level 3	Level 4

BASIC PRESCHOOL (birth to kindergarten entry) TEACHER / INITIAL EDUCATOR / PROFESSIONAL EDUCATOR / MASTER EDUCATOR
(Bachelor's, Master's or Doctorate)

Source: Guam Commission for Educator Certification

Components	Basic Preschool Teacher	Initial Educator	Professional Educator	Master Educator
Guam Professional Standards for Teachers		Proficiency in teacher standards with a focus on one or more	Proficiency in teacher standards with a focus on two or more	Mastery of teacher standards
Prerequisites	○ An associate degree in early childhood education, or an associate degree in a field related with equivalent coursework relating to early childhood education, with one (1) year experience teaching preschool aged children; or a baccalaureate degree or advanced degree in early childhood education, and has not taken and/or passed the PRAXIS I or based on the recommendation of an advisor, has a declared field and coursework equivalent to a major related to early childhood education and experience teaching preschool aged children and has not taken and/or passed PRAXIS I; the degree must be from a U.S. regionally accredited post-secondary learning institution	○ Meet Approved Preparation Program sections 6.1.1 or 6.1.2 OR ○ Earn a degree from a state-approved college/university program ○ Passing score on PRAXIS I ○ Passing score on the subject matter knowledge test(s) (i.e. PRAXIS II) or completion of an approved program/Major in content area by the college/university ○ Field-based experiences demonstrated in at least two (2) courses or seminars that address the Guam Professional Teacher Standards ○ Supervised practicum/student teaching (at least 90 days) in the field and grade level for the certification sought ○ Coursework aligned with Guam Professional Teacher Standards ○ Grade point – 2.7 or higher ○ Receiving a positive recommendation from the student's program of study as a result of the student teaching experience	Meet all educational requirements for Initial Educator	Meet all educational requirements for Initial Educator, Professional Educator and have earned a Master's degree
Required Courses / Activities	○ Fifteen (15) clock hours of Head Start-specific in-service professional development that is classroom-focused, regularly evaluated by the host program in the Guam Department of Education	○ Guam History or Guam Culture within the first year after the person's certification. ○ Sixty (60) clock hours of professional activities within the 5-year period	○ Ninety (90) clock hours of professional activities within the 5-year period	○ One hundred twenty (120) clock hours of professional activities within the 10-year period

Components	Basic Preschool Teacher	Initial Educator	Professional Educator	Master Educator
Mentorship		One Year	No	No
Length of Certification	3 year renewable	3 year non-renewable, minimum 2 years	5 year renewable	10 year renewable
Professional Growth Plan (PGP)	Yes, PGP (1) Approved Professional Development Plan by administrator on-site (2) Fifteen (15) clock hours of Preschool specific in-service professional development that is classroom focused, and PGP reviewed, concurred and acknowledged progress by administrator on site	Yes, PGP (1) Identifies goals based on one or more Guam Teacher Professional Standards (2) Portfolio of evidence indicating the progress has been made in reaching the goals of the Professional Growth Plan; and (3) PGP reviewed, concurred and acknowledged progress by administrator on site	Yes, PGP (1) Identifies goals based on two or more Guam Teacher Professional Standards (2) Portfolio of evidence documenting the successful completion of the plan may include activities (e.g. college or university credits, workshops, seminars, conferences, action research, curriculum development, work experiences, district committee work, presentation at conferences, publications, teaching courses of work on special projects (3) PGP reviewed, concurred and acknowledged progress by administrator on site	Yes, PGP (1) Demonstrate attainment of extraordinary professional competency in the Guam Teacher Professional Standards (2) Portfolio or video of evidence or verification by NBPTS; (3) PGP reviewed, concurred and acknowledged progress by administration on site
Professional Teacher Evaluation	Satisfactory performance evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation

APPENDIX C:
APPLICATION FOR CERTIFICATION
OF EARLY CHILDHOOD PROVIDERS (PATH A)

Under the Professional Development Plan Focus Group
A subcommittee under the Guam Early Learning Council

Please type or print legibly using blue or black ink.

Name_____
Last Name **First Name** **Middle Initial**

Mailing Address_____

_____
City **State** **Zip Code**

Contact Numbers_____
Home **Work** **Cell**

Email_____ **Immediate Supervisor**_____

Employer_____

TRAINING INFORMATION

Please list the trainings and/or classes completed for this application period.

Name of Course/Training	Instructor	Please check one: CEUs	Credits	Letter

****Please note, every course and/or training must be accompanied by documentation in the form of a certificate, letter or transcript. If submitting a transcript, it must be sealed by the registrar of the issuing institution.****

Signature(s) of Review Panel

_____

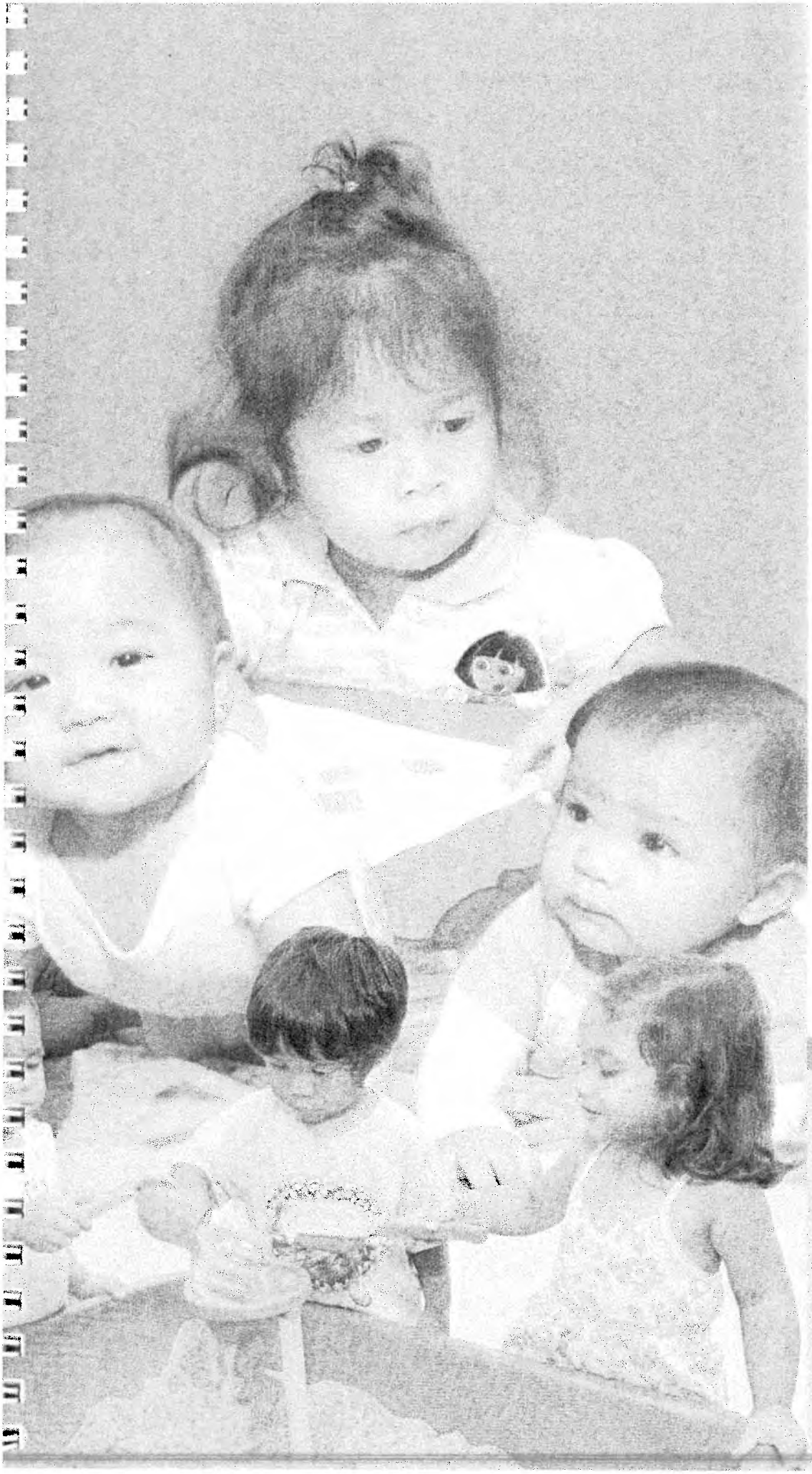
_____

APPENDIX B

Guam's Early Learning Guidelines for Young Children

- Birth to Three Years
- Three to Five Years

SEE DPHSS FOR PUBLISHED BOOKLETS



GUAM EARLY LEARNING GUIDELINES FOR YOUNG CHILDREN

BIRTH TO 36 MONTHS

UNIV OF GUAM
CEDDERS

"Sow a thought, and reap an act; sow an act, and you reap a habit; sow a habit and you reap a character; sow a character, and you reap a destiny."

George Dana Boardman

"From the moment of our children's first breaths, we, the community, must sow the seeds for learning and development which will reap the 'acts' of life that lead to a destiny of productivity, peace and prosperity."

Walter Chris Perez, M.D.
Family Practice

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The University of Guam is an equal opportunity employer and provider.

Guam Early Learning Guidelines For Infants and Toddlers (Birth to 36 Months)

Prepared by the

Early Childhood Care & Education Committee

Published by the

Guam Department of Public Health & Social Services
Division of Public Welfare
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(DPHSS/DPW/BOSSA/CCDF)

Facilitated by the

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Center for Excellence in Developmental Disabilities
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Mangilao, Guam

2007

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The *Guam Early Learning Guidelines for Infants & Toddlers, Birth to 36 Months*, was developed and reviewed by an established committee known as the Early Childhood Care and Education Committee (ECCEC) comprised of public and private stakeholders including center and home-based child care providers, trainers, teachers, social workers, coordinators, and administrators. The *Guam Early Learning Guidelines for Infants & Toddlers, Birth to 36 Months* Focus Group, facilitated by the University of Guam CEDDERS, was formed in September, 2004 and met on a monthly basis to develop the guidelines. Personnel from many disciplines related to the care and education of young children birth to five years old contributed to the development of the guidelines, by sharing their experiences and expertise related to child care, education, child growth & development, developmentally appropriate practices, inclusion, and diversity in cultural practices.

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Cheri Wegner, Parent
Lethia Calvo, Parent

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Cleofe Blumer, Director
Treasures of the Heart Early Childhood Center

Mency Verango, Assistant Director
Treasures of the Heart Early Childhood Center

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First Step Early Childhood Educational Center
Honey Bear Kids Center
PNG Child Care and Learning Center
Treasures of the Heart Early Childhood Center

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Carmelita Ogo Connelley, Training Associate
Elizabeth Borja, Research & Training Associate
Terrie Fejarang, Associate Director for Interdisciplinary Training, Operations, and Data Dissemination
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INTRODUCTION



In an effort to improve the quality of care and education provided to our youngest children on Guam, the Department of Public Health & Social Services (DPHSS) sought the input from local stakeholders including: Institutions of higher learning, teachers, center and family-based child care providers, lawmakers, other appropriate public and private agencies, and most importantly, families, in the development of guidelines for young children.

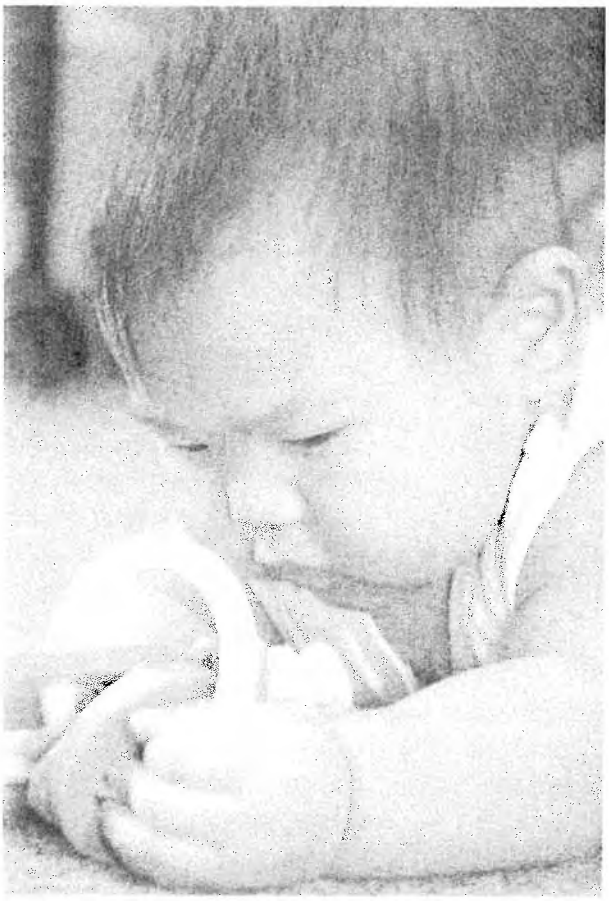
As stated in President Bush's *Good Start, Grow Smart* Early Childhood Initiative, the DPHSS was required to develop Early Learning Guidelines for Young Children Three to Five Years. DPHSS has recognized the need for similar guidelines to be developed for young children birth to thirty-six (36) months old. Therefore, in January 2004, in collaboration with the University of Guam, Center for Excellence in Developmental Disabilities Education Research, & Service (Guam CEDDERS), DPHSS submitted an application for Technical Assistance from the National Infant & Toddler Child Care Initiative (NITCCI) at the ZERO TO THREE Center for Infants, Toddlers, and Families to support this effort.

In March, 2004, DPHSS received an award letter indicating their selection as one of ten states and territories chosen to participate in the second round of technical assistance provided by the NITCCI @ ZERO TO THREE. As stated in their application, DPHSS prioritized the development of Early Learning Guidelines for Infants and Toddlers.

The development of these guidelines was made possible through funding from the Child Care & Development Fund (CCDF) Program awarded to the DPHSS, Division of Public Welfare and the NITCCI @ ZERO TO THREE.

These guidelines should be used to assist parents, families, and caregivers in understanding what infants and toddlers should know and be able to do, at the various developmental stages from birth to 36 months of age. These guidelines address the various domains of development and include strategies that enhance the overall development of all young children, including those with special needs.

OVERVIEW



Babies are born with wiring in their brains to learn. At birth, the main organs like the kidneys, liver, and heart are fully developed and functioning. According to the ZERO TO THREE Center for Infants, Toddlers, and Families (2006), the brain is the only organ that is partially developed at birth with 25% development. By age three, 90% of the brain is developed. During those first three years, there are trillions of connections being made between brain cells. Young children's relationships and experiences during these early years make a difference in how the brain grows.

Children learn best when they feel safe, secure, and are having fun with people they love and trust. Those relationships are the foundation for developing the physical, cognitive (thinking), language and social and emotional developmental domains of young children. The family, culture, and community all play a part in the formation of brain growth as they shape the way a child thinks, feels, behaves, and learns *(Dodge & Heroman, 1999; Wittmer & Petersen, 2006)*.

By age three, children are mentally healthy when: (1) they are competent and confident, (2) enjoy close, caring relationships, (3) feel safe, (4) have basic trust in others, (5) regulate and express feelings in healthy ways, (6) communicate and are understood, (7) feel valued for their unique personalities, (8) have the energy and curiosity to learn, and (9) enjoy excellent health and nutrition *(Wittmer & Petersen, 2006)*.

Research continues to emphasize the importance of the first three years of life as the *sensitive period*. One example is that brain connections for sight must be made in three or four months or baby will never be able to see. This period is also known as the best time when *windows of opportunity* happen; when learning is easier such as learning how to speak a language. There are many ways to "feed" the brain for optimum learning to happen. Activities such as cuddling, singing, talking, playing, touching, reading and nourishing with healthy food are some ways to keep the connections in the brain activated for learning *(Dodge & Heroman, 1999)*.

Scientific information in *From Neurons to Neighborhoods* emphasizes how young children's lives are impacted by their environment. Some experiences that young children receive today challenge their growth and development. These include parent mental health, level of education, employment, access to health, nutrition, and safety, cultural diversity, deployment, and related experiences. When both parents are working, more time is spent away from home and less interaction between parents and children occur *(Shonkoff & Phillips, 2000)*. It is important that parents, families, and caregivers who are all primary teachers during the sensitive periods of brain development be provided resources to help guide healthy activities for young children.

The *Guam Early Learning Guidelines for Infants & Toddlers (GELGIT), Birth to 36 Months* was adapted and developed from the *State of Maryland, Department of Human Resources Child Care Administration's "Guidelines for Healthy Child Development and Care for Young Children (Birth to Three Years of Age)."* They provide guidance to families, caregivers, teachers, and administrators on what infants and toddlers should know and be able to do as they grow and develop.



These guidelines are appropriate and applicable for all programs or settings that serve young children birth to 36 months old. In addition, in the development of these guidelines, it was recognized and understood that children develop at different times or rates and in different ways. One of those differences is temperament, a term referring to inborn traits that determine how children behave in response to their environment and the people around them. Some children are "easy," have a positive mood and adapt well to changes. Others are "difficult," have a negative mood, withdraw from others, adapt slowly and can be very intense in character. Still others are "slow-to-warm-up," have low intensity and activity level, adapt slowly and often withdraw in new situations or when upset. Temperament needs to be considered in planning activities so that suitable strategies are applied to create a positive environment for children.

These are ***suggested*** guidelines and should be used as a "general" way to "guide or assist" parents and caregivers in understanding what infants and toddlers should know and be able to do. It is not meant to be an assessment tool for determining the level of abilities of young children in cognitive, physical, or other developmental domains.

ORGANIZATION OF DOCUMENT

The Guam Early Learning Guidelines for Infants and Toddlers, Birth to 36 Months, are divided into four **AGE** categories:

1. Birth to Eight (8) Months
2. Nine (9) to Eighteen (18) Months
3. Nineteen (19) to Twenty-Four (24) Months
4. Twenty-Five (25) to Thirty-Six (36) Months

Each Age category is divided into four broad developmental **DOMAINS**:

Each domain contains general areas of learning and may be further divided into separate subject areas.

I. **Social-Emotional Development** – Emotional development refers to your baby's feelings and how s/he understands and expresses them. Social development refers to how your baby interacts with others in the environment. An example of this domain includes smiling, laughing, and showing interest in peers.

II. **Language Development** – This domain refers to how your baby communicates, verbally and non-verbally. Language is a major method of communication. It refers to your baby's ability to receive, understand and respond to information. Examples of this domain include cooing, using gestures (pointing to something they want), and saying simple sentences.

III. **Cognitive Development** – This domain refers to how your baby thinks and learns and may include any or all domains. Examples of this domain include playing "Peek-a-Boo," fixing a 4-6 piece puzzle, singing a simple nursery rhyme, clapping and counting beats, exploring objects that float or sink.

IV. **Physical Development** – This domain refers to your baby's small and big muscles. Fine motor development refers to your baby's ability to coordinate and use small muscles to work for him or her. Gross motor development refers to your baby's ability to coordinate and use large muscles in arms and legs. Examples of this domain include crawling, holding a bottle, walking, and washing hands.

The age categories are organized in a **three-column structure** under each domain:

1st Column: Child Learns (To)
This column contains guidelines for what the infant or toddler should be able to do within each age category.

2nd Column: What Child May Do
This column contains examples of how the infant or toddler may respond in relation to each of the guidelines stated.

3rd Column: What You Can Do
This column contains examples and suggestions of what parents, family members, and caregivers can do to help the infant or toddler achieve or accomplish the guidelines indicated.

SAMPLE FORMAT



BIRTH TO 8 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Express emotions and feelings to communicate in a family or culture.	* Expresses comfort or joy by: keeping eye contact on person, smiling, gurgling, cooing, or waving arms and kicking legs. * Expresses discomfort or sadness by turning away, squirms, whimpers, cries or coughs.	• Give hugs and cuddles to help baby feel safe and secure. • Respond to various cues. Be familiar with cries of hunger, tiredness, need for diaper change, loneliness.

GUIDING PRINCIPLES

The Guiding Principles developed by the Early Childhood Care and Education Committee and adopted by the Infant and Toddler Child Care Initiative Guam Team are as follows:

All children deserve equal opportunity and access to high quality early care and educational programs provided in a healthy and safe environment. These programs will support or contribute to a positive foundation for academic success and lifelong learning by:

- nurturing their overall developmental needs;
- respecting individual characteristics and cultures;
- strengthening partnerships between parents, teachers, providers, and administrators; and
- preparing them to enter school, ready to learn.

Along with these Guiding Principles, *The Guam Early Learning Guidelines for Infants and Toddlers, Birth to 36 Months* are based on the following principles supporting how young children learn. Early childhood programs and settings are encouraged to use these guidelines and principles to "*understand how children grow and learn; know how to provide an environment and experiences that foster learning found in play activities; and understand the values and cultures of the communities and children they teach" (Shonkoff & Phillips, 2000).*

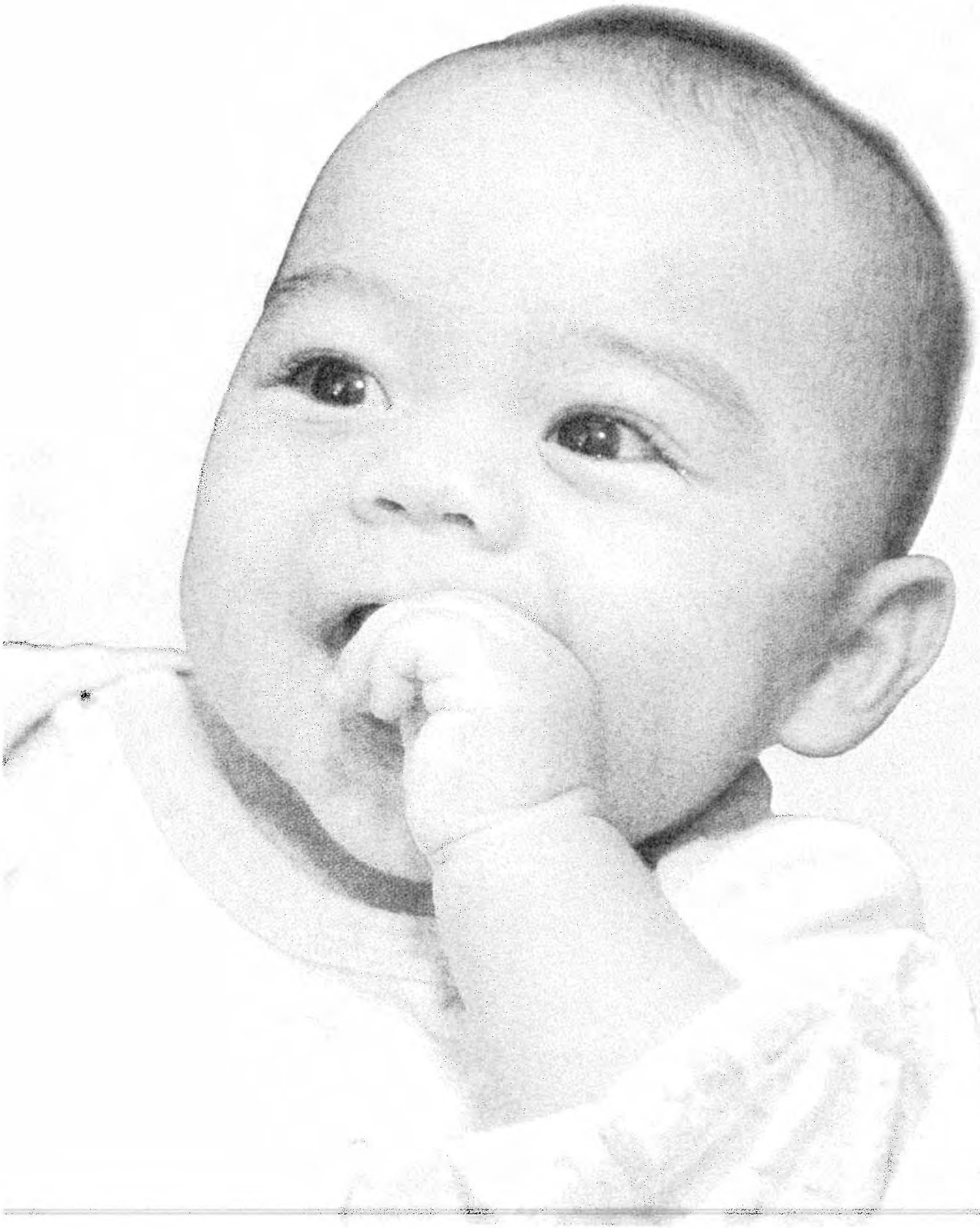
Early Childhood Principles

1. Families are the primary teachers of their children and should be respected as partners in their early care and education. Teachers, caregivers, and administrators are encouraged to work with families to ensure that children are provided appropriate learning experiences and information needed to support their children's learning.

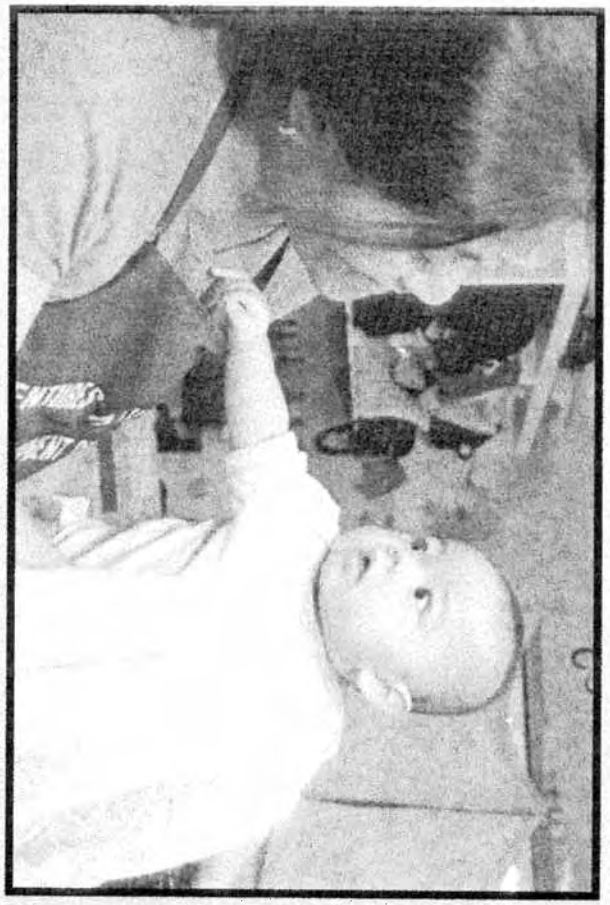
2. All children will be respected as competent and unique individuals who differ in learning styles, home environments, and needs. Teachers, families, caregivers, and administrators will respect the well-being of all children, be responsive to individual children's learning styles, encourage each child to develop their sense of self, and recognize how they represent their world in different ways.

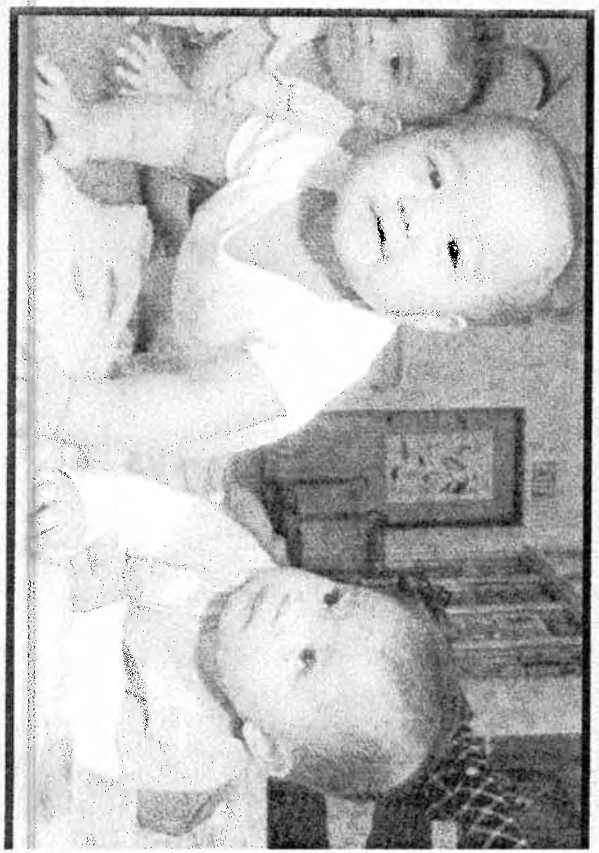
3. Programs should be designed to support the development of the "whole child" by providing experiences that are fun, appropriate, and meaningful to children. Teachers, families, caregivers, and administrators will ensure they provide developmentally appropriate practices in their program. Known as DAP, ***developmentally appropriate practices*** means decisions made by caring adults that reflect the age, interests, needs, and strengths of each child, including awareness of their social and cultural environment. This collection of information guides planning and implementation of activities that are respectful and relevant to the child and family. Every child should have many opportunities for play which is a child's work, in well-designed indoor and outdoor environments. When children play, they are exploring things around them, using their small and large muscles, finding ways to solve problems, feeling good about themselves, developing friendships, and increasing their vocabulary.

I. Birth to 8 Months











BIRTH TO 8 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

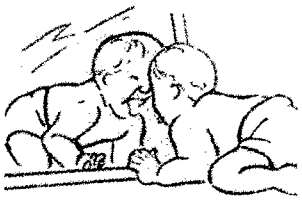
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Express emotions and feelings to communicate in a family or culture.	* Expresses comfort or joy by: keeping eye contact on person, smiling, gurgling, cooing, or waving arms and kicking legs. * Expresses discomfort or sadness by turning away, squirming, whimpering, crying, or coughing.	• Observe and follow baby's lead. • Smile back to baby; gently play with baby. • Talk to baby in a quiet, calm, positive tone of voice. • Use culturally appropriate affectionate practices. (Note: Avoid causing pain to baby such as biting, shaking, spanking, pinching, and excessive tickling)
2. Calm and comfort self when upset.	* Turns head away, closes eyes, rocks, or coos to handle distraction. * Sucks thumb, finger, fist, safe toy (no small parts) or anything soothing to child. * Calms self when caring adults hold, rock, or swaddle (wrap comfortably). * Directs attention to surroundings such as a mobile, a picture on the wall, or a moving object.	• Check if baby needs a diaper change, is tired, hungry, sleepy, cold, hot, ill, in pain, or scared. • Follow baby's eating and sleeping patterns; how much and when. • Be consistent in giving baby loving care that baby likes in order to be calm. • Sing or hum tunes baby likes or play soothing music. • Gently rub/massage baby's back, stomach, arms, and legs. • Swaddle (wrap baby), rock baby, cuddle (hold baby close), or be in a cool, shady place. • Check for proper lighting, natural or artificial.



BIRTH TO 8 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Calm and comfort self when upset. (continued)		• Change the environment to a less busy and calming atmosphere. • Use item in environment to grab baby's attention; e.g. Place baby in front of mirror and allow baby to interact with reflection, or shake a rattle gently. • Do not overwhelm or overstimulate with too much activity.
3. Recognize adults seen regularly.	* Recognizes and begins to interact with adults/ caregivers; reaches, touches, smiles, laughs, coos, babbles to get attention. * At 2-3 weeks of age, focuses on a familiar person talking to him or her. * Makes loud noises as if talking; stops, listens, may cry when caregiver is out of sight.	• Make sure that baby has a primary caregiver; avoid switching caregivers. • Make eye contact when speaking or interacting with baby. • Use facial expressions, actions, words; return baby's coos, smiles, and gurgles. • Provide frequent interaction throughout the day while baby is awake. Adults need to be present – be observant and responsive. • Use an "indoor voice" (speak softly) when talking with children.



BIRTH TO 8 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
4. Be aware of other babies.	* Turns towards familiar babies and makes noises and facial expressions; waves arms and legs. * Watches how other babies play. * Responds to others with laughter. * Shows awareness when someone cries. * Touches face, hands, ears, and pulls hair of other babies out of curiosity. * Towards the end of 8 months, responds playfully to mirror image.	• With supervision, let babies play with each other, including older children. • With supervision, let babies share adequate space with safe, appropriate toys. • Use babies' names often when speaking. • Because "Circle Time" for this age is inappropriate, sing songs, and demonstrate finger plays, with one or more babies at any time during wake periods.
5. That there are other people outside of the consistent caregivers and family.	* Shows caution, becomes hesitant, even distressed when an unfamiliar person comes near. * Reaches out to familiar adult when the unfamiliar person is near. * Holds on tight or hides face in arms / shoulder of familiar adult when the unfamiliar person tries to talk or touch baby.	• Provide comfort when baby reacts to "unfamiliar" faces. • Gradually introduce baby to people who are "unfamiliar" to baby. • While baby is present, interact with "unfamiliar" people so baby sees trust between caregiver and person. • Inform "unfamiliar" people on how to interact positively with baby, such as how baby likes to be held, offering a favorite toy, or just waiting and speaking to baby with a calm, reassuring voice.



BIRTH TO 8 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

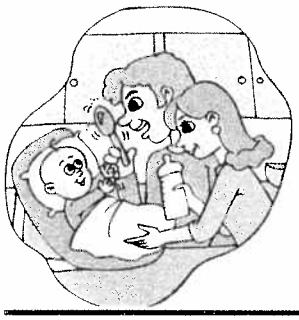
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Attend to language and use facial expressions and sounds to communicate.	* Responds to noises/sounds with own vocalizations, body and facial expressions, showing pleasure, displeasure, or curiosity. * Displays discomfort, hunger, or pain by crying. * Imitates facial expressions, movements and sounds in the environment.	• Talk to baby directly with interest and expression, saying new words and repeating them or describing action baby makes. • Follow baby's lead and repeat sounds baby makes. • Avoid sounds and sights that will startle baby such as sounds that are too loud or abrupt. • Occasionally play different kinds of music from CD's, tapes, or musical toys that are recommended for age group or represent one's culture. (Loud music of any kind is not acceptable.)
2. Recognize familiar sounds and words.	* Responds to own name by looking. * Begins to respond to the word "no." * Reacts to speaker's tone of voice showing pleasure or displeasure. * Reacts joyfully when hears a favorite song, musical toy, or sees a family member.	• Say baby's name often when interacting with him/her and use his/her name in songs, books, and rhymes. • Interact with baby throughout the day using familiar and repetitive words, phrases, and sounds. • Talk to baby throughout the day, describing what you and/or baby are doing. Use simple sentences ("Time to change your diaper." "Let's get your bottle." "Time for a nap.")



BIRTH TO 8 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Recognize and use various sounds and movements to communicate.	* Expresses happiness or unhappiness using own voice. * Babbles using strings of consonant sounds, including sounds and rhythms from native language. (e.g. baba, mama) * Actively imitates the sounds of speech. * Kicks feet and waves hands/ arms around when excited.	• Follow baby's lead and use sounds in real words, phrases, and sentences. • Speak to baby in language(s) familiar to baby, when possible. • Use movements and words when interacting with baby, such as when reading books, singing songs, and during finger plays.
4. Manipulate the individual sounds in spoken words, recognize and react to the sounds of language.	* Imitates different sounds heard. * Pays attention to sounds and repetitive or rhyming words. * Reacts to colorful and bright pictures in books, objects, posters, or other visuals by patting, cooing, or smiling at the objects.	• Repeat baby's babbling but change the consonant sound (ba ba ba ba da!) • Use nursery rhymes, chants, songs and repetitive language throughout the day and during routine activities such as, changing, feeding, napping, riding in the car etc. • Hold baby to a window and show and tell what is around outside. • Read repetitive and rhyming books to baby several times a day. • Provide objects and pictures that depict real things instead of imaginary creatures. • Provide durable books like board books, and bath time books for baby.



BIRTH TO 8 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
5. Build a receptive vocabulary by listening to familiar sounds and words.	* Responds to music, sounds, and pictures with familiar names in board books with bright colors and simple shapes or faces. * Recognizes spoken words like bottle, bye bye, milk, etc.	• Use simple books and introduce names of pictures, colors, shapes, textures & sounds. • Introduce language, starting with simple words that communicate familiar things, for example: milk and mom. • Keep safe, strong books (board books, bath time books) close enough for baby to handle.
6. Show interest in picture books.	* Babies begin to look at pictures when named and may pat pictures in books. * Recognizes people (as in photographs), places and objects in their environment.	• Show baby the same simple books frequently, and point to the pictures using the same words to label what s/he sees. • If possible, choose books that use photographs to depict real objects, people and things. • When baby babbles or makes initial sounds during story, praise efforts. • Show and talk to baby about people, places and things seen in baby's environment. • Draw pictures of child's family members.



BIRTH TO 8 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Show awareness of surroundings and events.	* Follows moving objects easily with eyes. * Attentive to sounds. * Explores everything with hands and mouth. * Tries to reach objects just out of reach. * Will drop or throw object to discover effects such as whether it will bounce, come back, make a sound or change shape. * Imitates actions such as waving bye-bye.	• Make sure everything within baby's reach is appropriate, safe and clean to touch or put in mouth. Close supervision is essential. • Place object just beyond baby's reach to encourage forward movement. • Spend a few minutes participating in baby's activity when he or she drops an object to be picked up. • With health and safety in mind, introduce baby to a variety of indoor and outdoor environments (backyard, beach, etc.)
2. Remember what happened recently.	* Looks for an object that s/he has thrown from the high chair. * Turns face away from caregiver when sees a tissue in hand. * Touches toy or adult's hand to restart activity. * Becomes excited when sees mom for breastfeeding. * Acknowledges familiar people by reacting positively or negatively.	• Play repetitive games such as "peek-a-boo," "pat-a-cake," and "how big is the baby? sooo big," holding arms out wide. • Use finger play, combining words and actions, for example: "twinkle, twinkle..., this little piggy..." while playing with baby. • Sing "If you're happy and you know it.." while clapping hands and moving body.



BIRTH TO 8 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Explore cause and effect.	* Plays with hands and toes. * Begins to understand that s/he can make things happen. * Taps or moves an object to make a sound. * Bangs tray with spoon to hear different sounds it makes. * Puts objects into a container, dumps them out, and does it again. * Hits buttons on busy box to make different things happen. * Knocks, pulls, or drops things within reach. * Discovers that people and things exist whether or not they can be seen, heard, or felt, and continue to exist through time, place or in emotional tone of the moment (known as object permanence).	• Provide a safe and stimulating environment for baby to explore and solve problems. • Provide comfortable, clean, and safe spacious areas to allow baby to move and explore. • Play peek-a-boo in a variety of ways. • Provide constant supervision of baby. • Give baby various appropriate, safe, and clean materials to experiment with including containers, large blocks, large wooden beads, or other objects that will make noise when dropped or moved. (See Appendix C) • Provide push and pull toys, especially ones that make a noise when they move. • Sing or continue to talk to baby as you move about the room.



BIRTH TO 8 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Move head, trunk, and limbs with intention and control.	* Raises head, arches body and flexes legs. * Reaches for objects and swipes at dangling objects. * Grasps and releases things that s/he touches accidentally. * Brings hands and feet to mouth. * Begins to try to roll over and sometimes kicks self over. * Pushes up by hands or forearms when on stomach. * Pushes down on legs when placed on a firm surface. * Pushes up on arms and lifts head and chest, arching back when on stomach.	• Provide a mobile with highly contrasting colors, shapes, and sounds for baby to play and explore. • Provide a safe, clean and comfortable spacious area to allow baby to move and explore. • Give baby lightweight rattles or soft, bright patterned toys that make soft noises. • Support the baby's head when holding baby. • Occasionally change an awake baby's position. • Never leave a baby unattended.
2. Change the position of own body.	* Lifts both arms and legs and rocks on stomach. * Rolls over from back to stomach and stomach to back. * Starts to move either forward or backwards, pulling or pushing with arms. * Gets up on hands and knees, rocking back and forth. * Rocks on back and puts feet and arms in air.	• Give baby safe places to move around in and explore, while being supervised. • Put baby on stomach, extend his/her arms in front, holding a toy in front of face. Try to get baby to hold head up looking at you. • Help baby practice sitting up, when supervised, supporting back appropriately. • Encourage baby to reach for toys in front of him/her.



BIRTH TO 8 MONTHS: PHYSICAL DEVELOPMENT

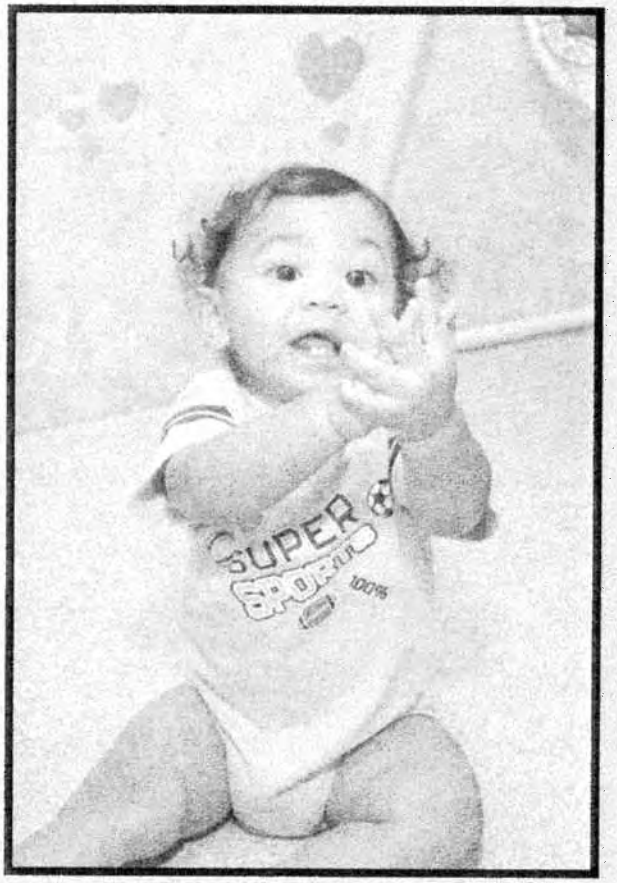
COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Use hands in coordinated movements.	* Reaches for objects with one hand. * Moves objects from hand to hand. * Rakes objects to self with one hand. * Picks up cereal or other small objects with a raking grasp. * Grabs feet and toes and brings them to mouth. * Puts toy in mouth. * Holds objects in both hands and bangs them together. * Waves bye-bye or imitates hand clapping. * Tries to turn the pages of favorite book. Bites, chews, sucks, and attempts to rip books. * Holds hands out in clutching movement when wanting something or to be carried.	• Give baby small, safe pieces of soft, healthy finger foods to feed self (See Appendix C). • Give baby a variety of easily grasped toys to experiment with. • Give baby age-appropriate books to explore when alone or with you. Include picture books with photographs and others with simple, colorful illustrations. Provide books that are durable such as plastic, board or cloth books. • Provide push and pull toys, especially ones that make a noise when they move. • Sing and say nursery rhymes with hand movements or finger play (e.g. Itsy-Bitsy Spider). • Guide baby to touch eyes, nose, mouth and guide him/her to move arms and legs.

II. 9 to 18 Months



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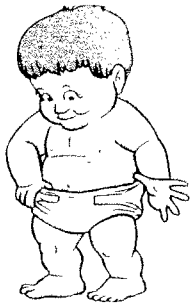
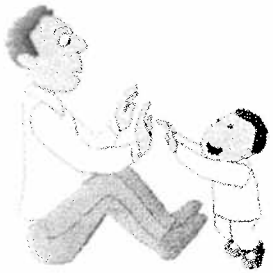


9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Balance needs for dependence and independence.	* Expresses likes such as smiling and dislikes such as shaking head. * Enjoys using fingers to feed self. * Helps dress self, extending an arm or leg. * Wants to wash own face after eating. * Enjoys pulling off own socks and shoes. * Pulls tabs on disposable diaper when soiled or wet. * Tries to put shoes on. * Uses adult for security, but tries independence within safe space; not "clingy." Babies will crawl a few feet away and then go back to caregiver. Babies will try to crawl to whoever is calling them. * Chooses a toy or object to play with.	• Let baby use fingers to feed self part of a meal or snack. • Make a game of getting baby to help dress self. (e.g. "Where's your arm? or There it is!") • Give baby the wash cloth for a few tries before you finish up. • Demonstrate self-help skills for baby, partially pulling off a sock and letting him/her finish. • Make a necklace out of large pop beads or other objects that link and put it on baby. Encourage baby to separate beads, then show how to connect them. Praise baby's attempts to follow. Another example is to loosely cover baby's head with a receiving blanket and allow baby to pull it off, then repeat.



9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Recognize the consistent caregivers and familiar adults in his/her world.	* Shows a stronger preference for the adults who are consistent caregivers. * Shows interest in reaction of caregivers in different situations.	• Be consistent in your responses. • Communicate with other caregivers to encourage consistent responses.
3. Relate and interact with other children.	* Imitates other people in play but may not play cooperatively. * Repeats sounds and gestures for attention. * Touches other children, even pulling their hair. * Reacts when another child tries to take a toy away. * Offers a toy to another child, but shows distress when it is taken. * Follows the lead of an older child in play. * Appears distressed when another child is sad or crying and seeks comfort from either a caregiver or cuddly toy. * Hits without being aware that another child is hurting.	• Provide opportunities for baby to play with other children in a supervised setting. • Have plenty of toys for everyone and be prepared to help solve disputes over them. • Encourage baby to look at the child whom s/he hit and explain that hitting hurts other people. • When a baby is crying, provide comfort for the child such as "Oh, baby is crying. Hug baby."



9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
4. Differentiate between familiar and unfamiliar adults.	* Shows strong separation anxiety. * Shows fear in some situations. * Appears worried or vulnerable when introduced to a new adult. * Cries when sees something unfamiliar, such as a man with a beard or a clown. * Cries briefly when left with a caregiver, gradually calming with help. * Plays with familiar adults but shows caution with those who are unfamiliar. * Hits, kicks, or pushes self away from an unfamiliar adult who's holding him/her.	• Help parents to schedule leaving baby when s/he is not too tired or hungry, if possible. • For caregiver, introduce baby to a new caregiver gradually, spending a few extra minutes to let child play and adjust. • For parent, give hugs and kisses and reassure baby that you will be back later. • Always come back and greet baby when you say you will. • Understand, and share with other adults, that caution with unfamiliar adults is normal. • Give support and time to get to know someone new. • Give hugs and try to distract with a fun activity. • Provide a toy or security blanket the baby is familiar with for comfort. • When new to a center or home, help baby make the adjustment by bringing sibling or child relative to stay and play for awhile.



9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

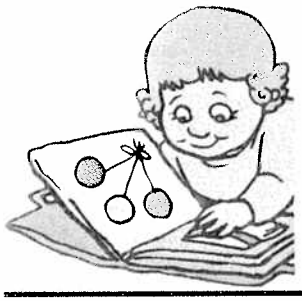
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
5. Express self by showing likes and dislikes.	* Claims everything s/he wants as "mine." * Tries to do things, such as feeding him/herself. * Primarily plays alongside, but not with others, often competing for toys. * Turns or shakes head "no," if s/he dislikes something (e.g. food, drink, etc.).	• Let toddler help with chores even though it takes longer. • If the task is too difficult or dangerous for the toddler, offer assistance or give manageable alternatives.
6. Begin to have some self control / self-regulation.	* Stops hitting another child when caregiver says name. * Comes or looks when name is called. * Says "no no" while throwing food on floor. * Stops stomping feet in a puddle when asked. * Rubs eye, seeks thumb or begins to get irritable when tired. * Tries to do things such as feeding him/herself.	• Change the focus of the activity when toddler is doing something dangerous or inappropriate like running in a cramped space. Example: "Let's go on a deer hunt. Come and sit. Are you ready?" • Set short, clear and firm limits and enforce them consistently, without shaming the child. For example, when running in a cramped space, state the message in a clear, positive tone: "Walk inside.". Praise child when message is followed. • Give single-step directions to encourage self-control. • Let toddler do things he/she is able to do for self such as pulling off shoes and socks.



9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
7. Rely on personal connections to feel safe trying new activities.	* Ventures out when a trusted adult is near. * Looks to a caregiver for reassurance, for example, through a word, a smile or a gesture given by the caregiver. * Experiments with and explores new materials when the caregiver is near. * Stops playing and/or cries when a preferred trusted adult leaves the playground but stops crying and continues playing when adult returns. * Shows with words or gestures that s/he wants a trusted adult to be near him/her. * Prefers to sit on caregiver's lap when caregiver is sitting on the floor. * Hands caregiver a toy to play with him/her.	• Give the toddler a consistent caregiver. • Give reassurance but let toddler explore and venture away from you for a short period, but still within sight. • Be alert to the toddler's need for reassurance and give it in a matter of fact way, encouraging his independence. • Have another child 3 years or older sit next to the child to play with. • Encourage primary caregiver to stay with baby/toddler for awhile before leaving him/her with a new caregiver or when placed in a new environment.



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Recognize that words have meaning and shows more interest in speech.	* Responds to simple requests. * Responds to one step directions. ("Get your shoes.") * Points to the cat in a book when you say, "Where is the cat?" * Touches caregiver's mouth when caregiver is talking or singing.	• Talk to baby as much as possible. • Let baby see your face when talking. • Ask open-ended questions. • Ask simple choice questions, (Do you want the doll or the ball?) • Put words to the baby's actions. • Use a few new words every day.
2. Understand and use rules of speech and language.	* Uses simple gestures such as shaking head for "no" or waving "bye bye." * Uses inflection when babbling. * Uses exclamations, such as "oh oh" when dropping something.	• Change pitch, tone and inflections when talking, singing or reading to baby. • Use hand gestures and facial expressions along with speech. • Show excitement when baby attempts to use words. • Respond to baby's non-verbal communication by using descriptive words. • Introduce baby to "Your turn, my turn" activities.



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Understand the meaning of many words and gestures.	* Understands more words than is able to say. * Goes to the climber when asked if s/he wants to play on the climber. * Follows a simple direction such as "kick the ball" or "wash your hands." * Understands clean-up and starts putting toys away when directed.	• Talk to baby as much as possible. • Avoid "baby talk" (such as; "baba" for bottle, "nana" for banana, etc.) Use simple, natural conversation when speaking to a toddler. • Get down on the floor and play. • Correct behavior face to face on the child's level if possible. • Ask questions and increase the toddler's vocabulary by naming objects and describing objects and actions.
4. Communicate using consistent sounds, words, and gestures.	* Tries to say many syllable words by stringing together sounds when prompted such as "kih-ba" for basketball; "cop-ter" for helicopter. * Uses single words such as "no" and "bye" appropriately. * Starts to put words together in phrases, such as "ma-ma bye bye, no". * Nods yes when asked, "Are you ready to go outside?" * Uses gestures that are culture specific such as raising eyebrows to mean yes.	• Sing and say nursery rhymes. • Frequently name environmental sounds through play. • Show your delight when toddler starts to use words, such as clapping and praising. • Have baby repeat simple words (e.g. go (*hånao*), up (*hulo'*), yum yum (*månngé*), yes (*hunggan*), nose (*gui'eng*). (Words in italics are in Chamorro language)



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

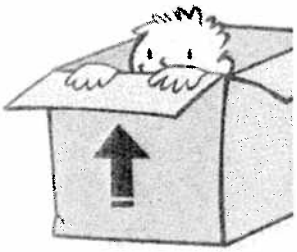
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Demonstrate phonemic awareness, recognizing and responding to the sounds of language.	* Begins to use specific sounds to identify objects and people. * Repeats simple sound syllables, (ba, ba, ba). * Strings together different sounds, (ba, pa, da). * Enjoys and occasionally joins in simple songs. * Begins to identify familiar environmental sounds (animals, vehicles). * Labels pictures in familiar books. * Points to make sounds when looking at books. * Shows a preference for a favorite book.	• Build a routine of reading to baby several times a day, using books with simple words and pictures, rhyme and/or repetition, allowing baby to explore book with hands and mouth. • Frequently read repetitive text with intonation. • Repeat and expand on the baby's attempts at speech. • Have a variety of durable books available including homemade books and photo albums. • Sing/say familiar songs, rhymes, & finger-play, using intonation, during routines like diaper changing, riding in car, or before nap time.
2. Demonstrate increasing vocabulary and comprehension by using words, and phrases to express self.	* Begins to use specific sounds to identify objects and people. * Begins to participate in songs and rhymes. * Responds to a simple gesture or request. * Begins to identify familiar people, by name.	• Introduce new words. • Label items (table, door, wall, etc.) • Provide an opportunity for baby to try and complete a familiar song or rhyme. • Repeatedly use corresponding gestures and words, (bye bye, with hand waving).



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Demonstrate increasing vocabulary and comprehension by using words, and phrases to express self. (continued)	* Learns new words and phrases from those frequently used by adults and children around them. * Learns some simple words and phrases from rhymes heard repeatedly although not able to say them clearly. * Listens to a story, and enjoys for it to be read again and again. * Repeats repetitive phrases from the story. * Responds to simple questions about details in the story, by pointing (but does not engage in a literary discussion).	• Talk using consistent language. • Frequently repeat nursery rhymes. • Re-read favorite stories when asked. • Ask child to say the repetitive phrases with you. Encourage child to say the repetitive phrase by allowing child to finish the phrase (e.g. the wheels on the _____) • Ask simple questions about obvious detail in pictures, posters, and labels. • Describe pictures to the child when you read.
3. Explore writing and drawing as a way of communicating.	* Marks with crayons or markers, scribbling randomly. * Scribbles spontaneously. * Explores using different writing materials like jumbo paintbrushes with water/paint and sticks with sand.	• Provide large sheets of paper and large crayons or washable markers. • Give child drawing, painting and writing materials to explore with appropriate supervision. • Write down what child says as s/he talks about a picture made. • Praise and display child's drawings, paints, and writings. Hang up at child's height.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

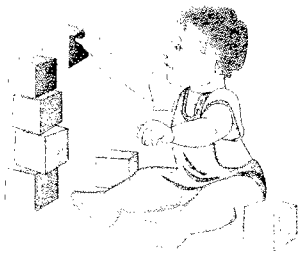
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Explore objects in various ways.	* Shakes, bangs, throws, drops, pushes, or pulls everything s/he touches. * Tries to put a square peg into a round space, and will keep trying even when it doesn't fit. * Enjoys trying to put together nesting cups and take them apart again. * Puts objects/toys in mouth to taste.	• Provide access to a safe area for exploration stocked with real objects found in a home environment. • Provide toys that can be used in various ways, such as cups, plastic bowls, wooden spoons, empty containers, lightweight pots & pans, old baking sheets & muffin pans (no sharp edges/ rust). • Sanitize all objects within child's reach.
2. Remember what has happened recently, and finds hidden objects.	* Understands that people and things exist even if not physically present. * Looks for an object that s/he has thrown from the high chair. * Puts arms up when you ask, "How big is baby?" * Turns face away from caregiver when s/he sees a washcloth in hand. * Holds out hand for you to play "round and round the garden." * Looks under the blanket for the toy s/he watched you hide.	• Use a pillowcase to put a favorite toy inside. Help baby find the toy and take it out. Repeat as long as baby's interests last. • Look at different pictures together. Insert a family member's picture in the display, say the name and talk about the person. Cover the display, then ask baby to look for that family member. • Hide several photos of baby in different places that are safe to explore. Say, "Let's go find the baby" and guide the search. • Play hiding games that are easy and fun for baby.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

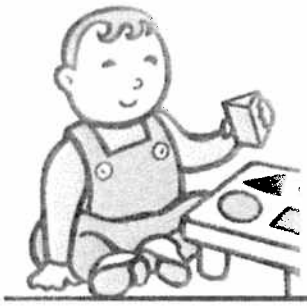
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Look at the correct picture or object when it is named.	* Points to pictures in books when you read. * Goes to get the ball when you ask if s/he would like to play ball. * Goes to the counter where the cookies are kept when asked if s/he would like a cookie. * Points to correct body part when it is named.	• Look at simple picture books with baby, naming and pointing to objects. • Go and get the ball yourself if s/he doesn't seem to know what you are talking about, say the word "ball" several times as you get it. • Play with baby looking in the mirror and naming face and body parts. (Bath time: Have baby help and say, "wash your face", wash your ears, now your nose and now your neck, etc.)
4. Imitate gestures and uses of objects.	* Pretends to brush hair, brush teeth, drink from a cup and listen to the telephone.	• Give baby everyday objects to play with and play pretend with him/her.
5. Make expected things happen.	* Drops an object from high chair and waits for you to pick it up. * Pushes favorite buttons on the busy box and makes a face just before the toy animal pops out. * Turns T.V., radio and CD player on and off.	• Play with game saying, "uh oh! You dropped the spoon." • Give the baby a busy box and quiet time to explore it. • Always supervise baby to avoid accidents. • Respond to baby's success in making something happen.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

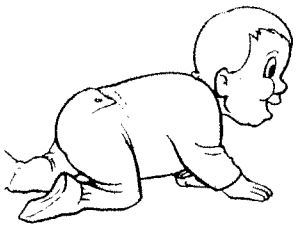
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
6. Use senses to investigate the world around him/her.	* Pushes and pulls a wagon, watching the wheels turn, while trying different ways to move it. * Touches a bug that is found on the playground and squeals when it moves away quickly. * Pushes, pokes, squeezes, pats and sniffs play-dough, exploring how it feels and smells. * Stacks and knocks down big blocks. * Hits rock on metal, wood, or cement to make noise.	• Provide materials, equipment and experiences for sensory exploration for example, toys with wheels, musical instruments, play dough and sand and water. • Ask guiding questions to extend experiences: "Is it soft? Is it hard? Is it sticky, squishy, smooth, rough, prickly?" • Show a sense of wonder and provide time and opportunities to explore the natural world. Exaggerate expressions such as: "That flower is such a pretty yellow!" I wonder what will happen if...." • Offer opportunities to count fingers, toes, etc.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
7. Show an improved memory.	* Imitates the action of an adult such as turning a steering wheel in a play car. * Recognizes own image in the mirror or in a photograph. * Remembers the usual sequence of events and goes to get toothbrush after getting into pajamas or gets bag from cubby when parents arrive for pick-up. * Remembers people and roles they play. Example: Walks to car when aunt arrives, runs when mom appears with shampoo bottle.	• Describe child's actions, for example, "You're driving!" "turn the wheel", "honk, honk." • Maintain a schedule or a predictable routine and praise child's actions for activity. "Oh, you have your toothbrush. Good job! Time to brush!" • Review previous/significant events with child.
8. Use objects and toys more purposefully.	* Chooses a favorite book from the shelf and turns the pages more carefully. * Puts round shapes into the round holes more accurately. * Bounces a ball and tries to catch it after watching an older child do it. * Begins to understand mathematical concept like counting toys.	• Give the child access to and choices about books and toys. • Talk about shapes, colors, and use other words to describe toys as you play. • Count toys as child plays with them.



9 TO 18 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Coordinate eyes and hands while exploring or holding objects.	* Drops objects into a container and dumps them out again. * Throws, rolls and catches a large rubber ball. * Picks up a spoon by its handle. * Picks up small bits of lint and gives them to you. * Starts to hold a cup and drinks from it.	• Give baby safe objects and containers. • Play catch sitting on the floor across from the baby and roll the ball back and forth.
2. Changes position and moves from place to place, showing increasing large muscle control.	* Rolls from lying on stomach to sitting up. * Balances and sits alone for long periods of time. * Moves from a crawl to sitting and back again. * Crawls easily, gaining speed from month to month. * Pulls up on a table and "cruises" around it.	• Never leave baby unattended once baby is mobile. • Applaud baby's efforts and celebrate accomplishments.



9 TO 18 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Changes position and moves from place to place, showing increasing large muscle control. (continued)	* Climbs onto low objects, such as a couch or table. * Goes from squatting to standing. * Stands alone without help for a few seconds, then minutes. * Goes from standing to sitting easily. * Walks with someone holding both hands. * Takes first few steps without help. * Pulls toy behind while walking and pushes toy while in front. * Carries a large toy or several smaller ones while walking (toddler). * Begins to run with increasing skill (toddler). * Kicks a ball.	• Secure sturdy baby gates at the top and bottom of stairs. • Provide safe areas for climbing and other movements. • Stay close behind baby when s/he starts to climb. • Come to baby's aid if s/he gets stuck standing and show how to bend knees to get down. • Provide push and pull toys and balls to play with. • Use laundry basket or similar sturdy container to allow baby to stand and move with more balance and support. • Play outside often to encourage climbing, running, and playing ball.

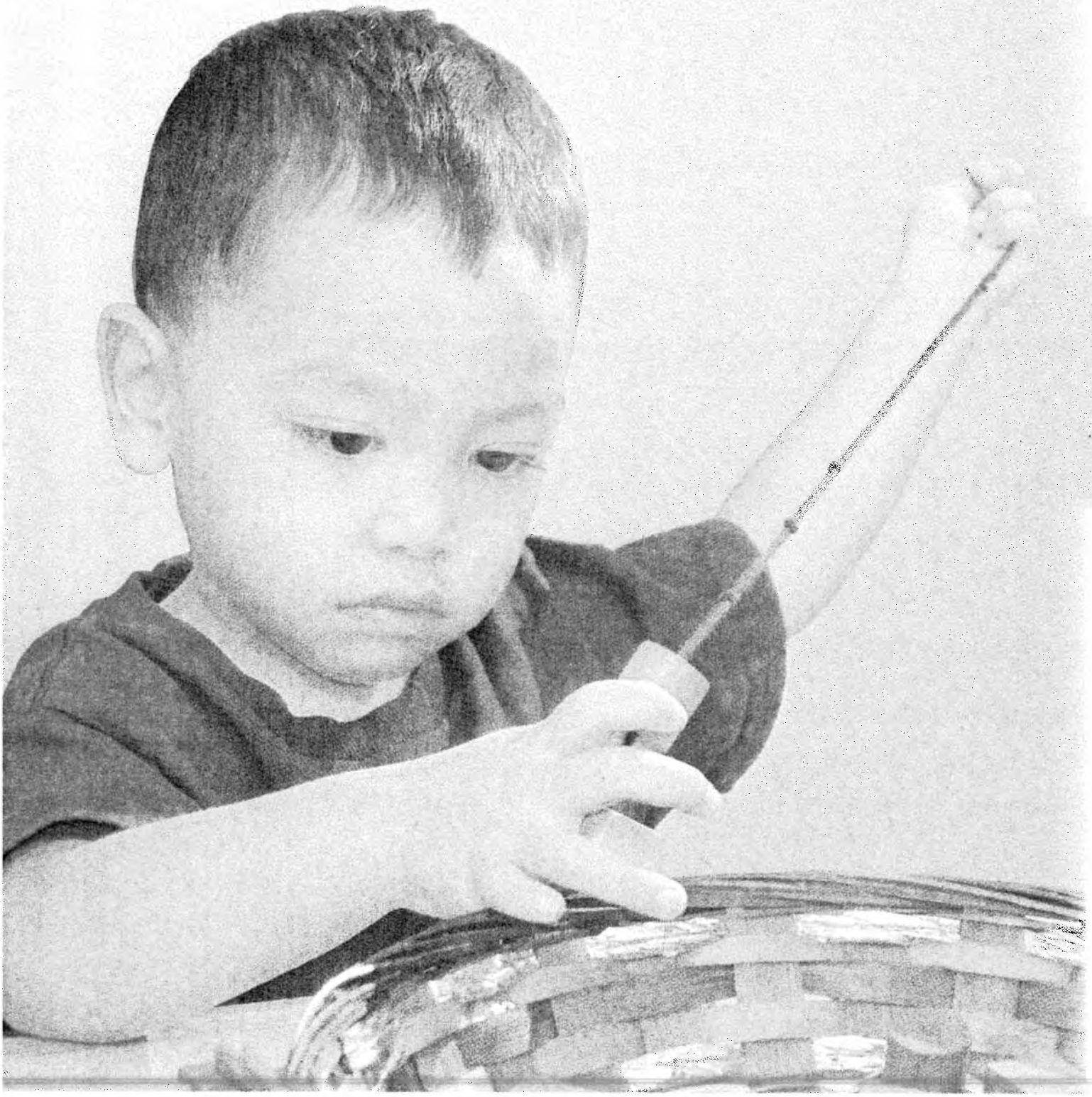


9 TO 18 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Handle objects with hands, showing increasing small muscle control.	* Puts together several nesting cups, or stacking rings on a ring tree. * Drops wooden beads into a small bucket, dumps them out and starts again. * Builds a tower of four or more blocks. * Scribbles, if given a crayon and paper. * Starts to use one hand more often than the other. * Takes apart, then puts together large links or pop beads. * Holds an object in one hand and does something to it with the other hand. * Holds a cup and drinks beverage, sometimes spilling. * Feeds self with a spoon.	• Give child board books and other opportunities to practice page turning. • Give child shape sorting cubes, beads, and a bottle, and blocks of various sizes. • Give child large links or pop beads to put together and take apart. • Give child opportunities to feed self, even if there are spills. • Give child opportunities to scribble, encouraging and praising efforts.

III. 19 to 24 Months

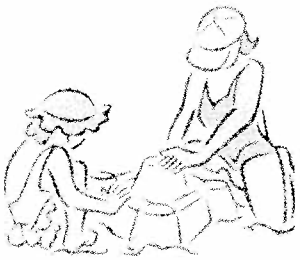




19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Show awareness of self and abilities.	* Refuses help with putting on clothing, then cries and asks for help when can't do it alone. * Tries to climb higher than you are comfortable with. * Shows awareness of differences between self and others such as: shying away from strangers, uses the word "mine" a lot, plays hide-and-seek.	• Understand and encourage child to do things alone, and help only when needed. • Provide choices that are acceptable to you both. • Encourage child attempts to try somewhat risky moves, but be there as a safety net. • Take advantage of cultural fairs (Japanese Autumn Festival, Micronesian Fair) or places in the community (Gef Pago Cultural Village in Inarajan).
2. Ask for help, if needed, in verbal and non-verbal ways.	* Comes to the caregiver and points to objects and names them. * Brings jacket, with the sleeve inside out, to caregiver for help.	• Help the child attempt to solve problems on own. • Help if needed.
3. Show a little more self-control.	* Cries and clings to parents before leaving, but calms down immediately when they are gone. * Plays calmly near another child, and reacts if a child tries to take something s/he is playing with. * Takes a toy from another child and does not return it when asked to by an adult.	• For parents, be confident, calm and understanding when leaving the crying child, and reassure that you'll be back later. • Give comfort briefly, then redirect the child's attention to something the child likes. • Practice sharing with the children, and praise when child shares with you or another child.



19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Show a little more self-control. (continued)	* Begins to understand the concept of taking turns in a game. * Stops what s/he is doing and comes when caregiver calls name and starts to move away. * Cries, yells, hits, kicks feet and refuses to stop when s/he is angry.	• Play simple games with the child where you practice taking turns. • Expect the child to follow your direction and reward with praise and extra fun time together, rather than material rewards. • Stay calm and recognize that anger is a normal emotion. • Acknowledge child's feelings and encourage child to talk about how s/he feels, helping the child to find the words s/he needs. • Let child know that hitting or any other hurting behavior will not be tolerated.
4. Continue to need the security of a trusted adult as s/he explores.	* Sits in the sandbox playing with several other children, but gets up frequently to see if the caregiver is still there. * Looks up at the caregiver for a wave while playing with toys in a new room full of children.	• Be matter of fact about responding to the child's need to check in, confident that s/he will venture forth when s/he is ready. • Provide consistent routines.

19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
5. Continue to show caution around unfamiliar adults.	* Stops playing and goes to the caregiver when a new adult enters the room. * Goes over and watches an adult do something, such as making cookies, but does not want to talk or help. * Says "hi" to the greeter at the store, from the safety of shopping cart seat. * Sometimes, holds the caregiver's hand as a new person asks about a toy.	• Help other adults understand that baby's caution with unfamiliar adults is normal. • Be reassuring. • Express the child's feelings in words. • Gently encourage the child to respond, but speak for the child if the child declines, without shaming the child.
6. Show increased interest as well as frustration with other children.	* Watches other children play intently for several minutes before asking to try the same thing. * Plays near several other children, talking to them when s/he wants a toy that they have. * Imitates a child who is pretending to be a dog. * Refuses to share a wagon with another child who wants to climb in while s/he pulls it.	• Allow the child to enter into play at own speed. • Give the child words to use such as, "Ask them, can I play with you?"



19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
7. Show inconsistent responses to other children's feelings.	* Takes a doll from another child, but gives it back when the child cries. * Hugs another child who is sad because parent just left.	• Identify the feelings of both children. • Reinforce the child's positive behavior. • Model appropriate behavior. • Encourage the child to be aware that their actions affect people and to use words like "I'm sorry," "Are you okay?" to help them resolve conflicts. • Avoid forcing young children to vocalize like "Say you're sorry." Instead, model by apologizing for the child in a sincere tone.



19 TO 24 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Follow simple suggestions and direction with increasing consistency.	* Answers a simple question with a nod of head. * Understands, names, and points to several body parts. * Goes to wash hands when caregiver says "Get ready for lunch."	• Ask simple questions, give and model directions with just one or two familiar steps. • Positively acknowledge and praise the child when s/he follows directions.
2. Use an increasing number of words and puts words together into phrases and simple sentences.	* Labels objects or puts words together to make simple sentences. * Says "ball" as s/he looks in the toy box for the ball. * Answers and asks questions about the story you read using specific words. * Repeats some of the funny sounding words s/he hears in conversations. * Participates in group discussions.	• Accept the child's level of verbalization, not comparing to other children's development. • Have frequent conversations, using simple adult language. • Encourage the use of social words in context, such as "please" and "thank you." • Identify pictures with the child. • Use positive reinforcement when the child uses appropriate language. • Include each child in group discussions. • Participate and guide children in pretend play.



19 TO 24 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

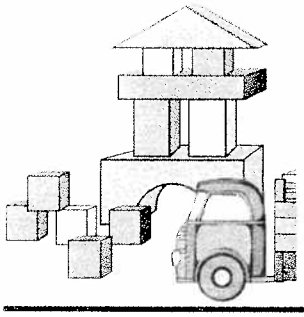
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Develop phonemic awareness by recognizing and reacting to the sounds of language.	* Enjoys simple songs and occasionally attempts vocalization of lyrics. * Identifies familiar sounds such as animal sounds and emergency vehicles. * Points, makes sounds or names pictures when looking at books.	• Frequently sing familiar songs. • Frequently say rhymes and do finger plays. • Frequently name environmental sounds such as sirens, roosters crowing, dogs barking, cats meowing, etc. through play. • Read with expression. • Read to children individually and in groups. • Read more story books. (See Appendix D)
2. Listen and recognize the sequence of familiar rhymes and stories.	* Shows familiarity with text by repeating familiar parts. * Fills in words in a familiar text. * Shows interest in books and other written materials. * Shows preference for a favorite page in a book by searching for it.	• Repeatedly read good quality children's literature, especially those with repetitive text and rhyming words. (Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.) (See Appendix D)



19 TO 24 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

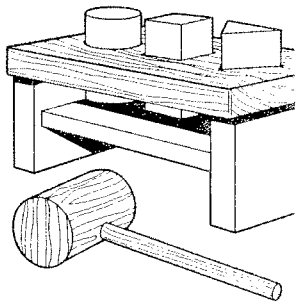
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Demonstrate vocabulary and comprehension by listening with interest and displaying understanding.	* Spontaneously turns pages and tells the story. * Follows simple one or two step directions. * Performs an action shown in a book. * Answers simple questions based on a story retold. * Shows empathy for situations occurring in a book. * Verbally labels pictures in a familiar book.	• Respond to a child who shows interest in a book by reading aloud. • Ask simple questions while reading. • Talk about events and characters in story books. • Name pictures and describe actions when looking at books. • Have photo albums of family available to identify and talk about family members. • Have other written materials available like cereal boxes, children's magazines and posters.
4. Explore drawing, painting and writing as a way of communicating.	* Scribbles spontaneously. * Explores using different writing materials. * Intentionally makes a mark on a piece of paper.	• Provide a variety of drawing and writing materials such as chunky markers instead of pencils as they are easier for young children to grasp. • Provide opportunities for exploration. • Model drawing and writing. • Label the pictures that the child draws with their titles and descriptions but display children's drawings and writings at children's level, with names attached.



19 TO 24 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING MATH CONCEPTS

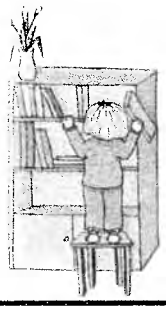
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Begin to sort objects according to one criterion.	* Builds a tower with the red blocks only, leaving the blue and yellow ones to the side. * Picks out and eats only the whole animal crackers. * Picks out and plays with trucks only.	• Praise the child's efforts to sort things; point out what has been grouped. • Explore environment by choosing a criteria and asking child(ren) to help find things (e.g. blue things in the room, hard things outside). • Provide materials that lend themselves to sorting.
2. Begin to explore concepts of size and position.	* Nests several cups together accurately and discovers how to hide a smaller cup under a larger one. * Turns one piece of a puzzle to fit into a space the right way.	• Provide materials that offer information on size and position. • Allow time for the child to solve size and position problems for him/her self, before stepping in when s/he shows difficulty. Provide guidance such as, "You could try turning the puzzle piece around" or "What will happen if the big cup is put under the small one?"



19 TO 24 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SCIENCE CONCEPTS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Expect certain things to happen as a result of actions.	* Puts a doll on the roof of the dollhouse and watches it slide off over and over again. * Fills a bucket with uncooked rice and watches as it pours over the side when it is full. * Uses a hammer to knock the balls through the holes in a knock block toy, and puts them back on the top after they fall in.	• Provide toys that can be used in pretend play and take part in the play activity. • Provide sand, water, or rice, along with containers for filling, pouring, emptying. • Provide hammering block toys.
2. Improve memory for details.	* Sings songs and says nursery rhymes after hearing them many times. * Helps caregiver retell a favorite story after hearing it many times. * Shows fear of a bee after having been stung by one.	• Sing favorite songs and say nursery rhymes often. • Read a favorite book many times. • Read and discuss factual books as well as fiction.
3. Explore and solve problems.	* Tries new activities and materials. * Increases attention span when exploring something interesting, especially with an interested adult.	• Get down on the child's level to explore and talk about the natural world. • Let the child try to solve problems for him/herself before jumping in to help. • Provide a variety of materials and activities. • Provide new things; put away old things; rotate materials and activities.



19 TO 24 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SOCIAL ENVIRONMENT

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Begin to understand rules, routines, and resources.	* Puts lunch bag on shelf and walks to playroom without reminder. * Gets down from a standing position on a chair when reminded that chairs are for sitting, because s/he might fall. * Chooses to play in the same area of the room first, each day. * Comes to the fish tank with hand out, to put some food in the tank like the other children are doing. * May follow a routine or daily schedule.	• Encourage the child to follow routines that you establish with reminders and input. • Talk to the child about the reasons behind the rules. • Enforce rules consistently using rewards and praise for responsible behavior, and consequences that fit the situation. • State rules in a positive way: "Walk inside," instead of "No running." • Keep materials organized for child to know where things are.
2. Begin to be aware of the order of his/her environment.	* Puts books back on the correct shelf. * Puts toys in correct bins. * Puts blocks and puzzles in correct places.	• Have specific places for toys and books. • Help the child put items back where they belong after play.



19 TO 24 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Show increased balance and coordination in play activities.	* Enjoys pulling or pushing a toy that makes noise. * Climbs up a ladder on the slide and slides down. * Turns backwards and sits on a chair. * Goes up the stairs putting both feet on each step. * Puts hands together to throw and catch a ball. * Likes to play with lightweight pots, and plastic containers.	• Allow child outside play time each day and let him/her experiment with climbing, ball throwing and catching, pulling and pushing toys and riding simple riding toys. • Lay long strips of tape across floor to allow children to walk, hop, jump over.

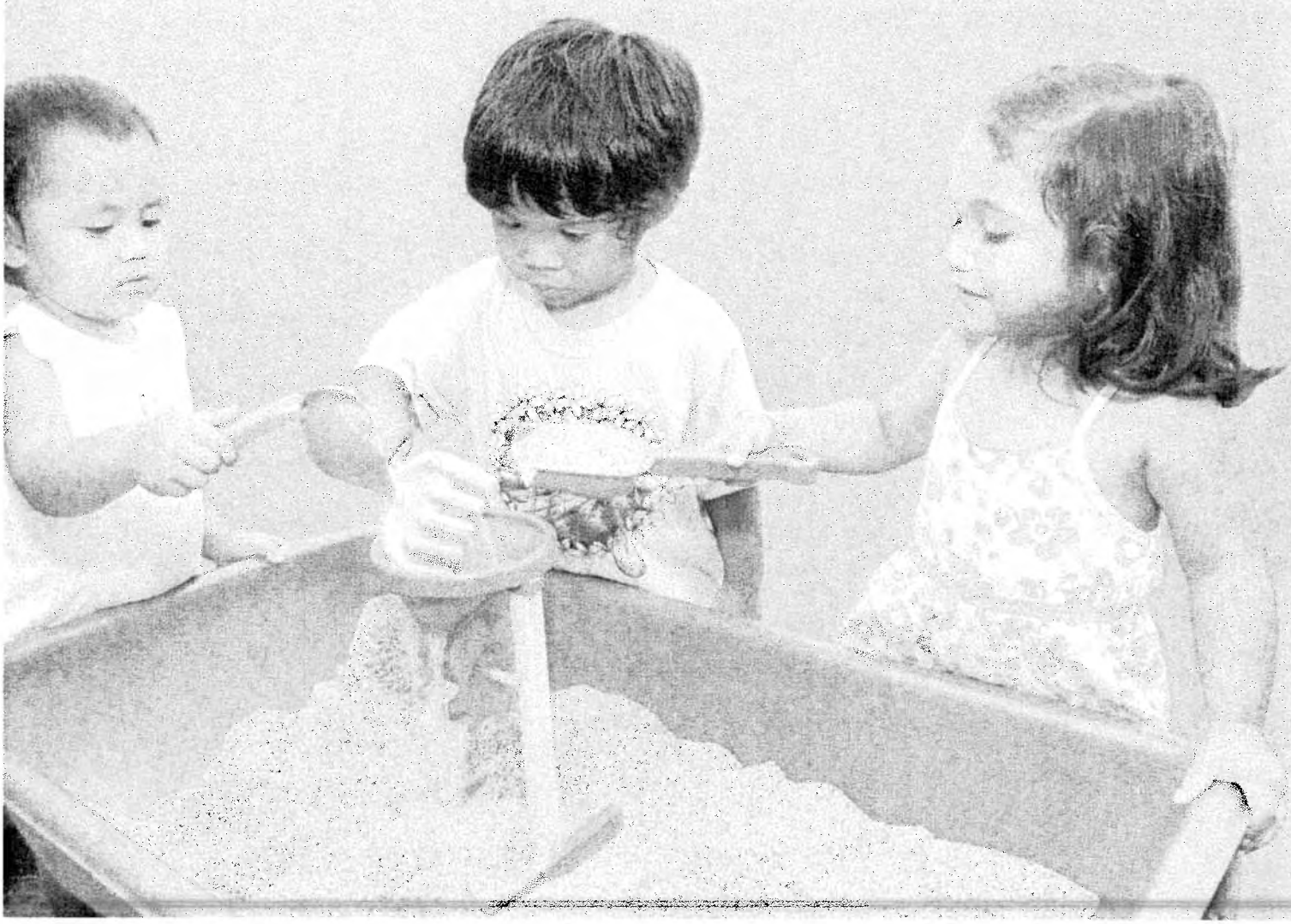


19 TO 24 MONTHS: PHYSICAL DEVELOPMENT

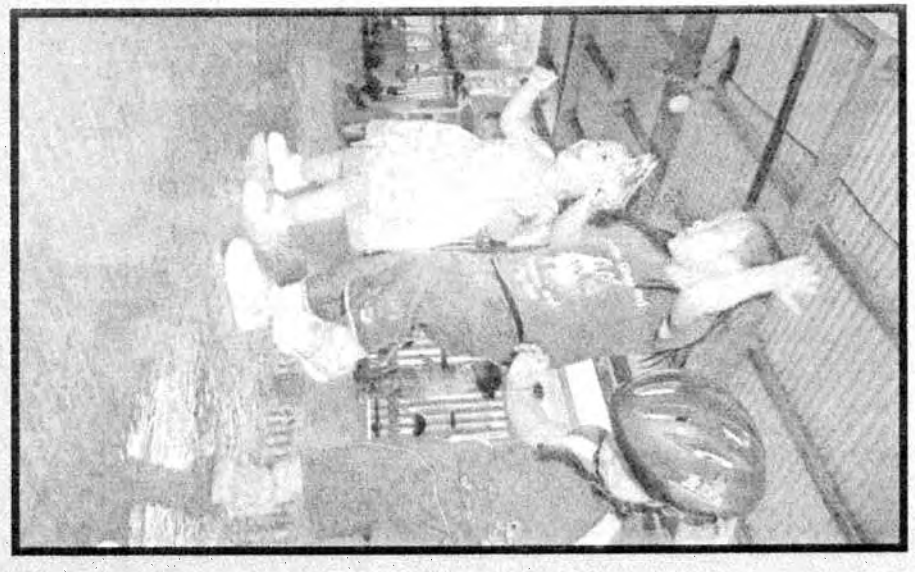
COORDINATE MOVEMENTS/SELF-HELP SKILLS

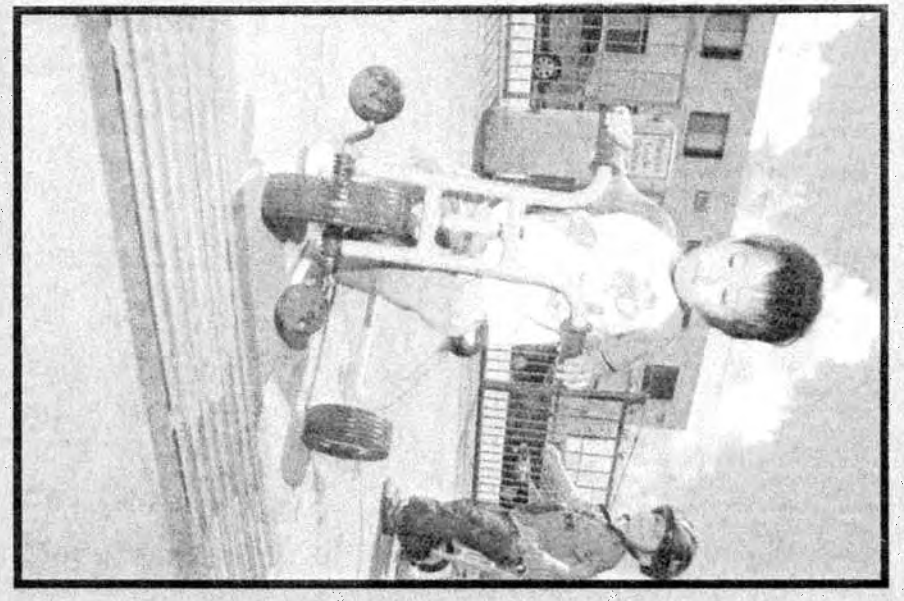
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Have increased eye-hand coordination.	* Strings beads on a string or some fish tank tubing. * Pours water through a funnel, plays with water while in bathtub. * Does simple finger plays such as "itsy-bitsy spider." * Attempts to put together pop beads after pulling them apart, sometimes succeeding. * Puts the correct shapes through the holes in the shape sorter.	• Get fish tank tubing from a pet supply store and tie a knot in one end for large beads to go through easily and stay together. • Provide water play materials. • Give the child hammering toys. • Sing songs with hand motions, or do simple finger plays with the child. • Provide appropriate materials such as pop beads, or large pegs and pegboards.
3. Be able to do more things by self.	* Pulls off own clothes at bedtime. * Drinks from a cup with few spills. * Uses a spoon for eating most of the time. * Attempts to brush own hair and teeth. * Attempts to put on own shirt and helps you with pants by picking up one leg at a time. * Attempts to help put away toys, putting them in correct places.	• Encourage the child to do as many things for self as s/he can. • Let children help with simple chores after you have shown them how to do it.

IV. 25 to 36 Months







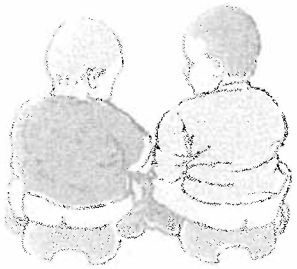




25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Show increasing self-awareness and express feelings more freely, showing independence and competence.	* Needs reassurance about attempts to try something new. * Puts on own jacket, but gets it upside down and refuses help to fix it. * Gets on a new riding toy and refuses to get off when asked. * Puts together a seven-piece puzzle, not wanting help and then asks for help when having trouble. * Protests when a friend grabs a toy away from him/her, but gives the toy when the teacher helps the friend ask for a turn with it. * Raises hand and says "Me!" with enthusiasm when the caregiver asks who wants to have a turn to hold the flag. * Gets out the paper for the easel from the cabinet where it is kept and asks for help to put it up. * Shows great excitement about finding a bug on the playground. * Asks for favorite song as the class waits for everyone to wash their hands or while waiting for food to be served.	• Praise child's efforts, even if s/he is unsuccessful in what s/he is trying to do. • Be ready to help, but not too quickly. Encourage child to try task first. • Teach a new task using a few directions with modeling. • Ask child to help you do simple chores. • Encourage child to try new activities. • Share in child's excitement about trying new skills and activities. • Encourage child to help others. • Provide child with opportunities and time to explore and practice independence. • Encourage child to take turns.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Show increasing efforts towards self-control (self-regulation).	* Shows more awareness of expectations both at childcare and at home. * Starts to be interested in toilet training. * After a few initial tears, comforts self quickly after being dropped off at child care. * Has difficulty taking turns with others, but willingly does it when a teacher helps him/her to talk about it with another child. * Shares one of several dolls with a friend who has none in the pretend play center. * Pays attention during circle time for longer periods of time. * Demonstrates positive coping strategies such as using words or asking for help. * Has difficulty transitioning from one activity to another.	• Be clear and consistent about limits and expectations. • Communicate with parents about child care expectations and how they may be alike or different from home. • Communicate with parents about toilet training strategies and expectations. • Praise and encourage child for showing self control. • Have enough materials for all of the children present. • Minimize the time that children wait during routines. • Coach the child with words to use to resolve conflicts. • Give a five minute warning before the end of play time. • Have consequences for inappropriate behavior that fit the situation. For example, if child continues to throw a block, child is removed from the block area.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

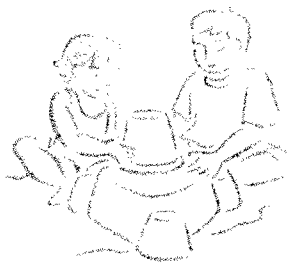
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Use coping skills with tasks, and interactions with peers and adults.	* Soothes self when stressed, perhaps with a thumb, blanket or favorite toy. * Asks for help if needed, and says "no" to peers. * Occasionally engages in a fit of temper. * Withdraws from activities for a short time.	• Set up consistent limits and routines. • Provide privacy and time, under adult supervision, for the child to gain control. • Model appropriate coping and problem solving skills. • Allow child time and effort to solve own conflicts before stepping in. • Coach the child with words to resolve conflicts, such as "let's take turns" or "let's share." • Minimize the time that children wait during routines.
4. Share feelings through talking and pretend play.	* Says "no, I not sleepy," when told it is time for a nap. * Has an imaginary friend whom s/he talks to regularly. * Role plays with dolls.	• Acknowledge feelings and encourage child to follow routine or offer appropriate alternative like a book or puzzle for rest time when not sleepy. • Accept and welcome the imaginary friend, listening for clues about the child's feelings and needs. • Ask open ended questions. • Recognize that children this age are more fearful than they were at 8-9 months.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
5. Continue to need adult approval, but shows more independence.	* Climbs to the top of the climber and then calls for caregiver to watch before s/he slides down. * Gets up from the lunch table after a few bites, following caregiver as she leaves the room, then returns when s/he knows what caregiver is doing.	• Let the child know when you are leaving and where you are going. • Encourage and allow sufficient time for independent activities. • Allow the child to do more things on his/her own, with the company of an attentive adult.
6. Imitate and attempt to please familiar adults.	* Continues to need reassurance from caregiver after parent has left for a few minutes, but is easily calmed and distracted. * Repeats words s/he has heard adults using to tell another child to take shoes off the table. * Imitates both courteous words and expletives that s/he has heard from adults in pretend play. * Needs a consistent routine in order to feel comfortable and confident when parent leaves.	• Give reassurance that mom and dad are coming back, and quickly get the child involved in an activity. • Provide a consistent routine for arrival time that helps the child make a smooth transition. • Praise the child when s/he uses words appropriately. • Say, "It is not ok to use those words," when inappropriate words are used.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
7. Demonstrate cautious curiosity about unfamiliar adults.	* Goes to mom for a hug before accepting the ball from a new person. * Lets grandma help with chores, even though s/he hasn't seen grandma for a while. * Rushes to answer the door when someone knocks, but acts shy when visitor talks to him/her. * Does not speak to an unfamiliar adult when spoken to. * Asks caregiver to help play with the puzzle s/he has chosen. * Shows the greeter in the store new shoes or toy in hand, from the safety of the shopping cart.	• Encourage the child to speak for self, but if unwilling, speak for the child at first, and continue encouragement. • Understand that caution with unfamiliar adults is normal, and inform the unfamiliar adult that the child's reaction is normal. • Refrain from pushing or shaming the child when unwilling to meet unfamiliar adults. • If possible, talk with the child about new situations before and after they happen. • Under your supervision, allow the child to interact with new people.
8. Play along side and cooperate with other children.	* Watches other children play with the ball, and then joins in their play. * Has short periods of play with other children. * Plays beside other children using dress up clothes or props.	• Provide ample time and materials for children to play together. • Engage in pretend scenarios with a few children, helping them to take on different roles.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
8. Play along side and cooperate with other children. (continued)	* Needs adult help, as appropriate, to resolve conflicts. * Looks for special friend to play with. * Chooses to participate in simple group activities, like "Duck, Duck, Goose."	• Model appropriate words to help children resolve conflicts. • Encourage and model cooperative play using a ball, wagon, or blocks. • Encourage cooperative games and activities.
9. Show more awareness of and understands other children's feelings.	* Asks for help when another child takes something that belongs to him/her. * Helps another child pick up toys. * Feels and expresses feeling sorry after accidentally knocking down or hitting another child. * Comforts another child who may be crying or is upset. * Continues to have a hard time sharing, but looks to an adult for help. * Has concern for another child when the other child is hurt. * Gives a hug to another child after hitting him/her.	• Comment about what a good thing it is to be kind to others. • Help the child talk about and identify with feelings. • Model empathetic behavior, such as comforting a child who is sad. • Use puppets and stories to teach and model appropriate behavior with others. • Coach the child to use appropriate words to solve problems about sharing and taking turns (e.g. please, may I, can we, etc.). Model 'hugging' after a conflict. • Help the child apologize to another child s/he hurt.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

LISTENING AND SPEAKING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Understand and respond to questions, requests, and simple directions.	* Gets jacket, and puts it on when asked by a caregiver. * Answers when asked, "Do you want to eat?" * Asks another child to sit next to him/her. * Understands and uses some positional words (such as behind, in front of, top, under, etc.). * Is able to follow simple instructions, such as going to dampen (slightly wet) a paper towel and brings it to a hurt friend after being asked by a caregiver. * Takes a napkin from the pile and passes the pile to the next person at the table after being asked to. * Follows one or two step directions, especially if they are part of a familiar routine, or have been demonstrated.	• Ask simple questions and give two-step directions, checking if child understood. • Begin to build multi-step tasks into the daily routines (one-step to two-step). • Model the directions before expecting them to be followed. • Play games like "Simon Says," involving positional words, such as behind, in front of, beside and under. • Give the child real responsibilities that matter, such as feeding the fish, setting the table for snack or meal times. • Set up consistent routines that children can easily follow. • Give a few minutes of preparation before child moves to another activity.
2. Demonstrate active listening skills.	* Retells and relates what has been heard. * Begins to ask questions. * Attends/listens to what a speaker is saying.	• Model good listening skills. • Ask the child to retell what s/he has just heard. • Ask about real life experiences. • Ask open ended questions.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

LISTENING AND SPEAKING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Enter into a conversation.	* Wants to talk when the family is talking in the car, but is not on the topic. * Asks questions about concepts he or she doesn't understand. * Tries to initiate conversations with others about objects. * Repeats what has just been said, or makes up a story to be part of the conversation.	• Encourage child to engage in conversation between child and child, or child and adult. • Remember that children are listening to adult conversations. • Ask open-ended questions to encourage and extend the conversation.
4. Use words and some conventions of speech to express ideas and thoughts.	* Sings simple songs with the caregiver and later sings parts of them by self. * Asks questions about the story and names objects, while the story is being read. * Uses descriptive language to tell you what he or she wants. * Uses action words to describe what s/he is doing. * Puts together three or four word sentences. * Uses some uncommon plurals such as foots, instead of feet. * Speaks clearly enough to be understood without mumbling or running sounds together. * Offers own thoughts out loud while everyone is talking.	• Sing with the child, using nursery rhymes. • Engage in conversation through out the day, using clear adult language. • Ask questions about what is going on in the story. • Describe your actions out loud as you do them. • Encourage the child to use words. • Listen and restate using clear language when speaking to children. • Use the child's primary language when possible. • During diaper changing, give the child a doll to pretend changing doll's diaper.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

LISTENING AND SPEAKING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
5. Understand some abstract concepts, such as time, order, and positional words.	* Is very confident about the order of the daily routine, but does not want to change at all. * Settles down to listen to the story when s/he knows s/he will get to play after the story is read. * Sits next to a certain friend when asked. * Knows the motions, in order, to a familiar finger play.	• Provide a predictable schedule and consistent routines. • Provide graphic organizers for schedule and class jobs. • Asks questions about the schedule using time words, such as first, next, last, after, before, then. • Frequently use words that describe the relative positions of objects and people, such as next to, behind, under, over. • Routinely tell the child that you will change activities in five minutes, and follow through.
6. Expand vocabulary with many more connecting and describing words. (Conventions of Speech)	* Uses many words to express feelings, tell about ideas and respond to the ideas of others. * Uses personal pronouns such as he, she, we and they more easily. * Continues to use some familiar "shorthand" expressions such as "we go" or "all gone." * Tells about what is happening in a book using action words. * Describes how a squash or pumpkin feels after putting hands inside of it.	• Correct grammar by repeating the same word and emphasizing the correct pronunciation. • Ask about the actions the child sees being performed in a book. • Provide describing words if the child does not come up with any.



25 to 36 Months: Language & Literacy Development

LISTENING AND SPEAKING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
7. Have more meaningful conversations with peers and adults.	* Uses the same tone of voice s/he hears dad using when talking to little brother. * Repeats adult questions that s/he has heard the teacher ask to start discussions, such as "what do you think will happen next?" * Shares what's happening at home, like getting a new pet.	• Repeat what the child says, and add a few descriptions to it. • Ask open-ended questions to extend the conversation. • Include the child in as many conversations as possible. • Remember that the child is listening to adult conversations. • Give children many opportunities to have conversations with each other.
8. Ask "why" and other questions frequently to keep a conversation going.	* Asks the caregiver what they are having for snack and why they can't have milk to go with it instead of juice. * Asks the other children at the snack table questions about different unrelated topics.	• Answer the child's questions, and ask some in return. • Tell short stories about the past, and talk about the future. • Talk about culture through a story such as the mermaid story of Sirena.

25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

PRE-READING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Develop phonemic awareness by becoming aware of the sounds of spoken language.	* Sings simple songs that s/he has heard many times with a group or on own. * Says a simple rhyme that s/he has heard frequently, with a group or alone. * Knows how to identify farm animals and the sounds they make. * Identifies environmental sounds such as a doorbell, police car, water running. * Uses simple words and changes the first letter to create new words (i.e. went – bent, dent, sent, tent). * Knows the sound of the first letter of his/her name and other words that begin with the same letter.	• Sing the same simple songs and rhymes repeatedly. • Play listening games that include animal or environmental sounds such as mimicking animal sounds or playing a tape of sounds in the home like water running, TV or music CD, toilet flushing, chicken frying in pan. • Use Big Books during story time. • Point out the sound at the beginning of his/her first name and other words that start with the same letter.
2. Develop phonological awareness by recognizing that symbols have corresponding meaning.	* Sees Stop Sign and pretends to "put on brakes" while in car seat. * Finds favorite cereal by the picture on the box. * Puts toys away in correctly labeled bins or shelves. * Draws attention to parts of words such as syllables by moving to the beat.	• Point out the symbols that naturally occur in the environment and symbols that designate some of his/her favorite places, foods, or toys. • Talk about some of the signs adults need to know when driving. • Label the places where toys belong with simple signs that also have pictures cut from catalogues that explain the word.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

PRE-READING

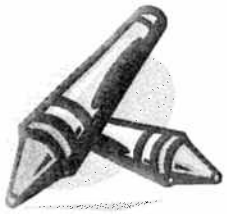
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Develop fluency by understanding beginning literacy concepts such as the sequence and ideas of stories.	* Correctly turns the pages of a favorite book. * Understands several positional words such as under or beside. * Points to the pictures associated with what you are reading to him or her. * Asks and answers questions such as "What is this?" when reading a book with his or her caregiver. * Asks for the same favorite book over and over again. * Points out some differences and similarities between different versions of the same favorite story. * Understands the concepts of time such as soon, after, and right now. * Listens to engaging stories. * Recites a familiar nursery rhyme, poem or finger play with expression.	• Read with the child at least once, and preferably several times each day. • Point out interesting pictures and ask the child to point to the pictures that go with what you are reading. • Reread a child's favorite book over and over again and introduce different versions, including rhyming and repetitive books. • Connect examples from the story to your real life experiences. • Make books from real life sequences. • Have a variety of age appropriate books for children to select. (See Appendix D) • Use concept and positional words in daily conversation. • Model concepts of print like showing signs around buildings, reading names of cereals and foods, reading and following a recipe to make something. • Model fluent reading.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

PRE-READING

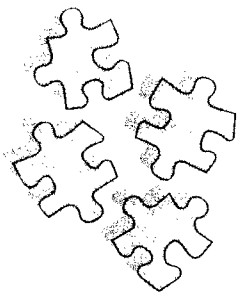
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
4. Develop vocabulary, language usage and some conventions of speech.	* Uses words to describe the purpose and function of objects, such as go, stop and play. * Learns the names of objects new to him/her. * Repeats words heard in the environment. * Names an increasing number of objects in the books read with caregiver, and describes actions.	• Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. • Use descriptive and specific language and introduce new words. • Use exclamations to express emotion. • Engage in conversation on a regular basis. • Name objects and describe actions.
5. Develop comprehension by demonstrating understanding of text during and after reading.	* Listens to fiction and non-fiction materials. * Asks and answers questions about the story while caregiver is reading. * Answers questions about the story, such as, "Who was in the story; what did he do?"	• Give opportunities to respond, retell, and/or reenact the story. • Ask about connections to the child's experiences. • Provide and use a variety of fiction and non-fiction materials.



25 to 36 Months: Language & Literacy Development

PRE-WRITING

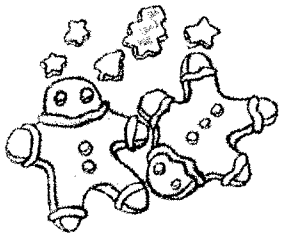
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations.	* Pretends to take the caregiver's order, while playing restaurant, by scribbling on a pad with a pencil. * Uses a large crayon or paint on a large piece of paper and scribbles, telling caregiver what the picture is. * Takes the caregiver's pen and scribbles, saying s/he is writing. * Finds name on card on a table with several others. * Points to the rule sign about using "listening ears" when asked what we do at circle time. * Recognizes and names common store items (e.g. milk, eggs, bread, etc.) during pretend play.	• Enter into pretend play with the child, modeling writing for real purposes like making a shopping list. • Have plenty of large paper and large crayons, paintbrushes and pencils available. • Ask the child to tell you about his/her drawing, and ask if you can write about it. • Display the child's writing and drawings with his or her name on paper and ask the child to tell you about his/her drawing. • Fill the room with signs at child's eye level with labels showing where toys belong. • Make the signs with the children.
2. Use writing utensils for scribbles and drawings.	* Holds a crayon, marker, or a pencil with a whole fist grasp, and scribbles with little control.	• Make paper and large crayons and pencils available throughout all of the centers or in a place in the home. • Provide an easel and paints plus a variety of surfaces on which to paint and tools to paint with. • Provide opportunities for expressive writing and drawing throughout the day.



25 TO 36 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING MATH CONCEPTS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Show interest in concepts, such as matching and sorting according to color, shape and size.	* Names at least one color. * Compares the color of toy cars to the toy cars of another child. * Matches the colors and shapes in a matching puzzle. * Helps put away toys like putting blocks away with the blocks and the vehicles away with the vehicles. * Confuses similar colors. * Tries to get all of the big blocks to make his/her tower.	• Play with the color names of objects as you pick the objects up to put them away. • Give the child matching and sorting chores such as putting toys away with similar toys. • Use comparative words in every day conversation, such as "Dad is taller than mom." "This block is bigger than that block." • Model and describe sorting methods.
2. Show interest in quantity and number relationships.	* Complains that a friend has more crackers than s/he does. * Fills a balance scale with jumbo beads, making one side go down, then the other. * Fills large and small containers with sand or water.	• Count and use numbers when talking about objects. • Use words such as more and less when talking about comparisons of quantity. • Provide appropriate materials that allow children to experiment with numbers such as jumbo beads, blocks, and sand and water table.



25 TO 36 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING MATH CONCEPTS

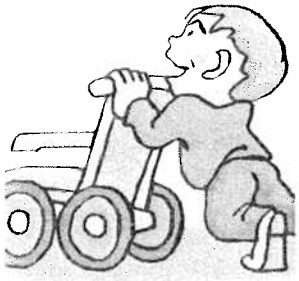
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Use mathematical thinking to figure out real problems.	* Holds up fingers when asked how old s/he is. * Tells a friend that s/he is bigger, so s/he should go first on the climber. * Matches and sorts objects according to color, size, shape or use when playing or putting away toys. * Takes two crackers out of the box when it is passed, after hearing the caregiver say, "take two crackers."	• Set up the environment so that mathematical problem solving has to happen daily (e.g. "How many cookies are in the jar? Who has the most buttons on his/her shirt?") • Allow the child to attempt to solve the math problem by him/herself before giving the answer.



25 TO 36 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SCIENCE CONCEPTS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Seek information through observation, exploration, and descriptive investigations.	* Wants to pick up and bring home interesting things s/he finds on a walk. * Uses senses to observe and gather information. * Uses tools for investigation like a shovel to dig up sand and look for more shells.	• Model a sense of exploration and wonder. • Provide a variety of materials. • Encourage exploration of the environment through nature walks around center / home or visits around community.
2. Improve memory for details.	* Sings songs and says nursery rhymes after hearing them many times. * Helps caregiver retell a favorite story after hearing it many times.	• Sing favorite songs and say nursery rhymes often. • Read a favorite book many times. • Read and discuss nonfiction as well as fiction books. • Ensure T.V. programs are interactive and age appropriate.



25 TO 36 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SCIENCE CONCEPTS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Explore new ways to do things showing more independence in problem solving.	* Gets a stool and tries to reach something put up on a high shelf. * Tries to put on own jacket, but gets frustrated when one sleeve is inside out, and finally asks for help. * Tries to move the large toy car on the playground by pushing it, but then decides to try pulling it instead. * Uses a spoon to dig in the garden. * Distracts another child to get the child's toy.	• Talk about what child is seeing, hearing, and touching. • Talk about trying new ways to do things. • Encourage use of items in a new way. • Respect the child's creative use of materials.
4. Think ahead, but explores rather than focuses on a specific outcome.	* Tells the caregiver s/he is going to Pretend Play, but says "color pictures" when asked what s/he is going to do there. * Stacks up the nesting cups from large to small accurately, making a tower. * Goes to the math center for something to put in the cooking pot s/he is stirring on the play stove and comes back with some jumbo beads in a sorting dish.	• Ask the child to make a plan, but let him/her explore and change his/her mind. • Get down on the child's level and extend his/her thinking about what s/he is doing by asking open-ended questions to get him/her to think and talk.



25 TO 36 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SOCIAL ENVIRONMENT

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Use imagination, memory, and reasoning to plan and make things happen.	* Puts a cushion sideways on the couch and pretends to be daddy driving to work. * Puts on dress-ups and pretends to be person s/he would like to be. * Tells caregiver that s/he is going to be a firefighter before going to the Pretend Play center.	• Look for opportunities to encourage and observe pretend play scenarios by joining in the play. • Provide costumes and props for pretend play and role playing. • Encourage drama by exaggerating words and body movements.
2. Understand consequences when following routines and recreating familiar events.	* Have strong feelings about any change in routine. * Uses the toy broom imitating the way mom and dad sweep. * Brings a play dough cake with pretend candles to caregiver. * Participates in creating class rules, understanding the reasons behind the basic rules. * Accepts consequences of his/her actions, and says, "I'm sorry," when prompted.	• Provide predictable routines for the child's sense of security and comfort. • Point out and describe cause and effect in daily routines. • Keep routines consistent and communicate changes in advance. • Expect the child to follow routines that you establish. • Talk to the child about the reasons behind the rules. • Enforce the rules consistently using rewards and praise for responsible behavior, and consequences that fit the situation when the rules are not followed. Example: Outdoor play will be shorter because indoor clean-up time is taking longer to finish.



25 TO 36 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE LARGE AND SMALL MUSCLES TO MOVE AND PLAY

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Perform more complex movements with arms and legs.	* Marches around the room, walks on tiptoes and jumps off the bottom of the slide. * Tries to throw the ball at you. * Jumps in and out of a hula hoop. * Walks on a wide balance beam sideways at first, but forward when you hold his/her hand.	• Incorporate gross motor activities during transitions following quieter activities. • Provide a variety of interesting activities and equipment such as balls, balance beam. • Provide space for movement for both indoor and outdoor activities. • Provide guidance and modeling for more purposeful movement.
2. Use whole body to develop spatial awareness.	* Moves through a simple obstacle course after caregiver models. * Dances to music, including songs that direct movement. (e.g. the cha-cha slide, hopping, and exercise, movements).	• Put words such as up, down, over, under, around and through with the movements s/he is performing. • Provide a variety of activities and materials that support awareness of space, such as scarves or streamers, hula hoops, climbers.



25 TO 36 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE LARGE AND SMALL MUSCLES TO MOVE AND PLAY

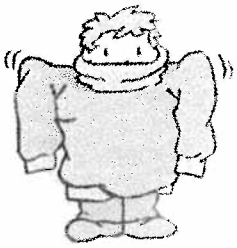
CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Use improved eye-hand coordination to explore and manipulate objects.	* Continues to use both hands together and shows no strong preference for a dominant hand. * Puts together several piece puzzles. * Uses hands to pound, poke, and build with the play dough. * Does more complex finger plays.	• Provide a variety of manipulatives such as large beads and fish tank tubing, shape sorter, and puzzles. • Do finger plays. • Provide play dough, sand, and water table activities. • Provide small pieces of snack served family style.
4. Use riding toys easily.	* Pedals and turns the handle bars on a low three-wheeled toy, going with the traffic around and around the circle. * Climbs on the rocking horse and pushes feet to make it go.	• Provide different kinds of riding toys, and a safe, supervised place to ride them. • Provide big toys in a big area and small toys in a small area.
5. Move body through space with balance and control.	* Runs, jumps with both feet. Gallops, walks on tiptoes, walks backwards and sideways. Crawls under an object, twirls and rolls over. * Performs the motions to a dance done repeatedly. (e.g. cha-cha slide.) * Runs across the playground, starting and stopping easily. * Plays rhythm sticks in time to music.	• Provide opportunities for dancing, marching, and moving around the room, as well as running, climbing, and swinging outside. • Use rhythm instruments from time to time.



25 TO 36 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE LARGE AND SMALL MUSCLES TO MOVE AND PLAY

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
6. Explore art materials.	* Enjoys swirling and squishing the finger paint as s/he moves it around on paper. * Tears paper to make a collage. * Starts to use tools with the play dough such as a rolling pin or a cookie cutter. * Uses markers and crayons to "color" a picture sometimes going over the edge of the paper. * Paints at the easel, not wanting to stop until the paper is filled with color, and every white spot is covered.	• Provide child safe finger paint, collage materials, play dough and tools, markers, crayons, chalk, scissors, and paper. • Allow child many chances to squeeze and mold playdough before giving him/her tools to use on them.



25 TO 36 MONTHS: PHYSICAL DEVELOPMENT

IMPROVED SELF-HELP ABILITIES

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Depend on routines to practice self-help skills and feel confident.	* Feeds him/herself using a fork and cup with one hand until becoming tired. * Helps with simple chores such as setting the table with a napkin and plate for each person. * Insists on bathing self. * Dresses him/herself, except for finding the right holes for his/her first leg.	• Allow the child to do anything for him/herself that s/he is able to do. • Get child started with a difficult task, and let child finish for him/herself. • Show child how to put on shoes correctly.
2. Enjoy doing for self whatever s/he thinks s/he can do.	* Hangs up jacket or backpack on a hook or puts it in own cubby after taking it off without help. * Feeds him/herself with a spoon. * Drinks using both hands, spilling a little. * Picks up toys after playing. * Tries to brush own teeth and comb own hair. * Works toward being toilet trained, and proudly pulls up own pants after toileting. * Washes hands and uses a towel/paper towel to dry them. * Takes off own clothes.	• Encourage the child's independence and be patient with child's efforts. • Offer assistance if s/he becomes overly frustrated and truly cannot do it for him/herself. • Set up the environment so the child can reach items. • Provide stepstools and clothing hooks within reach. • Praise child's efforts to do things for him/herself.



25 TO 36 MONTHS: PHYSICAL DEVELOPMENT

EYE HAND COORDINATION TO ACCOMPLISH SMALL MUSCLE TASKS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Use smaller manipulatives and finger plays to develop small muscle strength and coordination.	* Uses one inch cubes and blocks to build with. * Strings large beads using a shoelace with a knot at the bottom. * Winds the key or knob to a jumping jack toy. * Arranges the counting bears in a line on the table. * Uses tweezers to pick up cotton balls and put them in a container. * Puts a hand in each puppet and makes it talk by moving hands inside. * Enjoys moving different fingers for different finger plays.	• Provide small cubes, blocks, large beads and a shoelace, counters, puppets, tweezers and cotton balls. • Do finger plays often. • Provide a place for sand play and another for water play with materials to play with. • Provide hand or finger puppets. • Watch and ensure small objects are out of sight and reach. (See Appendix B)

V. Appendices



Appendix A

INFORMATION ABOUT CHILD DEVELOPMENT, DEVELOPMENTAL MILESTONES, AND WARNING SIGNS

CHILD DEVELOPMENT

Child development is the process all children go through that involves learning and mastering skills in general areas of development such as physical (movement), social and emotional development, cognitive (thinking), speech/language, and communication.

There are two main factors that influence child development: genes and the environment. Genes are the genetic material passed on from parents. They act as a blueprint for what characteristics a child may have, such as eye or hair color. The environment is another factor that influences child development. This includes experiences a child may have at home, school or a child care setting, and the community.

DEVELOPMENTAL MILESTONES

Children learn certain skills during certain periods of time, also known as developmental milestones. Developmental milestones are skills or behaviors that are acquired over time, forming building blocks for growth and continued learning. For example, learning to walk is a developmental milestone that children typically learn when they are between the ages of 9 to 15 months.

It is important to understand and remember that no two children grow at exactly the same rate, but there are areas recognized as "typical development." Each child is a unique individual, and may meet developmental milestones a little earlier or later than his or her peers. Because of this uniqueness, a child will develop at his or her own pace. However, developmental milestones are divided into specific ranges or blocks of time in which children are expected to achieve each milestone or acquire a certain skill.

Developmental milestones are divided into groups of one to three months for infants, because they are growing at a rapid rate, and intervals of six months to one year for older children.

WARNING SIGNS

If you notice a child does not meet a certain developmental milestone, this may be a warning sign or a "red flag" that alerts you that the child may have a disability or a developmental delay. If you have a concern about your child's development, you should not hesitate to ask a professional such as your child's pediatrician, nurse, or child development specialist. On Guam, you may call the Guam Early Intervention System, Guam Public School System, Division of Special Education at 735-2414 or 735-6363 if you have concerns about the development of an infant or toddler.

Developmental Checklists Birth to 36 Months

Adapted from: Shelov, S.P. & Hannemann, R.E., Eds. (2004). Caring for your baby and young child: Birth to age 5 (4th ed). American Academy of Pediatrics.

ONE TO THREE MONTHS OLD		
Areas of Development	***Sample Milestones***	***Warning Signs***
Movement	• Stretches legs out when lying on stomach • Raises head and cheek when lying on stomach	• Cannot support head well at 3 months • Doesn't push down with legs when feet are placed on a firm surface
Visual	• Follows moving objects • Recognizes familiar objects and people at a distance	• Doesn't follow moving objects with eyes by 2 months • Doesn't smile at familiar people by 3 months
Hearing and Speech	• Startles at loud noises • Makes cooing noises	• Doesn't seem to respond to loud noises • Doesn't smile at the sound of a familiar voice by 3 months
Social/Emotional	• Enjoys playing with other people and may cry when playing stops • Becomes more communicative and expressive with face & body	• Doesn't smile at familiar people by 3 months
FOUR TO SEVEN MONTHS OLD		
Areas of Development	***Sample Milestones***	***Warning Signs***
Movement	• Pushes up on extended arms • Grasps feet	• Seems very stiff, tight muscles • Seems very floppy, like a rag doll
Visual	• Looks for toy beyond tracking range • Tracks moving objects with ease	• One or both eyes consistently turn in or out • Persistent tearing, eye drainage, or sensitivity to light
Language	• Responds to sound by making sounds • Uses voice to express joy and displeasure	• Does not respond to sounds around him/her • Does not turn head to locate sounds
Social/Emotional	• Enjoys social play • Responds to other people's expression of emotion	• Doesn't seem to enjoy being around people • Shows no affection for his/her primary care provider
Cognitive	• Explores with hands and mouth • Struggles to get objects that are out of reach	• Does not actively reach for objects

EIGHT TO TWELVE MONTHS OLD		
Areas of Development	***Sample Milestones***	***Warning Signs***
Movement	• Gets to sitting position without assistance • Walks holding furniture	• Does not crawl • Cannot stand when supported • Does not grasp large objects • Does not babble by 8 months or say single words, such as "mama or dada" • Does not show interest in primary care provider • Shows no reaction when around strangers or when mother or father leaves • Does not search for hidden objects • Does not show interest in "peek-a-boo"
Hand and Finger Skills	• Bangs two toys together • Puts objects in a container and takes them out	
Language	• Responds to "no" • Babbles with inflection	
Social/Emotional	• Cries when mother or father leaves • Shy or anxious with strangers	
Cognitive	• Finds hidden objects easily • Imitates gestures	
TWELVE TO TWENTY-FOUR MONTHS OLD		
Areas of Development	***Sample Milestones***	***Warning Signs***
Movement	• Walks alone • Climbs onto and down from furniture unsupported	• Cannot walk by 18 months old • Cannot hold on to a crayon, large marker, or blocks • Does not use two word sentences by twenty-four months • Does not imitate actions or words by twenty-four months • Does not follow simple one step instructions by twenty-four months
Hand and Finger Skills	• Scribbles spontaneously • Builds a tower of four or more blocks	
Language	• Uses two word sentences • Repeats words overheard in conversation	
Social/Emotional	• Demonstrates increasing independence • Imitates behaviors of others	
Cognitive	• Begins to sort shapes and colors • Follows simple one step instructions	
TWENTY-FOUR TO THIRTY-SIX MONTHS OLD		
Areas of Development	***Sample Milestones***	***Warning Signs***
Movement	• Walks down stairs placing both feet on each step • Bends over easily without falling	• Frequent falls and has difficulty walking down stairs • Not able to copy a circle by thirty-six months old • Not able to communicate in short phrases • Extreme difficulty separating from primary care provider or parents • Has little interest in other children • Does not get involved in pretend play • Does not understand simple instructions
Hand and Finger Skills	• Turns pages in a book one at a time • Makes vertical, horizontal, or circular strokes with a pencil or crayon	
Language	• Can say name • Understands most sentences	
Social/Emotional	• Separates easily from parents by thirty-six months old • Objects to major changes in his/her routine	
Cognitive	• Plays make believe with dolls, animals, and people • Completes puzzles with 3 or 4 pieces	

Appendix B

OBSERVATIONS AND ASSESSMENTS

Assessment is a process of finding out what infants and toddlers know and are able to do in each developmental area (physical, language, cognitive, social, and emotional). There are many tools used to assess young children. Professionals may use standardized tests and screening tools to help with program planning and to find out whether or not young children are at risk or delayed in a particular area.

Caregivers and parents may use observations which can be done through one or more of the following ways:

- ❖ tape and video recordings,
- ❖ photographs,
- ❖ checklists, and
- ❖ collection of children's work to assess children's development and growth.

Tape and video recordings or photographs may capture action "shots" of milestones in development. Examples of milestones could be an infant just learning to turn over, a child's first steps, or the independent completion of a 4-5 piece puzzle. Checklists serve as a guide that help monitor specific areas such as language and cognitive development with different checkpoints during the year. Collection of children's work usually includes different visuals such as art or writing samples. All these different formats tell a story or present a picture of a child's progress when different pieces are presented and compared over time.

The most important reason to do assessment is to identify where children are at, developmentally, and what they need to meet their needs and increase learning. Using multiple assessment tools in a non-obtrusive way where the assessment is integrated in a play setting is appropriate in order to obtain accurate results because the activity is happening in a natural environment. Narratives or anecdotal records are a common way to assess by describing factual details of infants and young children. Factual details mean writing down only what is seen and heard, without judgment. These notes will vary in length and amount of detail. Here is a good example of an anecdotal record:

During snack time, Brian sat at the snack table with a group of five children and his primary caregiver. Brian played with his cottage cheese by spreading it on the table. The caregiver said, "food is for eating, not playing with." The caregiver got a sponge and started to clean up the mess. Brian said, "wash, too." The caregiver let him have the sponge and he washed his area of the table.

Here is an example of an anecdotal record that is not factual and too vague:

Brian was being bad today. He was not paying attention during snack time. The caregiver asked him to throw away his garbage and he did not listen to her. Later, he did a good job cleaning the block area.

Good anecdotal records come from good observations. Each child's interests, experiences, skills, abilities, and challenges have a greater chance of being discovered when observations are done regularly and are documented. Observations provide the necessary information to guide "good teaching" as the environment is tailored to best meet the needs of each child.

Talking with other caregivers, parents, and/or guardians may strengthen ongoing assessment of infants and young children. When interpreting information, it is important to determine factors that may have affected the child's performance such as hunger, distraction, or background noise. Sharing assessment results with other providers who work directly with the infant or young child is important when making decisions for further learning activities.

When assessment results are shared with families, good relationships are bound to be built and maintained. The information keeps families informed of how their children are growing in their own unique ways. This may include learning about certain behaviors that may be difficult and challenging, but may be offered as an opportunity to find strategies that will help children and families solve difficult situations and continue to grow. Both providers and families may want to extend a child's learning experiences by sharing observations and strategies that work.

References:

Jablon, J. R., Dombro, A. L., and Dichtelmiller, M. L. (1999). *The power of observation.* Washington, DC: Teaching Strategies, Inc.

McAfee, O., Leong, D.J., and Bodrova, E. (2004). *Basics of assessment: A primer for early childhood educators.* Washington, DC: NAEYC.

Appendix C

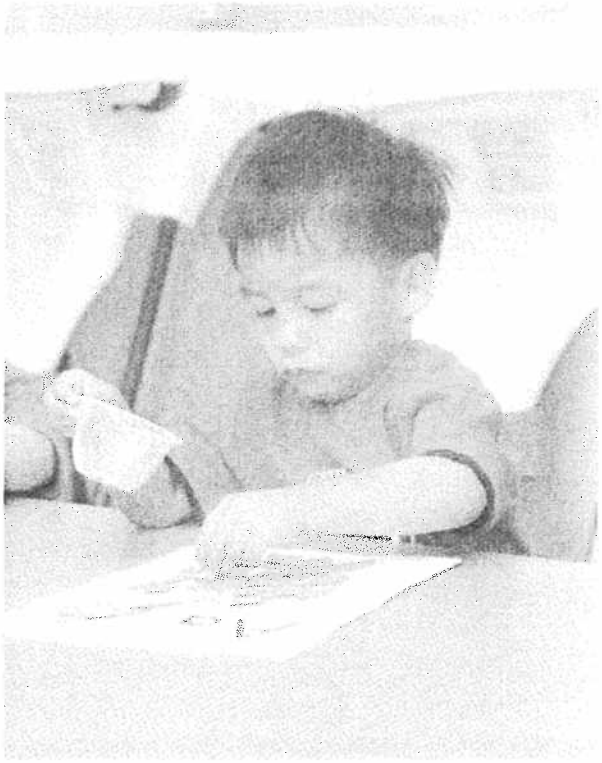
TOY SAFETY / PLAY EQUIPMENT AND ACTIVITIES

Play areas, toys, play equipment, and even food are learning tools for infants and toddlers. To ensure safe and sanitary use for exploration, any object that an infant or toddler handles must be checked and monitored. Listed below are some health and safety standards endorsed by the American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care for parents and child care providers to use as a guide to ensure a safe environment for young children. Additionally, appropriate health and safety practices for adults working with young children are included.

Standard:

- 3.036 Any toy that cannot be washed or sanitized shall not be used. Toys that have been in children's mouths or contaminated with any body secretion or excretion shall be washed, sanitized and air-dried. A cloth toy that is machine washable may be used by one child only until it is washed. Close supervision is needed to ensure that plastic toys or play foods being mouthed are not shared.
- 3.037 Objects intended for the mouth such as pacifiers, teethers, similar objects, and even thermometers shall be cleaned and sanitized between uses. Pacifiers are not to be shared.
- 3.038 Play equipment shall be observed regularly while children are playing. An overall check of all play equipment may be done at least once a month.
- 3.041 Alcohol, tobacco, and illegal drugs are prohibited at all times on premises of facility.
- 3.045 Constant supervision is needed when children are near any body of water such as toilets, sinks, tubs, buckets, ponds and irrigation ditches. Any child needing toileting assistance needs direct visual supervision, at all times. Children under the age of 5 shall not be left unattended in a shower or bathtub.
- 4.037 Foods that have the following descriptions have been known to be a choking hazard to children under 4 years and shall not be served smooth, slippery, thick and sticky, small, hard, round. Examples include:
  - hotdogs whole or sliced into rounds
  - chunks of meat larger than can be swallowed whole
  - hard pretzels
  - popcorn
  - peanuts
  - chips
  - raw peas
  - nuts or seeds
  - hard candy
  - whole grapes
  - raw carrots cut into rounds
  - marshmallows
  - spoonfuls of peanut butter
- 4.038 Foods fed to young children shall begin in pureed form for infants and later to ground, and then finely smashed. Later, when ready, finely chopped foods served, need to be no larger than 1/4 inch cubes or thin slices. Food for toddlers shall be cut in small pieces no larger than 1/2 inch cubes.
- 4.039 Food served to children shall be encouraged and not forced. Food shall not be used as a reward or punishment.





- ❖ 5.075 Materials, furnishings, equipment, and play areas should be sturdy and safe, in good repair and meet recommendations of the U.S. Consumer Product Safety Commission to control the following safety hazards:
  - Openings that could entrap a child's head and limbs such as arms and legs
  - Elevated surfaces that are not well-guarded
  - Lack of specified surfacing and fall zones under and around equipment that can be climbed
  - Mismatched size and design of equipment for intended users
  - Insufficient spacing between equipment
  - Tripping hazards
  - Components that can pinch, sheer, or crush body tissues
  - Equipment known to be hazardous
  - Sharp points or corners
  - Splinters
  - Nails, bolts or other components that protrude and could entangle clothing or snag skin
  - Loose, rusty, parts
  - Hazardous small parts that may become detached during normal use or reasonably foreseeable abuse of equipment presenting hazards for choking, aspiration, or ingestion
  - Flaking paint
  - Paint that contains lead or other hazardous material.
- ❖ 5.083 Baby walkers that a child can move across the floor shall not be used in any child care facility
- ❖ 5.087 Small objects, toys, and toy parts used by children under the age of 3, shall meet the federal small parts standards for toys. The following toys or objects shall not be accessible to children under the age of 3.
  - Toys or objects with removable parts with a diameter less than 1 1/4 inch and a length less than 2 1/4 inches
  - Balls smaller than 1 3/4 inches in diameter
  - Toys with sharp points and edges
  - Plastic bags
  - Styrofoam objects
  - Coins
  - Rubber balloons
  - Safety pins
  - Marbles
  - Other small objects.
- ❖ 5.089 Infants, toddlers, and preschool children shall not be permitted to inflate balloons, suck on or put balloons in their mouths nor have access to uninflated or underinflated balloons. Latex balloons or inflated latex objects treated as balloons shall not be permitted in the child care facility.



- 5.160 Strings and cords found in parts of toys or window coverings that are long enough to encircle a child's neck shall not be accessible to children in child care. Pacifiers attached to strings or ribbons shall not be placed around infants' necks or attached to infants' clothing. Hood and neck strings found in jackets and sweatshirts shall be removed. This includes drawstrings on the waist or bottom of garments more than 3 inches outside the garment when fully expanded. Strings shall not have knots or toggles on free ends. The drawstring shall be sewn to the garment at its midpoint so the string cannot be pulled out through one side.
- 5.161 Centers shall not have any firearms, pellet or BB guns (loaded or unloaded), darts, bows and arrows, cap pistols, or objects manufactured for play as toy guns within the premises at any time.
- 5.184 All pieces of play equipment shall be designed so moving parts (swing components, teeter-totter mechanism, spring-ride springs, and so forth) will be shielded or enclosed.
- 5.187 Play equipment and play surfaces shall be provided for children with disabilities. Play equipment and play surfaces shall conform to recommendations from the Americans with Disabilities Act (ADA).
- 5.194 All outdoor activity areas shall be maintained in a clean and safe condition by removing: (a) debris; (b) dilapidated structures; (c) broken or worn play equipment; (d) building supplies and equipment; (e) glass; (f) sharp rocks; (g) stumps and roots; (h) twigs; (i) toxic plants; (j) anthills; (k) beehives and wasp nests; (l) unprotected ditches; (m); wells; (n) holes; (o) grease traps; (p) cisterns or liquid reservoirs; (q) cesspools; (r) unprotected utility equipment; and (s) other injurious material. Holes or abandoned wells need to be properly filled and well-drained with no standing water. A maintenance policy for playgrounds and outdoor areas shall be established and followed.
- 5.195 Outdoor play equipment shall not be coated or treated with, nor shall it contain toxic materials in hazardous amounts that are accessible to children.
- 5.196 The play area and equipment shall be inspected for safety at regular intervals and documented.

Stepping stones to using caring for our children, National health and safety performance standards, guidelines for out-of-home child care programs (2nd ed). (2003). American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care.

Appendix D

SUGGESTED BOOK LIST FOR YOUNG CHILDREN

CLASSIC BOARD BOOKS ON SOCIAL-EMOTIONAL DEVELOPMENT

A	B
A Kiss for Little Bear (Else Holmelund Minerik)	*Baby Day* (Susan O'Keefe)
All About Alfie (Shirley Hughes)	*Baby Face* (Phyllis Limbacher)
Angry Arthur (Hiawyn Oram)	*Baby Faces* (Margaret Miller)
Animal Friends (M. Ajmera & J. Ivanko)	*Baby Says* (John Steptoe)
A Teeny Tiny Baby (Amy Schwartz)	*Baby Sister for Frances* (Russell Hoban)

C	D
Can't You Sleep Little Bear! (Martin Waddell)	*Daddy Cuddles* (Anne Gutman & Georg Hallensleben
Charlie Parker Played Be Bop (Chris Raschka)	*David Dinosaur Rrrr! What It's Like To Be 3* (R. Harris)
Cleo and Caspar (Caroline Mockford)	*Don't Forget to Come Back* (Robie Harris)

E	F
Everywhere Babies (Susan Meyers)	*Feet Are Not for Kicking* (E. Verdick & M. Heinlen)
Excuse Me! A Little Book of Manners (Karen Katz)	*First Book of Sushi* (Amy Sanger)
	Funny Face (Nicola Smee)

G	H
Germs Are Not for Sharing (E. Verdick & M. Heinlen)	*Hands Are Not for Hitting* (M. Agassi & M. Heinlen)
Go Away, Big Green Monster! (Ed Emberley)	*Happy to be Nappy* (B. Hooks & C. Raschka)
Go! Go! Maria! What It's Like to Be 1 (Robie Harris)	*Hello Benny! What It's Like to be a Baby* (Robie Harris)
Gossie & Gertie (Olivier Dunrea)	*Here Are My Hands* (B. Martin Jr. & J. Archambault)
Grandpa & Me (Karen Katz)	*Hola! Jalepeno!* (Amy Sanger)
Green Eggs and Ham (Dr. Seuss)	*Happy Birthday* (Robie Harris)
Guess How Much I Love You (Sam McBratney)	*Hi New Baby* (Robie Harris)
	Homemade Love (Bell Hooks)

I	J-L
I Can, Can You? (Marjorie Pitzer)	*Julius, The Baby of the World* (Jill Candlewick)
If You Give a Mouse a Cookie (Laura Numeroff)	*Kiss Good Night* (Amy Hest)
I Lost My Bear! (Jules Feiffer)	*Lilly's Purple Plastic Purse* (Kevin Henkes)
I Love My Daddy Because.... (Laurel Porter-Gaylord)	*Here Are My Hands* (B. Martin Jr. & J. Archambault)
I Love My Mommy Because.....(Laurel Porter-Gaylord)	*Little Fur Family* (Margaret Wise Brown)
In The Night Kitchen (Maurice Sendak)	
In The Rain with Baby Duck (Amy Hest)	
I Smell Honey (Andrea & Brian Pinkney)	

M	N-O
Maisy Loves You and Maisy's Rainbow (L. Cousins)	*No, David!* (David Shannon)
Mama, Do You Love Me? (Barbara M. Joose)	*Noisy Nora* (Rosemary Wells)
Mangia! Mangia! (Amy Sanger)	*Nutshell Library* (Maurice Sendak)
Max's First Word (Rosemary Wells)	*On Mother's Lap* (Ann Herbert Scott)
Mommies Say Shhh! (Patricia Polacco)	*101 Things to Do With a Baby* (Jan Ormerod)
Mommy Loves her Baby Daddy Loves his Baby (Tara Jaye Morrow)	*On the Day I Was Born* (Deborah M. Newton)
"More, More, More," Said the Baby: (Vera B. Williams)	*Our Granny* (Margaret Wild)
My Many Colored Days (Dr. Seuss)	

P-R	S
Peekaboo Morning (Rachel Isadora)	*Sam's Cookie* (B. Lindgren)
Peter's Chair (Ezra Jack Keats)	*Shades of Black* (Sandra Pinkney & Myles Pinkney
Policeman Small (Lois Lenski)	*So Much* (Trish Cooke)
Pretty Brown Face (Andrea & Brian Pinkney)	*Spot Goes to School* (Eric Hill)
Rolling Along: The Story of Taylor & His Wheelchair (J. Heelan & N. Simmonds)	*Sweet Jasmine, Nice Jackson, What It's Like to be 2* (Robie Harris)

T	U-Z
Tails Are Not for Pulling (E. Verdick & M. Heinlen)	*When Sophie Gets Angry* (Molly Bang)
Teeth Are Not for Biting (E. Verdick & M. Heinlen)	*When the Elephant Walks* (Keiko Kasza)
Ten, Nine, Eight (Molly Bang)	*Where's My Teddy?* (Jez Alborough)
The Cuddle Book (Guido Van Genechten)	*Whose Knees are These?* (Jabari Asim & LeUyen Pham)
The Me Book (Jean Tymms)	*Whose Toes are These?* (Jabari Asim & LeUyen Pham)
The Everything Book (Denise Fleming)	*Words Are Not for Hurting* (Elizabeth Verdick & Marieka Heinlen)
Thunder Cake (Patricia Polacco)	*You and Me, Baby* (L. Reiser & P. Gentieu)
Tickle Tickle (Dakari Hru)	*Yum Yum Dim Sum* (Amy Sanger)
Time for Bed (Mem Fox)	

BOOKS ON SPECIAL ISSUES

A-M	S-Z
A Chair for My Mother (Vera B. Williams)	*Sweet, Sweet Memory* (Jacqueline Woodson)
Boomer's Big Day (Constance McGeorge)	*The Color of Home* (Mary Hoffman)
Brave, Brave Mouse (Michaela Morgan)	*The Feel Good Book* (Todd Parr)
Clifford and the Big Storm (Norman Bridwell)	*The Leaving Morning* (Angela Johnson)
Corduroy (Don Freeman)	*The Other Side* (Jacqueline Woodson)
Goggles (Ezra Jack Keats)	*The Village of Basketeers* (Lynda Gene Raymond)
Grandma's Purple Flowers (Adjoa J. Burrowes)	*Uncle Willie and the Soup Kitchen* (D. DiSalvo-Ryan)
How About a Hug? (Nancy Carlson)	*Walter Was Worried* (Laura Vaccaro Seeger)
I'll Always Love You (Hans Wilhelm)	*When I Feel Sad* (Cornelia Maude Spelman)
Just the Two of Us (Will Smith)	*Where is Grandpa?* (T. A. Barron)
Moon's Cloud Blanket (Rose Anne St. Romain)	*Will You Be My Friend?* (Nancy Tafuri)
	Yesterday I Had the Blues (Jeron Ashford Fame)

BOOKS ON LANGUAGE DEVELOPMENT

A	B
ABC Animals: a Bedtime Story (Darice Bailer)	*Baby Cakes* (Kama Wilson & Sam Williams)
ABC I Like Me (Nancy L. Carlson)	*Baby Talk: a Book of First Words and Phrases* (Judy Hindley)
All Fall Down (Helen Oxenbury)	*Below* (Nina Crews)
Animal Alphabet (Random House & C. Moroney	*Black on White* (Tana Hoban)
Animal Alphabet: Slide & Seek the ABC's (Alex Lluch)	*Brown Bear, Brown Bear What Do You See?* (Bill Martin)
	Bunny Cakes (Rosemary Wells)

C	D-G
Carolinian Alphabet (Lori Phillips)	*Do Your ABC's Little Brown Bear* (Jonathan London)
Chamorro Alphabet (Lori Phillips)	*Dr. Seuss Board Books* (Dr. Seuss)
Chicka Chicka ABC (B. Martin & J. Archambault)	*Eating the Alphabet: Fruits and Vegetables from A to Z* (Lois Ehlert)
Chicka Chicka Boom Boom (Bill Martin)	*From Head to Toe* (Eric Carle)
Chuukese Alphabet (Lori Phillips)	*Goodnight Gorilla* (Peggy Rathman)
Clap Hands (Helen Oxenbury)	*Goodnight Moon* (Margaret Wise Brown)
Cowboy Small (Lois Lenski)	*Gossie* (Olivier Dunrea)

H-K	L-P
Hand Hand Fingers Thumb (Al Perkins)	*Marshallese Alphabet* (Lori Phillips)
Hawaiian Alphabet (Lori Phillips)	*Mrs. Wishy-Washy* (Joy Cowley)
Hippety-Hop Hippety Hey: Growing Rhymes from Birth to Age Three (Opal Dunn and Sally Anne)	*My First Baby Games* (Public Domain / Jane K. Manning)

I Went Walking (Sue Williams)	*My First Nursery Rhymes* (Public Domain / Bruce Whatley)
Jamberry (Bruce Degen)	*Now I Eat My ABC's* (Pam Abrams)
Kosraean Alphabet (Lori Phillips)	*Palauan Alphabet* (Lori Phillips)
	Pat-A-Cake (Tony Kenyon)
	Pohnpeian Alphabet (Lori Phillips)

Q-T	U-Z
Read Aloud Series (Rosemary Wells)	*Wee Pudgy Board Books* (Putnam Publishing)
Samoan Alphabet (Lori Phillips)	*We're Going on a Bear Hunt* (M. Rosen & H. Oxenbury)
Simms Taback's Big Book of Words (Simms Taback)	*White on Black* (Tana Hoban)
Super Chubby Board Books (Neil Ricklin)	*Words in My World* (Dorling Kindersley- DK Publishing)
This Little Chick (John Lawrence)	*Yapese Alphabet* (Lori Phillips)
Tickle, Tickle (Helen Oxenbury)	*Zoo Clues Animal Alphabet: Learn with Me the ABC's* (Alex Luch)
26 Letters and 99 Cents (Tana Hoban)	
26 Big Things Small Hands Do (Coleen Paratore)	

BOOKS ON PHYSICAL DEVELOPMENT

A-K	L-Z
Acja Backa Boo! Playground Games from Around the World (Opal Dunn and Susan Winter)	*Little Yoga* (Rebecca Whitford & Martine Selway)
Baby Dance (Ann Taylor)	*No Potty! Yes Potty!* (Harriet Ziefert Inc. Emily Bolam)
Corduroy Goes to the Doctor (Don Freeman & Lisa McCue)	*Look at the Baby* (Kelly Johnson)
Get Up and Go! (Nancy Carlson)	*Teeth* (Saviour Pirotta)
Go, Girl! Go Potty! (Harriet Ziefert Inc. Emily Bolam)	*The Book of Zzzs* (Arlene Alda)
Going to the Dentist (Sally Hewitt)	*The Prince and the Potty* (Wendy Lewison & Keiko Motoyama)
Going to the Doctor (Ian Smith)	*Time to Get Up, Time to Go* (David Milgrim)
Hands Can (Cheryl Hudson & John-Francis Bourke)	*Time to Pee!* (Mo Willems)
How Do Dinosaurs Get Well Soon? (Jane Yolen & Mark Teague)	*When Sheep Sleep* (L. Numeroff & D. McPhail
Keeping You Healthy: A Book about Doctors (Ann Owen & Eric Thomas)	

BOOKS ON COGNITIVE DEVELOPMENT

A-B	C-E
A High Low Near Far Loud Quiet Story (Nina Crews)	*Cheep! Cheep!* (Julie Stiegemeyer)

All Sorts of Numbers (Hannah Reidy)	*Colors & Shapes* (DK Publishing)
Are You My Mother? (P.D. Eastman)	*Color Zoo* (Lois Ehlert)
Baby Animals and Zoom Zoom (K. Warube)	*Counting Farm* (Kathy Henderson)
Barnyard Banter (Denise Fleming)	*Counting Kisses* (Karen Katz)
Big and Wild (Christiane Gunzi)	*Dear Zoo* (Rod Campbell)
Big Fat Hen (Keith Baker)	*Duckie's Ducklings* (Frances Barry)
Big Red Barn (Margaret Wise Brown)	*Duckie's Rainbow* (Frances Barry)
Big Small (Sharon Gordon)	*Everywhere Babies* (Susan Meyers)
Big Wheels (Anne Rockwell)	*Eye Spy Shapes* (Debbie MacKinnon)
Bear in a Square (Stella Blackstone)	
Bird Fly High (Petr Horacek)	
Blue Hat, Green Hat (Sandra Boynton)	

F-G	H-K
Fast Slow (Sharon Gordon)	*Have You Seen My Duckling?* (Nancy Tafuri)
Fish Eyes: A Book You Can Count On (Lois Ehlert)	*How Do Dinosaurs Learn Their Colors?* (J. Yolen & M. Teague)
Five Little Chicks (Nancy Tafuri)	*How Many Kisses Do You Want Tonight?* (V. Bajaj)
Five Little Ducks (Dan Yaccarino)	*I Drive a Fire Engine* (Sarah Bridges)
Flower in the Garden (Lucy Cousins)	*I Like it When ---* (Mary Murphy)
From the Garden: a Counting Book About Growing Food (Michael Dahl)	It Looked Like Spilt Milk (Charles Shaw)
Go Away Big Green Monster (Ed Emberley)	*Island Counting 1 2 3* (Frane Lessac)
Goodnight, My Duckling (Nancy Tafuri)	*Keeping You Healthy* (Ann Owen & Eric Thomas)
Gossie Friends: A First Flap Book (Olivier Dunrea)	*Let's Count* (Tana Hoban)
	Look Baby Books (Margaret Miller)

M-N	O
Machines at Work (Byron Barton)	*Off to Bed* (Michel Blake)
Maisy, Charley, and the Wobbly Tooth (Lucy Cousins)	*One Cool Watermelon* (Hannah Tofts)
Mice Squeak, We Speak (Tomie de Paola)	*One Duck Stuck* (Phyllis Root)
Mouse Count (Ellen Stoll Walsh)	*One for Me One for You: A Book About Sharing* (Sarah Albee)
Mouse Paint (Ellen Stoll Walsh)	*Overboard!* (Sarah Weeks)
My Car (Byron Barton)	*Over in the Grassland* (Anna Wilson)
My Numbers (R. Emberley)	*Over in the Ocean* (Marianne Berkes)
My Truck is Stuck (Kevin Lewis)	

P-S	T
Panda Bear, Panda Bear, What Do You See? (Eric Carle)	*Ten Little Fish* (Audrey Wood)
Pat the Bunny (Dorothy Kunhardt)	*Ten Little Rubber Ducks* (Eric Carle)

Peek-a-Who? (Nina Laden)	*Ten Little Sleepyheads* (Elizabeth Provost)
Planting a Rainbow (Lois Ehlert)	Ten Red Apples (Pat Hutchins)
Polar Bear, Polar Bear, What Do You Hear? (Eric Carle)	Ten Tiny Tickles (Karen Katz)
Red (Sarah L. Schuette)	The Carrot Seed (Ruth Kraus)
Red, Blue, Yellow Shoe (Tana Hoban)	The Freight Train (Donald Crews)
Roar: A Noisy Counting Book	The Very Busy Spider (Eric Carle)
Run, Mouse, Run! (Petr Horacek)	The Very Hungry Caterpillar (Eric Carle)
Sleepy Places (J. Hindley & T. Freeman)	The Very Lonely Firefly (Eric Carle)
Snapshot Series and Touch and Feel Series Board Books (DK Publishing)	The Very Quiet Cricket (Eric Carle)
Soft Shapes: Where is My Baby?	Today is Monday (Eric Carle)
Strawberries Are Red (Petr Horacek)	Touch and Feel Library Baby Animals (DK Publishing)

W-Z	
When Sheep Sleep (L. Numeroff & D. McPhail)	*Who Said Moo?* (Harriet Ziefert)
Where is My Friend? (Simms Taback)	*What Shall We Do with the Boo-hoo Baby?* (Cressida Cowell)
Where is My House? (S. Taback & H. Ziefertand)	*Where Does it Go?* (Margaret Miller)
Where's Spot? (Eric Hill)	*Where's My Sock?* (Joyce Dunbar)

SING ALONG BOOKS

Baby Beluga (Raffi & Ashley Wolff)	*Sing-Along Stories 2* (Mary Ann Hoberman & Nadine Bernard Westcott)
Five Little Ducks (D. Tarbett)	*Teddy Bear, Teddy Bear !* (Steve Scott)
Head, Shoulders, Knees and Toes (Annie Kubler)	*Ten Little Fingers* (Annie Kubler)
Hush Little Baby (Sylvia Long)	*The Eensy Weensy Spider* (Mary Ann Hoberman & Nadine Bernard Westcott)
Little Scholastic: Five Little Ducks (Scholastic Inc.)	*There Was an Old Lady Who Swallowed a Fly* (Melissa Web)
Ring Around the Rosie (Annie Kubler)	*Twinkle, Twinkle, Little Star: And Other Favorite Nursery Rhymes* (Sonya Rescek)
Row, Row, Row Your Boat (Annie Keebler)	*Wheels on the Bus Pop Up Sound Book* (DK Publishing)
Sign & Sing Along: Baa, Baa, Black Sheep (Annie Kubler)	

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In an effort to improve the quality of care and education provided to our youngest children on Guam, and in response to President Bush's ***Good Start, Grow Smart*** Early Childhood Initiative, the Department of Public Health & Social Services (DPHSS) sought the assistance from local stakeholders including institutions of higher learning, teachers, center and family-based child care providers, lawmakers, and other appropriate public and private agencies in the development of guidelines for young children ages three to five. The Guam Early Learning Guidelines (GELG) for Young Children Ages Three to Five was developed through funding from the Child Care & Development Fund (CCDF) Program awarded to the DPHSS, Division of Public Welfare and serve as a tool for ensuring that ALL Children, regardless of their socio-economic status, cultural background, and abilities will *Enter School Ready to Learn.* These guidelines address various domains of development and include strategies that enhance the overall development of all young children, including those with special needs.



The GELG for children three to five years old was adapted from the **Hawai'i Preschool Content Standards: Curriculm Guidelines for Programs for Four-Year-Olds.** GELG provides guidance to families, caregivers, teachers, and administrators on what children should know and be able to do as they prepare for entrance into kindergarten. The GELG is appropriate and applicable for public or private preschool programs and settings that serve children ages three to five. In addition, in the development of the guidelines, it was recognized and understood that children develop at different times or rates and in different ways. Therefore, the guidelines are to be used as a "general" way to "guide or assist" care providers and families in understanding what children ages three to five should know and be able to do. It is not meant to be an assessment tool for determining the level of abilities of children in cognitive, physical, or other areas of developmental domains.

The *Guam Early Learning Guidelines for Ages Three to Five Years* was developed and reviewed by an established committee known as the Early Childhood Care and Education Committee (ECCEC) comprised of public and private stakeholders including center and home-based child care providers,teachers,social workers,coordinators,and administrators.The Guam Early Learning Guidelines Subcommittee, facilitated by the University of Guam, Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), was formed in December 2003 and met on a monthly basis to develop the guidelines. Personnel from many disciplines related to the care and education of young children birth to five years contributed to the development of these guidelines by sharing their experiences and expertise in various areas.

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GELG should be used to:

- Inform families about the development and capabilities of children who are preparing for kindergarten;
- Serve as a guide to inform educators about the development of early childhood curriculum and educational strategies;
- Provide a framework for administrators to oversee early childhood curricula practices and advocate for resources; and
- Guide the selection of assessment tools that are appropriate for learners from a variety of backgrounds with differing abilities.

GELG should NOT be used to:

- Assess the competence of young children;
- Mandate specific teaching practices, materials, or curricula;
- Prohibit children from entering kindergarten if certain standards are not yet accomplished; or
- Exclude groups of children because of socio-economic status, language, cultural background, abilities, or disabilities.

The GELG is divided into five broad developmental domains:

Each domain contains general areas of learning and may be further divided into the following separate subject areas.

I. Physical Development and Health & Safety
II. Self-Concept and Social-Emotional Development
III. Cognitive Development – Math (Numeracy), Science, & Social Studies
IV. Communication, Language Development, and Literacy
V. Creative Development

Organization of GELG:

The GELG is organized in a three-column structure under each domain:

1st Column: Content Standards

This column contains benchmarks for the knowledge, skills, and attitudes children should have or be doing in a particular subject matter organized as domains. The benchmarks provide for a balanced educational experience so that children will be prepared to succeed in a developmentally appropriate kindergarten program or setting.

2nd Column: Performance Indicators

This column contains examples of knowledge, skills, and attitudes that children should know and be able to do in relation to the content standards. The performance indicators list observable behaviors that would demonstrate meeting the content standards.

3rd Column: Guam Public School System (GPSS) Kindergarten Standards
This column contains the Kindergarten Standards that the GELG is required to be aligned with, as required under the ***Good Start, Grow Smart Early Childhood Initiative***. The Kindergarten Standards chosen are those that best correspond with each of the Content Standards in the GELG. Since the majority of Guam's children will attend public school Kindergarten settings, these will help teachers, caregivers, and families understand what is expected of children when they enter Kindergarten in a public school.

I: PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS	PERFORMANCE INDICATORS	GPSS CONTENT STANDARDS (4 to 5 year olds)
Preschool programs provide children with opportunities to:	Some things a child does to demonstrate competency:	



The Guiding Principles developed for the Guam Early Childhood Care and Education Committee are as follows:

All children deserve equal opportunity and access to high quality early care and education in a healthy and safe environment. These programs will ensure a positive foundation for academic success and lifelong learning by:

- nurturing their overall developmental needs;
- respecting individual characteristics and cultures;
- strengthening partnerships between parents, teachers, providers, and administrators; and
- preparing them to enter school, ready to learn, and be successful individuals in life as contributing members and citizens of their community.

The following *guiding principles* integrate what is understood about how young children learn. Early childhood educators and families are encouraged to use the GELG in order to: *understand how children grow and learn; provide an environment with experiences that foster learning found in play activities; and understand the values and cultures of the communities and children they teach.*



1. Families are the primary caregivers and educators and should be respected and supported as partners in the care and education of their children. Teachers, caregivers and administrators should work collaboratively with families to ensure that children are provided optimal learning experiences and provide them with adequate information needed to support their children's learning.



2. All children will be respected as competent and unique individuals who differ in learning styles home environments, and needs. Teachers, caregivers, and administrators will respect children's uniqueness by being responsive to individual needs, interests, and learning styles. This helps children develop their sense of "self," understand their world and promotes development as responsible citizens with an ongoing desire for lifelong learning.

3. Programs should be designed to support the development of the "whole child" by providing experiences that are fun, healthy, and safe. Programs must ensure children are given the opportunity to enhance their overall development by addressing the social, emotional, cognitive, and physical domains. Teachers, caregivers, and administrators will ensure they provide a developmentally appropriate program that includes well-designed indoor and outdoor learning environments which are readily accessible for children to actively engage in as they acquire new skills and knowledge.



PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

PHYSICAL DEVELOPMENT

Children use their senses and bodies to explore the world around them. They investigate their environment and practice motions that develop their small and large muscles such as holding a crayon or pencil (small muscles) and walking or jumping (large muscles). Children need encouragement so they can appreciate and learn how to enhance their strength, balance, muscle control, and coordination.



HEALTH & SAFETY

According to "Maslow's Hierarchy of Needs," safety is the second most important need of all human beings. Children need to be nourished in a healthy and safe environment where they can grow and develop.





PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 1: ***Develop health awareness and skills.***	*Positive Health and Safety Practices* 1. Washes hands when appropriate and necessary (such as before eating and after using the toilet). 2. Uses toilet independently. 3. Covers mouth when coughing and sneezing; uses tissue for colds followed by hand-washing. 4. Brushes teeth, combs hair, takes a daily bath, dresses in clean clothes. 5. Practices Hygiene – cleans work and play area, takes care of personal belongings. 6. Demonstrates awareness that some foods (5 basic food groups) help their bodies to grow and be healthy *(I am drinking all of my milk because it makes my bones strong).* 7. Indicates awareness that his/her body needs exercise (indoor & outdoor) and rest. 8. Chooses challenging new physical activities.	HEALTH EDUCATION *Disease Prevention and Control* 4.K.2 – Describe ways germs are spread. 4.K.3 – Explain how proper hand washing techniques prevents the spread of germs. 4.K.4 – Explain how cleanliness contributes to health and wellness 4.K.5 – Demonstrate proper hand washing techniques. *Personal Health Development* 5.K.1 – Tell what "personal hygiene" means. 5.K.2 – Describe the importance of keeping your body clean. 5.K.12 – Define "Exercise". 5.K.13 – Identify different kinds of exercise. 5.K.14 – Explain the importance of rest and sleep. *Nutrition* 6.K.1 – List reasons why people need food. 6.K.2 – List healthy and unhealthy foods. 6.K.3 – Identify foods and their proper names.



PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 2: ***Learn, acquire and follow basic self-help and safety rules.***	1. Seeks help in emergencies and understands and knows how to call "9-1-1", and when it should be used. 2. Is aware of emergency procedures (fire, earthquake, tidal wave). 3. Demonstrates procedures for fire safety (evacuate, stop, drop and roll), field trip safety (holds hands, stays with the group), and travel safety (uses seat belts, crosses street with an adult). 4. Recognizes everyday dangers (stove, knives, matches, medicines, guns, and poisons) and follows safety rules regarding them. 5. Demonstrates basic safety rules – walks indoors, avoids strangers, uses seat belts/car seats, avoids stoves, matches, and poisons, makes sure an adult is watching before going into the pool or ocean.	<u>HEALTH EDUCATION</u> *Personal Safety* 7.K.3 – List some safety rules for preventing accidents in the home and at school. 7.K.6 – Tell why guns can be dangerous. 7.K.8 – Show what you have to do to keep safe in case of an earthquake. 7.K.9 – Tell what you do to prepare for a typhoon. 7.K.10 – Name ten ways to prevent fires. 7.K.11 – Explain what "exit" means and where to find them in a building such as the movie theaters. 7.K.12 – Tell why fires are dangerous. 7.K.13 – Tell how fires are started. 7.K.14 – Show what to do in case your clothes catch on fire. 7.K.17 – Tell what to do when crossing a street. 7.K.18 – Memorize street address and telephone number. 7.K.19 – Tell what to do in an emergency. 7.K.20 – Memorize emergency telephone numbers. 7.K.21 – Show how to call an emergency number.



PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 3: ***Develop strength and coordination of small muscles.***	1. Follows routines such as dressing self, using toilet independently, using eating utensils. 2. Follows routines for care of own belongings and school supplies. 3. Follows classroom routines for clean up. 4. Participates and demonstrates increasing skill in activities that require small muscle strength (cutting, hammering, using tools for play dough, building with blocks). 5. Shows beginning control of tools (scissors, pencils, brushes, markers, tongs). 6. Demonstrates increasing skill in hand-eye coordination in activities such as puzzles, stringing beads, tracing shapes and letters, and using manipulatives like Legos.	PHYSICAL EDUCATION *Movement Skills and Movement Knowledge* 1.K.6 – Tossing a ball and catching it before it bounces. *Self-Image and Personal Development* 4.K.2 – Try new movement activities and skills.



PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 4: ***Develop strength and coordination of large muscles.***	1. Demonstrates increasing skills in balancing, such as walking a balance beam, jumping and landing on two feet, hopping on one foot. 2. Displays increasing strength and coordinated use of upper body and arms such as throwing and catching a large ball, climbing a play structure. 3. Shows increasing strength and coordinated use of lower body and legs such as running, galloping, skipping, kicking a ball, and creative movement. 4. Controls body in movement activities.	PHYSICAL EDUCATION *Movement Skills and Movement Knowledge* 1.K.2 – Balance while bending, twisting, or stretching. 1.K.4 – Walk and run using mature form. 1.K.6 – Toss a ball and catch it before it bounces. 2.K.2 – Identify fundamental movement patterns. 2.K. 3 – Identify and begin to use the technique employed to soften the landing in jumping.

SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT

Children depend upon their interactions with peers and adults to build a "sense of self" and to see themselves as learners. They need consistent nurturing from their parents, teachers, caregivers, and families. Children are naturally curious about other people and this helps them develop a strong sense of identity.

Children should be provided many opportunities to interact with their home, community, and preschool settings where their social-emotional development will continue to be enhanced. Children who engage in meaningful daily activities with their families, community, and preschool settings gain opportunities to respect other people's interests, preferences, differences, and cultural backgrounds.These activities help develop positive attitudes about themselves and others.





Self-Concept and Social-Emotional Development

Standard 1: Understand and express feelings appropriately.	1. Uses, expresses, and recognizes feelings with actions and words appropriately. 2. Understands personal characteristics (self-image). 3. Expresses emotions through appropriate actions and words. 4. Recognizes and describes own feelings. 5. Begins to show self-control in handling frustration and disappointment with self or others.	<u>VISUAL AND PERFORMING ARTS</u> *Reflection and Assessment of Art* 1.C.K.1 – Create art work that expresses various needs, emotions, ideas, and values through the use of visual images. <u>HEALTH EDUCATION</u> *Personal Health Development* 5.K.8 – Give examples of ways to make yourself feel good about yourself. 5.K.9 – Name people around you who make you feel good about yourself. 5.K.10 – Identify different kinds of emotions. 5.K.11 – Give examples of situations that may illicit different kinds of emotions.



SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT

Standard 2: ***Continue to develop a sense of self.***	1. Shows satisfaction in accomplishments. 2. Identifies characteristics such as name, gender, age, physical traits and family roles *(I am a son/daughter, brother/sister etc.)* 3. Identifies self in the family, structure, and roles & responsibilities.	SOCIAL STUDIES *Culture* 1.A.K.1 – Identify family members. 1.A.K.2 – State the role of each family member. 1.A.K.3 – Participate in family activities. 1.A.K.4 – Show respect for self and each family member and his/her property. 1.A.K.5 – Identify family customs and traditions and explain their importance.
Standard 3: ***Acquire behaviors and skills expected in different environments.***	1. Participates in positive ways with peers and adults of different cultures community settings (uses appropriate utensils at meal time [i.e. fingers, chop sticks, fork, spoon, etc.]) and school activities. 2. Follows rules of conduct established by the caregiver or teacher. 3. With a few reminders, uses classroom materials appropriately (puts toys away, handles books gently). 4. Follows schedule and typical classroom routines and transitions (sits quietly at circle time, participates in clean up).	SOCIAL STUDIES *Culture* 1.A.K.1 – Identify family members. 1.A.K.2 – State the role of each family member. 1.A.K.3 – Participate in family activities. 1.A.K.4 – Show respect for self and each family member and his/her property. 1.A.K.5 – Identify family customs and traditions and explain their importance. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property. 1.B.K.6 – Identify commonalities and differences among cultures. 1.C.K.3 – Repeat, recite, and obey community rules.



Self-Concept and Social-Emotional Development

Standard 4: ***Ability to interact, develop, and maintain appropriate relationships with others.***	1. Begins to show self-control in handling frustration and disappointment with others. 2. Participates in small and large-group activities. 3. Uses simple negotiation skills to solve conflicts *(You can have a turn after me.)* 4. Plays cooperatively with others. 5. Develops friendships. 6. Interacts with ease with familiar adults and peers. 7. Uses turn-taking in conversation and in play.	<u>PHYSICAL EDUCATION</u> *Self-Image and Personal Development* 5.K.1 – Follow adult-delivered rules. *Social Development* 6.K.1 – Work in a group setting without interfering with others. 6.K.2 – Take turns using a piece of equipment. 6.K.4 – Choose playmates without regard to personal differences.



Self-Concept and Social-Emotional Development

Standard 5: ***Take initiative and responsibility for own actions.***	1. Shows increasing self-direction in the use of materials. 2. Participates willingly in school activities. 3. Tries more than one way to solve a problem. 4. Persists in solving a problem or completing a task. 5. Seeks help and assistance when needed. 6. Chooses new as well as familiar activities. 7. Is willing to follow logical consequences of inappropriate behavior (i.e. pushes a child who does not want to share his drink, causing a spill; proceeds to get towel/napkin to clean up after being directed to and tries to resolve a regretted action with adult guidance). Shows signs of empathy or remorse (apologizes sincerely).	<u>PHYSICAL EDUCATION</u> *Self-Image and Personal Development* 4.K.2 – Try new movement activities and skills. 4.K.3 – Identify feelings that result from participation in physical activities. <u>SOCIAL STUDIES</u> *Culture* 1.B.K.1 - Identify school staff directly related to student: teacher, principal, etc. 1.B.K.2 – State the roles of the school staff. 1.B.K.3 – Repeat, recite, and obey classroom and school rules. 1.B.K.4 – Participate in school activities. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property.



Self-Concept and Social-Emotional Development

DRAMATIC/ SYMBOLIC PLAY ***Standard 6: Represent fantasy and real-life experiences through pretend play.***	1. Assumes a role and uses the tone and vocabulary appropriate to that person or animal (imitates a baby by crawling and making baby sounds.) 2. Participates in pretend play and interacts with another child who is also in a pretend role (plays the patient who is sick when another child is the doctor, imitates role of immediate family members such as siblings, nanas, etc.)	VISUAL AND PERFORMING ARTS *Art* 1.C.K.2 – Use imagination, create something unique and original. *Theater* 4.B.K.1 – Imagine and clearly describe characters, their relationships, and our environments.
Standard 7: Engage in sustained symbolic play with other children.	1. Constructs play scenarios with other children in which roles and symbols are communicated and mutually agreed upon (imitating care provider, waiter/waitress, cashier, etc.; using materials toys/props to enhance play).	PHYSICAL EDUCATION *Social Development* 6.K.2 – Taking turns using a piece of equipment. 6.K.4 – Choosing playmates without regard to personal differences.

COGNITIVE DEVELOPMENT
MATH (NUMERACY), SCIENCE & SOCIAL STUDIES

Children constantly receive new information every day. Cognitive development is an on-going process of interaction between the child and the way he or she views objects or events in the environment (Allen and Marotz, 2003). It involves the development of the brain and the way a child learns through recognizing, processing, and organizing information, including how information is used. According to Allen and Marotz, the cognitive process includes mental activities such as discovering, interpreting, sorting, classifying, and remembering. All the interactions that children experience during their daily activities contribute to their cognitive development.

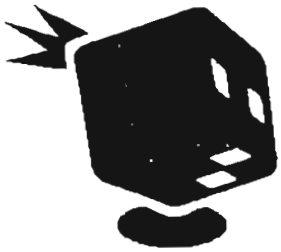




COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

MATHEMATICS ***Standard 1:*** ***Learn about numbers, numerical representation, and simple numerical operations.***	1. Uses counting and numbers as part of play (counts beads when stringing; passes one cup for each child when serving drinks). 2. Identifies and names some number symbols (has play money – 5 dollar bill and is able to recognize the number 5; able to count 10 fruits into a basket, out of 20 fruits; picks up number block and is able to recognize and name the number). 3. Counts up to 10 objects (understanding number concepts) in meaningful context with emerging one-to-one correspondence (placing one cup next to one plate). 4. Demonstrates the idea of adding and subtracting using fingers or objects in meaningful context (adds or removes objects to demonstrate more or less of a given set; does not mean use of the plus (+) or minus (-) symbols).	MATHEMATICS *Number Sense and Operations* 1.K.1 – Count, write, recognize, represent using manipulatives, name and differentiate numbers from 0-30. 1.K.4 – Explain number meaning through real world experiences and manipulatives. 1.K.11 – Use manipulatives to illustrate addition and subtraction of 1-digit numerals.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

Standard 2: ***Recognize and create patterns and become aware of relationships.***	1. Sorts and classifies objects by size, number and other properties in a meaningful context: by color (all red ones); by function (all that float); by color and material (red and made of plastic). 2. Places objects by order of properties/patterns (from small to large, lightest to darkest).	MATHEMATICS *Measurement and Geometry* 2.K.2 – Sort, compare and classify objects by common attributes. 2.K.5 – Recognize and describe patterns in the environment. 2.K.6 – Recognize and create repeating or increasing patterns. *Algebra* 3.K.1 – Identify and sort objects that belong to particular groupings. *Probability and Statistics* 4.K.1 – Collect data and discuss ways to organize the data.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

MATHEMATICS ***Standard 2:*** ***Recognize and create patterns and become aware of relationships. (cont'd.)***	3. Explains why and how objects are organized (dinosaurs may all be different but they have been separated by child based on their long tails, short tails, ones I like, ones I don't like. Teacher may need to ask child to explain the arrangement of their items. This gives children opportunities to build on logical thinking and language, i.e. nouns, adjectives, etc.) 4. Recognizes, describes, and extends patterns [(notices patterns in the environment (shapes, sizes, forms; tells what comes next "boy-girl-boy-_____ .)] 5. Anticipates the pattern in a repetitive book, poem, or song ("The wheels on the bus go round and round; round and round; round and _____...). 6. Creates patterns in self-directed activities (in play with manipulatives, such as making collages, building with blocks).	MATHEMATICS *Measurement and Geometry* 2.K.2 – Sort, compare and classify objects by common attributes. 2.K.5 – Recognize and describe patterns in the environment. 2.K.6 – Recognize and create repeating or increasing patterns. *Algebra* 3.K.1 – Identify and sort objects that belong to particular groupings. *Probability and Statistics* 4.K.1 – Collect data and discuss ways to organize the data.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

MATHEMATICS ***Standard 3:*** ***Develop concepts of shape and space.***	1. Identifies, names, creates, and compares some 2-D and 3-D shapes (can recognize a shape and where it fits in the puzzle). 2. Uses 2-D and 3-D shapes to measure and make predictions of things in the environment *(How many blocks does it take from the front door to the back door?)* 3. Demonstrates spatial understanding in play (in an obstacle course, climb over the box, jump through the hula hoop; run around the tree....). 4. Describes, names, and interprets the relative positions of objects in a meaningful context (over, under, etc. – "Where is your dog, – is it in front of the box or behind the box?"). 5. Creates art using geometric shapes and symmetry (uses shapes to make a house, a boat, a tree). 6. Identifies geometric shapes in books, artwork, and the environment (clocks, TV, trashcan, tables, windows, doors, etc.).	MATHEMATICS *Measurement and Geometry* 2.K.1 – Identify and describe verbally, and draw common geometric objects. *Language Arts* 1.A.K.17 Identify and sort common words from within basic categories.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

MATHEMATICS ***Standard 4:*** ***Develop and use measurement concepts.***	1. Demonstrates awareness of measurement attributes (length, volume, weight, area, time – Height chart; *How many footsteps will it take to reach the door? Which is heavier the feather or the book? What comes next after outdoor play time?*). 2. Compares attributes such as length (shorter-longer), size (bigger-smaller), weight (heavier-lighter), and age (older-younger) in a meaningful context. 3. Measures using standard and non-standard units (puts 3 cups of flour to make play dough, compares who is taller, measures with a length of string the size of his/her foot; wants only half a cup of juice).	MATHEMATICS *Number Sense and Operations* 1.K.3 – Identify, describe, sort, classify, determine sequence and compare objects by attribute. 1.K.4 – Explain number meanings through real world experiences and manipulatives. *Measurement and Geometry* 2.K.2 – Sort, compare and classify objects by common attributes.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

MATHEMATICS ***Standard 5:*** ***Represent and interpret data.***	1. Gathers information about self and surroundings (number of brothers and sisters, kinds and number of pets at home; favorite ice cream flavors). 2. Contributes data for simple graphs (family size -5 in our family; 3 in our family, plants observed in the playground). 3. Looks at organization of data on a graph he/she helped create and discusses what was observed. *(Who has more pockets or buttons on their clothes? The most? How many more pockets does Maria have than Juan?)*	MATHEMATICS *Probability and Statistics* 4.K.1 – Collect data and discuss ways to organize the data.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SCIENCE ***Standard 6:*** ***Increase sensory awareness.***	1. Explores and experiments using various sensory media in play (tissue paper, water, sand, paint, dough, pudding, rice, small rocks, shells). 2. Uses different senses to explore (tastes, sounds, textures, etc.).	SCIENCE *Science as Inquiry* 1.K.3 – Describe sounds. 1.K.4 – Describe different tastes. 1.K.5 – Describe how different things feel. 1.K 6 – Describe different odors. 2.K.5 – Sort sound according to loudness/softness, same/different. 2.K.6 – Sort tastes according to sourness, sweetness, bitterness, saltiness. 2.K.7 – Sort objects according to hardness, softness, roughness, smoothness, prickliness.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

Standard 7: ***Engage in scientific inquiry.***	1. Shows curiosity and asks questions in play when exploring objects and materials (rolling a toy car down a ramp made out of blocks, mixing all the colors of the paint together). 2. Asks scientific questions *(Where did the rainbow go? Why do we have typhoons / earthquakes? Where do babies come from?).* 3. Uses observations in making predictions and formulating theories about how things work *(Did the power go out because of the brown tree snake?).* 4. Uses tools including equipment like magnifying glasses, binoculars, scales, and toys to solve problems and explore environment. Be able to draw, write, explain, build, role play or construct what happened or what was learned.	<u>SCIENCE</u> *Habits of Mind* 2.K.8 - Make a list of things they "wonder" about. 2.K.10 – Recognize cause and effect relationships. 2.K.11 – Organize facts by sequence. 2.K.12 – Summarize what happens in experiments.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SCIENCE ***Standard 8:*** ***Explore physical properties of the world.***	1. Describes, compares and sorts objects based on how they look, feel, smell, sound, taste. *(These rocks have sparkles and these rocks don't. This leaf is smooth, shiny and smells like a lemon and this one is rough and has lines....)* 2. Explores and begins to identify changes that occur in natural and man-made materials over time. *(What happened to the puddle? The coconut leaves turned brown. Look at the banana change – turning brown/black, getting softer, smells spoiled over time).* 3. Experiments with the effect of his/her own actions on the objects *(See if it's easier to pull the wagon when it's not full; Drop toys into water to see if they float. How many blocks can you stack before they fall?).*	<u>SCIENCE</u> *Science as Inquiry* 1.K.1 – Describe characteristics of objects. 1.K.2 – Describe similarities and differences of objects. 1.K.3 – Describe sounds. 1.K.4 – Describe different tastes. 1.K.5 – Describe how different things feel (texture). 1.K.6 – Describe different odors. *Habits of Mind* 2.K.6 – sort tastes according to sourness, sweetness, bitterness, saltiness. 2.K.7 – Sort objects according to hardness, softness, roughness, smoothness, prickliness. 2.K.10 – Recognize cause and effect relationships. *Matter and its Interaction* 4.K.2 – Describe the changes in matter caused by changes in temperature. *Forces of Nature* 5.K.1 – Demonstrate that things fall toward the ground and relate that to gravity.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SCIENCE ***Standard 9:*** ***Explore characteristics of living things.***	1. Introduces and explores natural things found in the environment (bugs, caterpillars, toads/tadpoles in puddles; sleeping grass, tangantangan in pods /coconut seeds sprouting, roots, flowers in fruit trees) 2. Identifies similarities, differences, and categories of plants and animals, as well as appearances, behaviors, and habitats (acts out the behaviors of different animals in dramatic play). 3. Asks questions about growth and change in plants and animals (changes in the garden, life cycle of classroom pets, caterpillar changing into a butterfly).	<u>SCIENCE</u> *Living Organisms* 3.K.1 – Describe characteristics of animals. 3.K.2 – Describe similarities and differences of animals. 3.K.3 – Describe characteristics of plants. 3.K.4 – Describe similarities and differences of plants. 3.K.7 – Describe how babies and young are like their parents.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SCIENCE ***Standard 10:*** ***Learn about the earth and sky.***	1. Investigates the properties of rocks, dirt, sand, shells, and water. 2. Talks about and/or draws observations of the characteristics and movement of shadows and the sun, moon, stars, and clouds; movement of a pandanus tree. 3. Observes and discusses changes in the environment including weather – hot, rainy, windy, typhoon. 4. Describes environmental changes such as waterfalls gushing or drying up, erosion, high and low tides, volcanic eruptions, tropical storms, "typhooning", and earthquakes.	SCIENCE *Science as Inquiry* 1.K.1 – Describe characteristics of objects. *Matter and its Interactions* 4.K.2 – Describe the changes in matter caused by changes in temperature. *Forces that Shape the Earth* 8.K.2 – Describe the weather. 8.K.5 – Demonstrate knowledge of natural habitats and ecosystems. *Space/Astronomy* 10.K.2 – Observe and record natural cycles, such as day/night, sunrise/sunset, rainy/dry season, etc. and relate them to activities in one's life.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SCIENCE ***Standard 11:*** ***Have a variety of educational experiences that involve technology.***	1. Pretends to use everyday technology in play (pretends to use a computer, uses a block as a cell phone, bakes play dough in a toy oven; pretends to drive). 2. Uses real technology with guidance (help child with wheelchair/communication board, computer, tape player, telephone, Easy-Bake Oven).	SCIENCE *The Nature of Technology* 11.K.1 – Build items using simple tools and materials. 11.K.2 – Discuss problems in the design of objects made and suggest how to make it better. 11.K.3 – Discuss and predict how the design flows and solutions can affect others. SOCIAL STUDIES *Technology* 6.A.K.1 – Identify examples of technology used in the home. 6.A.K.4 – List ways in which technology meets the needs of the family. 6.B.K.1 – Identify examples of technology used in the school. 6.B.K.2 – Describe how technology helps accomplish specific tasks at school. 6.B.K.3 – Describe how school might be different without modern technology. 6.B.K.4 – List ways in which technology assists education at school. 6.C.K.1 – Identify examples of technology used in the community. 6.C.K.2 – Describe how technology helps accomplish specific tasks on Guam. 6.C.K.3 – Describe how the community might be different without modern technology. 6.C.K.4 – List ways in which technology meets people's needs.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 12:*** ***Learn about self and others.***	1. Tells what is the same and different among people, such as height, hair color, eye color, skin color, language, etc. 2. Uses dramatic play to understand different roles. *(I'm the mom. You're the dad.)* 3. Uses art to express different characteristics of self and others. *(Biggest one is mom with the long hair; Dad is medium sized and no hair; the smallest one is the baby.)* 4. Discusses how families are the same or different from their classmates *(I have two dads; I don't have a dad but I have a papa).*	SOCIAL STUDIES *Culture* 1.A.K.1 – Identify family members. 1.A.K.2 – State the role of each family member. 1.A.K.3 – Participate in family activities. 1.A.K.4 – Show respect for self and each family member and his/her property. 1.A.K.5 – Identify family customs and traditions and explain their importance. 1.B.K.1 – Identify school staff directly related to student: teacher, principal, vice-principal, counselor, etc. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 13:*** ***Know and accept their own culture and others.***	1. Discusses family practices and traditions related to culture. (Respect your elders – "mangenge'"- bringing elder's hand to a younger person's nose or forehead; *I call my grandma "nana" and you call yours "lola."*) 2. Shares stories from different cultures (discusses the story of Sirena from Guam). 3. Tells how different practices identify with a family's culture [kelaguen (spicy chopped chicken) for Guam; lumpia (Chinese spring rolls) for Philippines; fafa (soft sweet taro) for Kosrae].	<u>SOCIAL STUDIES</u> *Culture* 1.A.K.1 – Identify family members. 1.A.K.2 – State the role of each family member. 1.A.K.3 – Participate in family activities. 1.A.K.4 – Show respect for self and each family member and his/her property. 1.A.K.5 – Identify family customs and traditions and explain their importance. 1.B.K.1 – Identify school staff directly related to student: teacher, principal, vice-principal, counselor, etc. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property. *History* 2.A.K.1 – Tell own age. 2.A.K.2 – Recognize in chronological order birthdays with family members by months and years. 2.A.K.3 – Place events in chronological order.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 14:*** ***Know how things, people and places change over time.***	1. Explains the growth process, how they are similar or different *(I used to drink from my mommy's susu (breastfed) but now I use a cup; I used to wear pampers but now I wear panties); (He's a grandpa, 'cause he has white hair).* 2. Talks about events that happened or will happen - yesterday, today, and tomorrow *(We are having a birthday party at lunch time today; Yesterday we went walking; Today is Friday, there's no school tomorrow.)* 3. Discusses how events yesterday or today might affect tomorrow's activities. *(There's no water today, so we have to go home early; The typhoon broke all the playground toys so we cannot play with them when we go outside.)*	SOCIAL STUDIES *History* 2.A.K.2 – Recognize in chronological order birthdays with family member by months and years. 2.A.K.3 – Place events in chronological order.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 15:*** ***Find out why people need things (goods) and how they depend on each other for help (services).***	1. Identifies jobs at school and home *(Today's my day to be the light switcher; clean the table; stack the chairs, put the crayons away. I water the plants at home and feed my pet).* 2. Talks about things that everyone needs (food, water, shelter, protection, and clothing). 3. Shows awareness that people's jobs are important for our needs (pretends to be a teacher, doctor, policeman, or fire fighter in dramatic play or in drawings). 4. Talks about ways that people get the things they need (buys things with money, plants food, makes clothes). 5. Demonstrates awareness of money and how it is used (plays store and uses slips of paper to pretend to buy things, talks about needing money to buy something).	SOCIAL STUDIES *Family* 4.A.K.1 – Recognize people in authority at home. 4.A.K.2 – Explain the purpose of rules in the home. 4.A.K.3 – Explain how rules are enforced at home. *School* 4.B.K.1 – Recognize people in authority at school. 4.B.K.2 – Explain the purpose of rules at school. 4.B.K.3 – Explain how classroom and school rules are enforced. *Community* 4.C.K.1 – Recognize people in authority in the community. 4.C.K.2 – Explain the purpose of laws in the community. 4.C.K.3 – Explain how laws are enforced. <u>MATHEMATICS</u> *Number Sense and Operations* 1.K.4 – Explain number meaning through real world experiences and manipulatives.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 16:*** ***Understand what people need to do to work and live together in a community.***	1. Demonstrates awareness that everyone deserves to learn, be safe, respected and listened to (waits for his/her turn, protects other children, tells a trusted adult when someone is hurt or treated inappropriately). 2. Participates in creating/ following rules to ensure that everyone is safe, respected, and listened to. 3. Identifies the role of authority (leaders) and what leaders do. 4. Participates in group decision making (voting for the name of the class rabbit or turtle).	SOCIAL STUDIES *Culture* 1.A.K.4 – Show respect for self and each family member and his/her property. 1.B.K.1 – Identify school staff directly related to student: teacher, principal, vice-principal, counselor, etc. 1.B.K.2 – State the roles of the school staff. 1.B.K.3 – Repeat, recite, and obey classroom and school rules. 1.B.K.4 – Participate in school activities. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property. 1.C.K.3 – Repeat, recite, and obey community rules. 1.C.K.5 – Show respect for self and others and property. *Government* 4.A.K.1 – Recognize people in authority at home. 4.A.K.2 – Explain the purpose of rules in the home. 4.A.K.3 – Explain how rules are enforced at home. 4.B.K.1 – Recognize people in authority at school. 4.B.K.2 – Explain the purpose of rules at school. 4.B.K.3 – Explain how classroom and school rules are enforced. 4.C.K.1 – Recognize people in authority in the community.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 17:*** ***Develop awareness of where they live and location of places or things.***	1. Tells the distance of objects and how they are related to one another *(The blocks are next to the puzzles; the playground is outside next to the trees).* 2. Describes and/or draws different things in the environment (draws and talks about the trees, beach, flowers, McDonald's). 3. Uses blocks, clay or other materials to make things (models) in the environment (build a house, tree, mall, Chamoru village). 4. Creates a simple map of the home, classroom, school or neighborhood.	<u>SOCIAL STUDIES</u> *Geography* 3.B.K.2 – Identify the physical characteristics of places. 3.B.K.3 – Use terms to describe relative locations. 3.B.K.4 – Locate places on the school campus and describe their relative locations. 3.C.K.1 – Locate important places within their own village.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 18:*** ***Develop awareness of the natural environment and how it can be protected.***	1. Demonstrates respect for the place we live in (throws trash in the trash bag, picks up trash, saves paper, cans, and bottles to be recycled). 2. Uses blocks, clay or other materials to make things (models) in the environment (builds a house, tree, mall, Chamoru village). 3. Talks about how people can take care of, or harm the environment (talks about not throwing things in the ocean because it might harm the reef, fish, and sea creatures/animals; does not pick up shells on the beach; does not throw trash on the side of the road).	<u>SCIENCE</u> *Forces that Shape the Earth* 8.K.3 – Describe the difference between fresh water and the ocean. 8.K.4 – Discuss the importance of water. 8.K.5 – Demonstrate knowledge of natural habitats and ecosystems. *Ecology* 9.K.1 – Investigate and demonstrate knowledge of the habitats of local plants and animals. 9.K.3 – Discuss conservation, preservation, and recycling. 9.K.4 – Describe the purpose of recycling.

COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Children will interact and grow in an environment that is rich in language and that allows them to enhance their communication skills. It is important for children to learn language and practice communication skills so they can express themselves in different ways in various settings for different purposes. Children increase their language and communication skills by engaging in meaningful experiences where they are free to express their ideas, feelings, and thoughts effectively. They should be allowed to communicate both verbally and non-verbally.

Teachers, providers, and caregivers should respect and incorporate the rich diversity of children who may come from different cultural backgrounds and who may speak languages other than English, while ensuring they get a good foundation of the English language. This is important so children can communicate effectively with others in their home community and preschool setting.

Children should be provided a foundation rich in literacy to ensure they are prepared for Kindergarten. Preschool settings should utilize the abundance of materials, activities, and resources available for nourishing literacy in young children.





COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 1: ***Use language in a variety of ways.***	*Uses spoken language to:* 1. Tell a story or relate an experience *(I went to the party last night and...;We went to the beach last weekend...;We went to the movies...).* 2. Talk about thoughts, feelings, and opinions *(I'm sad because my mom didn't want me to bring my video; Jose' was crying because he fell; I don't like that book, can we read this one?).* 3. Ask questions *(Why do we have to do this? Why is Mary wearing glasses? Why is Johnny's hair yellow? How come you look like that?).* 4. Communicate in a clear and understandable manner.	LANGUAGE ARTS *Listening and Speaking* 4.A.K.1 – Understand and follow one and two-step oral directions. 4.A.K.2 – Share information and ideas, speaking audibly in complete, coherent sentences. *Comprehension and Analysis* 1.B.K.3 – Connect to life experiences the information and events in texts. 1.B.K.4 – Retell familiar stories. 1.B.K.5 – Ask and answer questions about essential elements of text.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 2: ***Listen and understand different ways people speak and communicate.***	1. Tells what happened in a story that was told or read aloud. 2. Shows that they are actively listening (nodding head, says 'okay', uses eye contact, smiles). 3. Explains things that happened in the past *(The typhoon came last year and blew all the trees down).* 4. Uses gestures/movements and facial expressions (waving arm to come, folding arms and frowns, grabs another child by the hand to play, pushes another child away because child wants to be alone). 5. Follows simple directions. 6. Shares information and ideas using words and actions.	LANGUAGE ARTS *Listening and Speaking* 4.A.K.1 – Understand and follow one and two-step oral directions. 4.A.K.2 – Share information and ideas, speaking audibly in complete, coherent sentences.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 3: ***Gradually produces more vocabulary and correct sentence structure.***	1. Uses a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary – the big ball, the soft bear, the cheese pizza). 2. Uses a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) *(The ball is big and red; I want to eat my pizza now; I want to ride the blue bike).* *Simple* — *More Complex* *Off the light.* — *Turn off the light.* *Up!* — *Can you pick me up?* *Come!* — *Come and play with me.* *Eat, eat!* — *I want to eat.*	LANGUAGE ARTS *Written and Oral English Language Conventions* 3.K.1 – Recognize and use complete, coherent sentences when speaking.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 4: Recognize and use symbols.	1. Uses toys as symbols in play (pretend block is a telephone, makes a sandwich out of leaves). 2. Identifies picture symbols in the environment (labels on the chairs, cubby holes, doors). 3. Identifies symbols in the environment (recognizes the "M" for McDonald's or "K" for K-Mart).	LANGUAGE ARTS 1.A.K.17 – Identify and sort common words from within basic categories. 1.A.K.18 – Describe common objects and events in both general and specific language. 1.B.K.2 – Use pictures and context to make predictions about story content. 1.B.K.3 – Connect to life experiences the information and events in texts. 1.B.K.4 – Retell familiar stories. 1.B.K.5 – Ask and answer questions about essential elements of text.
Standard 5: Enjoy and understand books.	1. Demonstrates interest in books and stories read aloud. 2. Chooses to look at books and pretends to read a book. 3. Participates in book reading (repeats phrase or gestures when appropriate). 4. Responds and makes connections to story events and characters by relating personal feelings and experiences *(I have a dog like Clifford...)*. 5. Shows awareness and appreciation of the different parts of literature (plot, story, character, language).	LANGUAGE ARTS 1.A.K.1 – Identify the front cover, back cover, and title page of a book. 1.A.K.2 – Follow words from left-to-right and top-to-bottom on the printed page.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 6: ***Show interest in writing.***	1. Draws, scribbles, and pretends to write (Traces letters, words, and pictures). 2. Asks how to write a word or a letter *(Can you write my name?).* 3. Asks adult to write what he/she says *(Teacher, can you write a story about my picture?).*	LANGUAGE ARTS *Writing* 2.A.K.3 – Write by moving from left-to-right and top-to-bottom.
Standard 7: ***Understand that print has meaning.***	1. Begins to demonstrate understanding of the concept of a letter (makes up a word), a word (several letters separated by white space), a sentence (several words put together make a sentence). 2. Uses symbols, scribbles, and letter-like forms to express ideas or words.	LANGUAGE ARTS *Reading* 1.B.K.2 – Use pictures and context to make predictions about story content.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 8: ***Acquire emergent literacy skills (pre-reading and pre-writing skills) while exploring print in books and the environment.***	1. Begins to read familiar, meaningful print in the environment such as labels and personal names [safety signs (stop, exit), girls and boys bathroom signs, street signs where their house is]. 2. Pretends to read familiar books. 3. Begins to hear and discriminates rhyming sounds, beginning consonant sounds, and syllables. 4. Matches some letters with their sounds. 5. Holds a book correctly (turns pages from right to left, and reads from front to back, top to bottom, left to right).	LANGUAGE ARTS *Reading* 1.A.K.1 – Identify the front cover, back cover, and title page of a book. 1.A.K.2- Follow words from left-to-right and top-to-bottom on the printed page. 1.A.K.3 – Explain that printed materials provide information.

CREATIVE DEVELOPMENT

Children should be given the opportunity to express their creativity through a variety of ways such as art or expressive movement. Appreciating the arts and the creativity of children is essential to child development. The arts provide children with another way to organize and express their ideas and feelings. Music, movement, drama, and visual arts stimulate children to use words, manipulate tools and media and solve problems in ways that communicate meaning and are pleasing (Rhode Island Early Learning Standards, 2003).

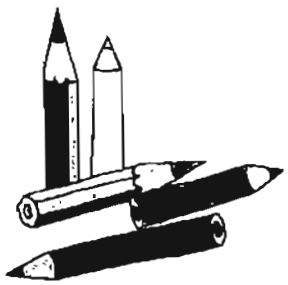
Children communicate in ways that are unique to them through the usage of words, sounds, colors, forms, and movement, which may reflect their learning styles. According to the *Rhode Island Early Learning Standards*, in an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures, and views.





CREATIVE DEVELOPMENT

VISUAL ART ***Standard 1:*** ***Create and express themselves through a variety of art experiences.***	1. Explores and experiments with a variety of materials (paint, chalk, crayon, pencils, clay, collage, wood, etc.) 2. Begins to select different art materials to express thoughts and ideas. 3. Uses art materials to explore and express moods and feelings (Paints a picture of a beloved pet or family member). 4. Uses art materials to explore and expand topics being studied in the classroom (draws something that was seen on a field trip).	<u>VISUAL AND PERFORMING ARTS</u> *Media Techniques and Process* 1.A.K.1 – Experience the discovery of various media. 1.A.K.2 – Create images using a variety of media. 1.A.K.3 – Identify and explore primary colors. *Elements and Principles of Art* 1.B.K.1 – Identify natural and man-made shapes. *Subject Matter, Symbols and Ideas* 1.C.K.1 – Create art work that expresses various needs, emotions, ideas, and values through the use of visual images. 1.C.K.2 – Use imagination, create something unique and original. *Multi-Culture-Cultural Art and Art History* 1.D.K.1 – Explore various cultures and their art. 1.D.K.2 – Create art influences by various cultures. *Reflection and Assessment of Art* 1.E.K.1 – Talk and tell a story about own artwork. 1.E.K.2 – Discuss peers' artwork.



CREATIVE DEVELOPMENT

VISUAL ART ***Standard 2:*** ***Begin to learn the basics about art.***	1. Uses art elements (line, form, value, texture, design, and pattern). 2. Identifies a variety of colors and shapes. *(My crayon is brown. The windows are square; The clock is a circle.)* 3. Talks about art work *(This is blue because it's the water; I made lots of circles like a typhoon).*	VISUAL AND PERFORMING ARTS *Media Techniques and Process* 1.A.K.1 – Experience the discovery of various media. 1.A.K.2 – Create images using a variety of media. 1.A.K.3 – Identify and explore primary colors. *Elements and Principles of Art* 1.B.K.1 – Identify natural and man-made shapes. *Subject Matter, Symbols and Ideas* 1.C.K.1 – Create art work that expresses various needs, emotions, ideas, and values through the use of visual images. 1.C.K.2 – Use imagination, create something unique and original. *Reflection and Assessment of Art* 1.E.K.1 – Talk and tell a story about own artwork. 1.E.K.2 – Discuss peers' artwork.
MUSIC ***Standard 3:*** ***Begin to learn the basics about music.***	1. Participates in musical experiences that may include singing, games, and using musical instruments. 2. Sings songs, makes, or listens to music on his/her own. 3. Shows awareness of musical elements such as tempo, rhythm, pitch, and dynamics (sings softly, plays rhythm sticks quickly, claps hands to beat.).	VISUAL AND PERFORMING ARTS *Singing Along with Others, a Varied Repertoire of Music* 2.A.K.1 – Attempt singing on pitch, in rhythm, and maintain a steady tempo. 2.A.K.2 – Sing fast and slow tempos, maintaining singing softly or loudly to express feeling or ideas.



CREATIVE DEVELOPMENT

MUSIC ***Standard 4:*** ***Create and express themselves through a variety of musical experiences.***	1. Expresses emotions through music using body motions and props (scarves, ribbons, hats, bells, etc.). 2. Explores and plays a variety of rhythm instruments including those used in different cultures (bamboo sticks, coconut shells).	VISUAL AND PERFORMING ARTS *Singing Along with Others, a Varied Repertoire of Music* 2.A.K.1 – Attempt singing on pitch, in rhythm, and maintain a steady tempo. 2.A.K.2 – Sing fast and slow tempos, maintaining singing softly or loudly to express feeling or ideas. *Performing on Instruments, Alone and With Others, a Varied Repertoire* 2.B.K.1 – Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo. 2.B.K.2 – Perform easy rhythmic and melodic patterns accurately and independently. 2.B.K.3 – Perform expressively a varied repertoire. 2.B.K.4 – Echo short rhythms and melodic patterns. 2.B.K.5 – Create appropriate rhythm patterns and ostinatos to accompany simple melodies. *Understanding the Relationship Between Music, History, and Culture* 2.I.K.1 – Identify various uses of music in daily experience and describe the characteristics that make certain music suitable for each use.



CREATIVE DEVELOPMENT

CREATIVE MOVEMENT AND DRAMA ***Standard 5:*** ***Begin to learn the basics about movement.***	1. Responds to music through rhythmic body movements (clapping, stomping, etc.). 2. Participates in guided movement activities such as moving at different positions with different amounts of force (stomping, tiptoeing; squatting, standing, stretching, reaching, etc.) at different speeds (fast or slow).	<u>VISUAL AND PERFORMING ARTS</u> *Identify and Demonstrate Movement Elements and Skills in Performing Dance* 3.A.K.1- Demonstrate movements such as bend, twist, stretch, swing. 3.A.K.2 – Demonstrate eight basic movements; walk, run, hop, jump, leap, gallop, slide and skip, traveling forward, backward, side-ward, diagonally, and turning. 3.A.K.3 – Demonstrate moving to a musical beat and responding to changes in tempo. 3.B.K.1 – Improve, create and perform dances based on own ideas and concepts from other sources. 3.B.K.2 – Use improvisation to discover and invent movement and to solve movement problems. *Understanding Choreographic Principles, Process, and Structures* 3.B.K.4 – Demonstrate the following partner skills: mirroring, leading and following.



CREATIVE DEVELOPMENT

AESTHETIC APPRECIATION ***Standard 6: Develop appreciation for natural and cultural beauty.***	1. Demonstrates appreciation for the beauty in cultural artifacts and communication (either spoken or unspoken), (latte stones, shells, carvings, woven baskets, etc.).	VISUAL AND PERFORMING ARTS *Multi-culture-Cultural Art and Art History* 1.D.K.1 – Explore various cultures and their art. 1.D.K.2 – Create art influences by various cultures.
Standard 7: Develop appreciation for visual and performing arts.	1. Looks at and responds to works of visual art (talks about a painting). 2. Listens and responds to different kinds of music. 3. Shows an aesthetic response to music through movement/dance. 4. Shows a developing appreciation for visual and performing arts (asks to hear a favorite song replayed).	VISUAL AND PERFORMING ARTS *Reflection and Assessment of Art* 1.E.K.1 – Talk and tell a story about own artwork. 1.E.K.2 – Discuss peers' artwork. *Identify and Demonstrate Movement Elements and Skills in Performing Dance* 3.A.K.1 – Demonstrate movements such as bend, twist, stretch, swing. 3.A.K.2- Demonstrate eight basic movements; walk run, hop, jump, leap, gallop, slide and skip, traveling forward, backward, side-ward, diagonally, and turning. *Understanding Dance as a Way to Create and Communicate Meaning* 3.C.K.1 – Take an active role in class discussion about interpretations of and reactions to a dance. 3.C.K.2 – Present own dances to peers and discuss their meanings with competence and confidence.

ADAPTATIONS, MODIFICATIONS & ACCOMMODATIONS

All children need a natural environment that continues to invite them to explore and keep learning. These natural environments are the home, child care center and other places open to all children with or without disabilities. For children who have special needs, the environment may need to be changed so that it is easy to join the activities. Changes, called *adaptations*, *accommodations*, and *modifications*, may need to be made to playrooms, materials, people, activities, and other elements that affect the learning environment. *Accommodations* are different ways for children to receive information and communicate their understanding back to us in a way that is easy and comfortable for them to do. For example, a child who is hearing impaired could use simple sign language, while a child who has low vision will need sensory items to touch and explore. *Modifications* are adjustments made to an activity to make things easier for a child to understand and be able to do an activity. An example could be providing a quieter environment with soft lighting for a young child who takes longer to focus and play because of bright lights and many activities going on at the same time.

Before any changes are made, it is important to be aware of the specific needs of each child. Every child is different. This means that even if two children have the same disability, interests and needs may not be identical. For young children, birth to three years, who are eligible for early intervention services, an Individualized Family Services Plan (IFSP) is developed by a team of professionals and the family. Appropriate interventions are determined, based on the IFSP which includes goals, timelines, strategies and resources to help young children with disabilities meet the same expectations as children without disabilities. Families and caregivers will need to refer to a child's IFSP to help direct their routines, daily schedule and special events to maintain that natural curiosity and desire to learn.



ASSESSMENTS

The Guam Early Learning Guidelines (GELG) provide **guidance** for child caregivers to understand the development of young children so that appropriate strategies are planned and implemented to help them play, learn, and grow. The GELG, however, is NOT an assessment tool.

Then, how do child care providers know that learning is taking place at the right time and pace? Information is needed to continue planning and providing activities that are just right for the interest, age, abilities, diverse and special needs of young children so that learning continues. This section on ASSESSMENT addresses keeping track of how children are growing and learning. The following discussion is adapted from The Creative Curriculum® for Preschool, 4th edition[1], and A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System [2]. Guam Head Start is currently using this assessment system to document progress of children who are three to five-years-old. GELG recommends that programs throughout Guam use the same assessment system so teachers can record children's development and plan for individual children and the group.

1st Step: PLAN FOR ASSESSMENT

1. Be familiar with the five Developmental Domains in the "Guam Early Learning Guidelines (GELG) for Children Three to Five Years" and with The Creative Curriculum Developmental Continuum for Ages 3–5.
2. Set up a way to observe, record, and organize notes about how children are learning.
3. Plan and prepare portfolios for each child so that each one has a record of samples showing growth.

2nd step: COLLECT FACTS

1. Keep the goals and objectives of The Creative Curriculum in mind while you are observing children.

2. Write what you see and hear. Be objective. Avoid words like shy, sloppy, or smart that tell what we think and not what may be true or correct. The following are examples of being objective and subjective.

> Subjective (with judgment): James was really naughty. He spilled water on purpose and then started laughing. He looked at the other children, said sorry and kept on spilling water.
>
> Objective (no judgment): James was playing with cups at the water table. He filled up an empty cup with water and began to pour it into another cup. James was giggling as he was pouring. Some water fell on the other children's shoes. James looked at the other children, said "sorry" and slowed down as he continued pouring water.

3. Collect children's work. Choose or let the child choose a variety of work samples. Collect similar items over time so that you can see child progress. You can collect samples of any of the following:

- An art or writing sample,
- A photo of a completed piece of work like a block structure, or a clay model
- A photo of interaction with other children
- A recording of a song or finger play

Record the date on each sample. Write an objective comment about the child's work or ask the child to tell something about the work.

3rd step: ANALYZE AND EVALUATE FACTS

1. Sort your observation notes for each child by developmental area.
2. Using the goals and objectives of The Creative Curriculum, decide which objectives apply to each observation, and jot down the numbers.
3. Evaluate the child's work. Review the notes and portfolio. Decide what developmental step each child has reached on all 50 objectives.
4. Record each child's progress on the Individual Child Profile at 3 specified checkpoints each year. Use the Class Summary Worksheet to track new information between checkpoints.

4th step: PLAN FOR EACH CHILD AND THE GROUP

1. Plan for each child.

- Summarize each child's progress by completing the Child Progress and Planning Report for each child.
- Meet with families, share the information from the Child Progress and Planning Report and ask families to assist with the "Next Steps."
- Implement the "Next Steps" and continue to observe, record your observations and collect new portfolio samples.

2. Plan for the group.

- Take time to reflect on the group's progress. Refer to the Class Summary Worksheet for a quick group overview.
- Think about where and when to teach skills in the interest areas and during large- and small-group activities.
- Incorporate your ideas into the Weekly Planning Form.
- Make accommodations for children who have different or special needs.
- Implement the planned activities and observe how the children respond. Record your observations.

5th step: REPORT ON CHILDREN'S PROGRESS

1. Maintain a record of each child's progress using forms purchased by your program. (Sample forms from The Creative Curriculum Developmental Continuum Assessment System are attached.)

2. Use the information on the forms to plan new learning activities.

CONTINUE STEPS 2–5 THROUGHOUT THE YEAR.

REFERENCES

1. From The Creative Curriculum® for Preschool, 4th ed, by D. T. Dodge, L. J. Colker, and C. Heroman, (pp. 167-168, 200–208), 2002, Washington, DC: Teaching Strategies, Inc. Copyright 2002 by Teaching Strategies, Inc. Adapted with permission.

2. From A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System, by D. T. Dodge, L. J. Colker, and C. Heroman, (pp. ix, 24–28, 30–38), 2001, Washington, DC: Teaching Strategies, Inc. Copyright 2001 by Teaching Strategies, Inc. Adapted with permission.

SAMPLE FORMS

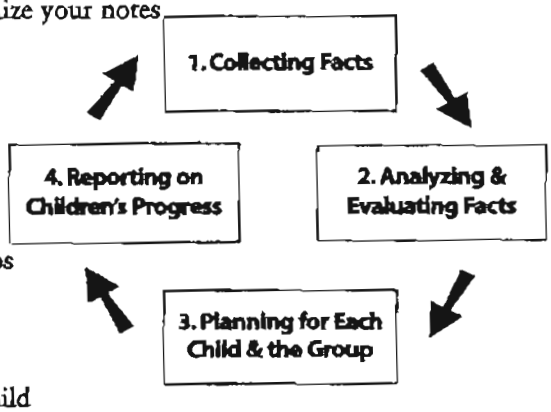
Reprinted and adapted from *The Creative Curriculum®*
Developmental Continuum Assessment Toolkit for Ages 3-5

CREATIVE CURRICULUM

Linking Curriculum and Assessment—The Ongoing Cycle

Planning for Assessment

- Become familiar with *The Creative Curriculum® Developmental Continuum*
- Set up a systematic way to observe, document, and organize your notes
- Set up a portfolio for each child



1. Collecting Facts

Observe and document children's learning

- Observe children with curriculum objectives in mind
- Document what you see and hear
- Collect samples of children's work over time for portfolios

2. Analyzing & Evaluating Facts

Analyze facts

- Sort observation notes by developmental area for each child
- Label each note and work sample with the number of each objective that applies to the observation

Evaluate children's progress

- Review observation notes and portfolio items
- Use the *Developmental Continuum* to identify what step each child has reached for each of the 50 objectives
- Use the *Class Summary Worksheet* to keep track of children's progress from checkpoint to checkpoint
- Enter information on the *Individual Child Profile* at each checkpoint

3. Planning for Each Child & the Group

Plan for each child

- Summarize each child's progress on the *Child Progress and Planning Report*
- Meet with families to share information and jointly plan next steps
- Implement your plan and continue to observe the child's progress

Plan for the group

- Reflect on the progress of your group based on the *Class Summary Worksheet*
- Decide which objectives to target for the whole group and for selected children
- Plan strategies to support children's learning—whole group, small group activities
- Implement your plan and continue to observe children's progress

4. Reporting on Children's Progress

- Generate reports as needed
- Identify aspects of the program that need strengthening and develop a program improvement plan

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From *A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System* (p. ix), by D. T. Dodge, L. J. Colker, and C. Heroman, 2001, Washington, DC: Teaching Strategies, Inc. Copyright 2001 by Teaching Strategies, Inc. Reprinted with permission.

SOCIAL/EMOTIONAL DEVELOPMENT

SENSE OF SELF

	CHECKPOINT		
1. Shows ability to adjust to new situations	**F**	**W**	**S**
Forerunner examples:			
I Treats arrival and departure as routine parts of the day			
II Accepts changes in daily schedule and routines			
III Functions with increasing independence in school			
2. Demonstrates appropriate trust in adults	**F**	**W**	**S**
Forerunner examples:			
I Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy			
II Regards parents and teachers as resources and positive role models			
III Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)			
3. Recognizes own feelings and manages them appropriately	**F**	**W**	**S**
Forerunner examples:			
I Identifies and labels own feelings			
II Is able to describe feelings and their causes			
III Is increasingly able to manage own feelings			
4. Stands up for rights	**F**	**W**	**S**
Forerunner examples:			
I Physically or verbally asserts needs and desires			
II Asserts own needs and desires verbally without being aggressive			
III Takes action to avoid possible disputes over rights			

RESPONSIBILITY FOR SELF AND OTHERS

	CHECKPOINT		
5. Demonstrates self-direction and independence	**F**	**W**	**S**
Forerunner examples:			
I Chooses and becomes involved in one activity out of several options			
II Completes multiple tasks in a project of own choosing with some adult assistance			
III Carves out and completes own task without adult assistance			
6. Takes responsibility for own well-being	**F**	**W**	**S**
Forerunner examples:			
I Uses self-help skills with occasional reminders			
II Uses self-help skills and participates in chores without reminders			
III Understands the importance of self-help skills and their role in healthy living			
7. Respects and cares for classroom environment and materials	**F**	**W**	**S**
Forerunner examples:			
I Uses materials in appropriate ways			
II Puts away used materials before starting another activity			
III Begins to take responsibility for care of the classroom environment			

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The Creative Curriculum® Developmental Continuum for Ages 3-5 **Class Summary Worksheet**

	SOCIAL/EMOTIONAL DEVELOPMENT																															
	Sense of Self																Responsibility of Self and Others															
	1. Shows ability to adjust to new situations				2. Demonstrates appropriate trust in adults.				3. Recognizes own feelings and manages them appropriately				4. Stands up for rights				5. Demonstrates self-direction and independence				6. Takes responsibility for own well-being				7. Respects and cares for classroom environment and materials				8. Follows classroom routines				9. Follows classroom rules			
CHILDREN	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III
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19.																																
20.																																
21.																																
22.																																
23.																																
24.																																
25.																																
CHECKPOINT TOTALS																																
Fall*																																
Winter*																																
Spring*																																

*Fill in the box with the color you are using for each checkpoint

From *Class Summary Worksheet* (p. 1), by Teaching Strategies, Inc., 2001, Washington, DC: Author.
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Child's Name: _____ Date: _____

Teacher(s): _____ Family Member(s): _____

Summary of Developmental Progress:

SOCIAL EMOTIONAL	COGNITIVE
Sense of Self, Responsibility for Self and Others; Prosocial Behavior	Learning and Problem Solving; Logical Thinking; Representation and Symbolic Thinking
PHYSICAL	**LANGUAGE**
Gross Motor, Fine Motor	Listening and Speaking; Reading and Writing
FAMILY COMMENTS AND OBSERVATIONS:	**NEXT STEPS AT SCHOOL AND AT HOME:**

Teacher(s) Signature: _____

Family Member(s) Signature: _____

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Alignment of the Guam Early Learning Guidelines for Young Children Ages Three to Five With the Goals and Objectives of The Creative Curriculum® for Preschool

The Creative Curriculum for Preschool is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content, and develop social competence. *The Creative Curriculum* shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows teachers how to guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children's social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum* Assessment System, based on *The Creative Curriculum Developmental Continuum for Ages 3–5.*

The *Developmental Continuum* has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective is broken into three developmental steps showing the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have also created a Forerunner step for each objective. (Forerunners are not shown in this document.) The developmental steps give teachers a way to determine each child's current development in relation to each objective. This information also allows teachers to decide what specific support and kinds of experiences will enable each child to further develop and learn.

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IV. Communication, Language Development, and Literacy	13
V. Creative Development	16

References

Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum® for preschool.* Washington, DC: Teaching Strategies, Inc.

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Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
PHYSICAL DEVELOPMENT AND HEALTH & SAFETY		
Standard 1: Develop health awareness and skills.	Chapter 2: "Mealtimes," pp. 89–91; "Rest Time," pp. 91–92; "The Daily Schedule," pp. 92–97 Chapter 3: "Life Science," pp. 143–144, 145 Chapter 14: "Cooking," pp. 443–469	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures
Standard 2: Learn, acquire and follow basic self-help and safety rules.	Chapter 2: "Developing Rules for a Classroom Community," pp. 108–110 Chapter 11: "Take-Aparts and Safety," p. 390 Chapter 14: "Special Health and Safety Considerations in the Cooking Area," pp. 450–452 Chapter 16: "Keeping Slides and Swings Safe," p. 507; "Encouraging Children to Explore and Take Risks Carefully," p. 517–518	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
Standard 3: Develop strength and coordination of small muscles.	Chapter 1: "Physical Development: Fine Motor," p. 20 Sections in all Interest Area chapters: "How ___ Promotes Development: Physical Development;" "Connecting ___ With Curriculum Objectives: Physical Development"	**PHYSICAL DEVELOPMENT—Fine Motor** 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 4: Develop strength and coordination of large muscles.	Chapter 1: "Physical Development: Gross Motor," p. 20 Chapter 13: "Music and Movement," pp. 423–441; especially "How Music and Movement Promote Physical Development: Gross Motor," pp. 423–424 Chapter 16: "Outdoors," pp. 493–522, especially "How Outdoor Play Promotes Physical Development: Gross Motor," pp. 493–494; "Basic Outdoor Spaces and Equipment," pp. 496–504; "Open Spaces for Games, Building, and Pretend Play," pp. 502–503; "Adaptations for Children With Special Needs," pp. 505 (illus.), 510	**PHYSICAL DEVELOPMENT—Gross Motor** 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT		
Standard 1: Understand and express feelings appropriately.	Chapter 1: "Social/Emotional Development," pp. 18–19 Chapter 2: "Handling Problems Between Children," pp. 110–114; "Solving Problems That Involve the Whole Class," pp. 114–115; "Helping Children to Regain Control," pp. 121–122 Sections in all Interest Area chapters: "How ___ Promotes Development: Social/Emotional Development;" "Connecting ___ With Curriculum Objectives: Social/Emotional Development"	**SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self** 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 2: Continue to develop a sense of self.	Chapter 1: "Social/Emotional Development," pp. 18–19; "Individual Differences," pp. 27–41 Chapter 2: "Choice Time," pp. 87–88; "Validate Children's Accomplishments and Progress," pp. 104–105 Section in all Interest Area chapters: "The Teacher's Role: Interacting With Children in the ___ Area"	**SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self** 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings **SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
Standard 3: Acquire behaviors and skills expected in different environments.	Chapter 2: "Displaying and Labeling Materials," pp. 65–67; "Using a Calendar," p. 85; "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86; "Choice Time," pp. 87–88; "Transition Times," pp. 88–89; "Cleanup at Mealtimes," pp. 90–91; "The Daily Schedule," pp. 92–97; "Creating a Classroom Community," pp. 102–122, especially "Promoting Positive Relationships in the Classroom," pp. 102–108; "Developing Rules for a Classroom Community," pp. 108–110 Chapter 4: "Child-Initiated Learning," pp. 173–174; "Teacher-Directed Learning," pp. 174–175; "Asking Children Open-Ended Questions," pp. 177–178 Chapter 6: "Cleanup in the Block Area–A Special Challenge," p. 252 Chapter 12: "Cleanup in the Sand and Water Area," p. 420	**SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self** 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school **SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules **SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 4: Ability to interact, develop, and maintain appropriate relationships with others.	Chapter 1: "Social/Emotional Development," pp. 18–19 Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86; "Creating a Classroom Community," pp. 102–122, especially "Promoting Positive Relationships in the Classroom," pp. 102–108; "Building a Relationship With Each Child," pp. 103–105; "Helping Children to Make Friends," pp. 105–106; "Classroom Strategies That Support Friendships," pp. 107–108; "Teaching Social Problem-Solving Skills," pp. 110–115; "Coaching Children on How to Be Assertive," p. 120; "Helping Children to Regain Control," pp. 121–122 Sections in all Interest Area chapters: "How ___ Promotes Development: Social/Emotional Development;" "Connecting ___ With Curriculum Objectives: Social/Emotional Development"	**SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self** 2. Demonstrates appropriate trust in adults I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not **SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children's feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise

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Standard 5: Take initiative and responsibility for own actions.	Foundation chapter: "Gardner: Multiple Intelligences; pp. 9–11; Smilansky: The Role of Play in Children's Learning," pp. 11–13 Chapter 1: "Cognitive Development," p. 21 Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86; "Choice Time," pp. 87–88 Chapter 3: "Process Skills," pp. 161–162 Chapter 4: "Child-Initiated Learning," pp. 173–174; "Talking With Children About Their Work," p. 177; "Asking Children Open-Ended Questions," pp. 177–178; "Adapting Instruction to Include All Children," pp. 179–183; "Integrating Learning Through Studies," pp. 190–198 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "Observing, Responding to, and Interacting With Children in the ___ Area"	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance **COGNITIVE DEVELOPMENT—Learning and Problem Solving** 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
DRAMATIC/ SYMBOLIC PLAY		
Standard 6: Represent fantasy and real-life experiences through pretend play.	Foundation chapter: "Gardner: Multiple Intelligences", pp. 9–11; Smilansky: The Role of Play in Children's Learning," pp. 8–13 Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play
Standard 7: Engage in sustained symbolic play with other children.	Foundation chapter: "Gardner: Multiple Intelligences", pp. 9–11; Smilansky: The Role of Play in Children's Learning," pp. 8–13 Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

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COGNITIVE DEVELOPMENT: MATH (NUMERACY), SCIENCE & SOCIAL STUDIES		
MATHEMATICS		
Standard 1: Learn about numbers, numerical representation, and simple numerical operations.	Chapter 1: "Cognitive Development," p. 21 Chapter 3: "Number Concepts," pp. 134–135, 140 Chapter 8: "Toys and Games," pp. 295–315 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	**COGNITIVE DEVELOPMENT—Logical Thinking** 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
Standard 2: Recognize and create patterns and become aware of relationships.	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 8: "Toys and Games," pp. 295–315 Chapter 11: "Discovery," pp. 381–401 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	**COGNITIVE DEVELOPMENT—Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying

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Standard 3: Develop concepts of shape and space.	Chapter 3: "Geometry and Spatial Sense," pp. 136–137, 141 Chapter 6: "Blocks," pp. 243–269 Chapter 9: "Art," pp. 317–349 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Outdoors," pp. 493–522 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	**COGNITIVE DEVELOPMENT—Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective
Standard 4: Develop and use measurement concepts.	Chapter 3: "Measurement," pp. 137–138, 141 Chapter 6: "Blocks," pp. 243–269 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 14: "Cooking," pp. 443–469 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	**COGNITIVE DEVELOPMENT—Logical Thinking** 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
Standard 5: Represent and interpret data.	Chapter 3: "Data Collection, Organization, and Representation," pp. 138–139, 141; "Process Skills," pp. 161–162 Chapter 11: "Discovery," pp. 381–401 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	**COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations

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SCIENCE		
Standard 6: Increase sensory awareness.	Chapter 9: "Art," pp. 317–349 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 14: "Cooking," pp. 443–469 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science"	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems
Standard 7: Engage in scientific inquiry.	Chapter 3: "Science," pp. 142–145; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science"	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
Standard 8: Explore physical properties of the world.	Chapter 3: "Physical Science," pp. 142–143, 145; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 9: Explore characteristics of living things.	Chapter 3: "Life Science," pp. 143–144, 145 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 16: "Caring for Living Things," pp. 500–501; "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information **COGNITIVE DEVELOPMENT—Logical Thinking** 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
Standard 10: Learn about the earth and sky.	Chapter 3: "Earth and the Environment," pp. 144, 145 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
Standard 11: Have a variety of educational experiences that involve technology.	Chapter 3: "Technology," pp. 156–160, especially "Technology Tools," p. 158, 160 Chapter 11: "Discovery," pp. 381–401 Chapter 14: "Cooking," pp. 443–469 Chapter 15: "Computers," pp. 471–491 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Technology "	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems **COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
SOCIAL STUDIES		
Standard 12: Learn about self and others.	Chapter 1: "Individual Differences," pp. 27–41 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 5: "Appreciating Family Differences," pp. 212–213 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 10: "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373 Sections in all Interest Area chapters: "How ___ Promotes Development: Social/Emotional Development;" "Connecting ___ With Curriculum Objectives: Social/Emotional Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children's feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want **COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information **COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play
Standard 13: Know and accept their own culture and others.	Chapter 1: "Individual Differences," pp. 27–41 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 9: "Holiday Art," p. 348;0: "Library," pp. 351–379	There are no *Creative Curriculum®* objectives that align directly with this item.
Standard 14: Know how things, people and places change over time.	Chapter 3: "People and the Past," p. 149, 151; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information **COGNITIVE DEVELOPMENT—Logical Thinking** 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 15: Find out why people need things (goods) and how they depend on each other for help (services).	Chapter 2: "A System for Classroom Jobs," pp. 73–74 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context **COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play
Standard 16: Understand what people need to do to work and live together in a community.	Chapter 2: "Creating a Classroom Community," pp. 102–122, especially "Promoting Positive Relationships in the Classroom," pp. 102–108; "Developing Rules for a Classroom Community," pp. 108–110; "Teaching Social Problem-Solving Skills," pp. 110–115 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules **SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
Standard 17: Develop awareness of where they live and location of places or things.	Chapter 3: "Geometry and Spatial Sense," pp. 136–137, 141; "Spaces and Geography," pp. 146–147, 150 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**COGNITIVE DEVELOPMENT—Logical Thinking** 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective **COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
Standard 18: Develop awareness of the natural environment and how it can be protected.	Chapter 3: "Earth and the Environment," pp. 144, 145; "People and the Environment," p. 148, 151 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY		
Standard 1: Use language in a variety of ways.	Chapter 1: "Language Development," p. 22 Chapter 3: "Comprehension," pp. 129–130, 133 Chapter 10: "Retelling Stories With Children," p. 373 Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"	**LANGUAGE DEVELOPMENT—Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
Standard 2: Listen and understand different ways people speak and communicate.	Chapter 2: "Large-Group Time," pp. 84–85 Chapter 3: "Comprehension," pp. 129–130, 133; "People and How They Live," pp. 147–148, 150 Chapter 4: "Teacher-Directed Learning," pp. 174–175 Chapter 10: "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373 Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development"	**LANGUAGE DEVELOPMENT—Listening and Speaking** 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges **LANGUAGE DEVELOPMENT—Reading and Writing** 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
Standard 3: Gradually produce more vocabulary and correct sentence structure.	Chapter 1: "Language Development," p. 22 Chapter 3: "Increased Vocabulary and Language," pp. 126–127, 132 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"	**LANGUAGE DEVELOPMENT—Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 4: Recognize and use symbols.	Chapter 2: "Displaying and Labeling Materials," pp. 65–67 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 10: "Recognizing That Written Words Are Symbols," p. 366	**COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play **LANGUAGE DEVELOPMENT—Reading and Writing** 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
Standard 5: Enjoy and understand books.	Chapter 3: "Comprehension," pp. 129–130, 133; "Understanding Books and Other Texts," pp. 130–131, 133; "Literacy as a Source of Enjoyment," p. 131, 133 Chapter 10: "Creating an Environment for the Library Area," pp. 354–361; "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373; "Listening to Tapes With Children," p. 374	**LANGUAGE DEVELOPMENT—Reading and Writing** 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
Standard 6: Show interest in writing.	Chapter 9: "Stages in Painting and Drawing," pp. 337–338 Chapter 10: "Materials for Writing," pp. 359–360; "Developmental Steps in Writing," pp. 367–369; "Promoting Children's Writing," p. 374 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"	**PHYSICAL DEVELOPMENT—Fine Motor** 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name **LANGUAGE DEVELOPMENT—Reading and Writing** 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 7: Understand that print has meaning.	Chapter 3: "Knowledge of Print," p. 128, 132; "Letters and Words," p. 129, 133 Chapter 10: "Understanding How Stories Work," p. 366; "Understanding the Function and Value of Print," p. 366; Recognizing That Written Words Are Symbols," p. 366 Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"	**LANGUAGE DEVELOPMENT—Reading and Writing** 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words
Standard 8: Acquire emergent literacy skills (pre-reading and pre-writing skills) while exploring print in books and the environment.	Chapter 2: "Displaying and Labeling Materials," pp. 65–67 Chapter 3: "Phonological Awareness," pp. 127–128, 132; "Comprehension," pp. 129–130, 133; "Understanding Books and Other Texts," pp. 130–131, 133; "Process Skills," pp. 161–162 Chapter 10: "Literacy: Phonological Awareness," p. 362; "Skills for Engaging With Books," pp. 365–366; "Interacting With Children in the Library Area," pp. 370–375; "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373; "Listening to Tapes With Children," p. 374 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"	**LANGUAGE DEVELOPMENT—Listening and Speaking** 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words **LANGUAGE DEVELOPMENT—Reading and Writing** 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
CREATIVE DEVELOPMENT		
VISUAL ART		
Standard 1: Create and express themselves through a variety of art experiences.	Chapter 3: "Visual Arts," p. 154, 155; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 9: "Art," pp. 317–349 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context **COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
Standard 2: Begin to learn the basics about art.	Chapter 3: "Visual Arts," p. 154, 155 Chapter 9: "Stages in Painting, Drawing, and Using Other Art Materials," pp. 337–340	**PHYSICAL DEVELOPMENT—Fine Motor** 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
MUSIC		
Standard 3: Begin to learn the basics about music. Standard 4: Create and express themselves through a variety of musical experiences.	Chapter 2: "Large-Group Time," pp. 84–85 Chapter 3: "Music," p. 153, 155 Chapter 13: "Music and Movement," pp. 423–441	There are no *Creative Curriculum®* objectives that align directly with this item.
CREATIVE MOVEMENT AND DRAMA		
Standard 5: Begin to learn the basics about movement.	Chapter 3: "Dance," p. 152, 155 Chapter 13: "Music and Movement," pp. 423–441	**PHYSICAL DEVELOPMENT—Gross Motor** 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam **COGNITIVE DEVELOPMENT—Logical Thinking** 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective
AESTHETIC APPRECIATION		
Standard 6: Develop appreciation for natural and cultural beauty. Standard 7: Develop appreciation for visual and performing arts.	Chapter 3: "The Arts," pp. 152–155 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 9: "Nurturing Children's Appreciation of Art," p. 345 Chapter 9: "Talking With Children About Their Art," pp. 342–344 Chapter 9: "What is Wrong With Coloring Books and Precut Patterns?" p. 347 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	There are no *Creative Curriculum®* objectives that align directly with this item.

APPENDIX C

Current Fee Schedule

PROPOSED FEES - DRAFT RULES AND REGULATIONS FOR LICENSED CHILD CARE CENTER AND GROUP HOMES

TYPE OF LICENSE	INITIAL PROPOSED FEE	ADJUSTED NEW FEE
NEW	$300.00	$175.00
RENEWAL	$200.00	$200.00
DUPLICATE	$40.00	$35.00
AMENDED	$200.00	$120.00
PROVISIONAL (NEW)	$300.00	$175.00
PROVISIONAL (RENEWAL)	$200.00	$200.00

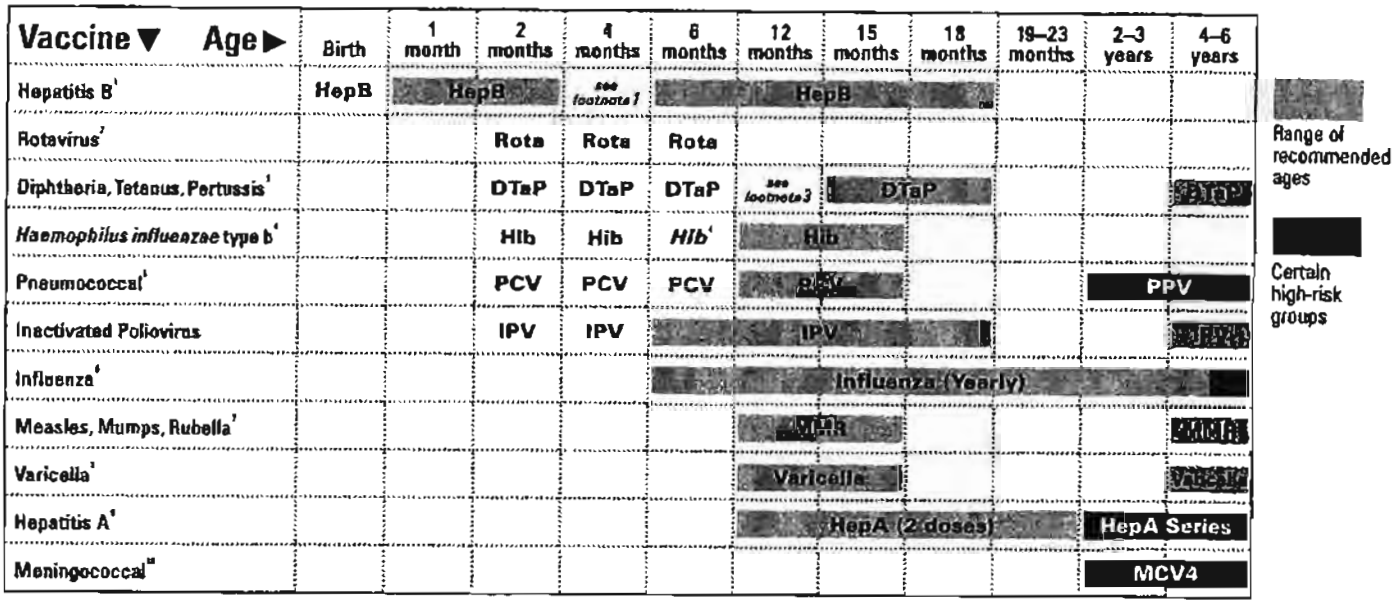
As of April 4, 2011

APPENDIX D

2008 U.S. Immunization Schedule

Recommended Immunization Schedule for Persons Aged 0–6 Years—UNITED STATES • 2008

For those who fall behind or start late, see the catch-up schedule



This schedule indicates the recommended ages for routine administration of currently licensed childhood vaccines, as of December 1, 2007, for children aged 0 through 6 years. Additional information is available at **www.cdc.gov/vaccines/recs/schedules.** Any dose not administered at the recommended age should be administered at any subsequent visit, when indicated and feasible. Additional vaccines may be licensed and recommended during the year. Licensed combination vaccines may be used whenever any components of the combination are indicated and other components of the vaccine are not contraindicated and if approved by the Food and Drug Administration for that dose of the series. **Providers should consult the respective Advisory Committee on Immunization Practices statement for detailed recommendations, including for high risk conditions:** http://www.cdc.gov/vaccines/pubs/ACIP-list.htm. Clinically significant adverse events that follow immunization should be reported to the Vaccine Adverse Event Reporting System (VAERS). Guidance about how to obtain and complete VAERS form is available at www.vaers.hhs.gov or by telephone, 800-822-7967.

1. Hepatitis B vaccine (HepB). *(Minimum age: birth)*

At birth:

- Administer monovalent HepB to all newborns prior to hospital discharge.
- If mother is hepatitis B surface antigen (HBsAg)-positive, administer HepB and 0.5 mL of hepatitis B immune globulin (HBIG) within 12 hours of birth.
- If mother's HBsAg status is unknown, administer HepB within 12 hours of birth. Determine the HBsAg status as soon as possible and if HBsAg-positive, administer HBIG (no later than age 1 week).
- If mother is HBsAg-negative, the birth dose can be delayed, in rare cases, with a provider's order and a copy of the mother's negative HBsAg laboratory report in the infant's medical record.

After the birth dose:

- The HepB series should be completed with either monovalent HepB or a combination vaccine containing HepB. The second dose should be administered at age 1–2 months. The final dose should be administered no earlier than age 24 weeks. Infants born to HBsAg-positive mothers should be tested for HBsAg and antibody to HBsAg after completion of at least 3 doses of a licensed HepB series, at age 9–18 months (generally at the next well-child visit).

4-month dose:

- It is permissible to administer 4 doses of HepB when combination vaccines are administered after the birth dose. If monovalent HepB is used for doses after the birth dose, a dose at age 4 months is not needed.

2. Rotavirus vaccine (Rota). *(Minimum age: 6 weeks)*

- Administer the first dose at age 6–12 weeks.
- Do not start the series later than age 12 weeks.
- Administer the final dose in the series by age 32 weeks. Do not administer any dose later than age 32 weeks.
- Data on safety and efficacy outside of these age ranges are insufficient.

3. Diphtheria and tetanus toxoids and acellular pertussis vaccine (DTaP). *(Minimum age: 6 weeks)*

- The fourth dose of DTaP may be administered as early as age 12 months, provided 6 months have elapsed since the third dose.
- Administer the final dose in the series at age 4–6 years.

4. *Haemophilus influenzae* type b conjugate vaccine (Hib). *(Minimum age: 6 weeks)*

- If PRP-OMP (PedvaxHIB® or ComVax® [Merck]) is administered at ages 2 and 4 months, a dose at age 6 months is not required.
- TriHIBit® (DTaP/Hib) combination products should not be used for primary immunization but can be used as boosters following any Hib vaccine in children age 12 months or older.

5. Pneumococcal vaccine. *(Minimum age: 6 weeks for pneumococcal conjugate vaccine [PCV]; 2 years for pneumococcal polysaccharide vaccine [PPV])*

- Administer one dose of PCV to all healthy children aged 24–59 months having any incomplete schedule.
- Administer PPV to children aged 2 years and older with underlying medical conditions.

6. Influenza vaccine. *(Minimum age: 6 months for trivalent inactivated influenza vaccine [TIV]; 2 years for live, attenuated influenza vaccine [LAIV])*

- Administer annually to children aged 6–59 months and to all close contacts of children aged 0–59 months.
- Administer annually to children 5 years of age and older with certain risk factors, to other persons (including household members) in close contact with persons in groups at higher risk, and to any child whose parents request vaccination.
- For healthy nonpregnant persons (those who do not have underlying medical conditions that predispose them to influenza complications) ages 2–49 years, either LAIV or TIV may be used.
- Children receiving TIV should receive 0.25 mL if age 6–35 mos or 0.5 mL if age 3 years or older.
- Administer 2 doses (separated by 4 weeks or longer) to children younger than 9 years who are receiving influenza vaccine for the first time or who were vaccinated for the first time last season, but only received one dose.

7. Measles, mumps, and rubella vaccine (MMR). *(Minimum age: 12 months)*

- Administer the second dose of MMR at age 4–6 years. MMR may be administered before age 4–6 years, provided 4 weeks or more have elapsed since the first dose.

8. Varicella vaccine. *(Minimum age: 12 months)*

- Administer second dose at age 4–6 years; may be administered 3 months or more after first dose.
- Don't repeat second dose if administered 28 days or more after first dose.

9. Hepatitis A vaccine (HepA). *(Minimum age: 12 months)*

- HepA is recommended for all children aged 1 yr (i.e., aged 12–23 months). The 2 doses in the series should be administered at least 6 months apart.
- Children not fully vaccinated by age 2 years can be vaccinated at subsequent visits.
- HepA is recommended for certain other groups of children, including in areas where vaccination programs target older children.

10. Meningococcal vaccine. *(Minimum age: 2 years for meningococcal conjugate vaccine (MCV4) and for meningococcal polysaccharide vaccine (MPSV4))*

- MCV4 is recommended for children aged 2–10 years with terminal complement deficiencies or anatomic or functional asplenia and certain other high-risk groups. Use of MPSV4 is also acceptable.
- Persons who received MPSV4 3 or more years prior and remain at increased risk for meningococcal disease should be vaccinated with MCV4.

The Recommended Immunization Schedules for Persons Aged 0–18 Years are approved by the Advisory Committee on Immunization Practices (www.cdc.gov/vaccines/recs/acip), the American Academy of Pediatrics (http://www.aap.org), and the American Academy of Family Physicians (http://www.aafp.org).

DEPARTMENT OF HEALTH AND HUMAN SERVICES • CENTERS FOR DISEASE CONTROL AND PREVENTION • SAFER • HEALTHIER • PEOPLE™

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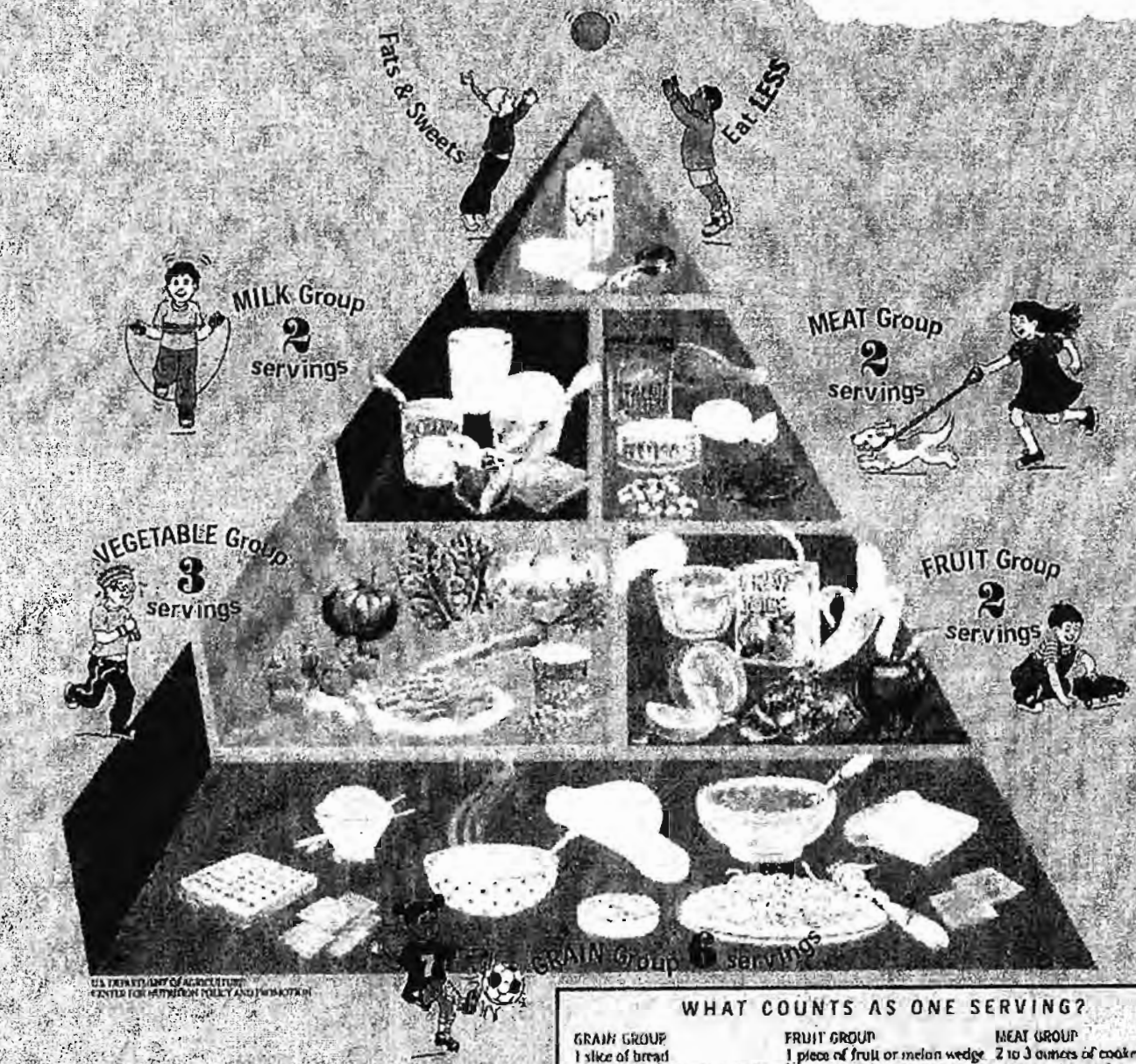
APPENDIX E

Food Guide Pyramid for Young Children

FOOD Guide PYRAMID for Young Children

A Daily Guide for 2- to 6-Year-Olds



U.S. DEPARTMENT OF AGRICULTURE
CENTER FOR NUTRITION POLICY AND PROMOTION

FOOD IS FUN and learning about food is fun, too. Eating foods from the Food Guide Pyramid and being physically active will help you grow healthy and strong.

WHAT COUNTS AS ONE SERVING?

GRAIN GROUP
1 slice of bread
½ cup of cooked rice or pasta
½ cup of cooked cereal
1 ounce of ready-to-eat cereal

VEGETABLE GROUP
½ cup of chopped raw or cooked vegetables
1 cup of raw leafy vegetables

FRUIT GROUP
1 piece of fruit or melon wedge
¾ cup of juice
½ cup of canned fruit
¼ cup of dried fruit

MILK GROUP
1 cup of milk or yogurt
2 ounces of cheese

MEAT GROUP
2 to 3 ounces of cooked lean meat, poultry, or fish.

½ cup of cooked dry beans, or 1 egg counts as 1 ounce of lean meat. 2 tablespoons of peanut butter count as 1 ounce of meat.

FATS AND SWEETS
Limit calories from these.

Four- to 6-year-olds can eat these serving sizes. Offer 2- to 3-year-olds less, except for milk. Two- to 6-year-old children need a total of 2 servings from the milk group each day.

EAT a variety of FOOD AND ENJOY!

Public Playground Safety Handbook







U.S. Consumer Product Safety Commission

Saving Lives and Keeping Families Safe

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1. INTRODUCTION

In recent years, it is estimated that there were more than 200,000 injuries annually on public playgrounds across the country that required emergency room treatment. By following the recommended guidelines in this handbook, you and your community can create a safer playground environment for all children and contribute to the reduction of playground-related deaths and injuries.

1.1 Scope

This handbook presents safety information for public playground equipment in the form of guidelines. Publication of this handbook is expected to promote greater safety awareness among those who purchase, install, and maintain public playground equipment. Because many factors may affect playground safety, the U.S. Consumer Product Safety Commission (CPSC) staff believes that guidelines, rather than a mandatory rule, are appropriate. These guidelines are not being issued as the sole method to minimize injuries associated with playground equipment. However, the Commission believes that the recommendations in this handbook along with the technical information in the ASTM standards for public playgrounds will contribute to greater playground safety.

Some states and local jurisdictions may require compliance with this handbook and/or ASTM voluntary standards. Additionally, risk managers, insurance companies, or others may require compliance at a particular site; check with state/local jurisdictions and insurance companies for specific requirements.

1.2 Intended Audience

This handbook is intended for use by childcare personnel, school officials, parks and recreation personnel, equipment purchasers and installers, playground designers, and any other members of the general public (e.g., parents and school groups) concerned with public playground safety and interested in evaluating their respective playgrounds. Due to the wide range of possible users, some information provided may be more appropriate for certain users than others. The voluntary standards listed in 1.4.1 contain more technical requirements than this handbook and are primarily intended for use by equipment manufacturers, architects, designers, and any others requiring more technical information.

1.3 What is a Public Playground?

"Public" playground equipment refers to equipment for use by children ages 6 months through 12 years in the playground areas of:

- Commercial (non-residential) child care facilities
- Institutions
- Multiple family dwellings, such as apartment and condominium buildings
- Parks, such as city, state, and community maintained parks
- Restaurants
- Resorts and recreational developments
- Schools
- Other areas of public use

These guidelines are not intended for amusement park equipment, sports or fitness equipment normally intended for users over the age of 12 years, soft contained play equipment, constant air inflatable play devices for home use, art and museum sculptures (not otherwise designed, intended and installed as playground equipment), equipment found in water play facilities, or home playground equipment. Equipment components intended solely for children with disabilities and modified to accommodate such users also are not covered by these guidelines. Child care facilities, especially indoor, should refer to ASTM F2373 — *Standard Consumer Safety Performance Specification for Public Use Play Equipment for Children 6 Months Through 23 Months*, for more guidance on areas unique to their facilities.

1.4 Public Playground Safety Voluntary Standards and CPSC Handbook History

- 1981 – First CPSC *Handbook for Public Playground Safety* was published, a two-volume set.
- 1991 – *Standard Specification for Impact Attenuation of Surface Systems Under and Around Playground Equipment*, ASTM F1292, was first published.
- 1991 – Two-volume set was replaced by a single-volume handbook, which contained recommendations based on a COMSIS Corporation report to the CPSC *(Development of Human Factors Criteria for Playground Equipment Safety)*.

- 1993 – First version of voluntary standard for public playground equipment, ASTM F1487 — *Standard Consumer Safety Performance Specification for Playground Equipment for Public Use*, was published (revisions occur every 3 to 4 years).
- 1994 – Minor revisions to the *Handbook*.
- 1997 – Handbook was updated based on (1) staff review of ASTM F1487, (2) playground safety roundtable meeting held October 1996, and (3) public comment received to a May 1997 CPSC staff request.
- 2005 – First version of voluntary standard for playground equipment intended for children under two years old, ASTM F2373 — *Standard Consumer Safety Performance Specification for Public Use Play Equipment for Children 6 Months Through 23 Months*, was published.
- 2008 – Handbook was updated based on comments received from members of the ASTM F15 Playground Committees in response to a CPSC staff request for suggested revisions. Significant revisions are listed below.

1.4.1 ASTM playground standards

Below is a list of ASTM technical performance standards that relate to playgrounds.

- **F1487** *Standard Consumer Safety Performance Specification for Playground Equipment for Public Use.*
- **F2373** *Standard Consumer Safety Performance Specification for Public Use Play Equipment for Children 6 Months through 23 Months.*
- **F1292** *Standard Specification for Impact Attenuation of Surface Systems Under and Around Playground Equipment.*
- **F2075** *Standard Specification for Engineered Wood Fiber for Use as a Playground Safety Surface Under and Around Playground Equipment.*
- **F2223** *Standard Guide for ASTM Standards on Playground Surfacing.*
- **F2479** *Standard Guide for Specification, Purchase, Installation and Maintenance of Poured-In-Place Playground Surfacing.*
- **F1951** *Standard Specification for Determination of Accessibility of Surface Systems Under and Around Playground Equipment.*
- **F1816** *Standard Safety Specification for Drawstrings on Children's Upper Outerwear.*
- **F2049** *Standard Guide for Fences/Barriers for Public, Commercial, and Multi-Family Residential Use Outdoor Play Areas.*
- **F1148** *Standard Consumer Safety Performance Specification for Home Playground Equipment.*
- **F1918** *Standard Safety Performance Specification for Soft Contained Play Equipment.*

1.5 Significant Revisions for 2008

1.5.1 Equipment guidelines

- Age ranges expanded to include children as young as 6 months based on ASTM F2373
- Guidelines for track rides and log rolls added
- Exit zone requirements for slides harmonized with ASTM F1487

1.5.2 Surfacing guidelines

- Critical height table revised
- Suggestions for surfacing over asphalt added

1.5.3 General guidelines

- Suggestions on sun exposure added

1.5.4 Other revisions

- Editorial changes to make the *Handbook* easier to understand and use

1.6 Background

The safety of each individual piece of playground equipment as well as the layout of the entire play area should be considered when designing or evaluating a playground for safety. Since falls are a very common playground hazard pattern, the installation and maintenance of protective surfacing under and around all equipment is crucial to protect children from severe head injuries.

Because all playgrounds present some challenge and because children can be expected to use equipment in unintended and unanticipated ways, adult supervision is highly recommended. The handbook provides some guidance on supervisory practices that adults should follow. Appropriate equipment design, layout, and maintenance, as discussed in this

handbook, are also essential for increasing public playground safety.

A playground should allow children to develop gradually and test their skills by providing a series of graduated challenges. The challenges presented should be appropriate for age-related abilities and should be ones that children can perceive and choose to undertake. Toddlers, preschool- and school-age children differ dramatically, not only in physical size and ability, but also in their intellectual and social skills. Therefore, age-appropriate playground designs should accommodate these differences with regard to the type, scale, and the layout of equipment. Recommendations throughout this handbook address the different needs of toddlers, preschool-age, and school-age children; "toddlers" refers to children ages 6 months through 2 years of age, "preschool-age" refers to children 2 through 5 years, and "school-age" refers to children 5 through 12 years. The overlap between these groups is anticipated in terms of playground equipment use and provides for a margin of safety.

Playground designers, installers and operators should be aware that the Americans with Disabilities Act of 1990 (ADA) is a comprehensive civil rights law which prohibits discrimination on the basis of disability. Titles II and III of the ADA require, among other things, that newly constructed and altered State and local government facilities, places of public accommodation, and commercial facilities be readily accessible to and usable by individuals with disabilities. Recreation facilities, including play areas, are among the types of facilities covered by titles II and III of the ADA.

The Architectural and Transportation Barriers Compliance Boards – also referred to as the "Access Board" – has developed accessibility guidelines for newly constructed and altered play areas that were published October 2000. The play area guidelines are a supplement to the Americans with Disabilities Act Accessibility Guidelines (ADAAG). Once these guidelines are adopted as enforceable standards by the Department of Justice, all newly constructed and altered play areas covered by the ADA will be required to comply. These guidelines also apply to play areas covered by the Architectural Barriers Act (ABA).

Copies of the play area accessibility guidelines and further technical assistance can be obtained from the U.S. Access Board, 1331 F Street, NW, Suite 1000, Washington, DC 20004-1111; 800-872-2253, 800-993-2822 (TTY), www.access-board.gov.

1.7 Playground Injuries

The U. S. Consumer Product Safety Commission has long recognized the potential hazards that exist with the use of playground equipment, with over 200,000 estimated emergency room-treated injuries annually. The most recent study of 2,691 playground equipment-related incidents reported to the CPSC from 2001-2008 indicated that falls are the most common hazard pattern (44% of injuries) followed by equipment-related hazards, such as breakage, tip over, design, and assembly (23%).[1] Other hazard patterns involved entrapment and colliding other children or stationary equipment. Playground-related deaths reported to the Commission involved entanglement of ropes, leashes, or clothing; falls; and impact from equipment tip over or structural failure.

The recommendations in this handbook have been developed to address the hazards that resulted in playground-related injuries and deaths. The recommendations include those that address:

- The potential for falls from and impact with equipment
- The need for impact attenuating protective surfacing under and around equipment
- Openings with the potential for head entrapment
- The scale of equipment and other design features related to user age and layout of equipment on a playground
- Installation and maintenance procedures
- General hazards presented by protrusions, sharp edges, and crush or shear points

1.8 Definitions

Barrier — An enclosing device around an elevated platform that is intended to prevent both inadvertent and deliberate attempts to pass through the device.

Composite Structure — Two or more play structures attached or functionally linked, to create one integral unit that provides more than one play activity.

Critical Height — The fall height below which a life-threatening head injury would not be expected to occur.

[1]O'Brien, Craig W.; Injuries and Investigated Deaths Associated with Playground Equipment, 2001–2008. U.S. Consumer Product Safety Commission: Washington DC, October, 2009.

Designated Play Surface — Any elevated surface for standing, walking, crawling, sitting or climbing, or a flat surface greater than 2 inches wide by 2 inches long having an angle less than 30° from horizontal.

Embankment Slide — A slide that follows the contour of the ground and at no point is the bottom of the chute greater than 12 inches above the surrounding ground.

Entanglement — A condition in which the user's clothes or something around the user's neck becomes caught or entwined on a component of playground equipment.

Entrapment — Any condition that impedes withdrawal of a body or body part that has penetrated an opening.

Fall Height — The vertical distance between the highest designated play surface on a piece of equipment and the protective surfacing beneath it.

Footing — A means for anchoring playground equipment to the ground.

Full Bucket Seat Swing — A swing generally appropriate for children under 4 years of age that provides support on all sides and between the legs of the occupant and cannot be entered or exited without adult assistance.

Geotextile (filter) Cloth — A fabric that retains its relative structure during handling, placement, and long-term service to enhance water movement, retard soil movement, and to add reinforcement and separation between the soil and the surfacing and/or sub-base.

Guardrail — An enclosing device around an elevated platform that is intended to prevent inadvertent falls from the elevated surface.

Infill — Material(s) used in a protective barrier or between decks to prevent a user from passing through the barrier (e.g., vertical bars, lattice, solid panel, etc.).

Loose-Fill Surfacing Material — A material used for protective surfacing in the use zone that consists of loose particles such as sand, gravel, engineered wood fibers, or shredded rubber.

Preschool-Age Children — Children 2 years of age through 5 years of age.

Projection — Anything that extends extends outward from a surface of the playground equipment and must be tested to determine whether it is a protrusion or entanglement hazard, or both.

Protective Barrier — See Barrier.

Protective Surfacing — Shock absorbing (i.e., impact attenuating) surfacing material in the use zone that conforms to the recommendations in §2.4 of this handbook.

Protrusion — A projection which, when tested, is found to be a hazard having the potential to cause bodily injury to a user who impacts it.

Roller Slide — A slide that has a chute consisting of a series of individual rollers over which the user travels.

School-Age Children — Children 5 years of age through 12 years of age.

Slide Chute — The inclined sliding surface of a slide.

Stationary Play Equipment — Any play structure that has a fixed base and does not move.

Supervisor — Any person tasked with watching children on a playground. Supervisors may be paid professionals (e.g., childcare, elementary school or park and recreation personnel), paid seasonal workers (e.g., college or high school students), volunteers (e.g., PTA members), or unpaid caregivers (e.g., parents) of the children playing in the playground.

Toddlers — Children 6 months through 23 months of age.

Tube Slide — A slide in which the chute consists of a totally enclosed tube or tunnel.

Unitary Surfacing Material — A manufactured material used for protective surfacing in the use zone that may be rubber tiles, mats, or a combination of energy absorbing materials held in place by a binder that may be poured in place at the playground site and cures to form a unitary shock absorbing surface.

Upper Body Equipment — Equipment designed to support a child by the hands only (e.g., horizontal ladder, overhead swinging rings).

Use Zone — The surface under and around a piece of equipment onto which a child falling from or exiting from the equipment would be expected to land. These areas are also designated for unrestricted circulation around the equipment.

2. GENERAL PLAYGROUND CONSIDERATIONS

2.1 Selecting a Site

The following factors are important when selecting a site for a new playground:

Site Factor	Questions to Ask	If yes, then...Mitigation
Travel patterns of children to and from the playground	Are there hazards in the way?	Clear hazards.
Nearby accessible hazards such as roads with traffic, lakes, ponds, streams, drop-offs/cliffs, etc.	Could a child inadvertently run into a nearby hazard? Could younger children easily wander off toward the hazard?	Provide a method to contain children within the playground. For example, a dense hedge or a fence. The method should allow for observation by supervisors. If fences are used, they should conform to local building codes and/or ASTM F-2049.
Sun exposure	Is sun exposure sufficient to heat exposed bare metal slides, platforms, steps, & surfacing enough to burn children?	Bare metal slides, platforms, and steps should be shaded or located out of direct sun. Provide warnings that equipment and surfacing exposed to intense sun can burn.
	Will children be exposed to the sun during the most intense part of the day?	Consider shading the playground or providing shaded areas nearby.
Slope and drainage	Will loose fill materials wash away during periods of heavy rain?	Consider proper drainage re-grading to prevent wash outs.

2.1.1 Shading considerations

According to the American Academy of Dermatology, research indicates that one in five Americans will develop some form of skin cancer during their lifetime, and five or more sunburns double the risk of developing skin cancer. Utilizing existing shade (e.g., trees), designing play structures as a means for providing shading (e.g., elevated platforms with shaded space below), or creating more shade (e.g., man-made structures) are potential ways to design a playground to help protect children's skin from the sun. When trees are used for shade, additional maintenance issues arise, such as the need for cleaning up debris and trimming limbs.

2.2 Playground Layout

There are several key factors to keep in mind when laying out a playground:

- Accessibility
- Age separation
- Conflicting activities
- Sight lines
- Signage and/or labeling
- Supervision

2.2.1 Accessibility

Special consideration should be given to providing accessible surfaces in a play area that meets the ASTM *Standard Specification for Determination of Accessibility of Surface Systems Under and Around Playground Equipment*, ASTM F1951. Equipment selection and location along with the type of protective surfacing are key components to ensuring the opportunity for children with disabilities to play on the playground.

2.2.2 Age separation

For playgrounds intended to serve children of all ages, the layout of pathways and the landscaping of the playground should show the distinct areas for the different age groups. The areas should be separated at least by a buffer zone, which could be an area with shrubs or benches. This separation and buffer zone will reduce the chance of injury from older, more active children running through areas filled with younger children with generally slower movement and reaction times.

2.2.3 Age group

In areas where access to the playground is unlimited or enforced only by signage, the playground designer should recognize that since child development is fluid, parents and caregivers may select a playground slightly above or slightly below their child's abilities, especially for children at or near a cut-off age (e.g., 2-years old and 5-years old). This could be for ease of supervising multiple children, misperceptions about the hazards a playground may pose to children of a different age, advanced development of a child, or other reasons. For this reason, there is an overlap at age 5. Developmentally a similar overlap also exists around age 2; however, due to the differences in ASTM standards and entrapment testing tools, this overlap is not reflected in the handbook. Playgrounds used primarily by children under the supervision of paid, trained professionals (e.g., child-care centers and schools) may wish to consider separating playgrounds by the facility's age groupings. For example, a child-care facility may wish to limit a playground to toddlers under 2 exclusively and can draw information from this guide and ASTM F2373. A school, on the other hand, may have no children under 4 attending, and can likewise plan appropriately. Those who inspect playgrounds should use the intended age group of the playground.

2.2.4 Conflicting activities

The play area should be organized into different sections to prevent injuries caused by conflicting activities and children running between activities. Active, physical activities should be separate from more passive or quiet activities. Areas for playground equipment, open fields, and sand boxes should be located in different sections of the playground. In addition, popular, heavy-use pieces of equipment or activities should be dispersed to avoid crowding in any one area.

Different types of equipment have different use zones that must be maintained. The following are general recommendations for locating equipment within the playground site. Specific use zones for equipment are given in §5.3.

- Moving equipment, such as swings and merry-go-rounds, should be located toward a corner, side, or edge of the play area while ensuring that the appropriate use zones around the equipment are maintained.
- Slide exits should be located in an uncongested area of the playground.
- Composite play structures have become increasingly popular on public playgrounds. Adjacent components on composite structures should be complementary. For example, an access component should not be located in a slide exit zone.

2.2.5 Sight lines

Playgrounds that are designed, installed, and maintained in accordance with safety guidelines and standards can still present hazards to children. Playgrounds should be laid out to allow parents or caregivers to keep track of children as they move throughout the playground environment. Visual barriers should be minimized as much as possible. For example, in a park situation, playground equipment should be as visible as possible from park benches. In playgrounds with areas for different ages, the older children's area should be visible from the younger children's area to ensure that caregivers of multiple children can see older children while they are engaged in interactive play with younger ones.

2.2.6 Signage and/or labeling

Although the intended user group should be obvious from the design and scale of equipment, signs and/or labels posted in the playground area or on the equipment should give some guidance to supervisors as to the age appropriateness of the equipment.

2.2.7 Supervision



The quality of the supervision depends on the quality of the supervisor's knowledge of safe play behavior. Playground designers should be aware of the type of supervision most likely for their given playground. Depending on the location and nature of the playground, the supervisors may be paid professionals (e.g., childcare, elementary school or park and recreation personnel), paid seasonal workers (e.g., college or high school students), volunteers (e.g., PTA members), or unpaid caregivers (e.g., parents) of the children playing in the playground.

Parents and playground supervisors should be aware that not all playground equipment is appropriate for all children who may use the playground. Supervisors should look for posted signs indicating the appropriate age of the users and direct children to equipment appropriate for their age. Supervisors may also use the information in Table 1 to determine the suitability of the equipment for the children they are supervising. Toddlers and preschool-age children require more attentive supervision than older children; however, one should not rely on supervision alone to prevent injuries.

Supervisors should understand the basics of playground safety such as:

- Checking for broken equipment and making sure children don't play on it.
- Checking for and removing unsafe modifications, especially ropes tied to equipment, before letting children play.
- Checking for properly maintained protective surfacing.
- Making sure children are wearing foot wear.

TABLE 1. EXAMPLES OF AGE APPROPRIATE EQUIPMENT



Toddler — Ages 6-23 months

- Climbing equipment under 32" high
- Ramps
- Single file step ladders
- Slides*
- Spiral slides less than 360°
- Spring rockers
- Stairways
- Swings with full bucket seats

* See §5.3.6



Preschool — Ages 2-5 years

- Certain climbers**
- Horizontal ladders less than or equal to 60" high for ages 4 and 5
- Merry-go-rounds
- Ramps
- Rung ladders
- Single file step ladders
- Slides*
- Spiral slides up to 360°
- Spring rockers
- Stairways
- Swings – belt, full bucket seats (2-4 years) & rotating tire

** See §5.3.2



Grade School — Ages 5-12 years

- Arch climbers
- Chain or cable walks
- Free standing climbing events with flexible parts
- Fulcrum seesaws
- Ladders – Horizontal, Rung, & Step
- Overhead rings***
- Merry-go-rounds
- Ramps
- Ring treks
- Slides*
- Spiral slides more than one 360° turn
- Stairways
- Swings – belt & rotating tire
- Track rides
- Vertical sliding poles

*** See §5.3.2.5

- Watching and stopping dangerous horseplay, such as children throwing protective surfacing materials, jumping from heights, etc.
- Watching for and stopping children from wandering away from the play area.

2.3 Selecting Equipment

When selecting playground equipment, it is important to know the age range of the children who will be using the playground. Children at different ages and stages of development have different needs and abilities. Playgrounds should be designed to stimulate children and encourage them to develop new skills, but should be in scale with their sizes, abilities, and developmental levels. Consideration should also be given to providing play equipment that is accessible to children with disabilities and encourages integration within the playground.

Table 1 shows the appropriate age range for various pieces of playground equipment. This is not an all-comprehensive list and, therefore, should not limit inclusion of current or newly designed equipment that is not specifically mentioned. For equipment listed in more than one group, there may be some modifications or restrictions based on age, so consult the specific recommendations in §5.3.

2.3.1 Equipment not recommended

Some playground equipment is not recommended for use on public playgrounds, including:

- Trampolines
- Swinging gates
- Giant strides
- Climbing ropes that are not secured at both ends.
- Heavy metal swings (e.g., animal figures) – These are not recommended because their heavy rigid metal framework presents a risk of impact injury.
- Multiple occupancy swings – With the exception of tire swings, swings that are intended for more than one user are not recommended because their greater mass, as compared to single occupancy swings, presents a risk of impact injury.
- Rope swings – Free-swinging ropes that may fray or otherwise form a loop are not recommended because they present a potential strangulation hazard.
- Swinging dual exercise rings and trapeze bars – These are rings and trapeze bars on long chains that are generally considered to be items of athletic equipment and are not recommended for public playgrounds. *NOTE: The recommendation against the use of exercise rings does not apply to overhead hanging rings such as those used in a ring trek or ring ladder (see Figure 7).*



2.4 Surfacing

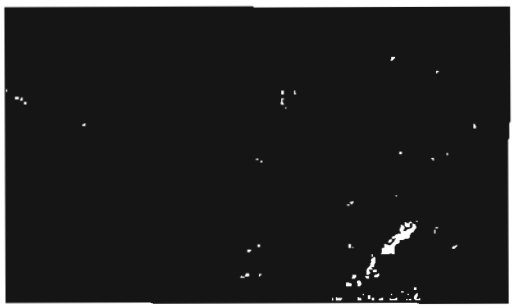
The surfacing under and around playground equipment is one of the most important factors in reducing the likelihood of life-threatening head injuries. A fall onto a shock absorbing surface is less likely to cause a serious head injury than a fall onto a hard surface. However, some injuries from falls, including broken limbs, may occur no matter what playground surfacing material is used.

The most widely used test method for evaluating the shock absorbing properties of a playground surfacing material is to drop an instrumented metal headform onto a sample of the material and record the acceleration/time pulse during the impact. Field and laboratory test methods are described in ASTM F1292 *Standard Specification for Impact Attenuation of Surface Systems Under and Around Playground Equipment.*

Testing using the methods described in ASTM F1292 will provide a "critical height" rating of the surface. This height can be considered as an approximation of the fall height below which a life-threatening head injury would not be expected to occur. Manufacturers and installers of playground protective surfacing should provide the critical height rating of their materials. This rating should be greater than or equal to the fall height of the highest piece of equipment on the playground. The fall height of a piece of equipment is the distance between the highest designated play surface on a piece of equipment and the protective surface beneath it. Details for determining the highest designated play surface and fall height on some types of equipment are included in §5 Parts of the Playground.

2.4.1 Equipment not covered by protective surfacing recommendations

The recommendations for protective surfacing do not apply to equipment that requires a child to be standing or sitting *at ground level.* Examples of such equipment are:



Appropriate Surfacing

- Any material tested to ASTM F1292, including unitary surfaces, engineered wood fiber, etc.
- Pea gravel
- Sand
- Shredded/recycled rubber mulch
- Wood mulch (not CCA-treated)
- Wood chips



Inappropriate Surfacing

- Asphalt
- Carpet not tested to ASTM F1292
- Concrete
- Dirt
- Grass
- CCA treated wood mulch

- Sand boxes
- Activity walls at ground level
- Play houses
- Any other equipment that children use when their feet remain in contact with the ground surface

2.4.2 Selecting a surfacing material

There are two options available for surfacing public playgrounds: unitary and loose-fill materials. A playground should never be installed without protective surfacing of some type. Concrete, asphalt, or other hard surfaces should never be directly under playground equipment. Grass and dirt are not considered protective surfacing because wear and environmental factors can reduce their shock absorbing effectiveness. Carpeting and mats are also not appropriate unless they are tested to and comply with ASTM F1292. Loose-fill should be avoided for playgrounds intended for toddlers.

2.4.2.1 Unitary surfacing materials

Unitary materials are generally rubber mats and tiles or a combination of energy-absorbing materials held in place by a binder that may be poured in place at the playground site and then cured to form a unitary shock absorbing surface. Unitary materials are available from a number of different manufacturers, many of whom have a range of materials with differing shock absorbing properties. New surfacing materials, such as bonded wood fiber and combinations of loose-fill and unitary, are being developed that may also be tested to ASTM F1292 and fall into the unitary materials category. When deciding on the best surfacing materials keep in mind that some dark colored surfacing materials exposed to the intense sun have caused blistering on bare feet. Check with the manufacturer if light colored materials are available or provide shading to reduce direct sun exposure.

Persons wishing to install a unitary material as a playground surface should request ASTM F1292 test data from the manufacturer identifying the critical height rating of the desired surface. In addition, site requirements should be obtained from the manufacturer because some unitary materials require installation over a hard surface while others do not. Manufacturer's instructions should be followed closely, as some unitary systems require professional installation. Testing should be conducted in accordance with the ASTM F1292 standard.

2.4.2.2 Loose-fill surfacing materials

Engineered wood fiber (EWF) is a wood product that may look similar in appearance to landscaping mulch, but EWF products are designed specifically for use as a playground safety surface under and around playground equipment. EWF products should meet the specifications in ASTM F2075: *Standard Specification for Engineered Wood Fiber* and be tested to and comply with ASTM F1292.

There are also rubber mulch products that are designed specifically for use as playground surfacing. Make sure they have been tested to and comply with ASTM F1292.

When installing these products, tips 1-9 listed below should be followed. Each manufacturer of engineered wood fiber and rubber mulch should provide maintenance requirements for and test data on:

- Critical height based on ASTM F1292 impact attenuation testing.
- Minimum fill-depth data.
- Toxicity.
- ADA/ABA accessibility guidelines for firmness and stability based on ASTM F1951.

Other loose-fill materials are generally landscaping-type materials that can be layered to a certain depth and resist compacting. Some examples include wood mulch, wood chips, sand, pea gravel, and shredded/recycled rubber mulch.

Important tips when considering loose-fill materials:

1. Loose-fill materials will compress at least 25% over time due to use and weathering. This must be considered when planning the playground. For example, if the playground will require 9 inches of wood chips, then the initial fill level should be 12 inches. See Table 2 below.
2. Loose-fill surfacing requires frequent maintenance to ensure surfacing levels never drop below the minimum depth. Areas under swings and at slide exits are more susceptible to displacement; special attention must be paid to maintenance in these areas. Additionally, wear mats can be installed in these areas to reduce displacement.
3. The perimeter of the playground should provide a method of containing the loose-fill materials.
4. Consider marking equipment supports with a minimum fill level to aid in maintaining the original depth of material.
5. Good drainage is essential to maintaining loose-fill surfacing. Standing water with surfacing material reduces effectiveness and leads to material compaction and decomposition.
6. Critical height may be reduced during winter in areas where the ground freezes.
7. Never use less than 9 inches of loose-fill material except for shredded/recycled rubber (6 inches recommended). Shallower depths are too easily displaced and compacted
8. Some loose-fill materials may not meet ADA/ABA accessibility guidelines. For more information, contact the Access Board (see §1.6) or refer to ASTM F1951.
9. Wood mulch containing chromated copper arsenate (CCA)-treated wood products should not be used; mulch where the CCA-content is unknown should be avoided (see §2.5.5.1).

Table 2 shows the minimum required depths of loose-fill material needed based on material type and fall height. The depths shown assume the materials have been compressed due to use and weathering and are properly maintained to the given level.

2.4.2.3 Installing loose-fill over hard surface

CPSC staff strongly recommends against installing playgrounds over hard surfaces, such as asphalt, concrete, or hard packed earth, unless the installation adds the following layers of protection. Immediately over the hard surface there should be a 3- to 6-inch base layer of loose-fill (e.g., gravel for drainage). The next layer should be a Geotextile cloth. On top of that should be a loose-fill layer meeting the specifications addressed in §2.4.2.2 and Table 2. Embedded in the loose-fill layer should be impact attenuating mats under high traffic areas, such as under swings, at slide exits, and other places where displacement is likely. Figure 1 provides a visual representation of this information. Older playgrounds that still exist on hard surfacing should be modified to provide appropriate surfacing.

2.5 Equipment Materials

2.5.1 Durability and finish

- Use equipment that is manufactured and constructed only of materials that have a demonstrated record of durability in a playground or similar setting.

Table 2. Minimum compressed loose-fill surfacing depths

6*	Shredded/recycled rubber	10
9	Sand	4
9	Pea Gravel	5
9	Wood mulch (non-CCA)	7
9	Wood chips	10

* Shredded/recycled rubber loose-fill surfacing does not compress in the same manner as other loose-fill materials. However, care should be taken to maintain a constant depth as displacement may still occur.

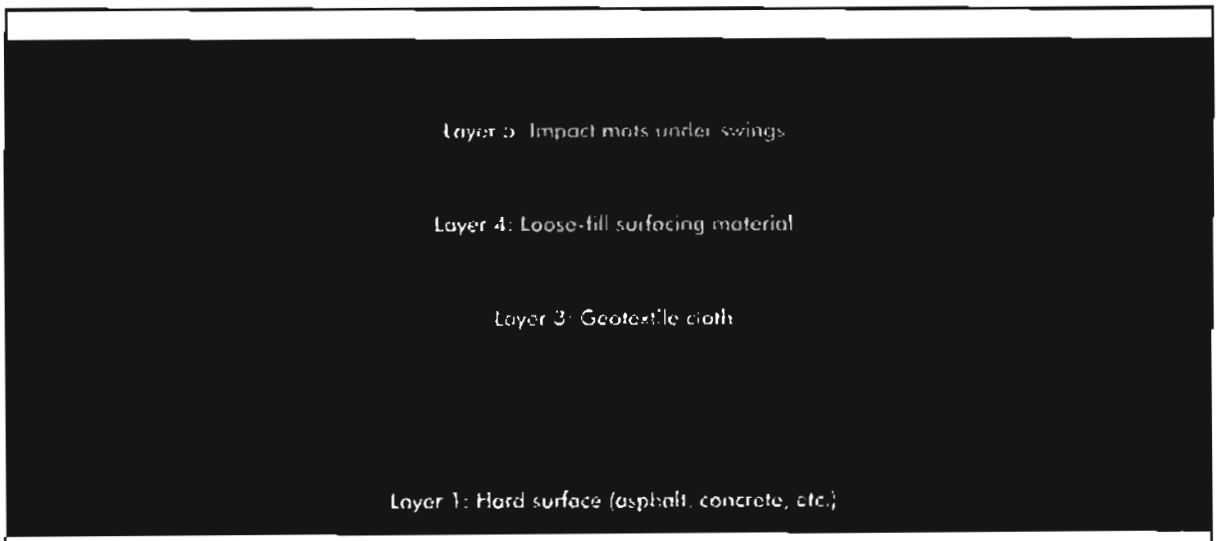


Figure 1. Installation layers for loose-fill over a hard surface

- Finishes, treatments, and preservatives should be selected carefully so that they do not present a health hazard to users.

2.5.2 Hardware

When installed and maintained in accordance with the manufacturer's instructions:

- All fasteners, connectors, and covering devices should not loosen or be removable without the use of tools.
- All fasteners, connectors, and covering devices that are exposed to the user should be smooth and should not be likely to cause laceration, penetration, or present a clothing entanglement hazard (see also §3.2 and Appendix B).
- Lock washers, self-locking nuts, or other locking means should be provided for all nuts and bolts to protect them from detachment.
- Hardware in moving joints should also be secured against unintentional or unauthorized loosening.

- All fasteners should be corrosion resistant and be selected to minimize corrosion of the materials they connect. This is particularly important when using wood treated with ACQ/CBA/CA-B[2] as the chemicals in the wood preservative corrode certain metals faster than others.
- Bearings or bushings used in moving joints should be easy to lubricate or be self-lubricating.
- All hooks, such as S-hooks and C-hooks, should be closed (see also §5.3.8.1). A hook is considered closed if there is no gap or space greater than 0.04 inches, about the thickness of a dime.

2.5.3 Metals

- Avoid using bare metal for platforms, slides, or steps. When exposed to direct sunlight they may reach temperatures high enough to cause serious contact burn injuries in a matter of seconds. Use other materials that may reduce the surface temperature, such as but not limited to wood, plastic, or coated metal (see also Slides in §5.3.6).
- If bare or painted metal surfaces are used on platforms, steps, and slide beds, they should be oriented so that the surface is not exposed to direct sun year round.

2.5.4 Paints and finishes

- Metals not inherently corrosion resistant should be painted, galvanized, or otherwise treated to prevent rust.
- The manufacturer should ensure that the users cannot ingest, inhale, or absorb potentially hazardous amounts of preservative chemicals or other treatments applied to the equipment as a result of contact with playground equipment.
- All paints and other similar finishes must meet the current CPSC regulation for lead in paint.
- Painted surfaces should be maintained to prevent corrosion and deterioration.
- Paint and other finishes should be maintained to prevent rusting of exposed metals and to minimize children playing with peeling paint and paint flakes.
- Older playgrounds with lead based paints should be identified and a strategy to control lead paint exposure should be developed. Playground managers should consult the October 1996 report, CPSC Staff Recommendations for Identifying and Controlling Lead Paint on Public Playground Equipment.[3]

2.5.5 Wood

- Wood should be either naturally rot- and insect-resistant (e.g., cedar or redwood) or should be treated to avoid such deterioration.
- Creosote-treated wood (e.g., railroad ties, telephone poles, etc) and coatings that contain pesticides should not be used.

2.5.5.1 Pressure-treated wood

A significant amount of older playground wood was pressure-treated with chemicals to prevent damage from insects and fungi. Chromated copper arsenate (CCA) was a chemical used for decades in structures (including playgrounds). Since December 31, 2003, CCA-treated wood is no longer processed for use in playground applications. Other rot- and insect-resistant pressure treatments are available that do not contain arsenic; however, when using any of the new treated wood products, be sure to use hardware that is compatible with the wood treatment chemicals. These chemicals are known to corrode certain materials faster than others.

Existing playgrounds with CCA-treated wood

Various groups have made suggestions concerning the application of surface coatings to CCA-treated wood (e.g., stains and sealants) to reduce a child's potential exposure to arsenic from the wood surface. Data from CPSC staff and EPA studies suggest that regular (at least once a year) use of an oil- or water-based, penetrating sealant or stain can reduce arsenic migration from CCA-treated wood. Installers, builders, and consumers who perform woodworking operations, such as sanding, sawing, or sawdust disposal, on pressure-treated wood should read the consumer information sheet available at the point of sale. This sheet contains important health precautions and disposal information.

[2] Ammoniacal copper quat (ACQ), copper boron azole (CBA), copper azole type B (CA-B), etc.

[3] CPSC Staff Recommendations for Identifying and Controlling Lead Paint on Public Playground Equipment; U.S. Consumer Product Safety Commission: Washington, DC, October 1996.

When selecting wood products and finishes for public playgrounds, CPSC staff recommends:

- Avoid "film-forming" or non-penetrating stains (latex semi-transparent, latex opaque and oil-based opaque stains) on outdoor surfaces because peeling and flaking may occur later, which will ultimately have an impact on durability as well as exposure to the preservatives in the wood.
- Creosote, pentachlorophenol, and tributyl tin oxide are too toxic or irritating and should not be used as preservatives for playground equipment wood.
- Pesticide-containing finishes should not be used.
- CCA-treated wood should not be used as playground mulch.

2.6 Assembly and Installation

- Strictly follow *all* instructions from the manufacturer when assembling and installing equipment.
- After assembly and before its first use, equipment should be thoroughly inspected by a person qualified to inspect playgrounds for safety.
- The manufacturer's assembly and installation instructions, and all other materials collected concerning the equipment, should be kept in a permanent file.
- Secure anchoring is a key factor to stable installation, and the anchoring process should be completed in *strict* accordance with the manufacturer's specifications.

3. PLAYGROUND HAZARDS

This section provides a broad overview of general hazards that should be avoided on playgrounds. It is intended to raise awareness of the risks posed by each of these hazards. Many of these hazards have technical specifications and tests for compliance with ASTM F1487 and F2373. Some of these tests are also detailed in Appendix B.

3.1 Crush and Shearing Points

Anything that could crush or shear limbs should not be accessible to children on a playground. Crush and shear points can be caused by parts moving relative to each other or to a fixed part during a normal use cycle, such as a see-saw.

To determine if there is a possible crush or shear point, consider:

- The likelihood a child could get a body part inside the point, and
- The closing force around the point.

Potential crush/shear hazards specific to certain pieces of equipment are identified in §5.3 Major Types of Playground Equipment.

3.2 Entanglement and Impalement

Projections on playground equipment should not be able to entangle children's clothing nor should they be large enough to impale. To avoid this risk:

- The diameter of a projection should not increase in the direction away from the surrounding surface toward the exposed end (see Figure 2).
- Bolts should not expose more than two threads beyond the end of the nut (see Figure 3).
- All hooks, such as S-hooks and C-hooks, should be closed (see also §5.3.8.1). A hook is considered closed if there is no gap or space greater than 0.04 inches, about the thickness of a dime.
  - Any connecting device containing an in-fill that completely fills the interior space preventing entry of clothing items into the interior of the device is exempt from this requirement.
- Swings and slides have additional recommendations for projections detailed in §5.3.
- See Appendix B for testing recommendations.

3.2.1 Strings and ropes

Drawstrings on the hoods of jackets, sweatshirts, and other upper body clothing can become entangled in playground equipment, and can cause death by strangulation. To avoid this risk:

- Children should not wear jewelry, jackets or sweatshirts with drawstring hoods, mittens connected by strings through the arms, or other upper body clothing with drawstrings.
- Remove any ropes, dog leashes, or similar objects that have been attached to playground equipment. Children can become entangled in them and strangle to death.

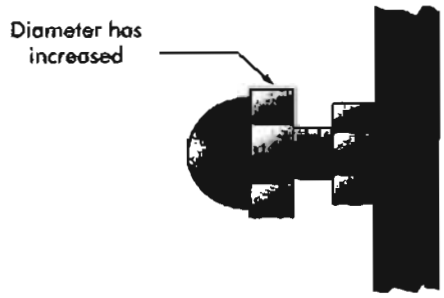
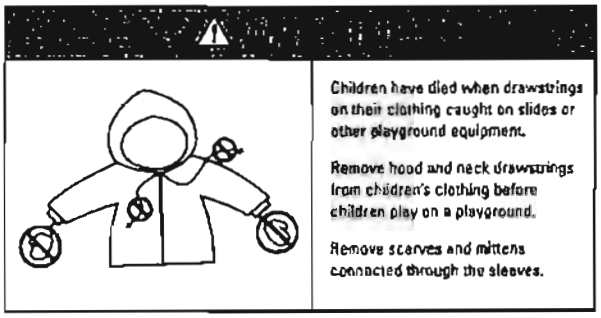


Figure 2. Example of a hazardous projection that increases in diameter from plane of initial surface and forms an entanglement hazard and may also be an impalement hazard.



Figure 3. Example of a hazardous projection that extends more than 2 threads beyond the nut and forms an impalement/laceration hazard and may also be an entanglement hazard.

- Avoid equipment with ropes that are not secured at both ends.
- The following label, or a similar sign or label, can be placed on or near slides or other equipment where potential entanglements may occur.



3.3 Entrapment

3.3.1 Head entrapment

Head entrapment is a serious concern on playgrounds, since it could lead to strangulation and death. A child's head may become entrapped if the child enters an opening either feet first or head first. Head entrapment by head-first entry generally occurs when children place their heads through an opening in one orientation, turn their heads to a different orientation, then are unable to get themselves out. Head entrapment by feet first entry involves children who generally sit or lie down and slide their feet into an opening that is large enough to permit their bodies to go through but is not large enough to permit their heads to go through. A part or a group of parts should not form openings that could trap a child's head. Also, children should not wear their bicycle helmets while on playground equipment. There have been recent head entrapment incidents in which children wearing their bicycle helmets became entrapped in spaces that would not normally be considered a head entrapment.

Certain openings could present an entrapment hazard if the distance between any interior opposing surfaces is greater than 3.5 inches and less than 9 inches. These spaces should be tested as recommended in Appendix B. When one dimension of an opening is within this range, all dimensions of the opening should be considered together to evaluate the possibility of entrapment. Even openings that are low enough for children's feet to touch the ground can present a risk of strangulation for an entrapped child. (See Figure 4). Younger children may not have the necessary intellectual ability or motor skills to reverse the process that caused their heads to become trapped, especially if they become scared or panicked.

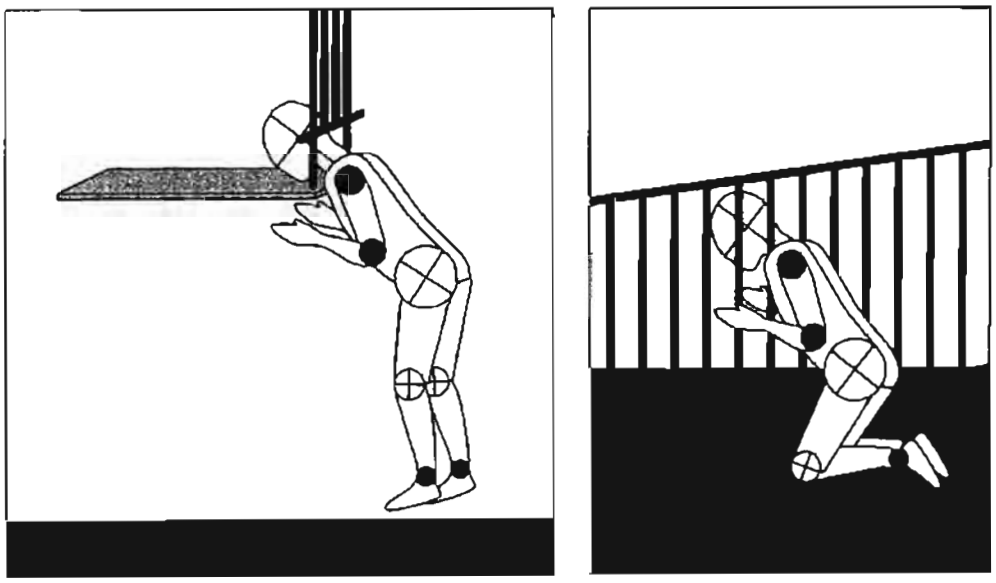


Figure 4. Examples of entrapment below a barrier and between the vertical bars of a barrier.

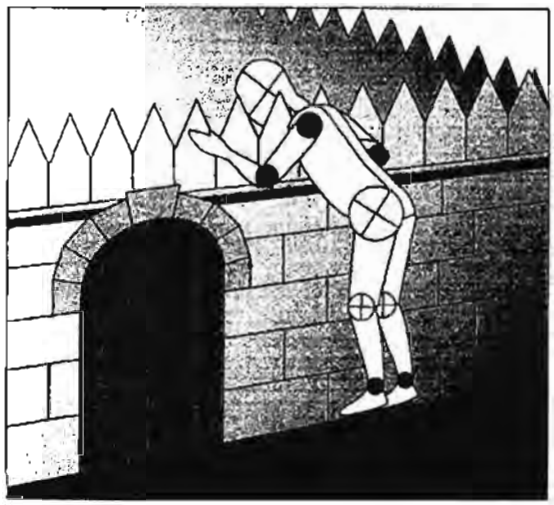


Figure 5. Example of entrapment in an angle less than 55 degrees on a fort.

3.3.2 Partially bound openings and angles

Children can become entrapped by partially bound openings, such as those formed by two or more playground parts.

- Angles formed by two accessible adjacent parts should be greater than 55 degrees unless the lowest leg is horizontal or below horizontal.
- Use the partially-bound opening test in Appendix B to identify hazardous angles and other partially-bound openings.

3.4 Sharp Points, Corners, and Edges

Sharp points, corners, or edges on any part of the playground or playground equipment may cut or puncture a child's skin. Sharp edges can cause serious lacerations if protective measures are not taken. To avoid the risk of injury from sharp points, corners and edges:

- Exposed open ends of all tubing not resting on the ground or otherwise covered should be covered by caps or plugs that cannot be removed without the use of tools.
- Wood parts should be smooth and free from splinters.
- All corners, metal and wood, should be rounded.
- All metal edges should be rolled or have rounded capping.
- There should be no sharp edges on slides. Pay special attention to metal edges of slides along the sides and at the exit (see also §5.3.6.4).
- If steel-belted radials are used as playground equipment, they should be closely examined regularly to ensure that there are no exposed steel belts/wires.
- Conduct frequent inspections to help prevent injuries caused by splintered wood, sharp points, corners, or edges that may develop as a result of wear and tear on the equipment.

3.5 Suspended Hazards

Children using a playground may be injured if they run into or trip over suspended components (such as cables, wires, ropes, or other flexible parts) connected from one piece of the playground equipment to another or hanging to the ground. These suspended components can become hazards when they are within 45 degrees of horizontal and are less than 7 feet above the protective surfacing. To avoid a suspended hazard, suspended components:

- Should be located away from high traffic areas.
- Should either be brightly colored or contrast with the surrounding equipment and surfacing.
- Should not be able to be looped back on themselves or other ropes, cables, or chains to create a circle with a 5 inch or greater perimeter.
- Should be fastened at both ends unless they are 7 inches or less long or attached to a swing seat.

These recommendations do not apply to swings, climbing nets, or if the suspended component is more than 7 feet above the protective surfacing and is a minimum of one inch at its widest cross-section dimension.

3.6 Tripping Hazards

Play areas should be free of tripping hazards (i.e., sudden change in elevations) to children who are using a playground. Two common causes of tripping are anchoring devices for playground equipment and containment walls for loose-fill surfacing materials.

- All anchoring devices for playground equipment, such as concrete footings or horizontal bars at the bottom of flexible climbers, should be installed below ground level

and beneath the base of the protective surfacing material. This will also prevent children from sustaining additional injuries from impact if they fall on exposed footings.

- Contrasting the color of the surfacing with the equipment color can contribute to better visibility.
- Surfacing containment walls should be highly visible.
- Any change of elevation should be obvious.
- Contrasting the color of the containment barrier with the surfacing color can contribute to better visibility.

3.7 Used Tires

Used automobile and truck tires are often recycled as playground equipment, such as tire swings or flexible climbers, or as a safety product such as cushioning under a seesaw or shredded as protective surfacing. When recycling tires for playground use:

- Steel-belted radials should be closely examined regularly to ensure that there are no exposed steel belts/wires.
- Care should be taken so that the tire does not collect water and debris; for example, providing drainage holes on the underside of the tire would reduce water collection.
- Recycled tire rubber mulch products should be inspected before installation to ensure that all metal has been removed.

In some situations, plastic materials can be used as an alternative to simulate actual automobile tires.

4. MAINTAINING A PLAYGROUND

Inadequate maintenance of equipment has resulted in injuries on playgrounds. Because the safety of playground equipment and its suitability for use depend on good inspection and maintenance, the manufacturer's maintenance instructions and recommended inspection schedules should be strictly followed. If manufacturer's recommendations are not available, a maintenance schedule should be developed based on actual or anticipated playground use. Frequently used playgrounds will require more frequent inspections and maintenance.

4.1 Maintenance Inspections

A comprehensive maintenance program should be developed for each playground. All playground areas and equipment should be inspected for excessive wear, deterioration, and any potential hazards, such as those shown in Table 3. One possible procedure is the use of checklists. Some manufacturers supply checklists for general or detailed inspections with their maintenance instructions. These can be used to ensure that inspections are in compliance with the manufacturer's specifications. If manufacturer-provided inspection guidelines are not available, a general checklist that may be used as a guide for frequent routine inspections of public playgrounds is included at Appendix A. This is intended to address only general maintenance concerns. Detailed inspections should give special attention to moving parts and other parts that can be expected to wear. Maintenance inspections should be carried out in a systematic manner by personnel familiar with the playground, such as maintenance workers, playground supervisors, etc.

4.2 Repairs

Inspections alone do not constitute a comprehensive maintenance program. Any problems found during the inspection should be noted and fixed as soon as possible.

- All repairs and replacements of equipment parts should be completed following the manufacturer's instructions.
- User modifications, such as loose-ended ropes tied to elevated parts, should be removed immediately.

Table 3. Routine inspection and maintenance issues

- ☐ Broken equipment such as loose bolts, missing end caps, cracks, etc.
- ☐ Broken glass & other trash
- ☐ Cracks in plastics
- ☐ Loose anchoring
- ☐ Hazardous or dangerous debris
- ☐ Insect damage
- ☐ Problems with surfacing
- ☐ Displaced loose-fill surfacing (see Section 4.3)
- ☐ Holes, flakes, and/or buckling of unitary surfacing
- ☐ User modifications (such as ropes tied to parts or equipment rearranged)
- ☐ Vandalism
- ☐ Worn, loose, damaged, or missing parts
- ☐ Wood splitting
- ☐ Rusted or corroded metals
- ☐ Rot

- For each piece of equipment, the frequency of thorough inspections will depend on the type and age of equipment, the amount of use, and the local climate.
- Consult the manufacturer for maintenance schedules for each piece of equipment. Based on these schedules, a maintenance schedule for the entire playground can be created. This routine maintenance schedule should not replace regular inspections.

4.3 Maintaining Loose-Fill Surfacing

Loose-fill surfacing materials require special maintenance. High-use public playgrounds, such as child care centers and schools, should be checked frequently to ensure surfacing has not displaced significantly, particularly in areas of the playground most subject to displacement (e.g., under swings and slide exits). This can be facilitated by marking ideal

surfacing depths on equipment posts. Displaced loose-fill surfacing should be raked back into proper place so that a constant depth is maintained throughout the playground. Impact attenuating mats placed in high traffic areas, such as under swings and at slide exits, can significantly reduce displacement. They should be installed below or level with surfacing so as not to be a tripping hazard.

The following are key points to look for during regular checks of surfacing:

- Areas under swings and at slide exits. Activity in these areas tends to displace surfacing quickly. Rake loose-fill back into place.
- Pooling water on mulch surfacing. For example, wet mulch compacts faster than dry, fluffy mulch. If puddles are noticed regularly, consider addressing larger drainage issues.
- Frozen surfacing. Most loose-fill surfacing that freezes solid no longer functions as protective surfacing. Even if the first few inches may be loose, the base layer may be frozen and the impact attenuation of the surfacing may be significantly reduced. It is recommended that children not play on the equipment under these conditions.

4.4 Recordkeeping

Records of all maintenance inspections and repairs should be retained, including the manufacturer's maintenance instructions and any checklists used. When any inspection is performed, the person performing it should sign and date the form used. A record of any accident and injury reported to have occurred on the playground should also be retained. This will help identify potential hazards or dangerous design features that should be corrected.

5. PARTS OF THE PLAYGROUND

5.1 Platforms, Guardrails and Protective Barriers

5.1.1 Platforms

- Platforms should be generally flat (i.e., within ± 2° of horizontal).
- Openings in platforms should be provided to allow for drainage.
- Platforms should minimize the collection of debris.
- Platforms intended for toddlers should be no more than 32 inches from the ground.

5.1.2 Stepped platforms

On some composite structures, platforms are layered or tiered so that a child may access the higher platform without steps or ladders. Unless there is an alternate means of access/egress, the maximum difference in height between stepped platforms should be:

- Toddlers: 7 inches.
- Preschool-age: 12 inches.
- School-age: 18 inches.

An access component (such as a rung) is needed if the difference in height is more than 12 inches for preschool-age and 18 inches for school-age children.

The space between the stepped platforms should follow the recommendations to minimize entrapment hazards in enclosed openings:

- Toddlers: if the space is less than 7 inches, infill should be used to reduce the space to less than 3.0 inches.
- Preschool-age: if the space exceeds 9 inches and the height of the lower platform above the protective surfacing exceeds 30 inches, infill should be used to reduce the space to less than 3.5 inches.
- School-age: if the space exceeds 9 inches and the height of the lower platform above the protective surfacing exceeds 48 inches, infill should be used to reduce the space to less than 3.5 inches.

5.1.2.1 Fall height

- The fall height of a platform is the distance between the top of the platform and the protective surfacing beneath it.

5.1.3 Guardrails and protective barriers

Guardrails and protective barriers are used to minimize the likelihood of accidental falls from elevated platforms. Protective barriers provide greater protection than guardrails and should be designed to discourage children from climbing over or through the barrier. Guardrails and barriers should:

- Completely surround any elevated platform.
- Except for entrance and exit openings, the maximum clearance opening without a top horizontal guardrail should be 15 inches.
- Prevent unintentional falls from the platform.
- Prevent the possibility of entrapment.
- Facilitate supervision.

For example:

- Guardrails may have a horizontal top rail with infill consisting of vertical bars having openings that are greater than 9 inches. These openings do not present an entrapment hazard but do not prevent a child from climbing through the openings.
- A barrier should minimize the likelihood of passage of a child during deliberate attempts to defeat the barrier. Any openings between uprights or between the platform surface and lower edge of a protective barrier should prevent passage of the small torso template (see test in B.2.5).

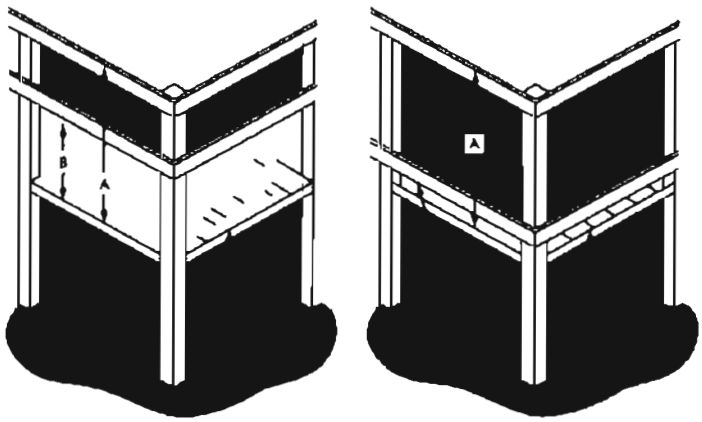
Guardrails or protective barriers should be provided on elevated platforms, walkways, landings, stairways, and transitional surfaces. In general, the younger the child, the less coordination and balance they have, therefore the more vulnerable they are to unintentional falls. Toddlers are the most vulnerable, and equipment intended for this age should use barriers on all elevated walking surfaces above 18 inches. Physical skills develop further in preschool-age children and then more with school-age children; therefore, minimum elevation recommendations for guardrails and barriers increase with each age group.

Guardrails and barriers should be high enough to prevent the tallest children from falling over the top. For guardrails, the lower edge should be low enough so that the smallest children cannot walk under it. Barriers should be low enough to prevent the smallest child from getting under the barrier in any way. This is generally done by designing the barrier so that the small torso probe (see test methods in Appendix B) cannot pass under or through the barrier. Vertical infill for protective barriers may be preferable for younger children because the vertical components can be grasped at whatever height a child chooses as a handhold.

Guardrail and barrier recommendations are shown in Table 4. However, the recommendations do not apply if the guardrail or barrier would interfere with the intended use of the equipment, such as:

- Climbing equipment
- Platforms layered so that the fall height is:
  - Toddlers: 7 inches or less.
  - Preschool-age: 20 inches or less.
  - School-age: 30 inches or less.

Table 4. Guardrails and Barriers



Protects against accidental falls from platform	Yes	Yes
Discourages climbing over	No	Yes
Protects against climbing through	No	Yes
Toddlers		
A Top edge distance from platform	Not recommended	A = 24" or higher
B Bottom edge distance from platform	Not recommended	B < 3"
H Recommended when platform fall height is:	Not recommended	H = 18" or higher
Preschool-age		
A Top edge distance from platform	A = 29" or higher	A = 29" or higher
B Bottom edge distance from platform	9" < B ≤ 23"	B < 3.5"
H Recommended when platform fall height is:	20" < H ≤ 30"	H > 30"
School-age		
A Top edge distance from platform	A = 38" or higher	A = 38" or higher
B Bottom edge distance from platform	9" < B ≤ 28"	B < 3.5"
H Recommended when platform fall height is:	30" < H ≤ 48"	H > 48"

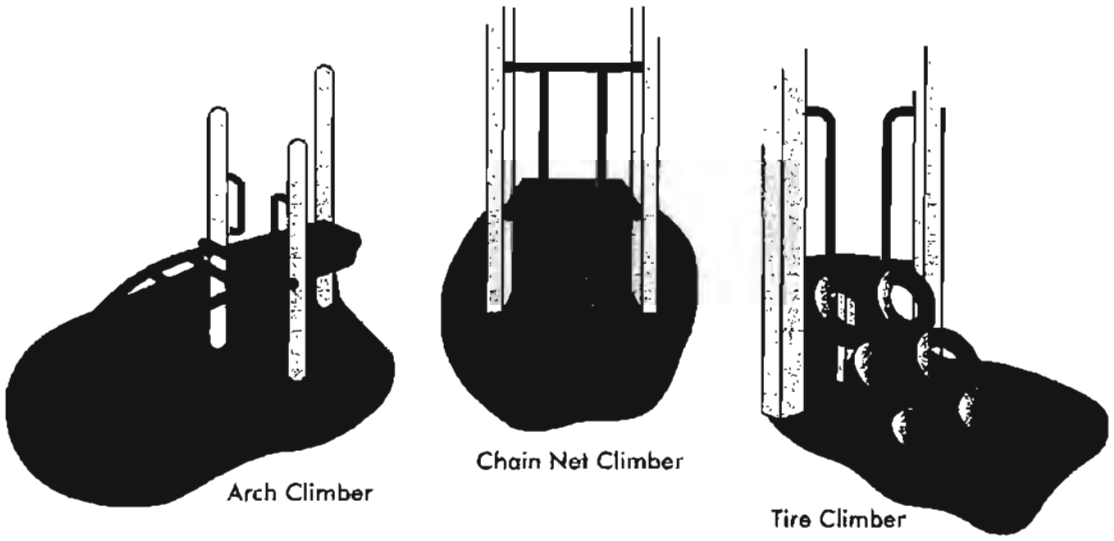


Figure 6. Examples of More Challenging Modes of Access

5.2 Access Methods to Play Equipment

Access to playground equipment can take many forms, such as conventional ramps, stairways with steps, and ladders with steps or rungs. Access may also be by means of climbing components, such as arch climbers, climbing nets, and tire climbers (see Figure 6).

As children develop, they gain better balance and coordination, so it is important to pick appropriate access methods based on the age group. Table 5 shows the most common methods of access and the youngest appropriate age group.

Access to platforms over 6 feet high (except for free-standing slides) should provide an intermediate standing surface so that the child can pause and make a decision to keep going up or find another way down. Children generally master access before egress, that is, they can go up before they can get back down a difficult component. Therefore, if there are more difficult access methods, it is important to have easier components for egress.

Table 5. Methods of access and egress

Ramps	Easiest	Toddlers +
Straight stairways	Easy	Toddlers +
Spiral stairways	Moderate	Toddlers* +
Step ladders	Moderate	15 months* +
Rung ladders	Moderate	Preschool* +
Arch climbers	Difficult	Preschool* +
Flexible climbers (nets, tires)	Difficult	Preschool* +

* only if an easy egress method is also provided

5.2.1 Ramps, stairways, rung ladders, and step ladders

Ramps, stairways, rung ladders, and step ladders each have different recommendations for slope and tread dimension, but the steps or rungs always should be evenly spaced - even the spacing between the top step or rung and the surface of the platform. Table 6 contains recommended dimensions for: access slope; tread or rung width; tread depth; rung diameter; and vertical rise for rung ladders, step ladders, and stairways. Table 6 also contains slope and width recommendations for ramps. However, these recommendations are not intended to address ramps designed for access by wheelchairs.

- Openings between steps or rungs and between the top step or rung and underside of a platform should prevent entrapment.
- When risers are closed, treads on stairways and ladders should prevent the accumulation of sand, water, or other materials on or between steps.
- Climbing equipment should allow children to descend as easily as they ascend. One way of implementing this recommendation is to provide an easier, alternate means of descent, such as another mode of egress, a platform, or another piece of equipment. For example, a stairway can be added to provide a less challenging mode of descent than a vertical rung ladder or flexible climbing device (see Table 5).
- For toddlers and preschool-age children, offering an easy way out is particularly important since their ability to descend climbing components develops later than their ability to climb up the same components.

Table 6. Recommended dimensions for access ladders, stairs, and ramps*

	AGE OF INTENDED USER		
Ramps (not intended to meet ADA/ABA specifications)			
Slope (vertical:horizontal)	< 1:8	≤ 1:8	≤ 1:8
Width (single)	≥ 19"	≥ 12"	≥ 16"
Width (double)	≥ 30"	≥ 30"	≥ 36"
Stairways			
Slope	≤ 35°	< 50°	< 50°
Tread width (single)	12-21"	≥ 12"	≥ 16"
Tread width (double)	≥ 30"	≥ 30"	≥ 36"
Tread depth (open riser)	Not appropriate	≥ 7"	≥ 8"
Tread depth (closed riser)	≥ 8"	≥ 7"	≥ 8"
Vertical rise	≤ 7"	≤ 9"	≤ 12"
Step ladders			
Slope	35≤65°	50-75°	50-75°
Tread width (single)	12-21"	12-21"	≥ 16"
Tread width (double)	Not appropriate	Not appropriate	≥ 36"
Tread depth (open riser)	Not appropriate	≥ 7"	≥ 3"
Tread depth (closed riser)	8"	≥ 7"	≥ 6"
Vertical rise	> 5 "and ≤ 7"	≤ 9"	≤ 12"
Rung ladders			
Slope	Not appropriate	75-90°	75-90°
Rung width	Not appropriate	≥ 12"	≥ 16"
Vertical rise	Not appropriate	≤ 12"	≤ 12"
Rung diameter	Not appropriate	0.95-1.55"	0.95-1.55"

* entrapment recommendations apply to all openings in access components

5.2.2 Rungs and other hand gripping components

Unlike steps of stairways and step ladders that are primarily for foot support, rungs can be used for both foot and hand support.

- Rungs with round shapes are easiest for children to grip.
- All hand grips should be secured in a manner that prevents them from turning.
- Toddlers:
  - Handrails or other means of hand support should have a diameter or maximum cross-section between 0.60 and 1.20 inches.
  - A diameter or maximum cross-section of 0.90 inches is preferred to achieve maximal grip strength and benefit the weakest children.
- Preschool- and school-age:
  - Rungs, handrails, climbing bars, or other means of hand support intended for holding should have a diameter or maximum cross-section between 0.95 and 1.55 inches.
  - A diameter or maximum cross-section of 1.25 inches is preferred to achieve maximal grip strength and benefit the weakest children.

5.2.3 Handrails

Handrails on stairways and step ladders are intended to provide hand support and to steady the user. Continuous handrails extending over the full length of the access should be provided on both sides of all stairways and step ladders, regardless of the height of the access. Rung ladders do not require handrails since rungs or side supports provide hand support on these more steeply inclined accesses.

5.2.3.1 Handrail height

Handrails should be available for use at the appropriate height, beginning with the first step. The vertical distance between the top front edge of a step or ramp surface and the top surface of the handrail above it should be as follows:

- Toddlers: between 15 and 20 inches.
- Preschool-age: between 22 and 26 inches.
- School-age: between 22 and 38 inches.

5.2.4 Transition from access to platform

Handrails or handholds are recommended at all transition points (the point where the child must move from the access component to the play structure platform).

- The handhold should provide support from the access component until the child has fully achieved the desired posture on the platform.
- Any opening between a handrail and an adjacent vertical structure (e.g., vertical support post for a platform or vertical slat of a protective barrier) should not pose an entrapment hazard.
- Access methods that do not have handrails, such as rung ladders, flexible climbers, arch climbers, and tire climbers, should provide hand supports for the transition between the top of the access and the platform.

5.3 Major Types of Playground Equipment

5.3.1 Balance beams

- Balance beams should be no higher than:
- Toddlers: not recommended.
- Preschool-age: 12 inches.
- School-age: 16 inches.

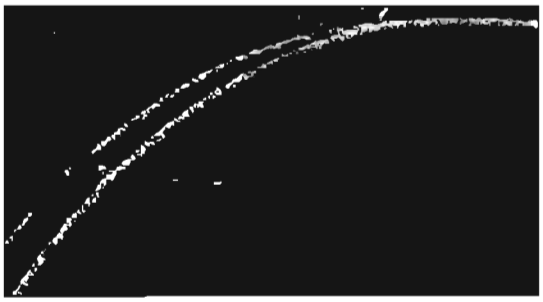
5.3.1.1 Fall height

The fall height of a balance beam is the distance between the top of the walking surface and the protective surfacing beneath it.

5.3.2 Climbing and upper body equipment

Climbing equipment is generally designed to present a greater degree of physical challenge than other equipment on public playgrounds. This type of equipment requires the use of the hands to navigate up or across the equipment. "Climbers" refers to a wide variety of equipment, such as but not limited to:

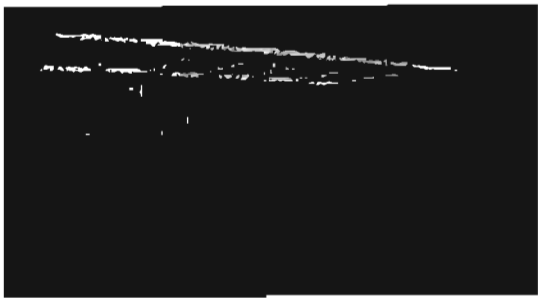
- Arch climbers
- Dome climbers
- Flexible climbers (usually chain or net)
- Parallel bars
- Sliding poles



Simple Arch Climber



Geodesic Dome Climber



Overhead Horizontal Ladder



Overhead Loop Ladder

Figure 7. Examples of climbers

- Spiral climbers
- Upper body equipment (horizontal overhead ladders, overhead rings, track ride).

School-age children tend to use climbing and upper body equipment more frequently and more proficiently than preschool children. Young preschool children may have difficulty using some climbers because they have not yet developed some of the physical skills necessary for certain climbing activities (balance, coordination, and upper body strength). Older preschool children (i.e., 4- and 5-year-olds) are beginning to use flexible climbers, arch climbers, and upper body devices.

5.3.2.1 Design considerations

5.3.2.1.1 Layout of climbing components

When climbing components are part of a composite structure, their level of challenge and method of use should be compatible with the traffic flow from nearby components. Upper body devices should be placed so that the swinging movement generated by children on this equipment cannot interfere with the movement of children on adjacent structures, particularly children descending on slides. The design of adjacent play structures should not facilitate climbing to the top support bars of upper body equipment.

5.3.2.1.2 Fall Height

Climbers:

- Unless otherwise specified in this section, the fall height for climbers is the distance between the highest part of the climbing component and the protective surfacing beneath it.
- If the climber is part of a composite structure, the fall height is the distance between the highest part of the climber intended for foot support and the protective surfacing beneath it.
  - Toddlers: The maximum fall height for free standing and composite climbing structures should be 32 inches.

Upper Body Equipment:

- The fall height of upper body equipment is the distance between the highest part of the equipment and the protective surface below.

5.3.2.1.3 Climbing rungs

Some of the access methods discussed in §5.2 are also considered climbing devices; therefore, the recommendations for the size of climbing rungs are similar.

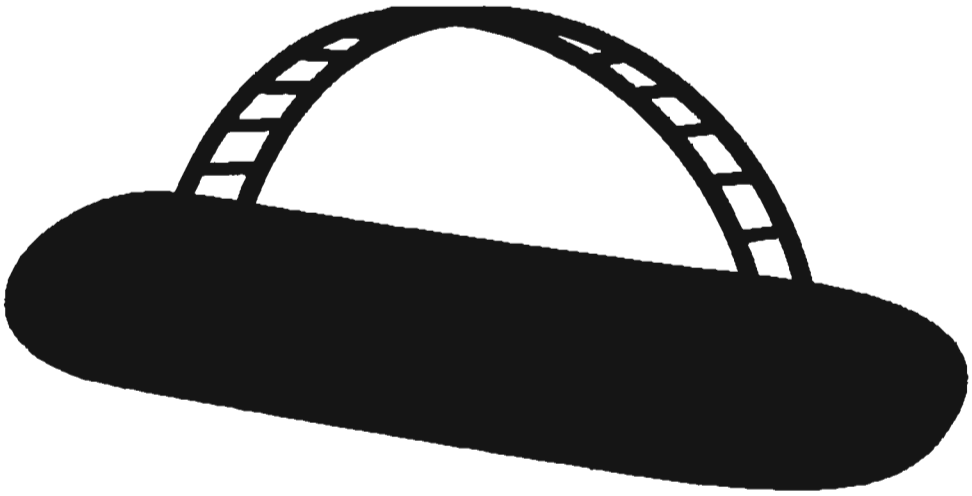


Figure 8. Use zone surrounding a freestanding arch climber

- Rungs should be generally round.
- All rungs should be secured in a manner that prevents them from turning.
- Climbing rungs should follow the same diameter recommendations as in §5.2.2.

5.3.2.1.4 Use zone

- The use zone should extend a minimum of 6 feet in all directions from the perimeter of the stand alone climber. See Figure 8.
- The use zone of a climber may overlap with neighboring equipment if the other piece of equipment allows overlapping use zones and
  - There is at least 6 feet between equipment when adjacent designated play surfaces are no more than 30 inches high; or
  - There is at least 9 feet between equipment when adjacent designated play surfaces are more than 30 inches high.

5.3.2.1.5 Other considerations

- Climbers should not have climbing bars or other rigid structural components in the interior of the climber onto which a child may fall from a height of greater than 18 inches. See Figure 9 for an example of a climber that DOES NOT follow this consideration.



Figure 9: Climber with rigid structural components that DOES NOT meet 5.3.2.1.5

5.3.2.2 Arch climbers

Arch climbers consist of rungs attached to convex side supports. They may be free standing (Figure 10) or be provided as a more challenging means of access to other equipment (Figure 11).

- Arch climbers should not be used as the sole means of access to other equipment for preschoolers.
- Free standing arch climbers are not recommended for toddlers or preschool-age children.
- The rung diameter and spacing of rungs on arch climbers should follow the recommendations for rung ladders in Table 6.



Figure 10. Freestanding arch climber

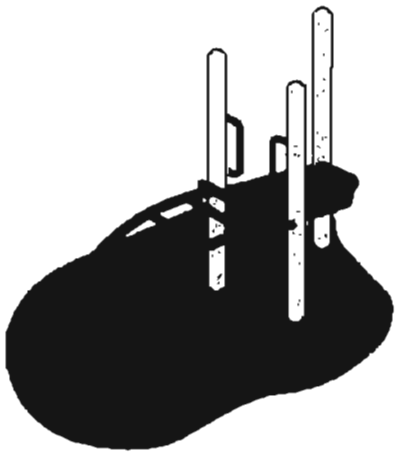


Figure 11. Arch climber access



Figure 12. Examples of two- and three-dimensional flexible climbers

5.3.2.3 Flexible climbers

Flexible climbers use a grid of ropes, chains, cables, or tires for climbing. Since the flexible parts do not provide a steady means of support, flexible climbers require more advanced balance abilities than rigid climbers.

Rope, chain, and cable generally form a net-like structure that may be either two or three dimensional. See Figure 12. Tire climbers may have the tires secured tread-to-tread to form a sloping grid, or the tires may be suspended individually by chains or other means.

- Flexible climbers that provide access to platforms should be securely anchored at both ends.
- When connected to the ground, the anchoring devices should be installed below ground level and beneath the base of the protective surfacing material.
- Connections between ropes, cables, chains, or between tires should be securely fixed.
- Flexible climbers are not recommended as the sole means of access to equipment intended for toddlers and preschool-age children.
- Free-standing flexible climbers are not recommended on playgrounds intended for toddlers and preschool children.
- Spacing between the horizontal and vertical components of a climbing grid should not form entrapment hazards.
- The perimeter of any opening in a net structure should be less than 17 inches or greater than 28 inches (see Figure 13).

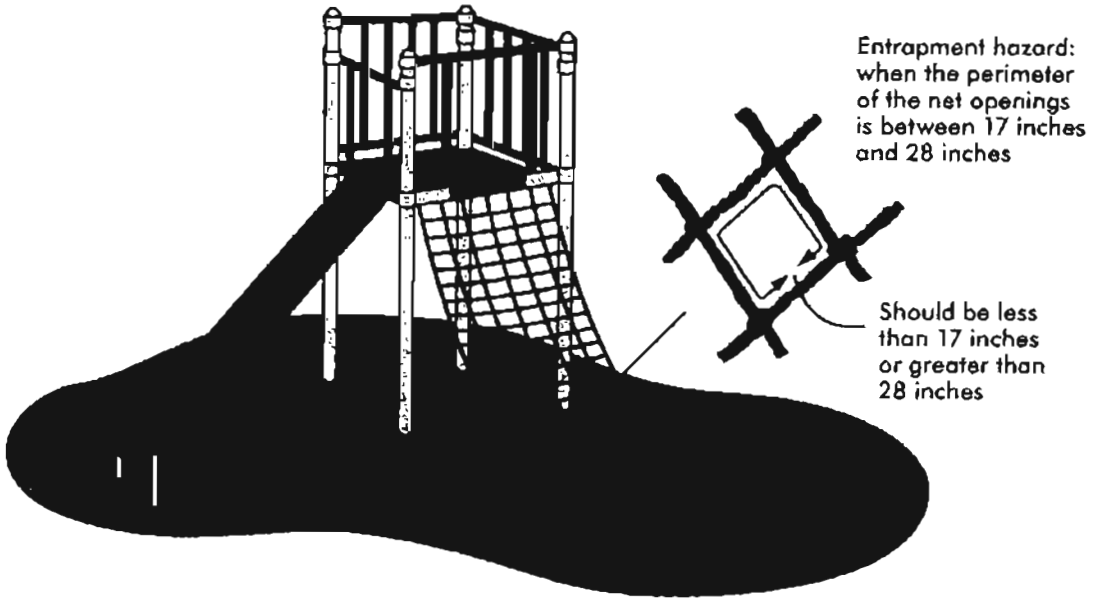


Figure 13. Entrapment hazards in flexible climbers

5.3.2.4 Horizontal (overhead) ladders

Horizontal (overhead) ladders are a type of climber designed to build upper body strength. They are designed to allow children to move across the ladder from end to end using only their hands.

Four-year-olds are generally the youngest children able to use upper body devices like these; therefore, horizontal ladders should not be used on playgrounds intended for toddlers and 3-year-olds. The recommendations below are designed to accommodate children ages 4 through 12 years.

- The first handhold on either end of upper body equipment should not be placed directly above the platform or climbing rung used for mount or dismount. This minimizes the risk of children impacting rigid access structures if they fall from the first handhold during mount or dismount.
- The horizontal distance out to the first handhold should be:
  - No greater than 10 inches but not directly above the platform when access is from a platform.
  - At least 8 inches but no greater than 10 inches when access is from climbing rungs.
- The space between adjacent rungs of overhead ladders should be greater than 9 inches to prevent entrapment.
- Horizontal ladders intended for preschool-age children should have rungs that are parallel to one another and evenly spaced.
- The maximum height of a horizontal ladder (i.e., measured from the center of the grasping device to the top of the protective surfacing below) should be:
  - Preschool-age (4 and 5 years): no more than 60 inches.
  - School-age: no more than 84 inches.
- The center-to-center spacing of horizontal ladder rungs should be as follows:
  - Preschool-age (4 and 5 years): no more than 12 inches.
  - School-age: no more than 15 inches.
- The maximum height of the take-off/landing platform above the protective surfacing should be:
  - Preschool-age (4 and 5 years): no more than 18 inches.
  - School-age: no more than 36 inches.

5.3.2.5 Overhead rings

Overhead rings are similar to horizontal ladders in terms of the complexity of use. Therefore, overhead rings should not be used on playgrounds intended for toddlers and 3-year-olds. The recommendations below are designed to accommodate children 4 through 12 years of age.

Overhead rings differ from horizontal ladders because, during use, the gripped ring swings through an arc and reduces the distance to the gripping surface of the next ring; therefore, the spacing distance recommendations for horizontal ladders do not apply.

- The first handhold on either end of upper body equipment should not be placed directly above the platform or climbing rung used for mount or dismount. This minimizes the risk of children hitting rigid access structures if they fall from the first handhold during mount or dismount.
- The horizontal distance out to the first handhold should be:
  - No greater than 10 inches but not directly above the platform when access is from a platform.
  - At least 8 inches but no greater than 10 inches when access is from climbing rungs.
- The maximum height of overhead rings measured from the center of the grasping device to the protective surfacing should be:
  - Preschool-age (4 and 5 years): 60 inches.
  - School-age: 84 inches.
- If overhead swinging rings are suspended by chains, the maximum length of the chains should be 7 inches.
- The maximum height of the take-off/landing platform above the protective surfacing should be:
  - Preschool-age (4 and 5 years): no more than 18 inches.
  - School-age: no more than 36 inches.

5.3.2.6 Sliding poles

Vertical sliding poles are more challenging than some other types of climbing equipment. They require upper body strength and coordination to successfully slide down the pole. Unlike other egress methods, there is no reverse or stop, so a child cannot change his or her mind. Children who start a sliding pole must have the strength to slide the whole way or they will fall.

- Sliding poles are not recommended for toddlers or preschool-age children since they generally don't have the upper body and/or hand strength to slide.
- Sliding poles should be continuous with no protruding welds or seams along the sliding surface.
- The pole should not change direction along the sliding portion.
- The horizontal distance between a sliding pole and any structure used for access to the sliding pole should be between 18 inches and 20 inches.
- The pole should extend at least 60 inches above the level of the platform or structure used for access to the sliding pole.
- The diameter of sliding poles should be no greater than 1.9 inches.
- Sliding poles and their access structures should be located so that traffic from other events will not interfere with the users during descent.
- Upper access should be on one level only.
- The upper access area through the guardrail or barrier should be 15 inches wide at most.

5.3.2.6.1 Fall height

- For sliding poles accessed from platforms, the fall height is the distance between the platform and the protective surfacing beneath it.
- For sliding poles not accessed from platforms, the fall height is the distance between a point 60 inches below the highest point of the pole and the protective surfacing beneath it.
- The top of the sliding pole's support structure should not be a designated play surface.

5.3.2.7 Track rides

Track rides are a form of upper body equipment where the child holds on to a handle or other device that slides along a track above his or her head. The child then lifts his or her feet and is carried along the length of the track. Track rides require significant upper body strength and the judgment to know when it is safe to let go. These are skills not developed until children are at least school-age; therefore, CPSC staff recommends:

- Track rides should not be used on playgrounds for toddlers and preschool-age children.
- Track rides should not have any obstacles along the path of the ride, including anything that would interfere in the take-off or landing areas.

- Two track rides next to each other should be at least 4 feet apart.
- The handle should be between 64 inches and 78 inches from the surfacing and follow the gripping recommendations in §5.2.2.
- Nothing should ever be tied or attached to any moving part of a track ride.
- Rolling parts should be enclosed to prevent crush hazards.

5.3.2.7.1 Fall height

- The fall height of track ride equipment is the distance between the maximum height of the equipment and the protective surface beneath it.
- Equipment support posts with no designated play surfaces are exempt from this requirement.

5.3.3 Log rolls

Log rolls help older children master balance skills and increase strength. Children must balance on top of the log as they spin it with their feet. See Figure 14.

- Log rolls are not recommended for toddlers and preschool-age children. These children generally do not possess the balance, coordination, and strength to use a log roll safely.
- Log rolls should have handholds to assist with balance.
- The handholds should follow the guidelines in §5.2.2.
- The highest point of the rolling log should be a maximum of 18 inches above the protective surface below.
- When not part of a composite structure, the use zone may overlap with neighboring equipment if the other piece of equipment allows overlapping use zones (see §5.3.9) and
  - There is at least 6 feet between equipment when adjacent designated play surfaces are no more than 30 inches high; or
  - There is at least 9 feet between equipment when adjacent designated play surfaces are more than 30 inches high.

5.3.3.1.1 Fall height

The fall height of a log roll is the distance between the highest portion of the rolling log and the protective surfacing beneath it.



Figure 14. Log roll

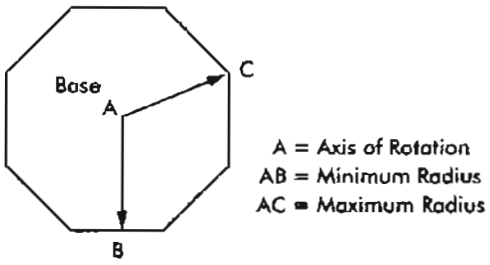
5.3.4 Merry-go-rounds

Merry-go-rounds are the most common rotating equipment found on public playgrounds. Children usually sit or stand on the platform while other children or adults push the merry-go-round to make it rotate. In addition, children often get on and off the merry-go-round while it is in motion. Merry-go-rounds may present a physical hazard to preschool-age children who have little or no control over such products once they are in motion. Therefore, children in this age group should always be supervised when using merry-go-rounds.

The following recommendations apply when the merry-go-round is at least 20 inches in diameter.

- Merry-go-rounds should not be used on playgrounds intended for toddlers.
- The standing/sitting surface of the platform should have a maximum height of:
  - Preschool: 14 inches above the protective surface.
  - School-age: 18 inches above the protective surface.
- The rotating platform should be continuous and approximately circular.
- The surface of the platform should not have any openings between the axis and the periphery that permit a rod having a diameter of 5/16 inch to penetrate completely through the surface.

- The difference between the minimum and maximum radii of a non-circular platform should not exceed 2.0 inches (Figure 15).



The difference between dimensions AC and AB should not exceed 2.0 inches.

Figure 15. Minimum and maximum radii of a merry-go-round platform

- The underside of the perimeter of the platform should be no less than 9 inches above the level of the protective surfacing beneath it.
- There should not be any accessible shearing or crushing mechanisms in the undercarriage of the equipment.
- Children should be provided with a secure means of holding on. Where handgrips are provided, they should conform to the general recommendations for hand gripping components in §5.2.2.
- No components of the apparatus, including handgrips, should extend beyond the perimeter of the platform.
- The rotating platform of a merry-go-round should not have any sharp edges.
- A means should be provided to limit the peripheral speed of rotation to a maximum of 13 ft/sec.
- Merry-go-round platforms should not have any up and down (oscillatory) motion.

5.3.4.1 Use zone

- The use zone should extend a minimum of 6 feet beyond the perimeter of the platform.
- The use zone may not overlap other use zones, unless the rotating equipment is less than 20 inches in diameter and the adjacent equipment allows overlap.

5.3.4.2 Fall height

The fall height for a merry-go-round is the distance between the perimeter of the platform where a child could sit or stand and the protective surfacing beneath it.

5.3.5 Seesaws

5.3.5.1 Fulcrum seesaws

The typical seesaw (also known as a "teeter totter") consists of a board or pole with a seat at each end supported at the center by a fulcrum. See Figure 16. Because of the complex way children are required to cooperate and combine their actions, fulcrum seesaws are not recommended for toddlers or preschool-age children.

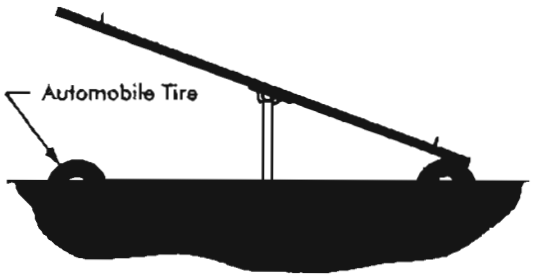


Figure 16. Typical Fulcrum Seesaw

- The fulcrum should not present a crush hazard.
- Partial car tires, or some other shock-absorbing material, should be embedded in the ground underneath the seats, or secured on the underside of the seats. This will help prevent limbs from being crushed between the seat and the ground, as well as cushion the impact.
- The maximum attainable angle between a line connecting the seats and the horizontal is 25°.
- There should not be any footrests.

5.3.5.2 Spring-centered seesaws

Preschool-age children are capable of using spring-centered seesaws because the centering device prevents abrupt contact with the ground if one child dismounts suddenly. Spring-centered seesaws also have the advantage of not requiring two children to coordinate their actions in order to play safely. Spring-centered seesaws should follow the recommendations for spring rockers including the use of footrests (§5.3.7).

5.3.5.3 Use zone for fulcrum and spring-centered seesaws

- The use zone should extend a minimum of 6 feet from each outside edge of the seesaw.
- The use zone may overlap with neighboring equipment if the other piece of equipment allows overlapping use zones and
  - There is at least 6 feet between equipment when adjacent designated play surfaces are no more than 30 inches high; or
  - There is at least 9 feet between equipment when adjacent designated play surfaces are more than 30 inches high.

5.3.5.4 Handholds

- Handholds should be provided at each seating position for gripping with both hands and should not turn when grasped.
- Handholds should not protrude beyond the sides of the seat.

5.3.5.5 Fall height

The fall height for a seesaw is the distance between the highest point any part of the seesaw can reach and the protective surfacing beneath it.

5.3.6 Slides



Children can be expected to descend slide chutes in many different positions, rather than always sitting and facing forward as they slide. These other positions should be discouraged at all times to minimize injuries.

Slides may provide a straight, wavy, or spiral descent either by means of a tube or an open slide chute. They may be either free-standing (Figure 17), part of a composite structure, or built on the grade of a natural or man-made slope (embankment slide). Regardless of the type of slide, avoid using bare metals on the platforms, chutes, and steps. When exposed to direct sunlight the bare metal may reach temperatures high enough to cause serious contact burn injuries in a matter of seconds. Provide shade for bare metal slides or use other materials that may reduce the surface temperature such as, but not limited to, plastic or coated metal.

5.3.6.1 Slide access

Access to a stand-alone slide generally is by means of a ladder with rungs, steps, or a stairway with steps. Slides may also be part of a composite play structure, so children will gain access from other parts of the structure. Embankment slides use the ground for access.

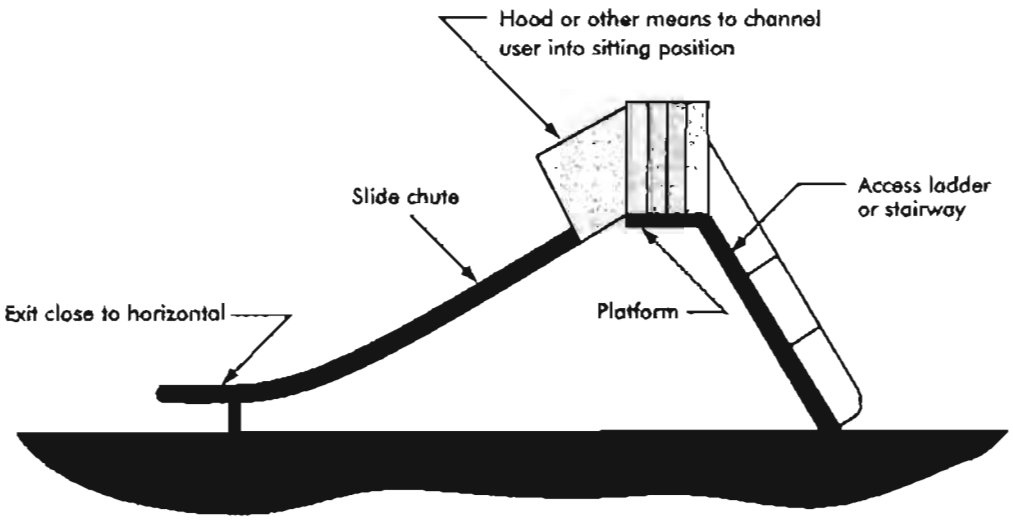


Figure 17. Typical Free-Standing Straight Slide

5.3.6.2 Slide platform

All slides should be provided with a platform with sufficient length to facilitate the transition from standing to sitting at the top of the inclined sliding surface. Embankment slides are exempt from platform requirements because they are on ground level; however, they should not have any spaces or gaps as noted below.

The platform should:

- Be at least 19 inches deep for toddlers.
- Be at least 14 inches deep for preschool-age and school-age children.
- Be horizontal.
- Be at least as wide as the slide chute.
- Be surrounded by guardrails or barriers.
- Conform to the same recommendations as general platforms given in §5.1.1.
- Not have any spaces or gaps that could trap strings, clothing, body parts, etc. between the platform and the start of the slide chute.
- Provide handholds to facilitate the transition from standing to sitting and decrease the risk of falls (except tube slides where the tube perimeter provides hand support). These should extend high enough to provide hand support for the largest child in a standing position, and low enough to provide hand support for the smallest child in a sitting position.
- Provide a means to channel a user into a sitting position at the entrance to the chute, such as a guardrail, hood, or other device that discourages climbing.

5.3.6.3 Slide chutes

5.3.6.3.1 Embankment slides

- The slide chute of an embankment slide should have a maximum height of 12 inches above the underlying ground surface. This design basically eliminates the hazard of falls from elevated heights.
- Embankment slides should follow all of the recommendations given for straight slides where applicable (e.g., side height, slope, use zone at exit, etc.).
- There should be some means provided at the slide chute entrance to minimize the use of embankment slides by children on skates, skateboards, or bicycles.

5.3.6.3.2 Roller slides

- Roller slides should meet applicable recommendations for other slides (e.g., side height, slope, use zone at exit, etc.).
- The space between adjacent rollers and between the ends of the rollers and the stationary structure should be less than 3/16 inch.
- Frequent inspections are recommended to insure that there are no missing rollers or broken bearings and that the rollers roll.

5.3.6.3.3 Spiral slides

- Spiral slides should follow the recommendations for straight slides where applicable (e.g., side height, slope, use zone at exit, etc.).
- Special attention should be given to design features which may present problems unique to spiral slides, such as lateral discharge of the user.
- Toddlers and preschool-age children have less ability to maintain balance and postural control, so only short spiral slides (one 360° turn or less) are recommended for these age groups.

5.3.6.3.4 Straight slides

- Flat open chutes should have sides at least 4 inches high extending along both sides of the chute for the entire length of the inclined sliding surface.
- The sides should be an integral part of the chute, without any gaps between the sides and the sliding surface. (This does not apply to roller slides).
- Slides may have an open chute with a circular, semicircular or curved cross section provided that:

  A. The vertical height of the sides is no less than 4 inches when measured at right angles to a horizontal line that is 8 inches long when the slide is intended for toddlers, 12 inches long when the slide is intended for preschool-age children, and 16 inches long when the slide is intended for school-age children (Figure 18); or

  B. For any age group, the vertical height of the sides is no less than 4 inches minus two times the width of the slide chute divided by the radius of the slide chute curvature (Figure 19).

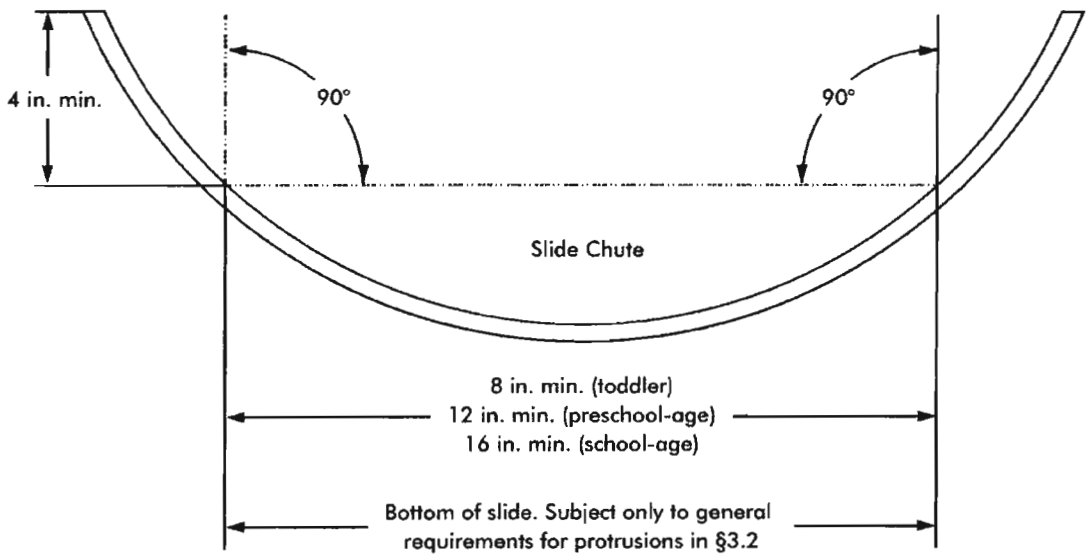
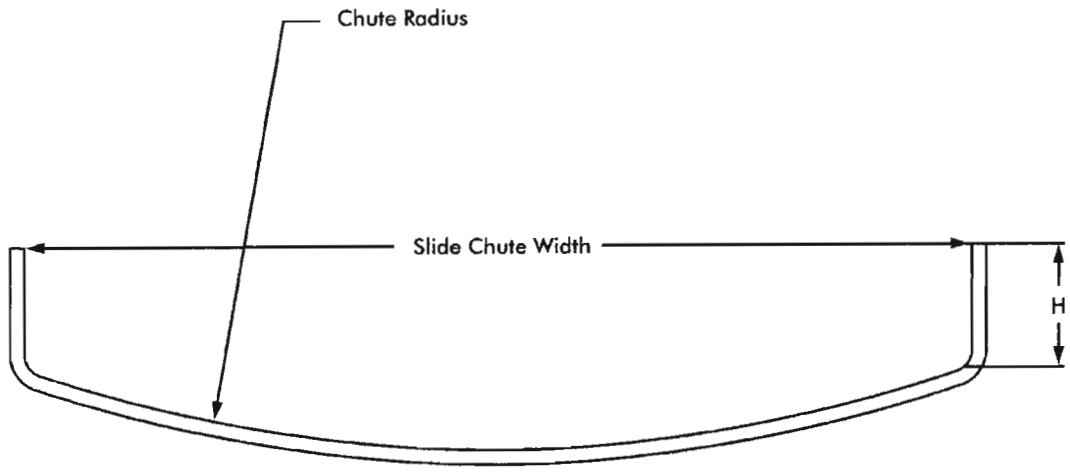


Figure 18. Minimum Side Height for Slide with Circular Cross Section



$$H = 4 - \frac{2 \times \text{Slide Chute Width}}{\text{Slide Chute Radius}}$$

Figure 19. Formula for Minimum Vertical Side Height for Slide with Curved Chute

- For toddlers:
  - The average incline of a slide chute should be no more than 24° (that is, the height to horizontal length ratio shown in Figure 20 does not exceed 0.445).
  - No section of the slide chute should have a slope greater than 30°.
  - The slide chute should be between 8 and 12 inches wide.
- For preschool- and school-age children:
  - The average incline of a slide chute should be no more than 30° (that is, the height to horizontal length ratio shown in Figure 20 does not exceed 0.577).
  - No section of the slide chute should have a slope greater than 50°.

5.3.6.3.5 Tube slides

- Tube slides should meet all the applicable recommendations for other slides (e.g., side height, slope, use zone at exit, etc.).
- Means, such as barriers or textured surfaces, should be provided to prevent sliding or climbing on the top (outside) of the tube.
- The minimum internal diameter of the tube should be no less than 23 inches.
- Supervisors should be aware of children using tube slides since the children are not always visible.

5.3.6.4 Chute exit region

All slides should have an exit region to help children maintain their balance and facilitate a smooth transition from sitting to standing when exiting. The chute exit region should:

- Be between 0 and -4° as measured from a plane parallel to the ground.
- Have edges that are rounded or curved to prevent lacerations or other injuries that could result from impact with a sharp or straight edge.
- For toddlers the chute exit region should:
  - Be between 7 and 10 inches long if any portion of the chute exceeds a 24° slope.
  - Be no more than 6 inches above the protective surfacing.
  - Have a transition from the sliding portion to the exit region with a radius of curvature of at least 18 inches.
- For preschool- and school-age the chute exit region should:
  - Be at least 11 inches long.
  - Be no more than 11 inches above the protective surfacing if the slide is no greater than 4 feet high.
  - Be at least 7 inches but not more than 15 inches above the protective surfacing if the slide is over 4 feet high.

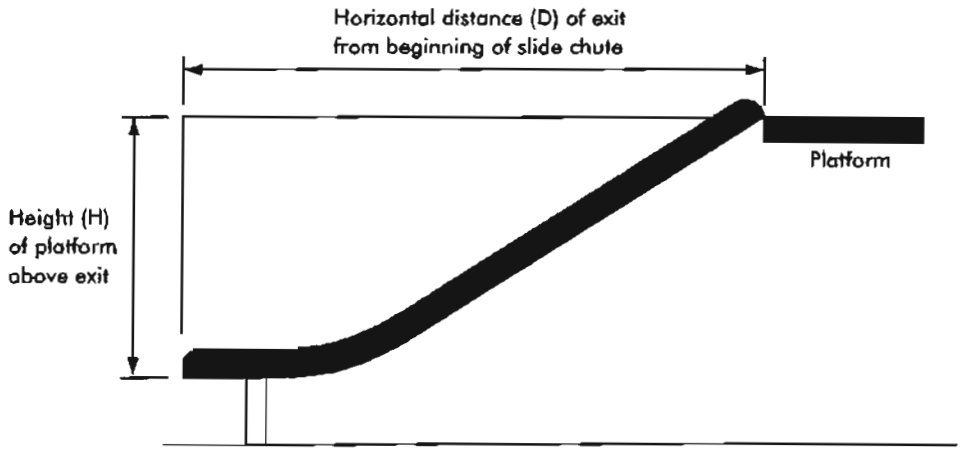


Figure 20. Slide Slope

5.3.6.5 Slide use zone

Toddlers:

- In a limited access environment
  - The use zone should be at least 3 feet around the perimeter of the slide.
  - The area at the end of the slide should not overlap with the use zone for any other equipment.
- In public areas with unlimited access
  - For a stand-alone slide, the use zone should be at least 6 feet around the perimeter.
  - For slides that are part of a composite structure, the minimum use zone between the access components and the side of the slide chute should be 3 feet.
  - The use zone at the end of the slide should be at least 6 feet from the end of the slide and not overlap with the use zone for any other equipment.

Preschool- and school-age (see Figure 21):

- The use zone in front of the access and to the sides of a slide should extend a minimum of 6 feet from the perimeter of the equipment. This recommendation does not apply to embankment slides or slides that are part of a composite structure (see §5.3.9).
- The use zone in front of the exit of a slide should never overlap the use zone of any other equipment; however, two or more slide use zones may overlap if their sliding paths are parallel.
- For slides less than or equal to 6 feet high, the use zone in front of the exit should be at least 6 feet.
- For slides greater than 6 feet high, the use zone in front of the exit should be at least as long as the slide is high up to a maximum of 8 feet.

5.3.6.6 Fall height

The fall height for slides is the distance between the transition platform and the protective surfacing beneath it.

5.3.6.7 Entanglement hazard

Children have suffered serious injuries and died by getting parts of their clothing tangled on protrusions or gaps on slides.

To reduce the chance of clothing entanglement:

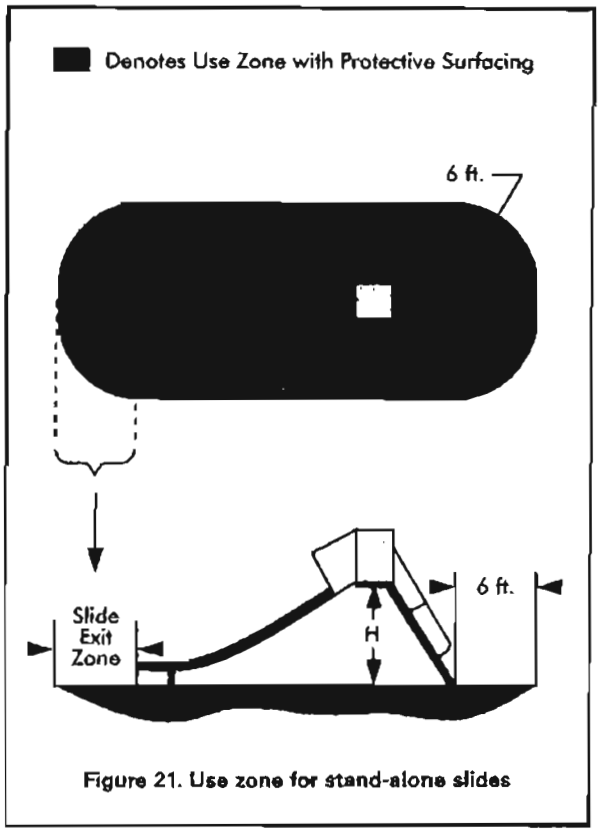


Figure 21. Use zone for stand-alone slides

- Projections up to 3 inches in diameter should not stick up more than 1/8 inch from the slide.
- There should be no gaps at the tops of slides where the slide chute connects with the platform that can entangle clothing or strings.
- See Appendix B for full recommendations and details of the protrusion test procedure.

5.3.6.8 Other sliding equipment

Equipment where it is foreseeable that a primary use of the component is sliding should follow the same guidelines for entanglement that are in 5.3.6.7.

5.3.7 Spring rockers

Toddlers and preschool-age children enjoy the bouncing and rocking activities presented by spring rockers, and they are the primary users of rocking equipment. See Figure 22. Older children may not find it challenging enough.

- Seat design should not allow the rocker to be used by more than the intended number of users.



Figure 22. Example of spring rocker

- For toddlers:
  - The seat should be between 12 and 16 inches high.
  - Spring rockers with opposing seats intended for more than one child should have at least 37 inches between the seat centers.
- For preschoolers:
  - The seat should be between 14 and 28 inches high.
- Each seating position should be equipped with handgrips and footrests. The diameter of handgrips should follow the recommendations for hand gripping components in §5.2.2.
- The springs of rocking equipment should minimize the possibility of children crushing their hands or their feet between coils or between the spring and a part of the rocker.
- The use zone should extend a minimum of 6 feet from the "at rest" perimeter of the equipment.
- The use zone may overlap with neighboring equipment if the other piece of equipment allows overlapping use zones and
  - There is at least 6 feet between equipment when adjacent designated play surfaces are no more than 30 inches high; or
  - There is at least 9 feet between equipment when adjacent designated play surfaces are more than 30 inches high; and
  - The spring rocker is designed to be used from a seated position.

5.3.7.1 Fall height

The fall height of spring rockers is the distance between either (1) the highest designated playing surface or (2) the seat, whichever is higher, and the protective surfacing beneath it.

5.3.8 Swings

Children of all ages generally enjoy the sensations created while swinging. Mostly they sit on the swings; however, it is common to see children jumping off swings. Younger children also tend to swing on their stomachs, and older children may stand on the seats. To prevent injuries, these behaviors should be discouraged.

Swings may be divided into two distinct types:

- Single axis: Sometimes called a to-fro swing. A single-axis swing is intended to swing back and forth in a single plane and generally consists of a seat supported by at least two suspending members, each of which is connected to a separate pivot on an overhead structure.
- Multi-axis: A multi-axis swing consists of a seat (generally a tire) suspended from a single pivot that permits it to swing in any direction.

5.3.8.1 General swing recommendations

- Hardware used to secure the suspending elements to the swing seat and to the supporting structure should not be removable without the use of tools.
- S-hooks are often part of a swing's suspension system, either attaching the suspending elements to the overhead support bar or to the swing seat. Open S-hooks can catch a child's clothing and present a strangulation hazard. S-hooks should be pinched closed. An S-hook is considered closed if there is no gap or space greater than 0.04 inches (about the thickness of a dime).
- Swings should be suspended from support structures that discourage climbing.
- A-frame support structures should not have horizontal cross-bars.

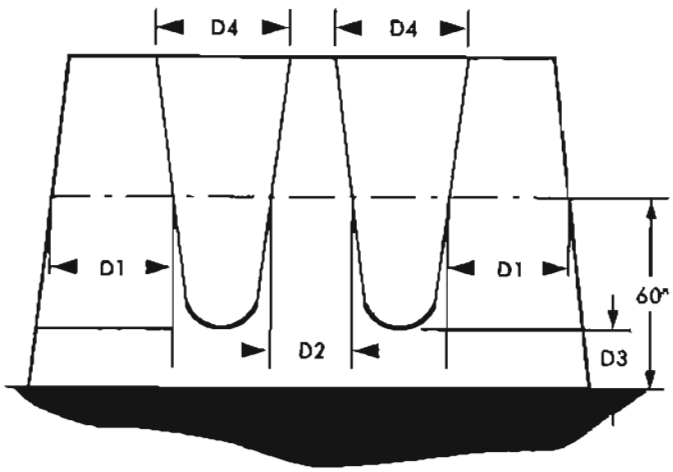


Figure 23. Minimum Clearances for Single-Axis Swings

Table 7. Minimum clearance dimensions for swings

Minimizes collisions between a swing and the supporting structure	D1	20 inches	30 inches	30 inches
Minimizes collisions between swings	D2	20 inches	24 inches	24 inches
Allows access	D3	24 inches	12 inches	12 inches
Reduces side-to-side motion	D4	20 inches	20 inches	20 inches

- Fiber ropes are not recommended as a means of suspending swings since they may degrade over time.
- Swing structures should be located away from other equipment or activities to help prevent young children from inadvertently running into the path of moving swings. Additional protection can be provided by means of a low blockade such as a fence or hedge around the perimeter of the swing area. The blockade should not be an obstacle within the use zone of a swing structure or hamper supervision by blocking visibility.

5.3.8.2 Fall height

The fall height for swings is the vertical distance between the pivot point and the protective surfacing beneath it.

5.3.8.3 Single-axis swings

5.3.8.3.1 Belt seats used without adult assistance

- The use zone to the front and rear of single-axis swings should never overlap the use zone of another piece of equipment.
- To minimize the likelihood of children being struck by a moving swing, it is recommended that no more than two single-axis swings be hung in each bay of the supporting structure.

- Swings should not be attached to composite structures.
- Swing seats should be designed to accommodate no more than one user at any time.
- Lightweight rubber or plastic swing seats are recommended to help reduce the severity of impact injuries. Wood or metal swing seats should be avoided.
- Edges of seats should have smoothly finished or rounded edges and should conform to the protrusion recommendations in 5.3.8.5.
- If loose-fill material is used as a protective surfacing, the height recommendations should be determined after the material has been compressed.

5.3.8.3.2 Full bucket seat swings

Full bucket seat swings are similar to single-axis swings since they move in a to-fro direction. However, full bucket seat swings are intended for children under 4 years of age to use with adult assistance.

- The seats and suspension systems of these swings, including the related hardware, should follow all of the criteria for conventional single axis swings.
- Full bucket seats are recommended to provide support on all sides of a child and between the legs of the occupant (see Figure 24).



Figure 24. Example of full bucket seat swings

- The full bucket seat materials should not present a strangulation hazard, such as might be presented with a rope or chain used as part of the seat.
- Openings in swing seats should conform to the entrapment criteria in §3.3.
- Full bucket seat swings should be suspended from structures that are separate from those for other swings, or at least suspended from a separate bay of the same structure.
- Full bucket seat swings should not allow the child to enter and exit alone.
- Pivot points should be more than 47 inches but no more than 96 inches above the protective surfacing.

5.3.8.3.3 Use zone for single-axis swings – belt and full bucket

The use zone in front of and behind the swing should be greater than to the sides of such a swing since children may deliberately attempt to exit from a single-axis swing while it is in motion. See Figure 25.

- The use zone for a belt swing should extend to the front and rear of a single-axis swing a minimum distance of twice the vertical distance from the pivot point and the top of the protective surface beneath it.
- The use zone for a full bucket swing should extend to the front and rear a minimum of twice the vertical distance from the top of the occupant's sitting surface to the pivot point.
- The use zone in front of and behind swings should never overlap with any other use zone.
- The use zone to the sides of a single-axis swing should extend a minimum of 6 feet from the perimeter of the swing. This 6-foot zone may overlap that of an adjacent swing structure or other playground equipment structure.

5.3.8.4 Multi-axis (tire) swings

Tire swings are usually suspended in a horizontal orientation using three suspension chains or cables connected to a single swivel mechanism that permits both rotation and swinging motion in any axis.

- A multi-axis tire swing should not be suspended from a structure having other swings in the same bay.
- Attaching multi-axis swings to composite structures is not recommended.

- To minimize the hazard of impact, heavy truck tires should be avoided. Further, if steel-belted radials are used, they should be closely examined to ensure that there are no exposed steel belts or wires that could be a potential protrusion or laceration hazard. Plastic materials can be used as an alternative to simulate actual automobile tires. Drainage holes should be provided in the underside of the tire.
- Pay special attention to maintenance of the hanger mechanism because the likelihood of failure is higher for tire swings due to the added stress of rotational movement and multiple occupants.
- The hanger mechanisms for multi-axis tire swings should not have any accessible crush points.
- The minimum clearance between the seating surface of a tire swing and the uprights of the supporting structure should be 30 inches when the tire is in a position closest to the support structure (Figure 26).
- The minimum clearance between the bottom of the seat and the protective surface should not be less than 12 inches.

5.3.8.4.1 Multi-axis swing use zones

- The use zone should extend in any direction from a point directly beneath the pivot point for a minimum distance of 6 feet plus the length of the suspending members (see Figure 27). This use zone should never overlap the use zone of any other equipment.

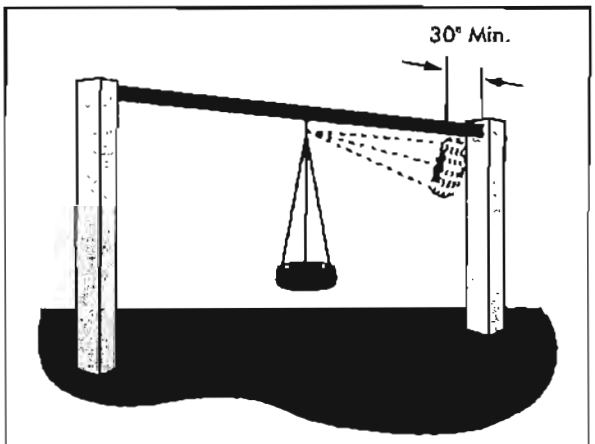


Figure 26. Multi-Axis Swing Clearance

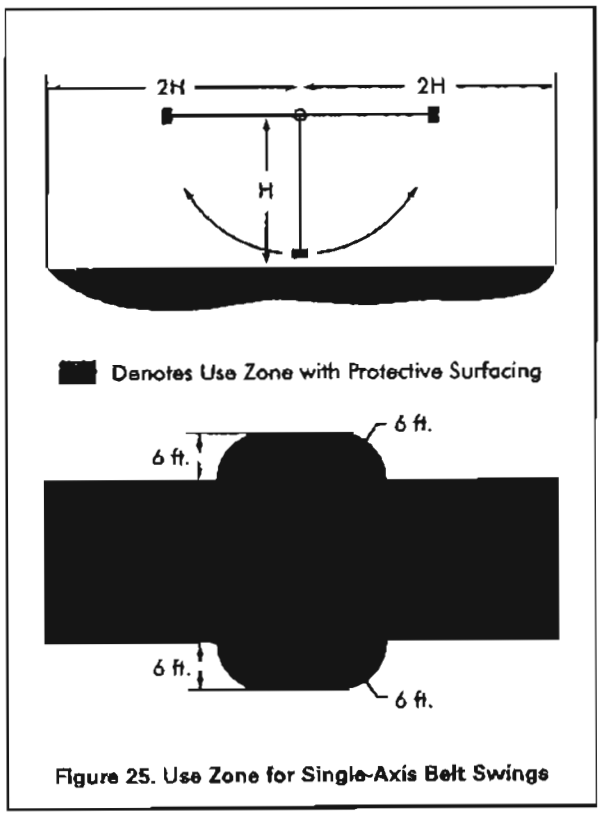


Figure 25. Use Zone for Single-Axis Belt Swings

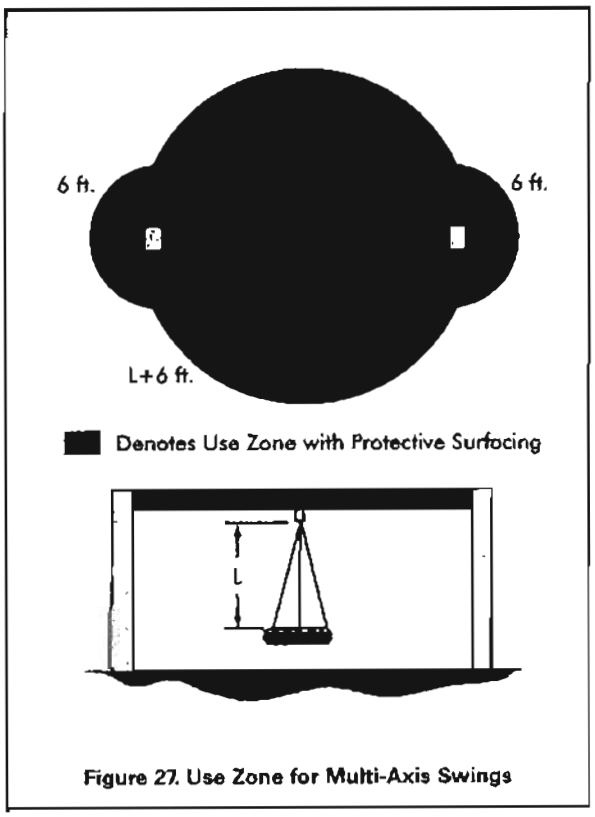


Figure 27. Use Zone for Multi-Axis Swings

- The use zone should extend a minimum of 6 feet from the perimeter of the supporting structure. This 6-foot zone may overlap that of an adjacent swing structure or other playground equipment structure.

5.3.8.5 Protrusions on suspended members of swing assemblies

Protrusions on swings are extremely hazardous because of the potential for impact incidents. Nothing, including bolts or other parts, on the front, back, or underside of a swing should stick out more than 1/8 of an inch. See test procedures in Appendix B.

5.3.9 Fall height and use zones for composite structure

When two or more complementary play components are linked together in a composite structure (e.g., combination climber, slide, and horizontal ladder), the use zone should extend a minimum of 6 feet from the external perimeter of the structure (see Figure 28). Where slides are attached to a platform higher than 6 feet from the protective surfacing, the use zone may need to extend further in front of the slide (see §5.3.6.5).

5.3.10 Fall height and use zones not specified elsewhere

Most playground equipment belongs in one of the categories listed above. If it does not, the following general recommendations should be applied:

- The fall height of a piece of playground equipment is the distance between the highest designated playing surface and the protective surface beneath it.
- The use zone should extend a minimum of 6 feet in all directions from the perimeter of the equipment.
- The use zones of two stationary pieces of playground equipment that are positioned adjacent to one another may overlap if the adjacent designated play surfaces of each structure are no more than 30 inches above the protective surface and the equipment is at least 6 feet apart.
- If adjacent designated play surfaces on either structure exceed a height of 30 inches, the minimum distance between the structures should be 9 feet.
- Use zones should be free of obstacles.

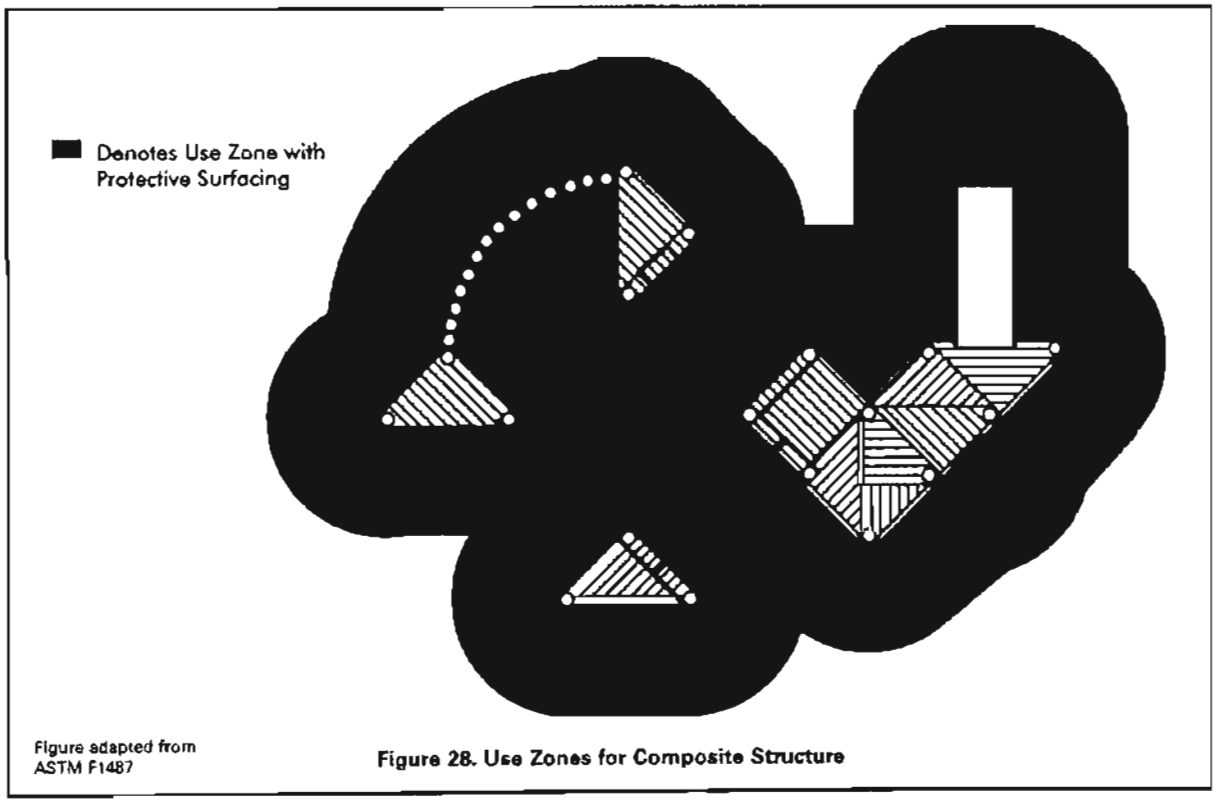


Figure adapted from ASTM F1487

Figure 28. Use Zones for Composite Structure

APPENDICES

APPENDIX A: SUGGESTED GENERAL MAINTENANCE CHECKLISTS

Surfacing (§2.4)

- ☐ Adequate protective surfacing under and around the equipment.
  - ☐ Install/replace surfacing
- ☐ Surfacing materials have not deteriorated.
  - ☐ Replace surfacing
  - ☐ Other maintenance: _____
- ☐ Loose-fill surfacing materials have no foreign objects or debris.
  - ☐ Remove trash and debris
- ☐ Loose-fill surfacing materials are not compacted.
  - ☐ Rake and fluff surfacing
- ☐ Loose-fill surfacing materials have not been displaced under heavy use areas such as under swings or at slide exits.
  - ☐ Rake and fluff surfacing

Drainage (§2.4)

- ☐ The entire play area has satisfactory drainage, especially in heavy use areas such as under swings and at slide exits.
  - ☐ Improve drainage
  - ☐ Other maintenance: _____

General Hazards

- ☐ There are no sharp points, corners or edges on the equipment (§3.4).
- ☐ There are no missing or damaged protective caps or plugs (§3.4).
- ☐ There are no hazardous protrusions (§3.2 and Appendix B).
- ☐ There are no potential clothing entanglement hazards, such as open S-hooks or protruding bolts (§2.5.2, §3.2, §5.3.8.1 and Appendix B).
- ☐ There are no crush and shearing points on exposed moving parts (§3.1).
- ☐ There are no trip hazards, such as exposed footings or anchoring devices and rocks, roots, or any other obstacles in a use zone (§3.6).

NOTES:

DATE OF INSPECTION:

Security of Hardware (§2.5)

- ☐ There are no loose fastening devices or worn connections.
  - ☐ Replace fasteners
  - ☐ Other maintenance: _____
- ☐ Moving parts, such as swing hangers, merry-go-round bearings, and track rides, are not worn.
  - ☐ Replace part
  - ☐ Other maintenance: _____

Durability of Equipment (§2.5)

- ☐ There are no rust, rot, cracks, or splinters on any equipment (check carefully where it comes in contact with the ground).
- ☐ There are no broken or missing components on the equipment (e.g., handrails, guardrails, protective barriers, steps, or rungs).
- ☐ There are no damaged fences, benches, or signs on the playground.
- ☐ All equipment is securely anchored.

Leaded Paint (§2.5.4)

- ☐ Paint (especially lead paint) is not peeling, cracking, chipping, or chalking.
- ☐ There are no areas of visible leaded paint chips or accumulation of lead dust.
  - ☐ Mitigate lead paint hazards

General Upkeep of Playgrounds (§4)

- ☐ There are no user modifications to the equipment, such as strings and ropes tied to equipment, swings looped over top rails, etc.
  - ☐ Remove string or rope
  - ☐ Correct other modification
- ☐ The entire playground is free from debris or litter such as tree branches, soda cans, bottles, glass, etc.
  - ☐ Clean playground
- ☐ There are no missing trash receptacles.
  - ☐ Replace trash receptacle
- ☐ Trash receptacles are not full.
  - ☐ Empty trash

INSPECTION BY:

Routine Inspection and Maintenance Issues

- ☐ Broken equipment such as loose bolts, missing end caps, cracks, etc.
- ☐ Broken glass & other trash
- ☐ Cracks in plastics
- ☐ Loose anchoring
- ☐ Hazardous or dangerous debris
- ☐ Insect damage
- ☐ Problems with surfacing
- ☐ Displaced loose-fill surfacing (see Section 4.3)
- ☐ Holes, flakes, and/or buckling of unitary surfacing
- ☐ User modifications (such as ropes tied to parts or equipment rearranged)
- ☐ Vandalism
- ☐ Worn, loose, damaged, or missing parts
- ☐ Wood splitting
- ☐ Rusted or corroded metals
- ☐ Rot

APPENDIX B: PLAYGROUND TESTING

B.1 Templates, Gauges, and Testing Tools

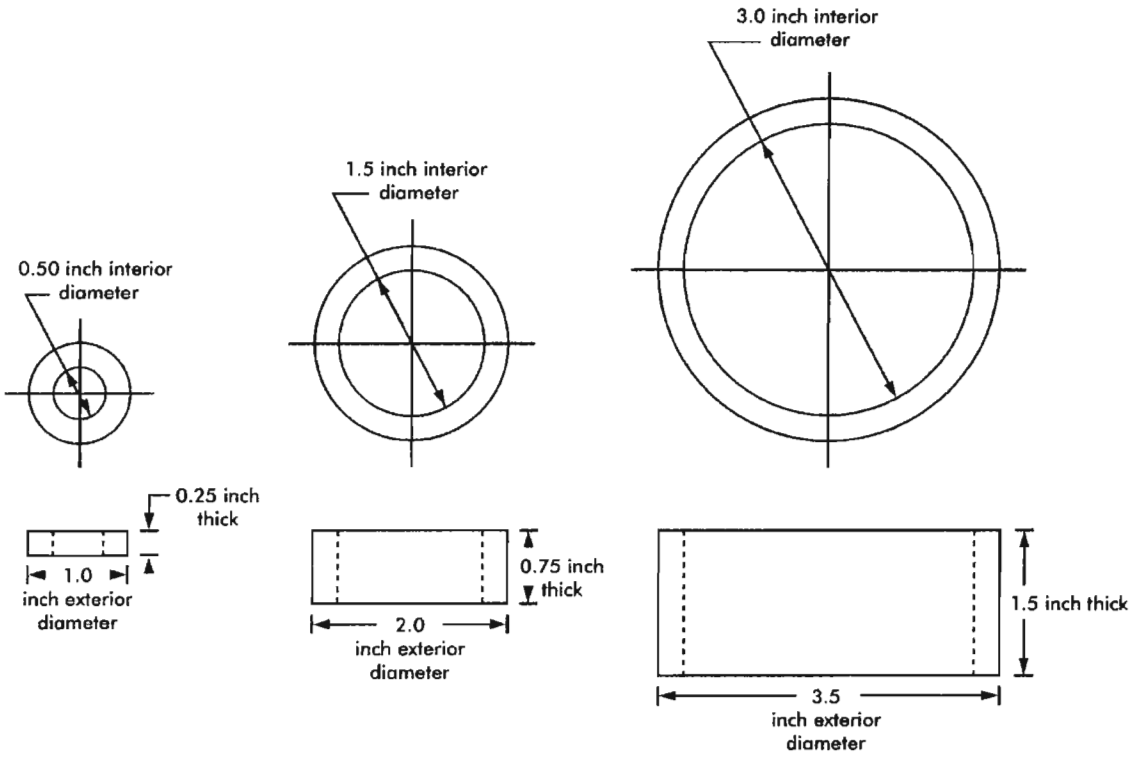
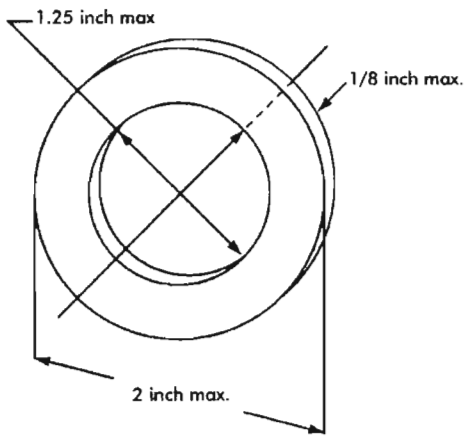


Figure B1. Projection test gauges



Note: gauge made of any rigid material

Figure B2. Projection test gauge for suspended swing assemblies and slides

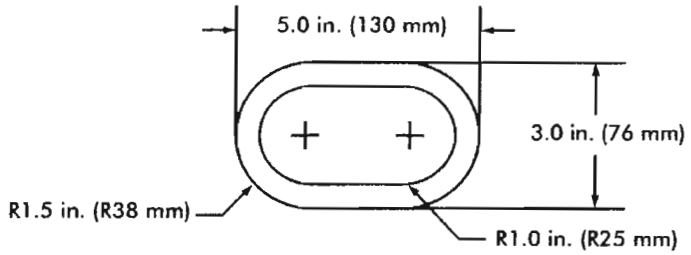


Figure B3. Toddler small torso template

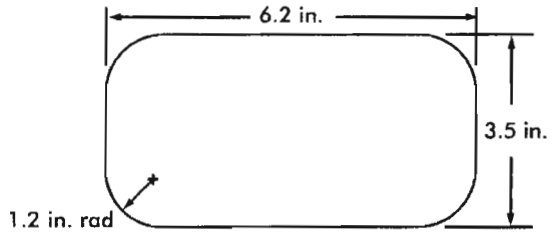


Figure B4. Preschool- and school-age small torso template

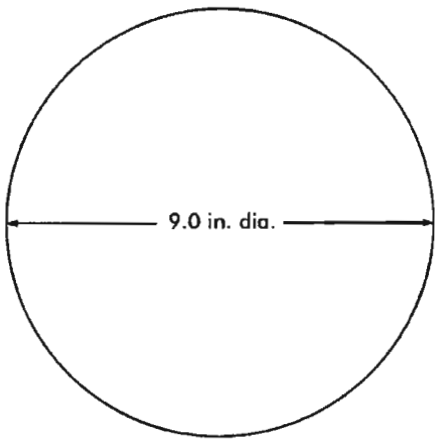


Figure B5. Large head template

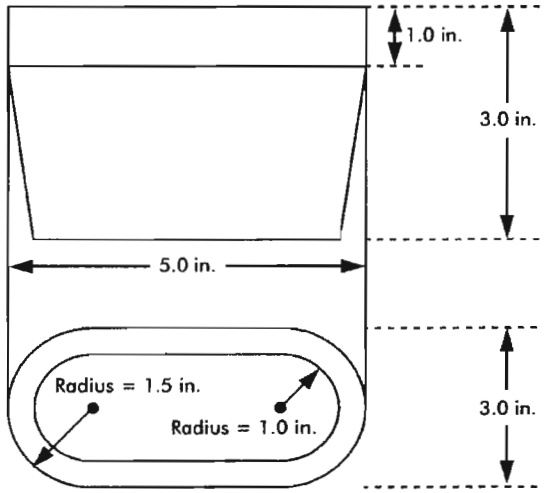


Figure B6. Toddler small torso probe

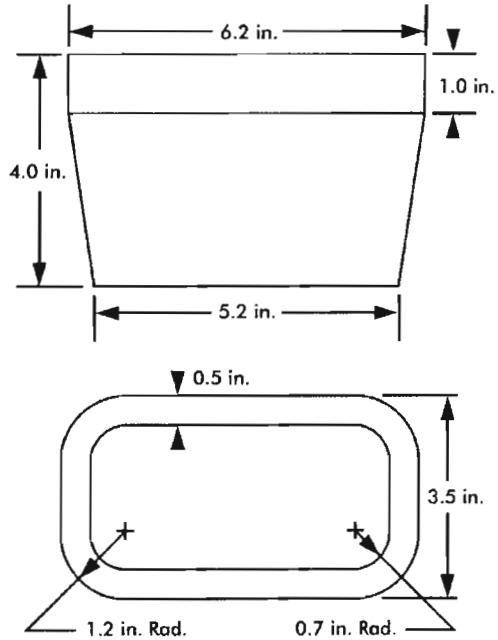


Figure B7. Preschool- and school-age small torso probe

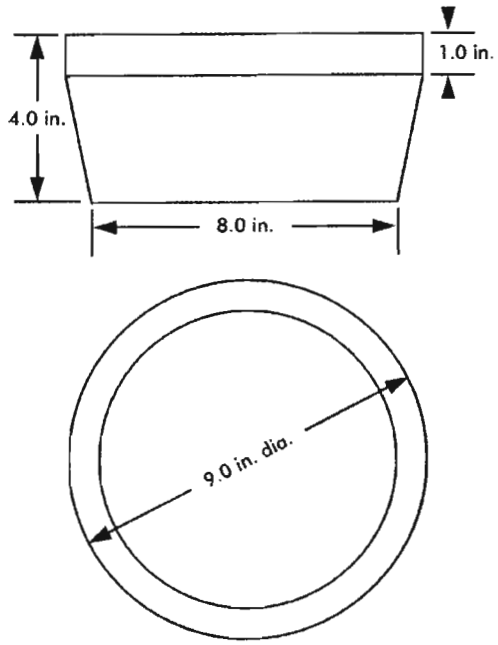


Figure B8. Large head probe

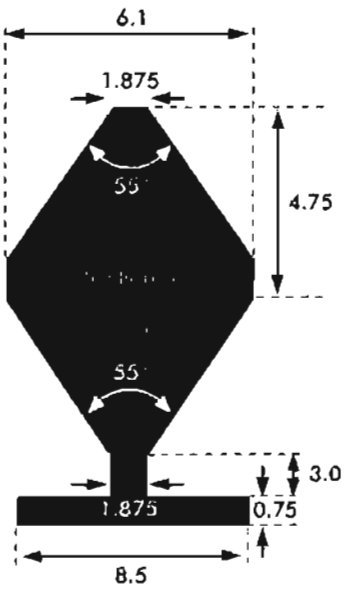


Figure B9. Preschool/School-age partially bound probe (dimensions in inches, template is 0.75 inches thick)

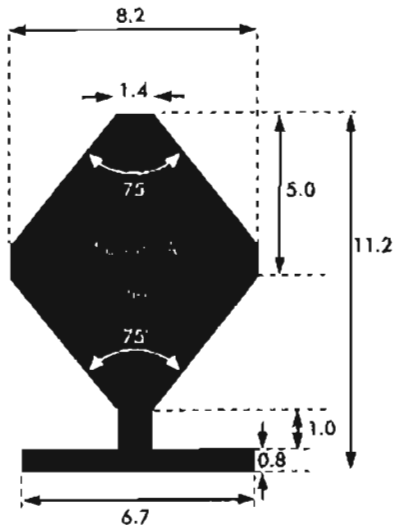


Figure B10. Toddler partially bound probe (dimensions in inches, template is 0.60 inches thick)

APPENDIX B: PLAYGROUND TESTING

B.2 Test Methods

B.2.1 Determining whether a projection is a protrusion

B.2.1.1 Test procedure

Step 1: Successively place each projection test gauge (see Figure B1) over any projection

Step 2: Visually determine if the projection penetrates through the hole and beyond the face of the gauge (see Figure B11 below).

Pass: A projection that does not extend beyond the face of the gauge passes.

Fail: A projection that extends beyond the face of any one of the gauges is considered a hazardous protrusion and should be eliminated.



Figure B11. Determining whether a projection is a protrusion

B.2.2 Projections on suspended members of swing assemblies

Given the potential for impact incidents, projections on swings can be extremely hazardous. A special test gauge (see Figure B2) and procedure are recommended. When tested, no bolts or components in the potential impact region on suspended members should extend through the hole beyond the face of the gauge.

B.2.2.1 Test procedure

Step 1: Hold the gauge (Figure B2) vertically with the axis through the hole parallel to the swing's path of travel.

Step 2: Place the gauge over any projections that are exposed during the swing's path of travel.

Step 3: Visually determine if the projection penetrates through the hole and beyond the face of the gauge.

Pass: A projection that does not extend beyond the face of the gauge passes.

Fail: A projection that extends beyond the face of the gauge is considered a hazardous protrusion and should be eliminated.

B.2.3 Projections on slides

To minimize the likelihood of clothing entanglement on slides, projections that (1) fit within any one of the three gauges shown in Figure B1 and (2) have a major axis that projects away from the slide bed should not have projections greater than 1/8 inch perpendicular to the plane of the surrounding surface (Figure B12).

B.2.3.1 Test procedure

Step 1: Identify all projections within the shaded area shown in Figure B13.

Step 2: Determine which, if any, fit inside the projection test gauges (Figure B1).

Step 3: Place the swing and slide projection gauge (Figure B2) next to the projection to check the height of the projection.

Step 4: Visually determine if the projection extends beyond the face of the slide projection gauge.

Pass: A projection that does not extend beyond the face of the gauge passes.

Fail: A projection that extends beyond the face of the gauge is considered a hazardous protrusion and should be eliminated.

NOTE: This test procedure is not applicable to the underside of a slide chute. For a slide chute with a circular cross section, the portion of the underside not subject to this projection recommendation is shown in Figure 18. The general recommendations for projections in §B.2.1 are applicable to the underside of the slide.

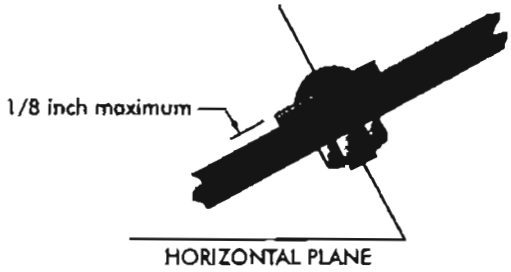


Figure B12. Upward facing projection

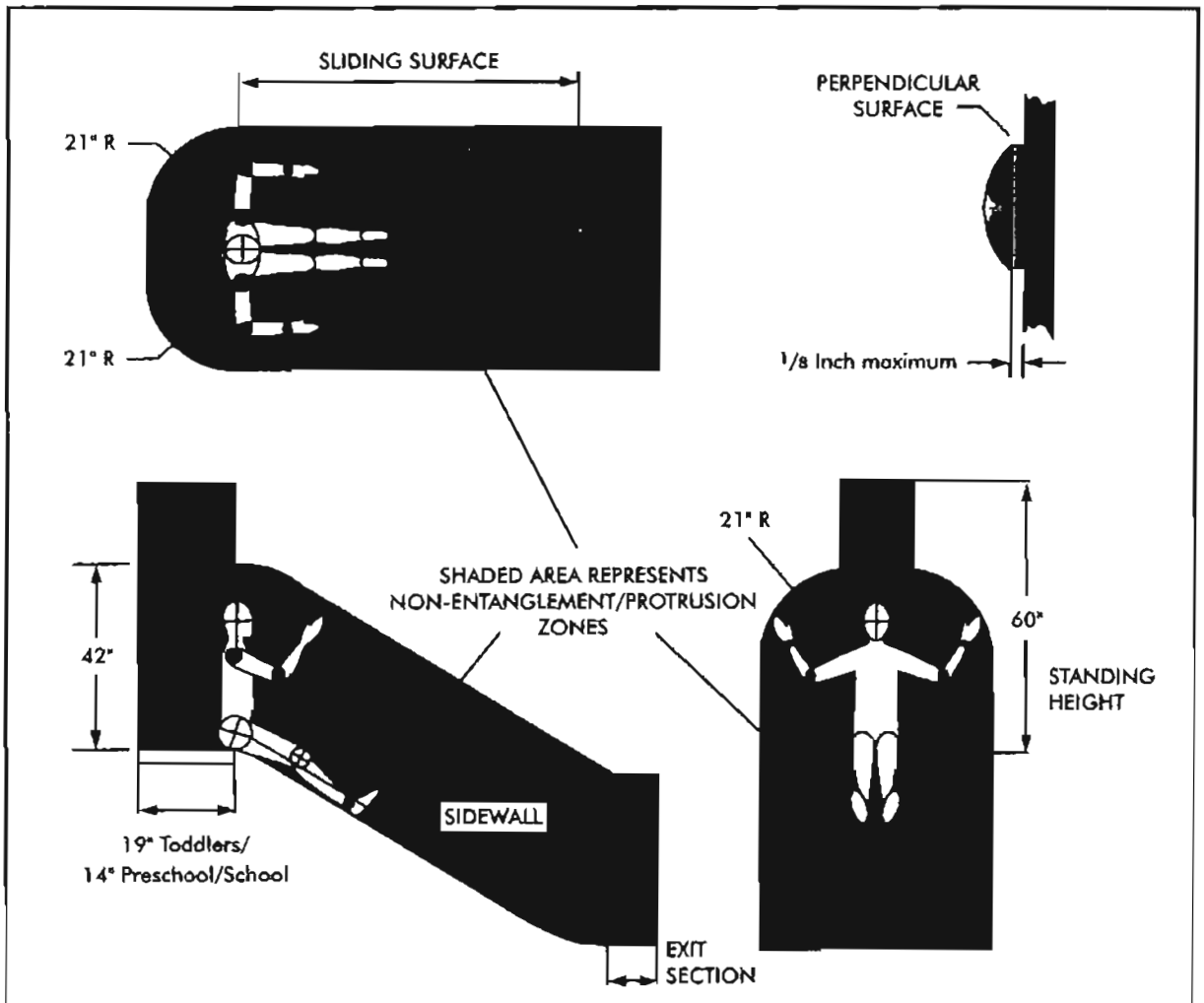
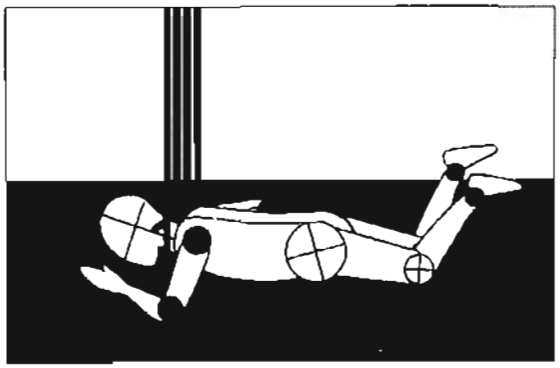
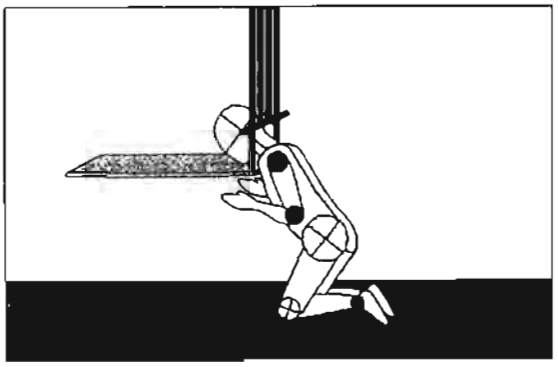


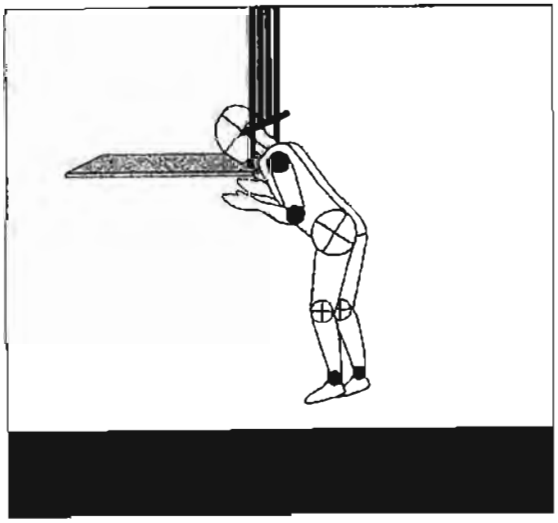
Figure B13. Recommended areas to test for slide entanglement protrusions



Ground-bounded: Not subject to entrapment recommendations.



Low entrapment



High entrapment

Figure B14. Examples of completely bounded openings

B.2.4 Entrapment

B.2.4.1 General

Any completely-bounded opening (Figure B14) that is not bounded by the ground may be a potential head entrapment hazard. Even those openings which are low enough to permit a child's feet to touch the ground present a risk of strangulation to an entrapped child, because younger children may not have the necessary intellectual ability and motor skills to withdraw their heads, especially if scared or panicked. An opening may present an entrapment hazard if the distance between any interior opposing surfaces is greater than 3.5 inches and less than 9 inches. If one dimension of an opening is within this potentially hazardous range, all dimensions of the opening should be considered together to fully evaluate the possibility of entrapment. The most appropriate method to determine whether an opening is hazardous is to test it using the following fixtures, methods, and performance criteria.

These recommendations apply to all playground equipment, i.e., toddler, preschool-age, and school-age children. Fixed equipment as well as moving equipment (in its stationary position) should be tested for entrapment hazards. There are two special cases for which separate procedures are given: (1) completely-bounded openings where depth of penetration is a critical issue (see Figure B15) and (2) openings formed by flexible climbing components.

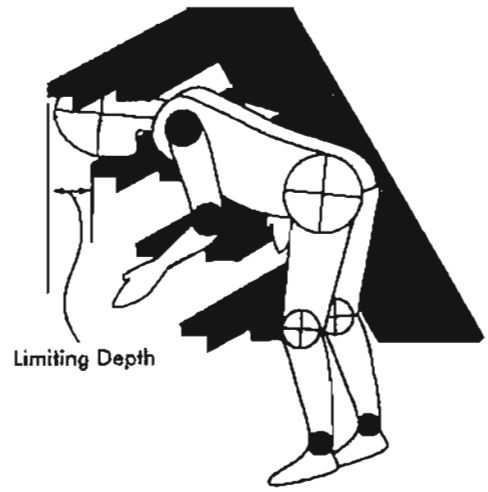


Figure B15. Completely bounded opening with limited depth

B.2.5 Test fixtures

Two templates are required to determine if completely bounded openings in rigid structures present an entrapment hazard. These templates can easily be fabricated from cardboard, plywood, or sheet metal.

B.2.5.1 Small torso template

The dimensions (see Figure B3 and Figure B4) of this template are based on the size of the torso of the smallest user at risk (5th percentile 6-month-old child for Figure B3 and 2-year-old child for Figure B4). If an opening is too small to admit the template, it is also too small to permit feet first entry by a child. Because children's heads are larger than their torsos, an opening that does not admit the small torso template will also prevent head first entry into an opening by a child.

B.2.5.2 Large head template

The dimensions (see Figure B5) of this template are based on the largest dimension on the head of the largest child at risk (95th percentile 5-year-old child). If an opening is large enough to permit free passage of the template, it is large enough to permit free passage of the head of the largest child at risk in any orientation. Openings large enough to permit free passage of the large head template will not entrap the chest of the largest child at risk.

B.2.5.3 Completely bounded openings with unlimited depth

B.2.5.3.1 Test procedure

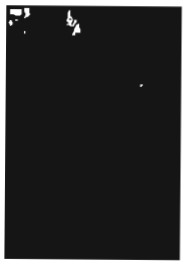
Step 1: Select the appropriate small torso template based on the intended users of the playground (Figure B3 for toddler playgrounds, Figure B4 for preschool- and school-age playgrounds).

Step 2: Identify all completely bounded openings.

Step 3: Attempt to place the small torso template in the opening with the plane of the template parallel to the plane of the opening. While keeping it parallel to the plane of the opening, the template should be rotated to its most adverse orientation (i.e., major axis of template oriented parallel to the major axis of the opening.)

Step 4: Determine if the small torso template can freely pass through the opening.

No: Pass. Stop



Yes: Continue



Step 5: Place the large head template in the opening, again with the plane of the template parallel to the plane of the opening, and try to insert it through the opening.

Pass: The large head template can be freely inserted through the opening

Fail: The opening admits the small torso template but does not admit the large head template.





B.2.5.4 Completely bounded openings with limited depth of penetration

The configuration of some openings may be such that the depth of penetration is a critical issue for determining the entrapment potential. For example, consider a vertical wall or some other barrier behind a step ladder. The entrapment potential depends not only on the dimensions of the opening between adjacent steps but also on the horizontal space between the lower boundary of the opening and the barrier. A child may enter the opening between adjacent steps feet first and may proceed to pass through the space between the rear of the lower step and the barrier and become entrapped when the child's head is unable to pass through either of these two openings. In effect, there are openings in two different planes, and each has the potential for head entrapment and should be tested.

Figure B16 illustrates these two planes for a step ladder as well as for a generic opening. Plane A is the plane of the completely bounded opening in question, and Plane B is the plane of the opening encompassing the horizontal space between the lower boundary of the opening in Plane A and the barrier that should also be tested for entrapment hazards.

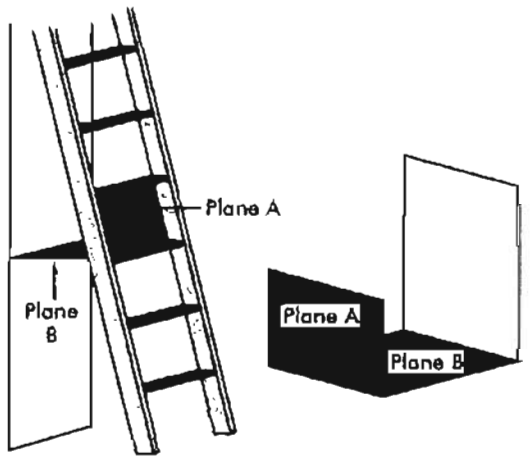


Figure B16. Example of a completely bounded opening with limited depth of penetration

B.2.5.4.1 Test procedure

Step 1: Select the appropriate small torso template based on the intended users of the playground (Figure B3 for toddler playgrounds, Figure B4 for preschool-age and school-age playgrounds).

Step 2: Identify all completely bounded openings with limited depth of penetration.

Step 3: Place the small torso template in the opening in Plane A with its plane parallel to Plane A; rotate the template to its most adverse orientation with respect to the opening while keeping it parallel to Plane A.

Step 4: Determine if the opening in Plane A admits the small torso template in any orientation when rotated about its own axis.

No: **Pass.** The opening is small enough to prevent either head first or feet first entry by the smallest user at risk and is not an entrapment hazard.

Yes: Continue.

Step 5: Place the small torso template in the opening in Plane B with its plane parallel to Plane B; rotate the template to its most adverse orientation with respect to the opening while keeping it parallel to Plane B.

Step 6: Determine if the opening in Plane B admits the small torso template.

No: **Pass.** The depth of penetration into the opening in Plane A is insufficient to result in entrapment of the smallest user at risk.

Yes: Continue.

Step 7: Place the large head template (Figure B5) in the opening in Plane A with its plane parallel to Plane A. Determine if the opening in Plane A admits the large head template.

No: **Fail.** A child, whose torso can enter the opening in Plane A as well as the opening in Plane B, may become entrapped by the head in the opening in Plane A.

Yes: Continue.

Step 8: With the plane of the large head template parallel to the opening in Plane B, determine if the opening in Plane B admits the large head template.

No: **Fail.** The largest user at risk cannot exit the opening in Plane B.

Yes: **Pass.** The openings in Plane A and Plane B do not pose an entrapment risk.

B.2.5.5 Flexible openings

Climbing components such as flexible nets are also a special case for the entrapment tests because the size and shape of openings on this equipment can be altered when force is applied, either intentionally or simply when a child climbs on or falls through the openings. Children are then potentially at risk of entrapment in these distorted openings.

The procedure for determining conformance to the entrapment recommendations for flexible openings requires two three-dimensional test probes which are illustrated in Figure B6, Figure B7, and Figure B8 are applied to an opening in a flexible component with a force of up to 50 pounds.

B.2.5.5.1 Test procedure

Step 1: Select the appropriate small torso template based on the intended users of the playground (Figure B3 for toddler playgrounds, Figure B4 for preschool-age and school-age playgrounds).

Step 2: Identify all completely bounded openings with flexible sides.

Step 3: Place the small torso probes (Figures B6 and B7) in the opening, tapered end first, with the plane of its base parallel to the plane of the opening.

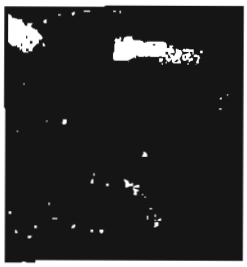
Step 4: Rotate the probe to its most adverse orientation (major axis of probe parallel to major axis of opening) while keeping the base parallel to the plane of the opening.

Step 5: Determine if the probe can be pushed or pulled completely through the opening by a force no greater than 30 pounds on toddler playgrounds or 50 pounds on preschool-age and school-age playgrounds.

No: Pass. Stop



Yes: Continue.



Step 6: Place the large head probe (Figure B8) in the opening with the plane of its base parallel to the plane of the opening.

Step 7: Determine if the large head probe can be pushed or pulled completely through the opening by a force no greater than 30 pounds on toddler playgrounds or 50 pounds on preschool-age and school-age playgrounds.

Yes: Pass. Stop.



No: Fail.



8.2.5.6 Partially bound openings

A partially bound opening is any opening which has at least one side or portion open, such as a U- or V-shaped opening. These openings can still pose an entrapment hazard by allowing the neck to enter but not allowing the head to slip out. A partially bound opening can be any part of the playground equipment where a child could get his or her neck caught, so it includes not only two- or three-sided openings, but also areas of large openings (large enough for the head template to enter) that have the characteristics that can entrap a child's neck. Several examples outlines of this situation are shown in the figures below. Openings that have an outline similar to these figures are often found when two parts of a playground meet, for example, the top of a slide and the side of a guardrail.

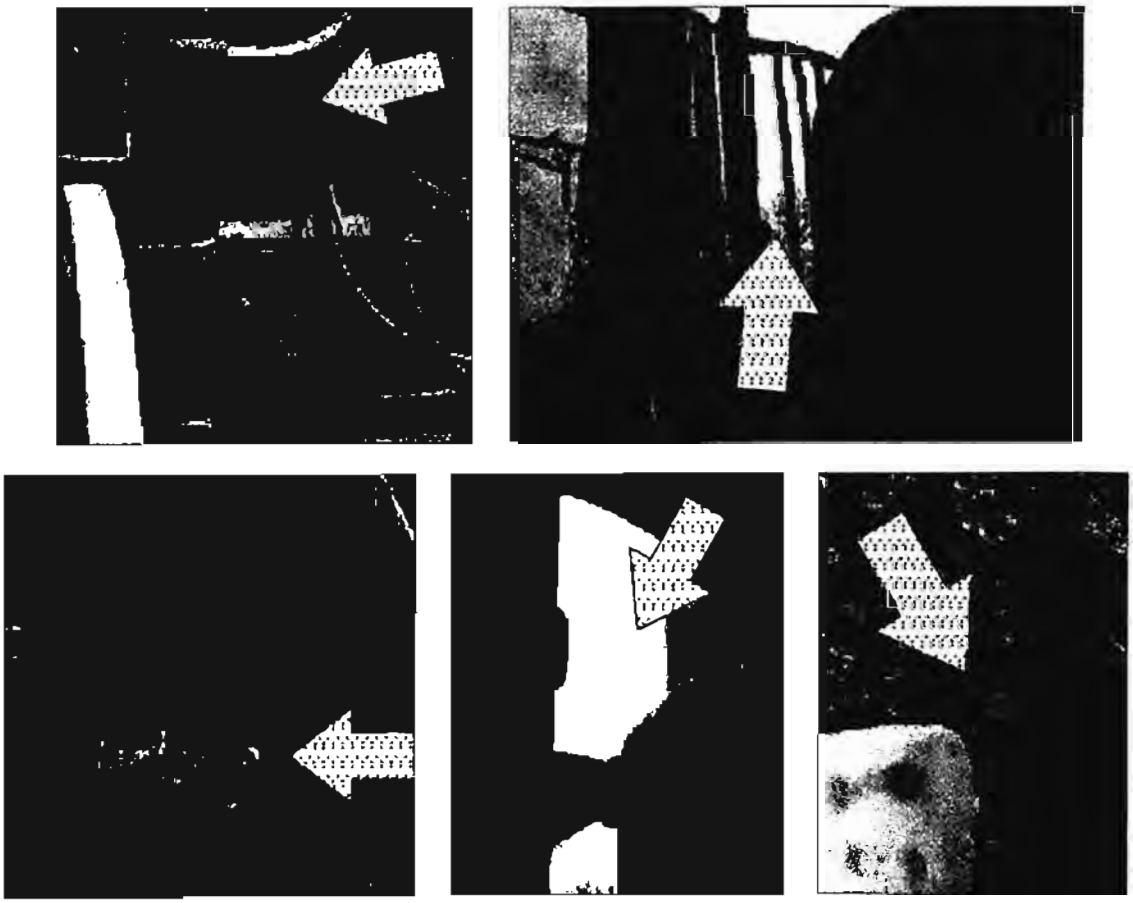
Identifying partially bound openings varies depending on the age range of the playground. Openings that should be tested include any opening where:

For toddlers:

- The perimeter of the opening is not closed
- The lowest leg of the opening is tilted upward (i.e. above horizontal) or 45 degrees below horizontal.

For preschool- and school-age:

- The perimeter of the opening is not closed
- The lowest leg of the opening is tilted upward (i.e. above horizontal)



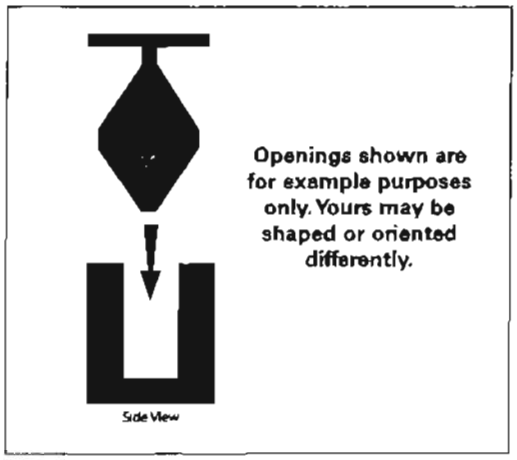
Examples of partially bound openings. Note, these examples are intended to illustrate the principle of partially bound openings and may or may not require testing.

B.2.5.6.1 Test procedure

Step 1: Select the appropriate Partially Bound Template based on the intended users of the playground (Figure B10 for toddler playgrounds, Figure B9 for preschool and school-age playground).

Step 2: Identify partially bound openings.

Step 3: Align the template so that the face of the template is parallel to the plane of the opening and the narrow tip of the A section is pointing toward the opening.



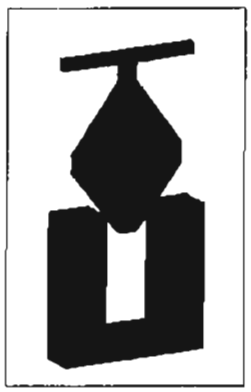
Step 4: Insert the A portion of the template into the opening following the centerline of the opening.

Step 5: Once inserted as far as possible, determine if there is simultaneous contact between the sides of the opening and both of the top corners at the narrow tip of section A.

Yes: Pass. Stop



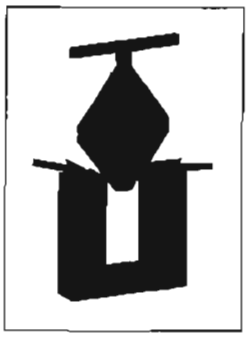
No: continue



Step 6: While still inserted as far as possible, determine if there is simultaneous contact between both of the angled sides of section A and the sides of the opening.

Yes: Note the points on the sides of opening where contact was made and continue

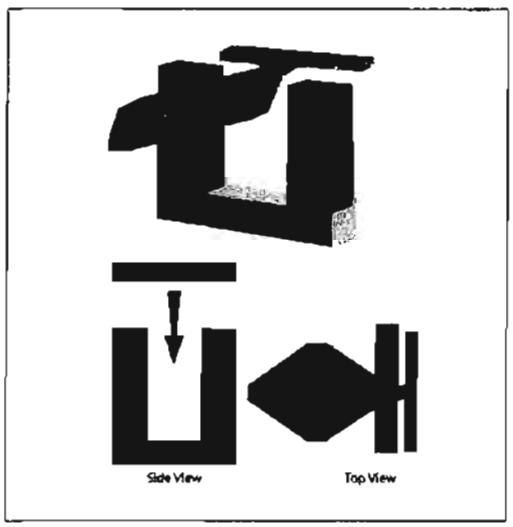
No: Pass. The narrow tip should be resting on the lower boundary of the opening with no contact with the sides of the opening. Stop





Step 7: Remove the template and turn the template so that the face of the template is perpendicular to the opening.

Step 8: Following the plane of the opening, insert the B portion of the template into the opening so that the narrow part of the B portion is between the sides of the opening.



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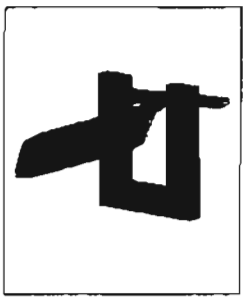
Step 9: Once inserted as far as possible, determine if the B portion is completely past the points where contact was made on the sides of the opening with the A portion.

No: Pass. Stop

Yes: Toddlers: Fail. Stop

Preschool and School-age: Continue





Step 10: Determine if the B portion can reach a point where the opening increases in size.

No: Fail. Stop

Yes: continue





Step 11: Determine if the Large Head Template passes freely through the larger opening.

Yes: Pass

No: Fail





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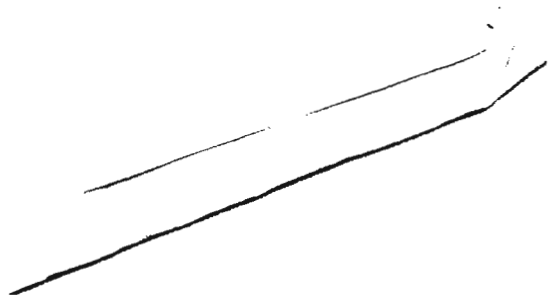

APPENDIX F

Handbook for Public Playground Safety

FILE COPY

I MINA'TRENTAI UNU NA LIHESLATURAN GUÅHAN
THIRTY-FIRST GUAM LEGISLATURE
155 Hessler Place, Hagåtña, Guam 96910

May 23, 2011

The Honorable Edward J.B. Calvo
I Maga'lahen Guåhan
Ufisinan I Maga'lahi
Hagåtña, Guam 96910

Dear *Maga'lahi* Calvo:

Transmitted herewith is Substitute Bill No. 70-31(COR) which was passed by *I Mina' Trentai Unu Na Liheslaturan Guåhan* on May 10, 2011.

Sincerely,

TINA ROSE MUÑA BARNES
Senator and Legislative Secretary

Enclosure (1)

OFFICE OF THE GOVERNOR
RECEIVED
TIME 3:20p. DATE 5/23/11

FILE COPY

I MINA'TRENTAI UNU NA LIHESLATURAN GUÅHAN
2011 (FIRST) Regular Session

CERTIFICATION OF PASSAGE OF AN ACT TO *I MAGA'LAHEN GUÅHAN*

This is to certify that **Substitute Bill No. 70-31 (COR), "AN ACT TO ESTABLISH THE ADMINISTRATIVE RULES AND REGULATIONS OF THE DEPARTMENT OF PUBLIC HEALTH & SOCIAL SERVICES RELATIVE TO CHILD CARE FACILITIES AND GROUP CHILD CARE HOMES, UNDER ARTICLE 1 OF CHAPTER 1, DIVISION 1, TITLE 26, GUAM ADMINISTRATIVE RULES AND REGULATIONS, AND IN CONFORMANCE WITH ARTICLE 4, CHILD WELFARE SERVICES ACT, CHAPTER 2, DIVISION 1, TITLE 10, GUAM CODE ANNOTATED",** was on the 10th day of May, 2011, duly and regularly passed.

Judith T. Won Pat, Ed.D.
Speaker

Attested:

Tina Rose Muña Barnes
Legislative Secretary

This Act was received by *I Maga'lahen Guåhan* this 23rd day of May, 2011, at 3:20 o'clock P.M.

Assistant Staff Officer
Maga'lahi's Office

APPROVED:

EDWARD J.B. CALVO
I Maga'lahen Guåhan

Date: _____
Public Law No. _____

I MINA'TRENTAI UNU NA LIHESLATURAN GUAHAN
2011 (FIRST) Regular Session

Bill No. 70-31 (COR)
As substituted by Committee on Health & Human Services,
Senior Citizens, Economic Development and Election Reform,
and amended in the Committee of the Whole.

Introduced by: Dennis G. Rodriguez, Jr.
Aline A. Yamashita, Ph.D.
T. C. Ada
V. Anthony Ada
F. F. Blas, Jr.
B. J.F. Cruz
Chris M. Dueñas
Judith P. Guthertz, DPA
Sam Mabini, Ph.D.
T. R. Muña Barnes
Adolpho B. Palacios, Sr.
v. c. pangelinan
R. J. Respicio
M. Silva Taijeron
Judith T. Won Pat, Ed.D.

AN ACT TO ESTABLISH THE ADMINISTRATIVE RULES AND REGULATIONS OF THE DEPARTMENT OF PUBLIC HEALTH & SOCIAL SERVICES RELATIVE TO CHILD CARE FACILITIES AND GROUP CHILD CARE HOMES, UNDER ARTICLE 1 OF CHAPTER 1, DIVISION 1, TITLE 26, GUAM ADMINISTRATIVE RULES AND REGULATIONS, AND IN CONFORMANCE WITH ARTICLE 4, CHILD WELFARE SERVICES ACT, CHAPTER 2, DIVISION 1, TITLE 10, GUAM CODE ANNOTATED.

BE IT ENACTED BY THE PEOPLE OF GUAM:

Section 1. Legislative Findings and Intent. *I Liheslaturan Guåhan* finds that the administrative rules and regulations for Child Care Facilities are antiquated.

The Department of Public Health & Social Services is currently utilizing Social Services Rules and Regulations No. 10, which were initially established pursuant to Section 9120.7 of Chapter X, Government Code of Guam on December 12, 1972, as amended and promulgated pursuant to Executive Order 78-27 on September 8, 1978. Though the amended rules and regulations went through the public hearing process, the revised Standards for Social Services Rules and Regulations No. 10 were ultimately approved and promulgated pursuant to Executive Order No. 1978-10, but *not* subsequently transmitted to *I Liheslaturan Guåhan.* Consequently, the current rules and regulations being utilized have *not* been duly revised and fully promulgated for the past thirty-three (33) years.

I Liheslaturan Guåhan finds that the proposed administrative rules and regulations pursuant to this Act for Child Care Facilities and Group Child Care Homes, as provided and required pursuant to Article 4, Child Welfare Services Act, of Chapter 2, Title 10, Guam Code Annotated (P.L. 11-99), is appropriate and necessary.

Further, *I Liheslaturan Guåhan* takes due note that the Department of Public Health & Social Services, in the development of the proposed guidelines addressed herein, made a good faith effort to be inclusive of the affected stakeholders in the child care industry. The proposed rules and regulations is a work product which has, to a great extent, incorporated input from stakeholders in the field, albeit perhaps without universal approval, but with the widespread recognition that the existing rules are antiquated and significant revision is necessary.

It is the intent of *I Liheslaturan Guåhan* to provide for the initial establishment of the administrative rules and regulations for child care facilities and group child care homes.

Further, so as to ensure that the rules adopted pursuant to this Act remain pertinent to and consistent with the needs of the community, it is the intent of *I*

Liheslaturan Guåhan to provide an authorization and mandate for the Department of Public Health & Social Services to regularly review the rules adopted pursuant to this Act, and as appropriate promulgate amendments thereto pursuant to Article 3, Rule-Making Procedures, of Chapter 9, Title 5, Guam Code Annotated.

Section 2. Adoption of Rules. Notwithstanding any other provision of law, rule, regulation and Executive Order, the rules and regulations of the Department of Public Health & Social Services for Child Care Facilities and Group Child Care Homes, and attached hereto as Exhibit "A", are hereby adopted by *I Mina'Trentai Unu Na Liheslaturan Guåhan,* and *shall* be codified under Article 1, Child Welfare Services Act, Chapter 1, Division 1, Title 26, Guam Administrative Rules and Regulations.

Section 3. Amendment of Rules. The Department of Public Health & Social Services *shall*, at a minimum of every five (5) years, and pursuant to Article 3, Rule-Making Procedures, Chapter 9, Title 5, Guam Code Annotated, review and amend the administrative rules and regulations adopted pursuant to Section 2 of this Act.

Section 4. A new §2416 is hereby *added* to Article 4 of Chapter 2, Division 1, Title 10, Guam Code Annotated, to read:

> **"§2416. Child Care Revolving Fund.** There is hereby established a Child Care Revolving Fund (the Fund), to be maintained by the Director of the Department. The Fund *shall* be established and maintained in an account separate and apart from any other account(s) of the government of Guam, and *shall not* be co-mingled. All funds due or accruing to the account from whatever source(s), as provided or authorized pursuant to applicable law, inclusive of any interest, *shall* be deposited in the Fund immediately upon receipt by the government of Guam.

(a) The Department *shall* report monthly and maintain full compliance with all financial reporting requirements of the government of Guam pursuant to applicable laws. Reports *shall* be submitted to *I Liheslaturan Guåhan* via the office of *I Maga'lahen Guåhan* [Governor of Guam].

(b) ***No* Transfer Authority.** The money placed in the Fund is *not* subject to any transfer authority of *I Maga'lahen Guåhan* [Governor of Guam]."

Section 5. Effective Date. The administrative rules and regulations adopted pursuant to Section 2 of this Act *shall* become effective upon enactment.

Exhibit "A"

Title 26 Guam Administrative Rules and Regulations

Chapter 1

"Article 1 - Child Welfare Services Act

RULES AND REGULATIONS FOR LICENSED CHILD CARE FACILITIES AND GROUP CHILD CARE HOMES

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§1101.0. GENERAL PROVISIONS

§1101.1. Purpose. The purpose of these rules and regulations is to formulate standards for licensed child care facilities and group child care homes that will protect and promote the welfare and positive development of children being served.

§1101.2. Applicability.

(a) These rules and regulations are applicable to the following child care licensees, public and private: (1) child care facilities; and (2) group child care homes.

(b) These rules and regulations *do not* apply to Group Family Home, Family Child Care Home, Family Foster Home, and Residential Treatment Facility.

§1101.3. Authority. The Government Code of Guam authorizes the Department to adopt rules and regulations for licensing all child care facilities, to issue licenses, and to ensure that all provisions of §2407 of Title 10 GCA, Chapter 2, Article 4 (Public Law 11-99) regarding licensing are carried out. The Department *shall* inspect all child care facilities as defined

in §1101.5(f). The Department *shall*, pursuant to the provisions of the Administrative Adjudication Law, adopt minimum standards for licensing. Such standards *shall* be applicable to all child care facilities, including those operated by the Department, and *shall* pertain to the following:

(a) the operation and conduct of the facility and responsibility it assumes for child care;

(b) the character, suitability and qualifications of the applicant and other persons directly responsible for the care and welfare of children served;

(c) the general financial ability and competence of the applicant to provide necessary care for children and to maintain prescribed standards;

(d) the number of individuals or staff required to ensure adequate supervision and care of the children received;

(e) the appropriateness, safety, cleanliness and general adequacy of the premises, including maintenance of adequate fire prevention and health standards in conformance with existing Guam laws to provide for the physical comfort, care and well-being of children received;

(f) provisions for food, clothing, educational opportunities, programs, equipment and individual supplies to assure the healthy physical, mental and spiritual development of children served;

(g) provisions to safeguard the legal right of children served;

(h) maintenance of records pertaining to the admission, progress, health and termination of care of children;

(i) filing of records with the Department;

(j) discipline of children; and

(k) protection and fostering of the children served.

§1101.4. Title. These rules and regulations *shall* be known and may be cited as the "Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes."

§1101.5. Definitions. Wherever the following words appear in these rules and regulations, they *shall* have the following definitions:

(a) *Appeal* means a written, signed and dated statement requesting reconsideration or modification of a Departmental decision that negatively affects the license of the child care facility. An appeal is made by the licensee or by the facility's legal entity.

(b) *Child* means a person under eighteen (18) years of age, *or* a child with a disability up to twenty-one (21) years of age.

(c) *Early Childhood Assistant* means any person that provides assistance to the teacher who provides primary care for children.

(d) *Early Childhood Assistant Director* means a person who assists the Early Childhood Director in the management of a child care facility and/or who has the responsibility to administer the facility and to develop the total program in the absence of the Early Childhood Director.

(e) *Early Childhood Director* means a person having responsibility in the management and administration of the facility, and to develop the total program.

(f) *Child care facility* means any facility or home licensed by the Department to provide care, education, and supervision for twelve (12) or more children for all or part of a twenty-four (24) hour

day, whether or not the facility is operated for profit, or charges for the services it offers.

(g) *Cook* means any person who prepares meals for children enrolled in a child care facility.

(h) *Department* means the Guam Department of Public Health and Social Services.

(i) *Denial* means refusal by the Director to issue a license on a new or renewal application.

(j) *Director* means the Director of Public Health and Social Services or his/her authorized representative.

(k) *Division* means the Division of Public Welfare, Department of Public Health and Social Services.

(l) *Early childhood provider* means a person employed for compensation, and with the knowledge, skills, and abilities in early childhood education, and who is responsible for the physical well-being, direct care, health, safety, supervision, and guidance of children in child care. Education and experience in working with children birth to five (5) years old differentiate the various levels of Initial, Lead and Master Provider. (refer to Appendix A)

(m) *Group child care home* means a home or facility which provides child care for *at least* seven (7), and *not more than* twelve (12) children, during all or part of a twenty-four (24) hour day.

(n) *Guam Early Learning Guidelines for Young Children Birth to Thirty-six (36) Months and Ages Three (3) to Five (5)* means the voluntary early learning guidelines of what young children birth to five (5) years old should know and be able to do. (Appendix B)

(o) *Guam's Plan for Professional Development* (Appendix A) means the early childhood education plan, as required by Executive Order 2004-14, and part of Guam's Comprehensive Plan for the Care & Education of Young Children. (Appendix A).

(p) *Guardian* means the legal guardian of the person of a minor.

(q) *Individualized Education Program* means the document, commonly referred to as an IEP, describing the child's educational program as required by the Guam Department of Education, Division of Special Education under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part B to develop for every student with a disability who is found to meet the federal and state requirements for special education, designed to provide the child with a free and appropriate public education.

(r) *Individualized Family Service Plan* means the document, commonly referred to as an IFSP, that identifies the child's and family's individualized supports and early intervention services that will enhance the child's overall development, as required by the Guam Department of Education, Division of Special Education under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part C for infants and toddlers with disabilities and their families.

(s) *Individuals With Disabilities Education Improvement Act of 2004* means the United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

(t) *Infant* means a child from birth through twelve (12) months of age.

(u) *License* means a license to operate a child care facility.

(v) *License to operate a child care facility* (hereafter referred to as "License") means the official document issued by the Department authorizing the operation of a child care facility as defined under the terms of the license. This is issued to a child care facility that has met compliance with the minimum requirements as defined in the licensing laws, rules and regulations for the duration of two (2) calendar years.

(w) *Licensee* means any entity that is issued a license by the Department.

(x) *Maintenance personnel* means any person who provides general maintenance or upkeep of the child care facility.

(y) *Performing arts studio shall* mean any facility which provides a performing arts curriculum for children ages two (2) years and up, for twelve (12) or more children, during a portion of a twenty-four (24) hour day.

(z) *Practicum student* means any person officially enrolled in any higher educational institution as a student in education, nursing, psychology, social work, early childhood, or related fields with approved practicum under supervision by an instructor and who adheres to a child care facility's policies and procedures.

(aa) *Person* means any person or persons, group of persons, agencies, associations, organizations, whether public, private or incorporated.

(bb) *Preschooler* means a child who is three (3) years to four and a half (4½) years of age.

(cc) *Provisional license* means a temporary license issued by the Department at the time of a new application or renewal when the facility *does not* meet all licensing laws, rules and regulations for the duration *not* to exceed six (6) months.

(dd) *Related* means any of the following relationships by blood, marriage or adoption: parent, grandparent, brother, sister, stepparent, stepsister, uncle or aunt.

(ee) *Revocation* means immediate rescission of a license when the facility exhibits a pattern of non-compliance or an imminent concern arises that jeopardizes the well-being of children.

(ff) *School age* means a child who is between the age of four and a half (4½) years and twelve (12) years old.

(gg) *Staff member* means any person that is employed for compensation or otherwise by the child care facility, and is on the premises while children are provided care. This includes, but is *not* limited to: Early Childhood Director, Early Childhood Assistant Director, Teachers, Early Childhood Providers, and Teachers' Aides.

(hh) *Suspension* means the deferment of a license for an issue of non-compliance that may be temporary.

(ii) *Toddler* means a child who is thirteen (13) months through thirty-six (36) months of age.

(jj) *Visitor* means a person visiting for a brief period of time, and who follows the facility's policies and procedures.

(kk) *Volunteer* means a person offering services to a child care facility without remuneration, *except* for reimbursable personal expenses allowed by the early childhood providers.

§1102.0. LICENSE TO OPERATE A CHILD CARE FACILITY

§1102.1. License Required.

(a) Any person, association, corporation, or partnership *shall* first obtain a license from the Department to operate a child care facility, providing services either with or without compensation.

(b) Any person, association, corporation, or partnership found to be operating or conducting a child care facility without a license *shall* be found in violation of these rules and regulations and must cease operations immediately until compliance is met.

(c) Before a license is granted, the applicant must certify its compliance with local officials according to all applicable health, safety, fire, building, and sanitation regulations using a certification of compliance form provided by the Department.

§1102.2. Exclusions.

(a) *No* license is required for the following:

(1) for the care by a relative, with or without compensation, where the person furnishing such care does *not* regularly engage in such activity, and does *not* advertise or hold him/herself out as conducting a child care facility;

(2) for the care by parents who, on a mutually cooperative basis, exchange one another's children;

(3) for the care of children in their own home;

(4) for the care of children in a hospital or clinic;

(5) for the care of children in the following educational-type facilities:

(A) an accredited public or private educational institution that operates primarily for educational purposes for those children in grades kindergarten through twelfth (12th) grade. In the event such accreditation does *not* include early childhood classrooms for those children below kindergarten (i.e., birth to five [5] years), then the educational institution must comply with these rules and regulations and will fall under the jurisdiction of these rules and regulations;

(B) a preschool classroom that is regulated by the Guam Department of Education or the Administration for Children and Families that adhere to federal guidelines and/or mandates, such as the Head Start Performance Standards;

(C) an after-school care program operated directly by an accredited public or private educational facility; or

(D) an after-school care program operated by another entity under contract with the educational facility and the curriculum content of the after-school program is approved by the Guam Department of Education;

(6) for the temporary care of children in facilities operating in a shopping center, fitness center, hotel, or establishment during any part of a twenty-four (24) hour day, while parents or persons responsible for the children are attending services or engaging in other activities who remain and are on the premises, and care is *not* on a regular basis;

(7) for the temporary care of children during any part of a twenty-four (24) hour day while parents remain and are on the premises participating in religious functions, and care is *not* on a regular basis;

(8) for camps held on a seasonal basis where children are in temporary care during any part of a twenty-four (24) hour day;

(9) for the care of children in child care facilities regulated by the U.S. Department of Defense (i.e., Military Child Care Facilities); and

(10) for skills programs and performing arts programs that teaches a talent, abilities, expertise or proficiency that is *not* a part of a school, child day care or after school daycare operation; and that the program does *not* provide primary child care.

(b) The exclusions of this Section do *not* affect the authority of state and federal governments to inspect any child care facilities and/or private property for compliance.

(c) Child care facilities that meet the criteria for exclusions as stated in this §1102.2 *shall* provide the Department with documentation, such as the most current monitoring report, assuring that their facility has passed inspection and/or requirements by their respective accrediting institution or regulatory agency, as applicable.

§1102.3. Application for License.

(a) The application to obtain a license or the renewal of a license *shall* be made on forms approved and supplied by the Department, and *shall* be completed and submitted within a minimum of sixty (60) business days prior to the proposed opening date or the date of expiration of the license.

§1102.4. Application Packet.

(a) The application packet *shall* include, but is *not* limited to, the following:

(1) an application form, which *shall* include information on owner or licensee. The following information *shall* be supplied to the Division:

(A) the business name, mailing and physical address, and telephone number of the child care facility;

(B) the name, date of birth, business mailing and physical address, and business telephone number of the person(s) bearing the responsibility for the child care facility;

(C) the name, date of birth, business mailing and physical address, and business telephone number of the person(s) having specific authority and responsibility for overall administration and the services offered;

(D) the name and date of birth of the owner or sponsoring agency (i.e., privately owned, church or agency owned) of the child care facility; and

(E) other information as required by the Division;

(2) current copy of the "Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes";

(3) copy of applicable child care laws (i.e., Title 10 Guam Code Annotated, Chapter 2, Article 4, Child Welfare Services Act);

(4) staffing pattern form;

(5) physician's certification of examination form;

(6) notice of requirement for submission of documentation, to include police and court clearances for each staff member in the child care facility and a signed consent of release form for the

Department to conduct checks in local and national registries to include, but *not* be limited to: the Child Abuse and Neglect Registry; the Sex Offender Registry; and any other national background checks as deemed necessary by the Department to ensure the staff's or prospective staff's capacity to provide safe and constructive child care. For Group Child Care Homes, all other adult members living in the home must also comply with these clearances and background checks.

(7) three (3) separate character reference letters for Early Childhood Directors, for initial or denied applicants, or applicants seeking license reinstatement of a suspended or revoked license; and

(8) certification of compliance form.

(b) The applicant *shall* provide and submit documents, *not* limited to the following:

(1) early childhood education transcripts (for the Early Childhood Director and Early Childhood Assistant Director);

(2) verification of early childhood training for staff (i.e., training certificates, transcripts);

(3) a copy of the child care facility's policies and procedures;

(4) a copy of the floor plan layout of the child care facility;

(5) a copy of the parent's handbook;

(6) resume for the Early Childhood Director and Early Childhood Assistant Director;

(7) pediatric cardio pulmonary resuscitation (CPR) and pediatric first aid certificates;

(8) a copy of each staff member's health certificate issued by the Division of Environmental Health of this Department;

(9) most recent copy of the Job-Site Inspection report issued by the Division of Environmental Health of this Department;

(10) a copy of the sanitary permit(s) for the child care facility upon issuance by the Division of Environmental Health of this Department; and

(11) a copy of immunization records for children enrolled.

(c) At *no* time shall an incomplete application package (for new, renewal, or amendment of licenses) be received by any staff of the Department.

(d) Applicants *shall* seek and comply with required applicable rules and regulations concerning fire, building, sanitation, plumbing, electrical, mechanical and zoning provided by the appropriate personnel from the Department's Division of Environmental Health, the Guam Fire Department, the Department of Public Works, the Department of Land Management, and the Department of Revenue and Taxation.

(e) Applicants *shall* maintain accurate records of all information and documents submitted to the Department which *shall* be readily available for review by the Department upon request during inspection.

(f) New applicants *shall* be responsible for ensuring that all documents and compliance reports, in addition to the application packet described in this §1102.4 are submitted to the Department.

(g) Renewal applicants *shall* submit all documents and compliance reports *no less than* sixty (60) business days prior to the expiration of the license. Failure to do so may result in non-renewal of license pending submission of required documents and closure of operation upon expiration of current license.

(h) The Department *shall* conduct a licensing evaluation only after receiving a completed application, and all required documents and reports, to allow sufficient time of thirty (30) days for the licensing worker to conduct inspections and reviews and complete a written report.

§1102.5. General Information Requirements.

(a) Admission procedures *shall* require that sufficient information and instruction from the parents or guardians be furnished to enable the staff members to make decisions or act on behalf of the child.

The child care facility *shall* require a completed application with at least one (1) parent's or guardian's signature for each child to be kept on file. Prior to admission of a child to a child care facility, the licensee *shall* obtain in writing from the child's parents or guardians the following information:

(1) completed application form for each child and a copy of child's birth certificate and a current photo;

(2) the child's full legal name, birth date, ethnic background, primary language spoken, current mailing and physical addresses, and preferred names;

(3) the name and physical and mailing addresses of the parents or guardians who are legally responsible for the child;

(4) telephone numbers or instructions as to how the parents or guardians may be reached during the hours the child is in the child care facility;

(5) to the extent possible, the names, mailing and physical addresses, and telephone numbers of three (3) person(s) who *shall* assume responsibility for the child if for some reason the parents or guardians cannot be reached immediately in an emergency;

(6) name, clinic, and telephone number of child's physician;

(7) written authorization for emergency care, including provision of health insurance information;

(8) child health report, that includes the child's immunization record, and other pertinent information regarding the health of the child (i.e., last physical examination report, TB test);

(9) the child's parents' or guardians' current place of employment, address and phone number;

(10) plan for health care in case of an emergency (i.e., insurance provider, insurance number, doctor);

(11) authorization for medical treatment in case of an emergency when parent or guardian cannot be contacted;

(12) date of enrollment in child care facility;

(13) written medical reports and health information *shall* be on file for each child, including a report of an annual physical examination, up-to-date immunization records, pertinent information regarding any particular health problems, or any specific instructions regarding care or feeding for the child. These records *shall* be kept confidential, and information provided only to the Early Childhood Director or the Early Childhood Director's authorized representatives operating the facility or other staff with a need to know, in the event of an emergency, or other staff with the written consent of the parents;

(A) conditional admissions may be granted, provided that the following conditions are met:

(i) the date of each appointment and name of the physician or health institution providing the physical

examination must be placed in the child's health folder; and

(ii) proof of medical examination and/or administration of medical services are provided to the child care facility;

(iii) failure to complete the immunizations and clearances within one (1) month of enrollment *shall* result in the expulsion of the child until such time as the child is in compliance;

(14) eating and sleeping habits;

(15) toileting habits;

(16) allergies;

(17) fears and preferences;

(18) permission to administer medications, indicating frequency and dosage, must be submitted in writing by parents/guardians; and

(19) other information as required by the Division.

(b) The child care facility *shall* conduct a personal interview with the parent or guardian to verify other pertinent information provided on the child's overall behavior and to acquaint the parent or guardian with the child care facility's policies and procedures.

(c) The child care facility *shall* secure written permission from at least one (1) parent or guardian before taking children on excursions out of the facility.

(d) The child care facility *shall* require a "Parent/Guardian Authorization Form to Pick-Up Child" for each child and keep it current and on file.

(e) Information pertaining to an individual child or parents or guardians of the child *shall not* be disclosed to persons other than the Early Childhood Director or authorized staff members, *unless* the parents or guardians of the child submit a signed consent form granting written permission for the disclosure, or when an emergency arises necessitating release of the information.

(f) The parents or guardians *shall* be informed in writing of the child care facility's policy regarding disclosure of information.

§1102.6. Issuance of License.

(a) Upon completion of examination and satisfaction that the licensee and the child care facility has reasonably met all qualifications and standards prescribed for the specific category of child care facility, the Department s*hall* issue a license.

(b) The license *shall* clearly state:

(1) the business name of the child care facility;

(2) the name(s) of the owner(s);

(3) the type of license issued;

(4) the category of the child care facility;

(5) the mailing address and physical location of the child care facility;

(6) contact telephone number(s);

(7) the age and gender of children to be served;

(8) the capacity of the child care facility;

(9) the issuance and expiration date of the license;

(10) the license number; and

(11) other conditions or limitations, as deemed necessary by the Department for the license.

(c) The license is non-transferable and *shall* be valid *only* with respect to the person, and physical location specified. It *shall* also be subject to review when there is a significant change in operating policies that affects the health, safety, and care of children and any changes in §1102.6(b) above.

(d) The Department *shall* issue the following types of licenses:

(1) **License.** A license *shall* be issued to a facility which is found to be in conformity with child care rules and regulations.

(2) **Provisional License.** A provisional license *shall* be issued to a newly established or existing child care facility when the facility does *not* meet all licensing laws, rules and regulations. The facility must conform to the requirements on or before six (6) months for a license to be issued. In the event that the conditions are *not* met by the expiration date of the provisional license, the license *shall* be revoked, and the operations of the child care facility *shall* cease immediately.

§1102.7. Effective Date of License.

(a) The effective date of a license *shall* be as follows:

(1) License.

(A) A license *shall* expire *no later than* two (2) years after the date of issuance.

(B) When a license is issued after a provisional license, the expiration date of the license *shall* be two (2) years from the date of issuance of the provisional license.

(C) The license *shall* be renewed *only* upon satisfactorily meeting the requirements for application, and the Department's approval.

(2) Provisional License.

The expiration date of a provisional license may vary, as determined by the Director, based on a reasonable time for compliance with these rules and regulations, and *shall not* exceed six (6) months from the date of issuance.

§1102.8. Changes to Operation of the Child Care Facility or Group Child Care Home.

(a) The licensee must notify the Division in writing within twenty-four (24) hours or by the next working day, whichever comes first, of any significant changes planned in the operation of the child care facility, including services and staffing that directly or indirectly affects the operation of the program. *No* changes shall be made *unless* approved by the Division and all requirements for changes have been met as determined by the Department. If the change affects the continued operation of the child care facility, then necessary corrective action must be completed within the prescribed timeframe to come into compliance or sooner as determined by the Director. Significant changes include, but are *not* limited to, the following: relocation of the child care facility; renovation to existing structure; increase/decrease in child capacity; changes in staffing pattern; changes in policies and procedures; changes in ownership; changes in the name of the business operation; and changes to facility layout. Such changes *shall* be taken into consideration at the discretion of the Department to determine status of the license for continued or discontinued operation of services upon meeting requirements and qualifications in accordance to these rules and regulations as deemed necessary.

§1102.9. Advertising.

(a) A child care facility licensed by the Department may publish advertisements of the services for which it is specifically licensed. All advertisements *shall* include the child care facility's license number.

(b) All child care facilities that are required to be licensed and have failed to do so are prohibited from advertising such services.

§1102.10. Displaying License. The license *shall* be displayed at the child care facility in a prominent and conspicuous location as designated by the Director to be viewed by the public at all times.

§1102.11. Right of Entry, Inspection and Investigation.

(a) In exercising its authority to license child care facilities, the Department's designated personnel *shall* have the right of entry, inspection and investigation.

(b) The Division *shall* conduct inspections and investigation to ensure compliance with these rules and regulations and to ensure the quality of care of children in child care facilities.

(c) The Division *shall* review the qualifications of all staff members, review written policies and program provisions, and conduct inspections of the child care facility.

(d) In the event of a complaint or reason to believe that an unlicensed child care facility operation is being conducted, authorized representatives of the Department *shall* have the right to enter private property to verify and validate the allegations. The Guam Police Department *shall* render assistance to the Department in these cases, as needed.

(e) Authorized representatives of the Department *shall* be authorized to visit a child care facility at any time during the hours of child

care operation for purposes of observing, monitoring and inspecting the facilities, activities, staffing and other aspects of the child care facility.

(f) The licensee *shall* cooperate with the Department by providing access to its facilities, records, staff, and children in care. Failure to comply with reasonable requests may constitute grounds for denial, suspension or revocation of the license.

§1102.12. Inspection Frequency. An inspection of a child care facility *shall* be conducted *at least* once every twelve (12) months. Additional inspections *shall* be conducted as often as necessary for the enforcement of these rules and regulations.

§1102.13. Report of Inspections.

(a) Whenever an inspection of a child care facility is made, identified deficiencies *shall* be recorded on the inspection report as approved by the Director or his/her authorized representative. The inspection report *shall* summarize the requirements of these rules and regulations. Inspection remarks *shall* be written to reference, by section number, the section violated; *shall* state the correction to be made, indicating the time period(s) for correction, which *shall* be reasonable depending on the nature of the non-compliance; and the time required for correction.

(b) A copy of the inspection report *shall* be furnished to the person in charge of the child care facility at the conclusion of the inspection.

(c) The inspection report is a public document that *shall* be made available for public disclosure to any person who requests the documents pursuant to §1113.1.

§1102.14. Posting. Copies of the most current inspection report *shall* be posted adjacent to the license in a prominent and conspicuous

location as designated by the Director, or the Director's authorized representative, to be viewed by the public at all times.

§1102.15. License Fees. The Department *shall* charge non-refundable fees as prescribed by the Department for the following (Appendix C):

(a) New License

(b) Renewal License

(c) Duplicate License

(d) Amended License

(e) Provisional License (New or Renewal)

Fee schedule amendments *shall* be promulgated pursuant to Article 3, Rule-Making Procedures, Chapter 9, Title 5, Guam Code Annotated.

§1103.0. ORGANIZATION

§1103.1. General.

(a) Each licensee which is a person, partnership, corporation, limited liability corporation, limited liability partnership, or association *shall* be organized according to its legal status as required by local law and applicable rules and regulations.

(b) There *shall* be an internal structure which provides for an appropriate governing authority which is:

(1) responsible for the development and enforcement of operating policies, procedures of child care staff employment, maintain adequate financial resources for the satisfactory care of children, and the total organization of child care services; and

(2) located so as to be familiar with, and accountable for, all aspects of the operation of the child care facility for and reasonably accessible to the Division.

§1104.0. HEALTH AND SAFETY

§1104.1. General. The requirements for sanitation, health and safety *shall* be adopted and in compliance with the Division of Environmental Health, Department of Public Health and Social Services' applicable mandates and rules and regulations pertaining to child care facilities.

(a) *No* employer, owner, manager or person in charge or control, shall permit any person to enter the premises, knowing such person to have, or having reason to believe that he has, a disease in communicable form as set forth in Chapter 4 of this Title, or is a carrier of such disease; and *no* person shall work in a child care facility, whether in his own or another's employ, knowing himself to have, or having reason to believe that he has, any such disease. If an employer, owner, manager or person in charge or control suspects that any employee has any such disease in communicable form or is a carrier of such disease, he *shall* notify the Director immediately. Persons with cuts or sores *shall not* be allowed to handle food that may become contaminated by such handling. A placard containing the provisions of this Section *shall* be posted in a place where it will be seen by each employee.

§1105.0. PROGRAM REQUIREMENTS

§1105.1. General.

(a) Child care facilities *shall* implement developmentally appropriate practices. The Department has developed voluntary early learning guidelines that facilities may use as a guide in developing and/or adopting a developmentally appropriate curriculum. (Appendix B: The *Guam Early Learning Guidelines for Young Children Birth to 36 Months*

and the *Guam Early Learning Guidelines for Young Children Ages Three to Five).*

(b) Child care facilities that provide after school programs for older children *shall* implement age-appropriate curriculum.

(c) The program *shall* promote building positive relationships among children and adults to increase and/or maintain a sense of self-worth and responsibility to a community.

(d) The program *shall* implement a curriculum that is in harmony with goals that promote learning and development in the cognitive, social, emotional, language, aesthetic and physical areas.

(e) The program *shall* promote effective teaching strategies within its curriculum that reflect culture, language and developmental needs of children to increase learning and development.

(f) The program *shall* have in place, different assessments, formal or informal, that provide information on individual learning and development to ensure appropriate instruction, intervention, and/or evaluation that meet individual needs and program goals.

(g) The program *shall* promote health, safety, and nutrition where children and adults are protected from illness and harm.

(h) The program *shall* employ staff with the knowledge, skills, and abilities to foster children's learning and development and support families' needs and interests.

(i) The program *shall* build partnerships with families to support active involvement in their children's growth and development.

(j) The program *shall* connect with community resources to support program goals, such as health, curriculum, transitions, diversity, and inclusion.

(k) The program *shall* have well-maintained indoor and outdoor physical environments that are appropriate, safe, and accessible.

(l) The program *shall* have well-managed policies and procedures promoting a system where children, families, and staff receive high-quality experiences.

(m) The Early Childhood Director *shall* seek authorization from the parent or guardian of a child who has an Individualized Family Service Plan or Individualized Education Plan to assist in meeting the developmental and educational needs of a child with a disability.

§1106.0. STAFF TO CHILD RATIO

§1106.1. General.

(a) The number of children per staff member *shall not* exceed:

Age of Child	Child:Staff Ratio	Effective Date of Compliance For Existing Child Care Facilities
Birth to 12 months	4:1	January 1, 2013
13 months to 2 years	7:1	January 1, 2013
13 months to 2 years	6:1	January 1, 2014
25 months to 3 years	10:1	January 1, 2013
37 months to 4 years	15:1	January 1, 2013
4 years and up	20:1	January 1, 2013

(b) Other hired staff members that *do not* provide direct care and education to children *shall not* be counted under the staff to child ratio (i.e. cooks, maintenance, and housekeeping personnel).

(c) Early Childhood Directors are *not* counted in the child to staff ratio.

(d) *No* child shall be left without adult supervision at any time. The staff to child ratio *shall* be maintained during all hours of operation. Staff

members *shall* be within sight and sound of each child in the child care facility at all times. Staff members who provide direct care and education to children *shall not* engage in other activities while performing their regular duties, *unless* used for educational purposes (e.g. light housekeeping duties).

(e) During nap time, the staff to child ratio must be maintained and physically present in the same space as the children's sleeping area.

§1106.2. Existing Child Care Facilities. All existing child care facilities currently in operation *shall* be required to come into compliance with §1106.1 on the effective dates of compliance as stated in §1106.1(a).

§1106.3. New Child Care Facilities. A new child care facility is any person or entity that is issued a new license to operate a child care facility after the promulgation of these rules and regulations. A new child care facility *shall* be required to come into compliance with §1106.1 upon issuance of a license to operate, and the effective dates of compliance stipulated in §1106.1(a) are applicable to the new licensee.

§1107.0. ADMISSIONS

§1107.1. General.

(a) Operators of child care facilities *shall* provide appropriate care to help the child grow and develop physically, mentally, socially, emotionally, and spiritually at his or her own pace, ensuring the child's overall welfare.

§1107.2. Illness and Communicable Disease Control.

(a) A general health screening and inspection *shall* be conducted daily on each child as soon as possible after the child enters the child care facility and whenever a change occurs while that child is in care. Information on each child *shall* be gathered by completing the health screening and inspection, by inquiring with the child's parents, and when

possible, through a conversation with the child. A record of any and all concerns *shall* be documented in writing. The health screening and inspection *shall* address:

(1) observed changes in behavior or appearance from behaviors observed during the previous day's attendance; and

(2) other signs or symptoms of illness (such as fever, drainage from eyes, vomiting, diarrhea, etc.)

(b) **Isolation Area.** Each child care facility *shall* have a designated isolation area for a child who becomes ill at the facility. Such area *shall* be adequately ventilated and equipped with a bed, mat, or cot and materials that can be easily sanitized. Linens and disposables *shall* be changed after each use with used linens and disposables contained in a closed container in the isolation area until it can be cleaned or disposed of properly.

(c) Any child showing signs of an infectious illness must be sent to the isolation area to be kept separate and apart from the other children. The parent or guardian must be notified immediately to arrange alternative measures for the child's care. A staff member or an available responsible adult *shall* remain with the child at all times.

(d) The rules and regulations of the Department on communicable diseases *shall* be followed where children show symptoms of communicable diseases. The child care facility *shall* post a communicable disease placard subject to the provisions of §2414 of Title 10 GCA, Chapter 2, Article 4 on communicable diseases.

(e) Children who have been determined to have an infectious illness or communicable disease *shall not* return to the child care facility without medical authorization.

(f) A child may be excluded from the child care facility (i.e. sent home) as soon as possible if the child exhibits any condition or illness as listed in the current communicable disease report, or illnesses as recommended and listed in guidelines developed by the American Academy of Pediatrics for exclusion of children from the child care facility. (www.aap.org)

§1107.3. Immunizations.

(a) All children attending a child care facility *shall* receive immunizations according to the Department's requirements in conformity with the Advisory Committee on Immunization Practices (ACIP), U.S. Centers for Disease Control and Prevention (CDC), Department of Health and Human Services, and the American Academy of Pediatrics (AAP), *unless* excluded from the immunization requirements due to religious exemptions (as approved by the Department) or medical contraindications (as certified by a Guam licensed medical physician). (See Appendix D for Recommended Immunization Schedules)

(b) Exemption from immunization for religious belief *shall* be documented by a written, signed and dated statement from the child's parent or guardian, that such vaccination or immunization would be against their religious belief and would *not* constitute a contagious health risk for the public at large, as certified by the Director. (P.L. 24-154, §3322.a.)

(c) Exemption from immunization for any medical reason *shall* be documented by a written, signed, and dated statement by a Guam licensed medical physician that said child should be exempt from this Section where such medical contraindication to his or her receiving a specific vaccine exists. (P.L. 24-154, §3322.a.) The child care facility has the right to

exclude children who do *not* meet the immunization requirements as stated under Subsection (a) of this Section.

(d) Original statements (not copies) *shall* be kept in the child's record at the Bureau of Communicable Disease Control of the Department for compliance purposes. A copy of the certificate for medical and religious exemptions *shall* be included in the child's record in the facility.

(e) Child care facilities *shall* require parents or guardians to ensure their children receive all follow-up immunizations needed to complete the recommended series. A copy of the immunization records *shall* be filed in the child's record at the Bureau of Communicable Disease Control of the Department.

(f) Parents or guardians *shall* be given a grace period, *not* to exceed thirty (30) calendar days from the last assessment of the child's immunization record, to obtain required immunization(s) in the recommended series.

§1107.4. Testing for Tuberculosis. *No* child shall be permitted to attend a child care facility *unless* they have on file with the Early Childhood Director of the child care facility a report of a Tuberculosis (TB) Skin Test result.

(a) If the child is entering from the United States (its states or territories), such test must have been conducted within one (1) year prior to enrollment. If the child is entering from an area other than the United States (its states or territories), such test must have been conducted within six (6) months prior to enrollment.

(b) If a child has had a positive TB Skin Test, a Certificate of TB Evaluation must be obtained from the Department. If this Certificate indicates that the child is TB contagious, the child *shall* be permitted

entrance to the child care facility *only* after he or she is certified as non-contagious by the Department.

§1107.5. CPR and First Aid.

(a) **CPR.** *At least* two (2) staff involved in providing direct care and education of children *shall* complete and maintain certification requirements in pediatric first aid, and safety and management of blocked airway and rescue breathing, including cardio pulmonary resuscitation (CPR). *At least* one (1) certified staff *shall* be on the premises at all times children are in their care.

(b) **First Aid Kit.** *At least* one (1) first aid kit containing materials to administer first aid must be maintained on the premises of all child care facilities at all times and wherever children are in care, including field trips and outings away from the facility. A complete first aid kit must also be present in vehicles used in the transportation of children during field trips and outings away from the facility.

(1) Each kit *shall* be in a closed container and labeled "First Aid."

(2) The kits *shall* be accessible to the staff members at all times and kept out of the reach of children.

(3) Each first aid kit *shall* be replenished and updated on a regular basis. Contents with elapsed expiration dates *shall* be discarded in a proper manner.

§1107.6. Medication. *No* medication shall be given without the signed consent of a parent, and prescription drugs *shall* be given *only* when prescribed for a child by a licensed physician.

(a) Prescription and non-prescription medication brought to the child care facility by the parent or guardian *shall*:

(1) be in the original container;

(2) be properly labeled;

(3) be dispensed according to written directions on the prescription label or printed manufacturer's label;

(4) be stored separately and locked out of children's reach; and

(5) be stored at the proper temperature as required by the manufacturer.

(b) Prescription medication must have a label stating the name of the physician, the child's name, the name of the medication, and medication directions.

(c) For the purposes of dispensing non-prescription medication that is *not* brought in by the parent, in the event of an emergency non-prescription medication can *only* be dispensed if the facility has prior written authorization from the parent or guardian to do so. Any medication dispensed under these conditions must be documented in the child's file, and the parent or guardian must be notified on the day of occurrence.

(d) If the parent or guardian notifies the child care facility of any known allergies to medication, written documentation must be maintained in the child's file, must be shared with the staff, and must be posted with the stored medication.

(e) Any medication administered by any staff of the child care facility *shall* be documented and recorded in a medication administration log.

1107.7. Food and Nutrition.

(a) **Food and Nutrition Policies and Plans.**

(1) The facility *shall* have a food handling, feeding, and nutrition plan that addresses the following items and delegates responsibility for each:

(A) food handling, preparation, and service;

(B) staffing; and

(C) nutrition education for parents, staff, and children.

(b) **Meals Prepared and/or Served On-Site.**

(1) A child care facility that prepares and cooks meals for children *shall* provide adequate nutritious food appropriate to the age of the child at normal meal time intervals, and *shall* follow the U.S. Department of Agriculture's (U.S.D.A.) Food and Nutrition Guidelines and Food Guide Pyramid for Young Children (Appendix E) based on the latest recommendations adopted by U.S.D.A. For current and updated information on nutrition guidelines recommended by the U.S.D.A., please refer to their website at www.usda.gov.

(2) Meal and snack menus *shall* be planned, written and posted at the beginning of each week. Menus *shall* be dated and posted in the food service area and in a conspicuous area easily accessible to parents or guardians. Any menu substitution *shall* be noted on the menu.

(c) A child care facility where parents or guardians provide meals for their children should promote an understanding of the importance of nutritious meals and snacks, as recommended by the U.S.D.A. Food and Nutrition Guidelines.

(d) If a special diet is required for a child by a physician, a copy of the physician's order, a copy of the diet and a sample meal plan for the special diet *shall* be maintained in the child's file. If the parent or

guardian notifies the child care facility of any known food allergies, written documentation must be maintained in the child's file. Special food restrictions must be shared with the staff, and must be posted in a conspicuous location in the kitchen area to serve as a reminder for staff members.

(e) **Food Service.**

(1) Children *shall* be supervised during all meal times. All food *shall* be served in individual containers for each child.

(2) Infants *shall* be fed by a staff member, and at *no* time shall propped bottles be permitted when feeding infants. There *shall* be *no* automatic feeding devices *unless* medically prescribed. All bottles *shall* be individually labeled with the child's name.

(3) Heated foods and bottles must be tested before feeding to ensure heat is evenly distributed, and to prevent injury to children.

(4) Child care facilities *shall* provide sufficient seating so that children are seated at tables for meals.

(5) Food *shall not* be used as a reward or as punishment.

§1108.0. MATERIALS AND EQUIPMENT

§1108.1. General.

(a) The selection, quantity, arrangement and use of available materials and equipment *shall* be age-appropriate, durable, meet the recommendations of the U.S. Consumer Product Safety Commission (CPSC), including the latest version of the CPSC *Handbook for Public Playground Safety* (Appendix F), and meet the recommendations of the Americans with Disabilities Act (ADA) for all children, including children with special needs.

The DPHSS *shall* review Appendix F and develop rules and regulations based upon the U.S. Consumer Product Safety Commission Handbook for Public Playground Safety which should be applicable for Guam, within one hundred twenty (120) days of the enactment of this Act.

(b) The rules and regulations *shall* be promulgated pursuant to the AAA rule-making procedures.

(c) The materials and equipment *shall*:

(1) provide opportunities for indoor or outdoor play, exploration, expression, experimentation and discovery;

(2) provide opportunities for learning concepts and skills in different developmental domains;

(3) represent the diversity of children, families, culture, age, gender, language and abilities;

(4) provide safe, but challenging learning opportunities where problem solving is practiced; and

(5) support the curriculum, meet the goals and objectives of the program, and foster desired outcomes for children.

§1108.2. Storage Spaces.

(a) Storage spaces for individual storage of children's clothing and personal belongings *shall* be available and labeled.

(b) Storage spaces for accessible play materials and equipment used by the children *shall* be available.

(c) Storage spaces for other equipment, materials, and supplies used by staff *shall* be available, but secure and out of children's reach.

§1108.3. Sleeping Equipment and Bedding. The following sleeping equipment *shall* be safe, sturdy, clean, age-appropriate and available:

(a) an individual bed, cot, crib, sleeping bag, mat, or pad, for each child who rests; and

(b) a clean sheet or cover to be used on the sleeping equipment for each child.

§1109.0. PERSONNEL

§1109.1. General.

(a) There *shall* be a sufficient number of qualified staff to carry out the program of the child care facility at all times.

(b) Child care facilities *shall* develop and record policies pertaining to personnel practices.

(c) The child care facility *shall* ensure that all new employee hires, including submission of clearance documents, are reported to the Division prior to their employment.

§1109.2. Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel.

(a) The following information *shall* be supplied to the Division for all staff members:

(1) name, date of birth, age, home address and telephone number;

(2) education transcripts and/or Early Childhood Care and Education (ECCE) certificate;

(3) work experience;

(4) physician's certification of examination form;

(5) health certificate(s);

(6) police and criminal court clearances;

(7) consent of release to perform a check of the Child Abuse and Neglect Registry Clearance; and

(8) other information as requested by the Division.

(b) A listing of all practicum students and/or volunteers who serve twenty (20) *or more* hours per week *shall* also be supplied to the Division.

§1109.3. Responsibilities and Qualifications for Early Childhood Director.

(a) **Responsibilities of Early Childhood Director.**

(1) There *shall* be a responsible Early Childhood Director, or their designee, in charge of the child care facility at all times during their hours of operation. To be in charge means that the responsible person is on the premises, and available to staff, parents or guardians, and children. It precludes outside employment which interferes with these duties.

(2) The Early Childhood Director *shall not* be a full-time teacher or early childhood provider.

(3) The Early Childhood Director *shall* be responsible for the overall administration of the child care facility's policies and procedures.

(4) When the Early Childhood Director is required to be absent temporarily from the child care facility, arrangements *shall* be made for the Early Childhood Assistant Director, or a staff member who is *at least* twenty-one (21) years of age and meets the requirements of *no less than* an Early Childhood Lead Provider, to act as a substitute for a maximum of one (1) month. After one (1) month,

the Early Childhood Director *shall* hire an Acting Director if prolonged absence is necessary.

(b) **Qualifications of Early Childhood Director.** The qualifications for the Early Childhood Director *shall* be as follows:

(1) The Early Childhood Director *shall* be *at least* twenty-one (21) years of age.

(2) The Early Childhood Director *shall* have education and experience which will provide the knowledge, skills, and attributes and qualities necessary to carry out an effective program of quality child care as set forth in these laws, rules and regulations.

(3) The minimum education and training requirement for an Early Childhood Director is Level 3 Early Childhood Master Provider/Early Childhood Director as indicated in Guam's Plan for Professional Development. (See Appendix A).

§1109.4. Responsibilities and Qualifications for Early Childhood Assistant Director.

(a) **Responsibilities of Early Childhood Assistant Director.** The Early Childhood Assistant Director *shall* be responsible and work with or alongside the Early Childhood Director to carry out the program of the facility under the guidance of the Early Childhood Director.

(b) **Qualifications of Early Childhood Assistant Director.** The Early Childhood Assistant Director *shall* meet the same minimum education and training requirements as an Early Childhood Director as stated in §1109.3(b)(3).

(1) The Early Childhood Assistant Director *shall* be *at least* twenty-one (21) years of age.

§1109.5. Requirements of Staff Members. Each staff member *shall* be qualified through training, experience, skills, and education, as indicated in Guam's Plan for Professional Development. (Appendix A).

(a) Educational requirements of staff members *shall* be as follows (as referenced in Guam's Plan for Professional Development):

(1) By 2014, twenty-five percent (25%) of early childhood providers employed by the child care facility *shall* meet the requirements of a Level 2 Early Childhood Lead Provider.

(b) All staff members *shall* have a physical examination from a licensed physician indicating that the individual is in good health, and free from highly contagious diseases and any disability which would limit his/her ability to adequately care for children. This physical examination report *shall* be renewed annually, and *shall* be kept on file in the facility.

(c) All staff members *shall* have a valid health certificate pursuant to Title 10 GCA, Chapter 22, and applicable rules and regulations. These documents *shall* be renewed annually, with copies prominently posted in the facility as required. Each staff member must comply with having their health certificate on their person at all times while working, as required by applicable rules and regulations.

(d) Operators of child care facilities must obtain a valid sanitary permit pursuant to Title 10 GCA, Chapter 21, and applicable rules and regulations. This permit *shall* be renewed annually, and prominently posted in the facility as required.

(e) The Early Childhood Director *shall* provide information on workshops, seminars, training sessions or courses available to all staff members to encourage staff growth and development.

(1) Training topics should include, but is *not* limited to, one (1) or more of the following topical/competency areas (as referenced in Guam's Plan for Professional Development):

(A) Child Development Theory and Practical Application;

(B) Healthy and Safe Environments;

(C) Adaptations and Modifications;

(D) Working with Families;

(E) Observation and Assessment; and

(F) Professional Conduct and Ethics.

(f) Volunteers and practicum students are required to have a valid health certificate and physical examination prior to providing services.

(g) Licensees *shall* be responsible for ensuring that licensees and all staff members are free of serious emotional problems which limit their ability to care for children, and that they demonstrate evidence of the ability to deal effectively with practical problems of daily living and of child care.

(h) Licensees and all staff members *shall* be of reputable and responsible character, and *shall not* have a criminal history record, employment history or background which poses a risk to children in their care, such as the following:

(1) conviction of a crime involving violence, alcohol or drug abuse, sex offense, offense involving children and any other conviction, the circumstances of which indicate that the applicant or employee may pose a danger to children;

(2) the type of criminal offense, when it occurred, and evidence of rehabilitation may be considered in determining whether

the criminal history record poses a risk to the health, safety or well-being of children in their care;

(3) an employment history indicating violence, alcohol or drug abuse and any other violation of employer rule or policy, the circumstances of which indicate that the applicant or employee may pose a danger to children;

(4) documented history of an individual who was found to be in non-compliance and violation of licensing laws, rules and regulations, and failed to conform to standards; and

(5) background information which shows that the individual has been identified as the substantiated perpetrator of child abuse or neglect.

(i) Staff members directly responsible for the care and education of children *shall* have the following minimum qualifications:

(1) be *at least* eighteen (18) years of age or older; and

(2) complete requirements for a Level 1 Initial Early Childhood Provider within twelve (12) months of employment as indicated in Guam's Plan for Professional Development.

(j) Staff members *shall* demonstrate that they have:

(1) the capacity to perform the duties required for the care and education of children;

(2) the ability to respect the individual child's uniqueness and level of adjustment into the child care facility; and

(3) the ability to work positively with children, co-workers and parents, and deal effectively with practical problems of daily living.

§1110.0. GROUP CHILD CARE HOMES

§1110.1. Group Child Care Homes.

(a) **Applicability.** All the rules and regulations of this Chapter are applicable to Group Child Care Homes, except for §1109.3 ~ §1109.5, et seq. All Group Child Care Homes *shall* comply with the following:

(1) **Requirements for Group Child Care Home Providers.** The requirements for group child care home providers *shall* be as follows:

(A) demonstrate and maintain the capacity to perform the duties required for the care and education of children;

(B) demonstrate and maintain the ability to respect the individual child's uniqueness and level of adjustment;

(C) demonstrate and maintain the ability to work harmoniously with parents and other co-workers; and

(D) demonstrate and maintain an understanding of developmentally appropriate practices in early childhood education.

(2) **Qualifications of Group Child Care Home Providers.** The qualifications for group child care home providers *shall* be as follows:

(A) Child care providers *shall* be free of serious emotional problems that interfere with their ability to care for children, and must demonstrate evidence of ability to deal effectively with practical problems of daily living, child care, and work positively with children, co-workers and parents.

(B) Child care providers *shall* have the following minimum qualifications:

(i) be *at least* twenty-one (21) years of age or older (each additional provider in a group child care home *shall* be *at least* eighteen [18] years of age);

(ii) receive fifteen (15) hours of annual training in the areas of, but *not* limited to, health, safety, nutrition, and child development; and

(iii) maintain certification in Pediatric CPR and Pediatric First Aid.

(C) Child care providers in contact with children must have a physical examination from a licensed physician indicating that the individual is in good health, and free from highly contagious diseases and any disability which would limit his/her ability to care for children. This physical examination report *shall* be renewed annually, and *shall* be kept on file in the group home facility.

(D) Child care providers *shall* have a valid health certificate pursuant to Title 10 GCA, Chapter 22, and applicable rules and regulations. These documents *shall* be renewed annually, and kept on file and/or prominently posted in the facility as required.

(E) Child care providers, and all other adult members in the home, *shall* obtain a Police Clearance, a Criminal Court Clearance listing the types of criminal convictions, if any, and a Clearance from the Child Abuse and Neglect, and Sex Offender Registries.

§1111.0. REPORTING REQUIREMENTS

§1111.1. Reporting Child Abuse and Neglect.

(a) Pursuant to the Child Abuse and Neglect Reporting Act (Title 19 GCA, Chapter 13, Article 2 §13201), a person required to report suspected child abuse or neglect is defined as: "Any person who in the course of his or her employment, occupation, or practice of his or her profession, comes into contact with children. Such persons shall report when they have reason to suspect on the basis of their medical, professional, or other training and experience that a child is an abused or neglected child."

(b) *No* person may claim "privileged communication" as a basis for his or her neglect or failure to report suspected child abuse or neglect, or to provide the Division's Child Protective Services Section, or the Guam Police Department, with required information. Such privileges are specifically abrogated with respect to reporting suspected child abuse or neglect and providing information to the Department.

(c) The child care facility *shall* require each staff member to be knowledgeable and informed of their individual mandatory responsibility to report all incidents of child abuse or neglect to the Division's Child Protective Services Section accordingly.

(d) At the time of admission, the child care facility *shall* provide to the child's parent or guardian information that explains how to report suspected child abuse or neglect, and that the facility is mandated to report any suspected child abuse or neglect to the proper authorities.

§1111.2. Reporting Licensing Complaints.

The child care facility *shall* provide written information detailing the steps to report any licensing, health, and safety violations against a child care facility at the time of admission, to the child's parent or guardian, and to potential staff members prior to recruitment. The information must

include the name, mailing address, and telephone numbers of the Division's Child Licensing Program.

§1112.0. DISPLAY OF DOCUMENTS

§1112.1. General. The following documents *shall* be posted in a prominent and conspicuous location, as designated by the Director, to be viewed by the public at all times in the child care facility:

(a) License to Operate a Child Care Facility;

(b) Sanitary Permit;

(c) Copy of Health Certificates;

(d) Daily Schedule;

(e) Fire Evacuation Plan;

(f) Fire Extinguisher Signs;

(g) Earthquake Preparedness Procedures;

(h) Exit Signs;

(i) Daily Menu (If applicable);

(j) Inspection reports conducted by the Department of Public Health & Social Services, Guam Fire Department, Department of Public Works, and Department of Land Management;

(k) Grading Placards issued by the Division of Environmental Health;

(l) No Smoking Signs;

(m) First Aid Kit Signs;

(n) Communicable Disease Prevention Poster;

(o) Emergency phone numbers, to include, but *not* be limited to, the fire department, the police, and emergency medical services, and be placed conspicuously next to all operating phone lines; and

(p) Other emergency procedures established by the child care facility.

§1113.0. RECORDS OPEN TO THE PUBLIC

§1113.1. Public Documents.

(a) The Division's licensing records are considered open records and are available to the public.

(b) Responses to requests for records are conducted by the Division in conformance with the guidelines of the Sunshine Reform Act of 1999 (Title 5 GCA, Chapter 10, Article 1).

(c) Exceptions are:

(1) the name and identifying information of someone who reports an alleged violation of the laws, or rules and regulations, or who make allegations during an investigation unrelated to the original report;

(2) information identifying children's names;

(3) criminal history information;

(4) reports and records received from other agencies including police, court clearances and child protection reports;

(5) certain confidential information from other agencies;

(6) personal references requested by the Division;

(7) scholastic records, health reports, physical, social or psychological;

(8) information about pending court cases; and

(9) information about an abuse or neglect investigation that has *not* been completed.

§1114.0. TRANSPORTATION PROVISIONS

§1114.1. General. When transportation is provided by a child care facility, children *shall* be protected by adequate supervision, safety precautions, and liability and medical insurance coverages, as follows:

(a) The vehicle and driver providing transportation *shall* be in compliance with all relevant motor vehicle and traffic laws.

(b) During any field trip or excursion operated or planned by the child care facility, the staff to child ratios as provided in §1106.1(a) *shall* apply.

(c) Children *shall* be instructed in safe transportation conduct as appropriate for age and stage of development.

(d) Infants, toddlers, and preschoolers transported in vehicles by staff members, either to or from the child care facility, or for any program activities, *shall* be properly secured in an age and size appropriate child passenger restraint system, approved safety belts, or safety harnesses, which meets federal motor vehicle safety standards and in accordance with the manufacturer's operating instructions as mandated by Guam law.

(e) Children *shall not* be allowed to ride in the back of pick-up trucks, or in jeeps or other open-air vehicles that are *not* fully enclosed.

(f) Children *shall* be supervised in the vehicles at all times.

§1115.0. COMMUNICATION BETWEEN PARENTS AND EARLY CHILDHOOD PROVIDERS

§1115.1. General.

(a) Early childhood providers *shall* communicate and maintain an open door policy with parents or guardians including, but *not* limited to, the following information:

(1) information and instructions related to the child; and

(2) health, safety, child development, or behavior of the child to the parents or guardians.

(b) Parents or guardians are encouraged to notify the child care facility immediately of a concern which should be addressed immediately and expect feedback from the child care facility in a timely manner, *no later than* two (2) business days.

§1116.0. PARENTAL ACCESSIBILITY

§1116.1. General.

(a) During the hours of operation, a child care facility *shall* allow access by parents or guardians having legal custody of a child in care to those areas of the child care facility that is licensed for child care. This is to allow parents or guardians the opportunity to observe their child and the operation of the child care facility. Access to a child care facility by parents or guardians with legal custody of children in care *does not* have to be arranged in advance with the child care facility.

§1116.2. Refraining from Releasing Children to Family.

(a) If a parent or authorized person is found to be behaving in a way that impairs that person's ability to care for the child (i.e., drunken behavior, belligerent), or lacks suitable equipment (i.e., an appropriate child passenger restraint system), the child care providers *shall* refrain from releasing the child to the family. Child care providers *shall* contact appropriate law enforcement agents, as needed.

§1117.0. NON-DISCRIMINATION

§1117.1. General. A child care facility *shall not* discriminate against any person on the grounds of race, color, national origin, age, sex, religion or disability in admission to, participation in, or receipt of the services and benefits of any of its programs and activities, or in employment.

Furthermore, a child care facility *shall not* deny or provide for the access and accommodation of persons with disabilities in compliance with the Americans with Disabilities Act of 1990 (Title 42 United States Code, Section 12101). Child care facilities *shall* also conform to any Guam laws and applicable rules and regulations governing persons with disabilities and other protected groups.

§1118.0. DENIAL, SUSPENSION, OR REVOCATION OF LICENSE

§1118.1. Denial, Suspension, or Revocation of License.

(a) The Department may suspend any license to operate a child care facility under, but *not* limited to, the following conditions:

(1) any environmental health violation under Title 10 of the Guam Code Annotated, Chapters 20 through 40, and those applicable rules and regulations. The Director has general supervision of environmental health and *shall* be responsible for carrying out the provisions of this Code;

(2) if the operation of the child care facility otherwise constitutes a substantial or serious hazard to public health;

(3) if the applicant or licensee failed to comply with these rules and regulations, the corrective action in the inspection report, Notice of Adverse Action, and suspension;

(4) if the applicant or licensee failed to pay a fine after either failing to appeal the assessment of a fine within the prescribed time or after a hearing where assessment of a fine was upheld; or

(5) if the applicant or licensee submitted any misleading or false statement or report required in these rules and regulations.

(b) The Department may deny or revoke any license to operate a child care facility under, but *not* limited to, the following conditions:

(1) violating the provisions of §2408 of the Child Welfare Services Act (Title 10 GCA, Chapter 2 Article 4);

(2) upon a substantial or serious violation under these rules and regulations, which affects the health and safety of children in care by a child care facility or by any of its employees;

(3) any substantiated charge of child abuse or neglect;

(4) the applicant or licensee submitted any misleading or false statement or report required in these rules and regulations;

(5) the applicant or licensee refused to submit any report or make available any records required under §1102.0 of these rules and regulations;

(6) the applicant or licensee refused to admit, at a reasonable time, any employee of the Department authorized by the Director to investigate or inspect, in accordance with §1102.11 of these regulations; or

(7) the applicant or licensee failed to obtain a license prior to opening the child care facility.

§1118.2. Effect.

(a) Upon suspension or revocation, the licensee *shall* immediately return the license to the Division, and the licensee *shall* immediately cease all operations. The licensee must provide its roster of enrolled children and emergency contact numbers to the Division's inspector, who *shall* ensure that all measures are taken to contact the parents/guardians of all the children to be picked up.

(b) Whenever a license is suspended, a provisional license may be issued to resume operation. The child care facility must submit a corrective action plan within the prescribed time frame to come into compliance. When the child care facility submits documentation or all corrective actions have been taken, the license will be upgraded back from its provisional license to license status.

(c) When a licensee fails to come into compliance after being issued a provisional license, the license *shall* be revoked. A licensee *shall not* qualify for a license from the Department for one (1) year after a final decision has been rendered to revoke the license. Thereafter, the licensee *shall* be eligible to operate a child care facility *only* if compliance of these rules and regulations can be demonstrated.

(d) The licensee *shall not* be eligible to operate a child care facility if convicted of a crime against persons, and/or listed in the Child Abuse Registry and/or the Sex Offender Registry as indicated in §1109.5 (h).

§1118.3. Suspension in an Emergency.

(a) The Department may suspend any license without a prior hearing if failure of the licensee to comply with any these rules and regulations results in an emergency situation which endangers the life, health, or safety of the children or the staff present in the child care facility. The licensee *shall* be notified of any such suspension of a license by written notice that is either hand-delivered, mailed via first class mail, certified or registered, return receipt requested, or delivered by courier requiring a signed receipt.

(b) If the Department receives a request for a hearing within five (5) business days following the licensee's receipt of such notice, a hearing

shall be held within ten (10) business days of the receipt of such request for hearing. The suspension *shall* remain in effect pending such a hearing.

(c) The sole issue at the hearing *shall* be whether the Department has reasonable cause to believe that the licensee's failure to comply with these rules and regulations resulted in an emergency situation which endangered the life, health, or safety of the children or the staff present in the child care facility. If a report indicates that any abuse or neglect occurred in a licensed child care facility or during participation in a licensed child care facility related activity, it *shall* be prima facie evidence that an emergency existed.

(d) The licensee *shall* notify the parents or guardians of all children enrolled in the child care facility, and all funding agencies of any such suspension of a license within two (2) business days of the receipt of notice from the Department.

(e) Upon suspension, the licensee *shall* immediately return the license to the Division and cease providing services.

§1118.4. Follow-up to Enforcement Action.

(a) Upon the expiration of the timeframe(s) prescribed in a corrective action plan for compliance, inspection report, or notice of adverse action, the Division staff will determine compliance by visiting the child care facility or program, reviewing documents, and/or verifying compliance through whatever other means the Division deems suitable.

(b) If a determination of non-compliance is made, the Division *shall* request an additional corrective action plan or notice of adverse action. The Department may, in addition to any of the actions listed above, levy an administrative penalty; or deny, suspend or revoke a license.

(c) These rules and regulations *shall* in no way limit the Department's authority to visit any child care facility subject to licensure or approval by the Department to determine compliance with these rules and regulations, *nor* do these regulations limit the Department's authority to deny, suspend or revoke a license.

§1119.0. RIGHT TO APPEAL

§1119.1. General. Any child care facility receiving a notice indicating that the Director has initiated an action to deny, suspend or revoke its license *shall* result in the licensee being informed of its right to appeal and the procedures to file an appeal. *Except* for a suspension in an emergency as outlined in §1118.3 of these rules and regulations, a child care facility affected by an adverse action may initiate an appeal by means of a written request to the Department within ten (10) working days after the licensee has been served by written notice that is either hand-delivered, mailed via first class mail, certified or registered, return receipt requested, or delivered by courier requiring a signed receipt. Failure to request within the timeframe will constitute a waiver of right to a hearing.

§1120.0. HEARING

§1120.1. General.

(a) *Except* for a suspension in an emergency as outlined in §1118.3 of these rules and regulations, whenever a license is to be denied, suspended or revoked, the licensee *shall* be notified in writing through a Notice of Adverse Action by the Director ten (10) days *prior* to the effective date of the agency's action to deny, suspend or revoke the license. An opportunity for a hearing will also be provided upon service of the Notice of Adverse Action for an administrative penalty. A child care facility may request for a

hearing on any actions taken of denial, suspension or revocation taken by the agency.

(b) Upon receipt of a request for a hearing, the Director *shall* arrange to hear the appeal of the child care facility within twenty (20) working days following the receipt of the written request. The Director *shall* make a final determination to repeal or stay any denial, suspension or revocation described in §1118.1 upon the completion of a hearing.

(c) If *no* written request for a hearing is filed within ten (10) working days of receipt of the notice, the Department's disciplinary action is sustained as noted in the Notice of Adverse Action, and the child care facility will be notified of the decision in writing.

§1121.0. SERVING OF NOTICES

§1121.1. General. A notice provided for in these rules and regulations is properly served when it is delivered to the licensee or to the person in charge of the child care facility, or when it is hand-delivered, or mailed to the licensee via first class mail, certified or registered, return receipt requested, or delivered by courier requiring a signed receipt to the last known address of the licensee. A copy of the notice *shall* be filed in the records of the Bureau of Social Services Administration, Division of Public Welfare, Department of Public Health and Social Services.

§1122.0. SEVERABILITY

§1122.1. General. If any phrase, clause, sentence, section, subsection, provision, or part of these rules and regulations or its applicability to any person or circumstance, if for any reason is held to be unconstitutional or invalid, the remaining portions of these rules and regulations, or the application of these rules and regulations to other persons or circumstances *shall not* be affected.

§1123.0. CHILD CARE FUND

§1123.1. Child Care Revolving Fund; No Commingling. As provided pursuant to §2416 of Article 4 of Chapter 2, Division 1, Title 10, Guam Code Annotated, there is created, separate and apart from other funds of the government of Guam, a reserve fund known as the Child Care Revolving Fund (the Fund). The Fund *shall not* be commingled with the General Fund or any other funds of the government of Guam and *shall* be deposited into a separate account.

§1123.2. Expenditures From the Fund. All proceeds from fees and fines collected pursuant to these rules and regulations *shall* be deposited into the Fund and *shall* be expended by the Department *solely* in support of the functions of the Division of Public Welfare of the Department of Public Health and Social Services, including, but *not* limited to: recruitment of child care licensing staff; professional development; training; technical assistance and tuition assistance for child care professionals and licensing staff; and quality care and education of children. Any unexpended balance of the Fund *shall* be carried over to the next fiscal year and *shall not* decrease the local budget based on the fees and fines collected in this Fund from the previous budget year.

(a) Funds *shall* be expended *solely* for the purposes provided for pursuant to Article 4 of Chapter 2, Division 1, Title 10, Guam Code Annotated, and these Rules.

(b) The Department *shall* report monthly and maintain full compliance with all financial reporting requirements of the government of Guam pursuant to applicable law. Reports *shall* be submitted to *I*

Liheslaturan Guåhan via the office of *I Maga'lahen Guåhan* [Governor of Guam].

§1123.3. No Transfer Authority. The money placed in the Fund is *not* subject to any transfer authority of *I Maga'lahen Guåhan* [Governor of Guam].

§1124.0. REVIEW

§1124.1. General. The Department *shall* review and update these regulations as needed, but in *no* event longer than five (5) years after the date of the initial promulgation of these Rules and Regulations, and at a minimum of every five (5) years thereafter.

The DPHSS *shall* review Appendix A page 8, positions 1, 2, and 3 and develop rules and regulations within one hundred twenty (120) days of the enactment of this Act. The rules and regulations *shall* be promulgated pursuant to the AAA rule-making procedures."

APPENDIX A

Guam's Plan for Professional Development

E 82.001

GUAM'S PLAN FOR PROFESSIONAL DEVELOPMENT



PROPOSED DRAFT

UPDATES AS OF APRIL 4, 2011

NOTICE

Guam's Plan for Professional Development shall be used for Early Childhood Professionals when advancing in their field through education and training experiences in a multitude of subject areas. This plan is subject to revisions based on updated research and best practices in the early childhood field as well as the feedback provided by professionals regarding the effectiveness of using the plan.

HOW TO USE THIS PLAN

This plan shall be used by Early Childhood Professionals in planning their education, training, and other components of high quality professional development, to ensure they are well prepared to provide quality care and education to young children.

Guam's Plan for Professional Development (GPPD) provides a plan for early childhood assistants and teachers in all child care, Head Start, and related early years settings to advance in their profession reflecting the competencies, experiences, activities, and learning they engage in that improve performance and ability to provide quality care and education for ALL of Guam's children.

Guam's Plan for Professional Development comprises of two paths for certification:

- Path A (the Alternate Path) is to be used by early childhood providers not employed with the Department of Education and/or the Government of Guam. Individuals utilizing Path A will be subject to credential review by the Professional Development Plan Subcommittee under the Early Learning Council. The subcommittee is comprised of representatives from University of Guam, Guam Community College, Department of Public Health and Social Services, and the Guam Child Care and Development Association. The subcommittee will review the credentials of early childhood providers and recommend for licensing/certification to the Department of Public Health and Social Services, Bureau of Social Services Administration (DPHSS-BOSSA).

- Path B is to be used by professionals in the early childhood field employed by public or private agencies including, but not limited to, the Department of Education Head Start Program, Early Intervention System, Early Childhood Special Education, GATE Preschool and other related service providers. Individuals utilizing Path B are subject to the regulations and requirements set forth by the Guam Commission for Educator Certification.

Early childhood providers utilizing Path A for certification have the option to follow Path B.

INTRODUCTION

Research has shown that the first years of a child's life are the most critical to brain development. It is important that young children receive quality care and education that ensures stimulation of their overall developmental needs. "During these years, children develop a sense of trust, a sense of who they are, and what the world is all about." (New Hampshire, Early Childhood Professional Development System)

According to the National Association for the Education of Young Children (NAEYC), individuals who work with children in early childhood settings must possess the knowledge and skills for working with all young children and their families, including those who have special learning and developmental needs. Nationally, the increasing capacity to provide comprehensive, coordinated services for young children with special learning and developmental needs and their families has significant implications for personnel preparation.

PURPOSE

The purpose of this "Plan for Professional Development" is to define the essential knowledge, skills and competencies needed for early childhood professionals, who work with young children, from birth to five years.

GOAL

ALL early childhood professionals shall be well prepared when providing quality care and education to a diverse population of young children, who may come from culturally and linguistically diverse communities, including children with disabilities and other special learning needs.

NAEYC CORE STANDARDS FOR PROFESSIONAL PREPARATION

Guam's Plan for Professional Development adopts the following *"Core Standards for Professional Preparation"* from the **NAEYC**.

ALL Early Childhood Professionals shall meet these NAEYC standards, regardless of the setting in which care and education are provided. The standards provide a foundation for professional practice that:

- Promote child development and learning
- Are culturally respectful and responsive;
- Promotes ethical behavior and professional advocacy; and
- Provides in-depth field experience in high quality professional preparation.

Standard 1: Promoting Child Development and Learning

1.a. Demonstrate an understanding of young children's characteristics and needs.

1.b. Apply the knowledge of typical and atypical development along with the multiple influences on development and learning through best practices of early childhood.

Standard 2: Building Family and Community Relationships

2.a. Demonstrate an understanding of family and community characteristics to build positive relationships, which support the healthy growth and development of all young children.

2.b. Support and empower families and communities through respectful, reciprocal relationships.

2.c. Involve families and communities in their children's development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

3.a. Increase knowledge and understanding of the goals, benefits, and uses of assessment.

3.b. Apply observation, documentation, and other appropriate assessment tools and approaches to support all young children's growth and development.

3.c. Increase knowledge of and the practical application and use of responsible assessment.

Standard 4: Teaching and Learning

4.a. Connect with children and families using research and evidence based practices.

4.b. Use developmentally appropriate practices grounded in the latest research.

4.c. Understand content knowledge in early education.
4.d. Build a meaningful curriculum.
4.e. Increase knowledge and skills in developing positive relationships and supportive interactions.
4.f. Increase knowledge and understanding to use effective approaches, strategies, and tools for early education.
4.g. Increase knowledge and understanding about the importance and benefits of central concepts, inquiry tools, and structures of content areas or academic disciplines.
4.h. Use updated knowledge and appropriate resources to design, implement, and evaluate meaningful challenges in curriculum to promote positive outcomes.

Standard 5: Becoming a Professional
5.a. Identify and involve oneself with the early childhood field.
5.b. Increase knowledge and understanding about ethical standards and other professional guidelines.
5.c. Engage in continuous, collaborative learning to implement informed practice.



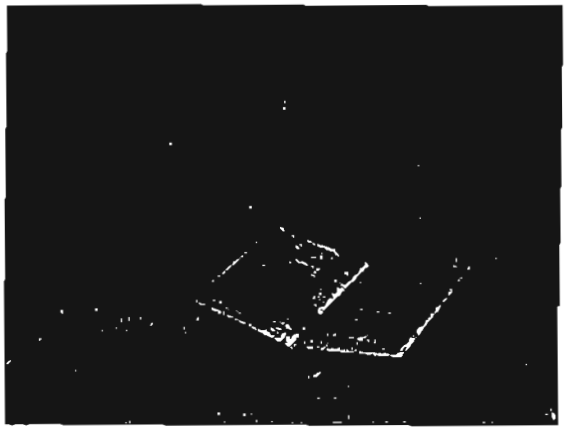
CORE STANDARDS FOR GUAM'S PLAN FOR PROFESSIONAL DEVELOPMENT

The GPPD adopts these five Standards for Professional Development established by the National Association for the Education of Young Children as the ***Core Standards*** for the plan. These standards ensure the education and training activities of early childhood professionals on Guam are consistent with our peers nationwide. These standards serve as a guide for professionals to examine the various activities they engage in to ensure these activities will contribute to the personal and professional growth of the individual as well as contribute to the needs of the children, families, and community they serve. Whether pre-service training, in-service training, formal personnel preparation programs, continuing education courses or other professional development activities, the ***Core Standards*** provide the framework for early childhood professionals' education and training. ***Core Topics and General Competencies*** are the foundation of fundamental skills that early childhood personnel should acquire and strengthen to increase their knowledge and skills (***Appendix A: Professional Development Standards Framework***).

TOPICS	GENERAL COMPETENCIES
1. Child development theory and application	Awareness, knowledge and skills regarding foundational theories on human and child development, including specific domain areas of cognition, communication and language, physical, and social emotional and their use and benefit to young children and their families. Included is the practical application of research and evidence based practices through content areas such as math, science, social studies etc. and learning areas such as art, dramatic play, music, blocks, etc.
2. Healthy & safe environments	Awareness, knowledge and skills for providing and establishing an environment that is healthy, safe, and nurturing to promote positive development of the whole child.
3. Adaptations and modifications	Awareness, knowledge and skills regarding appropriate adaptations and modifications for children with unique, diverse and special needs including those with developmental disabilities, exceptional children, multicultural and second language learners.
4. Working with families	Awareness, knowledge and skills with regard to establishing and maintaining positive relationships with families of young children in order to support their overall growth and development, working cooperatively and collaboratively, recognizing parents and families as the primary teachers of young child (ren).
5. Observation & assessment	Awareness, knowledge and skills regarding appropriate and various methods for observing and assessing young children and their behavior for the purpose of supporting their positive growth and development.
6. Professional conduct & ethics	Awareness, knowledge and skills regarding the individual's role within, commitment to and contribution to the field of early childhood and maintaining professional development in order to best meet the needs of young children and their families.

The following ***Levels of Learning*** describe entry, intermediate (A & B), and advanced (A & B) levels of awareness, knowledge and skills for individuals working in the field of early childhood care and education.

LEVELS OF LEARNING	LEARNING EXPECTATIONS
ENTRY LEVEL Early Childhood Assistant Provider (Levels 1-4)	Build awareness of early childhood in general.
INTERMEDIATE LEVEL A Early Childhood Lead Provider (Levels 1-4)	Build knowledge and skills of early childhood professionals, including but not limited to, creating and implementing developmentally appropriate practices and formally observing young children in natural environments.
INTERMEDIATE LEVEL B Early Childhood Master Provider (Levels 1-4)	Increase knowledge and skills utilizing research- and or evidence-based practices of early childhood to improve children's outcomes, and promote personal and staff development activities.
ADVANCED LEVEL A Early Childhood Assistant Director / Early Childhood Director (Levels 1-4)	Refine and improve skills for working with children, utilize research- and or evidence-based practices of early childhood to improve children's outcomes, promote personal and staff development activities, and partner with families, the community, and early childhood professionals to improve programs and/or systems that serve young children.
ADVANCED LEVEL B Basic Preschool Teacher/ Initial Educator / Professional Educator / Master Educator	Refine and improve skills for working with children, utilize research- and or evidence-based practices of early childhood to improve children's outcomes, promote personal and staff development activities, family and community partnerships, and collaborate with colleagues to advocate, mentor, and perform at higher levels, including participation with other early childhood professionals to improve programs and/or systems which serve young children.



EARLY CHILDHOOD PERSONNEL - DEFINITIONS

The *Guam's Plan for Professional Development* (GPPD) provides definitions related to the professional development plan and clarifies the type of training and/or continuing education units or education credits that are received through training workshops and/or formal education.

The GPPD identifies four levels of Early Childhood Personnel. Each level lists the formal education requirements and the experiential requirements for each level. Additionally, the plan proposes alternate qualifications and multiple entry points to address the uniqueness of the early childhood field and the diversity of disciplines professionals come from ***(Appendix B: Early Child Care and Education (ECCE) Matrix)***. The plan acknowledges the various education and training opportunities provided to early childhood professionals and seeks to capitalize on those experiences to promote the recruitment and retention of qualified individuals. The following are brief descriptions of each level of early childhood professionals, each level building upon the knowledge and skills of the previous one.

Consistent with the levels of learning established in the ***Guam's Plan for Professional Development Framework***, varying levels of Early Childhood Certificates may be granted by the Guam Commission for Educator Certification (Path B).

ECCE Certificate Issued by the Guam Commission for Educator Certification

1. Early Childhood Assistant Provider (Levels 1-4)
2. Early Childhood Lead Provider (Levels 1-4)
3. Early Childhood Master Provider / Early Childhood Assistant Director / Early Childhood Director (Levels 1-4)
4. Basic Preschool Teacher
5. Initial Educator / Professional Educator / Master Educator

Early Childhood Assistant Provider

(1) **Minimum Requirements.** The Early Childhood Assistant Provider Certificate may be issued to an applicant who presents evidence of completion of 15 to 90 clock hours of training in Early Childhood Education from an

accredited institution. An applicant must complete at least 15 clock hours or 1.5 Continuing Education Units (CEU) and complete a Professional Growth Plan documenting proposed professional development (PD) plan activities that include but not limited to awareness of Early Childhood Education starting with a minimum of 12 months work experience in a child care setting.

(2) **Length of Certification.** The length of certification of an Early Childhood Assistant Provider shall be three (3) years.

(3) **Renewability.** None

Early Childhood Lead Provider

(1) **Minimum Requirements.** The Early Childhood Lead Provider Certificate may be issued to an applicant who presents evidence of completion of 105 to 150 clock hours of training in Early Childhood Education from an accredited institution.

(2) **Length of Certification.** The length of certification of an Early Childhood Lead Provider shall be three (3) years. Note: At Level 4, the Early Childhood Lead Provider has the option to remain at this level (4) and continue to receive certification every 3 years upon completing the requirements stated for Level 4.

(3) **Renewability.** The Early Childhood Lead Provider Certificate may be renewed three (3) times with evidence of satisfactory performance evaluation; proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or fifteen (15) hours of in-service training initiated or approved by the Department of Public Health and Social Services, or related early education agencies / departments. Continuous renewal at level 4 is applicable for those that meet the requirements.

Early Childhood Master Provider/ Early Childhood Assistant Director/Director

(1) **Minimum Requirements.** The Early Childhood Master Provider/ Early Childhood Assistant Director/ Director may be issued to an applicant who presents evidence of at least thirty-three (33) semester hours of college credits with at least six (6) semester hours in Early Childhood Education but less than the requirements for the Initial Educator Certificate.

(2) **Length of Certification.** The length of certification of an Early Childhood Master Provider/ Early Childhood Assistant Director/ Director shall be two (2) years. Note: At Level 4, the Early Childhood Master Provider has the option

to remain at this level (4) and continue to receive certification every 3 years upon completing the requirements stated for Level 4.

(3) **Renewability.** The Early Childhood Master Provider/ Early Childhood Assistant Director/ Director Certificate may be renewed three (3) times with evidence of satisfactory performance evaluation; proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or fifteen (15) hours of in-service training initiated or approved by the Department of Public Health and Social Services, or related early education agencies / departments. Continuous renewal at level 4 is applicable for those that meet the requirements.

Basic Preschool (Birth – Kindergarten) Teacher

(1) Minimum Requirements. An associate degree in early childhood education; or an associate degree in a field related with equivalent to a major relating to early childhood education, with one (1) year experience teaching preschool-aged children, or a baccalaureate degree or advanced degree in early childhood education, and has not taken and/or passed the PRAXIS I, or a baccalaureate or advanced degree in a related field and coursework equivalent to a major related to early childhood education and experience teaching preschool-aged children and has not taken and/or passed PRAXIS I. The degree must be from a U.S. regionally accredited post-secondary learning institution.

(2) Length of Certification. The length of certification of a Basic Head Start Certification shall be three (3) years.

(3) Renewability. The Preschool Certificate may be renewed any number of times with evidence of satisfactory performance evaluation by the administrator; and fifteen (15) clock hours of Head Start specific in-service professional development that is classroom focused and regularly evaluated by the Head Start program of the Guam Department of Education. The holder of a Basic Teaching Certificate, on or before expiration date, may apply for Initial Certificate as per the requirements in GCEC 104 (c).

Initial, Professional or Master Educator

The Initial, Professional, or Master Educator has completed the rigor of formal college coursework and has obtained a Bachelor's, Master's, or Doctorate Degree in early childhood education or related area from an accredited institution. Length of certification and renewal will follow that of the Guam Commission for Educator Certification which is a 3-year non-renewable (completion of a one year mentorship and Guam History or Guam Culture) for Initial Educator; a 5-year renewable (90 hours of professional activities) for Professional Educator and; a 10-year renewable (120 hours of professional activities) for Master Educator.

Standard Operating Procedures for
An Early Childhood Provider Certification
PATH A (ALTERNATE PATH)

The purpose of this Standard Operation Procedure (SOP) is to establish a uniform procedure for applying for certification as an early childhood provider. The procedures outlined in this SOP are applicable to early childhood providers not employed through Government of Guam and/or the Department of Education.

The following documents must be current and are required by DPHSS-BOSSA. Please make copies of the originals.

- Current Health certificate issued by the Department of Environmental Health.
- Physical Examination form completed by a licensed physician.
- Police clearance
- Court clearance

Provide documentation/certificates/transcripts showing current training—must equal 15 hours for each year. Make copies of certificates/letters/documents. Do not turn in originals. Documents not containing dates will not be considered.

- Due dates will be established for applicants.

- Applicants must begin applying for re-certification one (1) month prior to expiration of current certificate.

- Applicants are responsible for any costs incurred in obtaining necessary documents.

- Turn in application and required documentation to the ELC PD Plan Group for review. The group will determine eligibility based on documentation and will make recommendations to DPHSS-BOSSA.

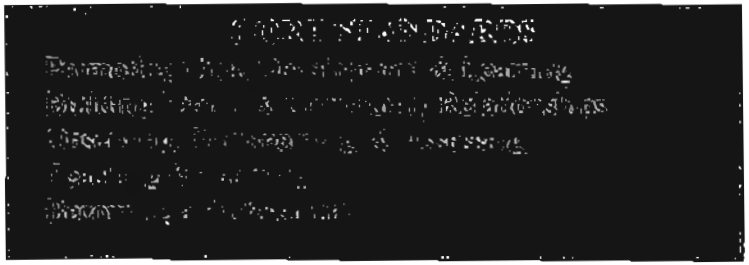
Standard Operating Procedures for
An Early Childhood Provider Certification
PATH B

The purpose of this Standard Operation Procedure (SOP) is to establish a uniform procedure for applying for certification as a Preschool (birth to kindergarten entry) provider. The procedures outlined in this SOP are applicable to Preschool (birth to kindergarten entry) providers employed by the Department of Education including, but not limited to, Department of Education Head Start Program, Early Intervention System, Early Childhood Special Education, GATE Preschool and other related service providers. Individuals utilizing Path B are subject to the regulations and requirements set forth by the Guam Commission for Educator Certification.

- The following documents must be current and are required by the Guam Commission for Educator Certification. Please make copies of the originals.
    - Application for Guam Professional Certification.
    - Official transcript showing required credits and/or documentation of professional activities.
    - Evidence of current satisfactory performance (copy of performance evaluation from supervisor).
    - Copy of current Guam Professional Certificate.
- Make copies of certificates/letters/documents. Do not turn in originals. Make sure dates are included and within the parameters of the application date. Official transcript must be sealed.

- Turn in application and required documentation to the Guam Commission for Educator Certification. Application forms are available online at http://www.gcec.guam.gov/ (under helpful links). Make copies of all documentation and application before submitting to GCEC.

Professional Development Standards Framework



1 Building Awareness of Early Childhood

2 Building Knowledge and Skills of Early Childhood Providers, Implementation and Application of Knowledge and Skills

4 Refining and improving skills for working with children utilizing research and/or evidence-based practices of early childhood for improving children's outcomes, promote personal and staff development activities, collaborate with colleagues to advocate, monitor, and perform at higher levels, participate with other early childhood service providers to improve programs and/or systems which serve young children

Guam's ELGs* Birth to 36 months 3 to 5 years

TOPICS/COMPETENCY AREA:

- Child development theory and practical application
- Healthy & safe environments
- Adaptations and modifications
- Working with families
- Observation & assessment
- Professional conduct & ethics

*Early Learning Guidelines

APPENDIX B:
Early Childhood Care and Education Certificate (ECCE) Matrix
EARLY CHILDHOOD ASSISTANT PROVIDER

	Pre-credential Level	Level 1	Level 2	Level 3	Level 4
Training & Education Pre-Service	Professional Expectation	High School (HS) diploma or GED	High School (HS) diploma or GED	HS diploma or GED	HS diploma or GED
Training & Education In-Service	Early Childhood Education (ECE) Core Knowledge Areas	15 hrs. or 1.5 CEU in ECE Core Knowledge Areas	60 hrs. or 6.0 CEU in ECE Core Knowledge Areas	75 hrs. or 7.5 CEU in ECE Core Knowledge Areas	90 hrs. or 9.5 CEU in ECE Core Knowledge Areas
Experience with relevant and appropriate age group	Camp Counseling Babysitting Parenting Foster Care Head Start Parent Volunteer or Group/Family/ Center Child Care	12 months experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer or Group/Family/ Center Child Care	24 months experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer or Group/Family/ Center Child Care	24 Months Experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer, or Group/Family/ Center Child Care	24 Months Experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer, or Group/Family/Center Child Care
ALTERNATIVE Training & Education In-Service	High school diploma/GED & Age 18	12 months experience in relevant & appropriate age group AND PD Plan completion with 15 hours in ECE or related classes	24 months experience in relevant & appropriate age group AND PD Plan completion with 45 cumulative hours in ECE or related classes	36 months experience in relevant and appropriate age group AND PD Plan completion with 75 cumulative hours in ECE or related classes	48 months experience in relevant and appropriate age group AND PD Plan completion with 90 cumulative hours in ECE or related classes
Length of Certification	1 year	3 years	3 years	3 years	3 years
Renewal		None after 3 years	None after 3 years	None after 3 years	None after 3 years

EARLY CHILDHOOD LEAD PROVIDER

	Pre-credential Level	Level 1	Level 2	Level 3	Level 4
Training & Education Pre-Service	Professional Expectation	High School (HS) diploma or GED	HS diploma or GED	HS diploma or GED	HS diploma or GED
Training & Education In-Service	90 hrs. training (9.0 CEU) in Early Childhood Education (ECE) Core Knowledge Areas	105 hrs. or 10.5 CEUs in ECE Core Knowledge Areas	120 hrs. or 12.0 CEU in ECE Core Knowledge Areas	135 hrs. or 13.5 CEU in ECE Core Knowledge Areas	150 hrs. (15.0 CEUs in ECE Core Knowledge Areas
Experience with relevant and appropriate age group	Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	12 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	24 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	36 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	48 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start
Length of Certification		3 years	3 years	3 years	3 years/ Continuous
Renewal		3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; Or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)

EARLY CHILDHOOD MASTER PROVIDER/EARLY CHILDHOOD ASSISTANT DIRECTOR/DIRECTOR

Pre-credential Level	Level 1	Level 2	Level 3	Level 4

BASIC PRESCHOOL (birth to kindergarten entry) TEACHER / INITIAL EDUCATOR / PROFESSIONAL EDUCATOR / MASTER EDUCATOR
(Bachelor's, Master's or Doctorate)

Source: Guam Commission for Educator Certification

Components	Basic Preschool Teacher	Initial Educator	Professional Educator	Master Educator
Guam Professional Standards for Teachers		Proficiency in teacher standards with a focus on one or more	Proficiency in teacher standards with a focus on two or more	Mastery of teacher standards
Prerequisites	○ An associate degree in early childhood education, or an associate degree in a field related with equivalent coursework relating to early childhood education, with one (1) year experience teaching preschool aged children; or a baccalaureate degree or advanced degree in early childhood education, and has not taken and/or passed the PRAXIS I or based on the recommendation of an advisor, has a declared field and coursework equivalent to a major related to early childhood education and experience teaching preschool aged children and has not taken and/or passed PRAXIS I; the degree must be from a U.S. regionally accredited post-secondary learning institution	○ Meet Approved Preparation Program sections 6.1.1 or 6.1.2 OR ○ Earn a degree from a state-approved college/university program ○ Passing score on PRAXIS I ○ Passing score on the subject matter knowledge test(s) (i.e. PRAXIS II) or completion of an approved program/Major in content area by the college/university ○ Field-based experiences demonstrated in at least two (2) courses or seminars that address the Guam Professional Teacher Standards ○ Supervised practicum/student teaching (at least 90 days) in the field and grade level for the certification sought ○ Coursework aligned with Guam Professional Teacher Standards ○ Grade point – 2.7 or higher ○ Receiving a positive recommendation from the student's program of study as a result of the student teaching experience	Meet all educational requirements for Initial Educator	Meet all educational requirements for Initial Educator, Professional Educator and have earned a Master's degree
Required Courses / Activities	○ Fifteen (15) clock hours of Head Start-specific in-service professional development that is classroom-focused, regularly evaluated by the host program in the Guam Department of Education	○ Guam History or Guam Culture within the first year after the person's certification. ○ Sixty (60) clock hours of professional activities within the 5-year period	○ Ninety (90) clock hours of professional activities within the 5-year period	○ One hundred twenty (120) clock hours of professional activities within the 10-year period

Components	Basic Preschool Teacher	Initial Educator	Professional Educator	Master Educator
Mentorship		One Year	No	No
Length of Certification	3 year renewable	3 year non-renewable, minimum 2 years	5 year renewable	10 year renewable
Professional Growth Plan (PGP)	Yes, PGP (1) Approved Professional Development Plan by administrator on-site (2) Fifteen (15) clock hours of Preschool specific in-service professional development that is classroom focused, and PGP reviewed, concurred and acknowledged progress by administrator on site	Yes, PGP (1) Identifies goals based on one or more Guam Teacher Professional Standards (2) Portfolio of evidence indicating the progress has been made in reaching the goals of the Professional Growth Plan; and (3) PGP reviewed, concurred and acknowledged progress by administrator on site	Yes, PGP (1) Identifies goals based on two or more Guam Teacher Professional Standards (2) Portfolio of evidence documenting the successful completion of the plan may include activities (e.g. college or university credits, workshops, seminars, conferences, action research, curriculum development, work experiences, district committee work, presentation at conferences, publications, teaching courses of work on special projects (3) PGP reviewed, concurred and acknowledged progress by administrator on site	Yes, PGP (1) Demonstrate attainment of extraordinary professional competency in the Guam Teacher Professional Standards (2) Portfolio or video of evidence or verification by NBPTS; (3) PGP reviewed, concurred and acknowledged progress by administration on site
Professional Teacher Evaluation	Satisfactory performance evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation

APPENDIX C:
APPLICATION FOR CERTIFICATION
OF EARLY CHILDHOOD PROVIDERS (PATH A)

Under the Professional Development Plan Focus Group
A subcommittee under the Guam Early Learning Council

Please type or print legibly using blue or black ink.

Name_____
Last Name **First Name** **Middle Initial**

Mailing Address_____

_____
City **State** **Zip Code**

Contact Numbers_____
Home **Work** **Cell**

Email_____ **Immediate Supervisor**_____

Employer_____

TRAINING INFORMATION

Please list the trainings and/or classes completed for this application period.

Name of Course/Training	Instructor	Please check one: CEUs	Credits	Letter

****Please note, every course and/or training must be accompanied by documentation in the form of a certificate, letter or transcript. If submitting a transcript, it must be sealed by the registrar of the issuing institution.****

Signature(s) of Review Panel

_____

_____



9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
4. Differentiate between familiar and unfamiliar adults.	* Shows strong separation anxiety. * Shows fear in some situations. * Appears worried or vulnerable when introduced to a new adult. * Cries when sees something unfamiliar, such as a man with a beard or a clown. * Cries briefly when left with a caregiver, gradually calming with help. * Plays with familiar adults but shows caution with those who are unfamiliar. * Hits, kicks, or pushes self away from an unfamiliar adult who's holding him/her.	• Help parents to schedule leaving baby when s/he is not too tired or hungry, if possible. • For caregiver, introduce baby to a new caregiver gradually, spending a few extra minutes to let child play and adjust. • For parent, give hugs and kisses and reassure baby that you will be back later. • Always come back and greet baby when you say you will. • Understand, and share with other adults, that caution with unfamiliar adults is normal. • Give support and time to get to know someone new. • Give hugs and try to distract with a fun activity. • Provide a toy or security blanket the baby is familiar with for comfort. • When new to a center or home, help baby make the adjustment by bringing sibling or child relative to stay and play for awhile.



9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
5. Express self by showing likes and dislikes.	* Claims everything s/he wants as "mine." * Tries to do things, such as feeding him/herself. * Primarily plays alongside, but not with others, often competing for toys. * Turns or shakes head "no," if s/he dislikes something (e.g. food, drink, etc.).	• Let toddler help with chores even though it takes longer. • If the task is too difficult or dangerous for the toddler, offer assistance or give manageable alternatives.
6. Begin to have some self control / self-regulation.	* Stops hitting another child when caregiver says name. * Comes or looks when name is called. * Says "no no" while throwing food on floor. * Stops stomping feet in a puddle when asked. * Rubs eye, seeks thumb or begins to get irritable when tired. * Tries to do things such as feeding him/herself.	• Change the focus of the activity when toddler is doing something dangerous or inappropriate like running in a cramped space. Example: "Let's go on a deer hunt. Come and sit. Are you ready?" • Set short, clear and firm limits and enforce them consistently, without shaming the child. For example, when running in a cramped space, state the message in a clear, positive tone: "Walk inside.". Praise child when message is followed. • Give single-step directions to encourage self-control. • Let toddler do things he/she is able to do for self such as pulling off shoes and socks.



9 TO 18 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
7. Rely on personal connections to feel safe trying new activities.	* Ventures out when a trusted adult is near. * Looks to a caregiver for reassurance, for example, through a word, a smile or a gesture given by the caregiver. * Experiments with and explores new materials when the caregiver is near. * Stops playing and/or cries when a preferred trusted adult leaves the playground but stops crying and continues playing when adult returns. * Shows with words or gestures that s/he wants a trusted adult to be near him/her. * Prefers to sit on caregiver's lap when caregiver is sitting on the floor. * Hands caregiver a toy to play with him/her.	• Give the toddler a consistent caregiver. • Give reassurance but let toddler explore and venture away from you for a short period, but still within sight. • Be alert to the toddler's need for reassurance and give it in a matter of fact way, encouraging his independence. • Have another child 3 years or older sit next to the child to play with. • Encourage primary caregiver to stay with baby/toddler for awhile before leaving him/her with a new caregiver or when placed in a new environment.



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Recognize that words have meaning and shows more interest in speech.	* Responds to simple requests. * Responds to one step directions. ("Get your shoes.") * Points to the cat in a book when you say, "Where is the cat?" * Touches caregiver's mouth when caregiver is talking or singing.	• Talk to baby as much as possible. • Let baby see your face when talking. • Ask open-ended questions. • Ask simple choice questions, (Do you want the doll or the ball?) • Put words to the baby's actions. • Use a few new words every day.
2. Understand and use rules of speech and language.	* Uses simple gestures such as shaking head for "no" or waving "bye bye." * Uses inflection when babbling. * Uses exclamations, such as "oh oh" when dropping something.	• Change pitch, tone and inflections when talking, singing or reading to baby. • Use hand gestures and facial expressions along with speech. • Show excitement when baby attempts to use words. • Respond to baby's non-verbal communication by using descriptive words. • Introduce baby to "Your turn, my turn" activities.



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Understand the meaning of many words and gestures.	* Understands more words than is able to say. * Goes to the climber when asked if s/he wants to play on the climber. * Follows a simple direction such as "kick the ball" or "wash your hands." * Understands clean-up and starts putting toys away when directed.	• Talk to baby as much as possible. • Avoid "baby talk" (such as; "baba" for bottle, "nana" for banana, etc.) Use simple, natural conversation when speaking to a toddler. • Get down on the floor and play. • Correct behavior face to face on the child's level if possible. • Ask questions and increase the toddler's vocabulary by naming objects and describing objects and actions.
4. Communicate using consistent sounds, words, and gestures.	* Tries to say many syllable words by stringing together sounds when prompted such as "kih-ba" for basketball; "cop-ter" for helicopter. * Uses single words such as "no" and "bye" appropriately. * Starts to put words together in phrases, such as "ma-ma bye bye, no". * Nods yes when asked, "Are you ready to go outside?" * Uses gestures that are culture specific such as raising eyebrows to mean yes.	• Sing and say nursery rhymes. • Frequently name environmental sounds through play. • Show your delight when toddler starts to use words, such as clapping and praising. • Have baby repeat simple words (e.g. go (*hånao*), up (*hulo'*), yum yum (*månngé*), yes (*hunggan*), nose (*gui'eng*). (Words in italics are in Chamorro language)



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

1. Demonstrate phonemic awareness, recognizing and responding to the sounds of language.	* Begins to use specific sounds to identify objects and people. * Repeats simple sound syllables, (ba, ba, ba). * Strings together different sounds, (ba, pa, da). * Enjoys and occasionally joins in simple songs. * Begins to identify familiar environmental sounds (animals, vehicles). * Labels pictures in familiar books. * Points to make sounds when looking at books. * Shows a preference for a favorite book.	• Build a routine of reading to baby several times a day, using books with simple words and pictures, rhyme and/or repetition, allowing baby to explore book with hands and mouth. • Frequently read repetitive text with intonation. • Repeat and expand on the baby's attempts at speech. • Have a variety of durable books available including homemade books and photo albums. • Sing/say familiar songs, rhymes, & finger-play, using intonation, during routines like diaper changing, riding in car, or before nap time.
2. Demonstrate increasing vocabulary and comprehension by using words, and phrases to express self.	* Begins to use specific sounds to identify objects and people. * Begins to participate in songs and rhymes. * Responds to a simple gesture or request. * Begins to identify familiar people, by name.	• Introduce new words. • Label items (table, door, wall, etc.) • Provide an opportunity for baby to try and complete a familiar song or rhyme. • Repeatedly use corresponding gestures and words, (bye bye, with hand waving).



9 TO 18 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Demonstrate increasing vocabulary and comprehension by using words, and phrases to express self. (continued)	* Learns new words and phrases from those frequently used by adults and children around them. * Learns some simple words and phrases from rhymes heard repeatedly although not able to say them clearly. * Listens to a story, and enjoys for it to be read again and again. * Repeats repetitive phrases from the story. * Responds to simple questions about details in the story, by pointing (but does not engage in a literary discussion).	• Talk using consistent language. • Frequently repeat nursery rhymes. • Re-read favorite stories when asked. • Ask child to say the repetitive phrases with you. Encourage child to say the repetitive phrase by allowing child to finish the phrase (e.g. the wheels on the _____) • Ask simple questions about obvious detail in pictures, posters, and labels. • Describe pictures to the child when you read.
3. Explore writing and drawing as a way of communicating.	* Marks with crayons or markers, scribbling randomly. * Scribbles spontaneously. * Explores using different writing materials like jumbo paintbrushes with water/paint and sticks with sand.	• Provide large sheets of paper and large crayons or washable markers. • Give child drawing, painting and writing materials to explore with appropriate supervision. • Write down what child says as s/he talks about a picture made. • Praise and display child's drawings, paints, and writings. Hang up at child's height.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
1. Explore objects in various ways.	* Shakes, bangs, throws, drops, pushes, or pulls everything s/he touches. * Tries to put a square peg into a round space, and will keep trying even when it doesn't fit. * Enjoys trying to put together nesting cups and take them apart again. * Puts objects/toys in mouth to taste.	• Provide access to a safe area for exploration stocked with real objects found in a home environment. • Provide toys that can be used in various ways, such as cups, plastic bowls, wooden spoons, empty containers, lightweight pots & pans, old baking sheets & muffin pans (no sharp edges/ rust). • Sanitize all objects within child's reach.
2. Remember what has happened recently, and finds hidden objects.	* Understands that people and things exist even if not physically present. * Looks for an object that s/he has thrown from the high chair. * Puts arms up when you ask, "How big is baby?" * Turns face away from caregiver when s/he sees a washcloth in hand. * Holds out hand for you to play "round and round the garden." * Looks under the blanket for the toy s/he watched you hide.	• Use a pillowcase to put a favorite toy inside. Help baby find the toy and take it out. Repeat as long as baby's interests last. • Look at different pictures together. Insert a family member's picture in the display, say the name and talk about the person. Cover the display, then ask baby to look for that family member. • Hide several photos of baby in different places that are safe to explore. Say, "Let's go find the baby" and guide the search. • Play hiding games that are easy and fun for baby.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

3. Look at the correct picture or object when it is named.	* Points to pictures in books when you read. * Goes to get the ball when you ask if s/he would like to play ball. * Goes to the counter where the cookies are kept when asked if s/he would like a cookie. * Points to correct body part when it is named.	• Look at simple picture books with baby, naming and pointing to objects. • Go and get the ball yourself if s/he doesn't seem to know what you are talking about, say the word "ball" several times as you get it. • Play with baby looking in the mirror and naming face and body parts. (Bath time: Have baby help and say, "wash your face", wash your ears, now your nose and now your neck, etc.)
4. Imitate gestures and uses of objects.	* Pretends to brush hair, brush teeth, drink from a cup and listen to the telephone.	• Give baby everyday objects to play with and play pretend with him/her.
5. Make expected things happen.	* Drops an object from high chair and waits for you to pick it up. * Pushes favorite buttons on the busy box and makes a face just before the toy animal pops out. * Turns T.V., radio and CD player on and off.	• Play with game saying, "uh oh! You dropped the spoon." • Give the baby a busy box and quiet time to explore it. • Always supervise baby to avoid accidents. • Respond to baby's success in making something happen.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

6. Use senses to investigate the world around him/her.	* Pushes and pulls a wagon, watching the wheels turn, while trying different ways to move it. * Touches a bug that is found on the playground and squeals when it moves away quickly. * Pushes, pokes, squeezes, pats and sniffs play-dough, exploring how it feels and smells. * Stacks and knocks down big blocks. * Hits rock on metal, wood, or cement to make noise.	• Provide materials, equipment and experiences for sensory exploration for example, toys with wheels, musical instruments, play dough and sand and water. • Ask guiding questions to extend experiences: "Is it soft? Is it hard? Is it sticky, squishy, smooth, rough, prickly?" • Show a sense of wonder and provide time and opportunities to explore the natural world. Exaggerate expressions such as: "That flower is such a pretty yellow!" I wonder what will happen if...." • Offer opportunities to count fingers, toes, etc.



9 TO 18 MONTHS: COGNITIVE DEVELOPMENT

EXPLORE, DISCOVER AND LEARN

7. Show an improved memory.	* Imitates the action of an adult such as turning a steering wheel in a play car. * Recognizes own image in the mirror or in a photograph. * Remembers the usual sequence of events and goes to get toothbrush after getting into pajamas or gets bag from cubby when parents arrive for pick-up. * Remembers people and roles they play. Example: Walks to car when aunt arrives, runs when mom appears with shampoo bottle.	• Describe child's actions, for example, "You're driving!" "turn the wheel", "honk, honk." • Maintain a schedule or a predictable routine and praise child's actions for activity. "Oh, you have your toothbrush. Good job! Time to brush!" • Review previous/significant events with child.
8. Use objects and toys more purposefully.	* Chooses a favorite book from the shelf and turns the pages more carefully. * Puts round shapes into the round holes more accurately. * Bounces a ball and tries to catch it after watching an older child do it. * Begins to understand mathematical concept like counting toys.	• Give the child access to and choices about books and toys. • Talk about shapes, colors, and use other words to describe toys as you play. • Count toys as child plays with them.



9 TO 18 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

[illegible]	[illegible]	[illegible]
1. Coordinate eyes and hands while exploring or holding objects.	* Drops objects into a container and dumps them out again. * Throws, rolls and catches a large rubber ball. * Picks up a spoon by its handle. * Picks up small bits of lint and gives them to you. * Starts to hold a cup and drinks from it.	• Give baby safe objects and containers. • Play catch sitting on the floor across from the baby and roll the ball back and forth.
2. Changes position and moves from place to place, showing increasing large muscle control.	* Rolls from lying on stomach to sitting up. * Balances and sits alone for long periods of time. * Moves from a crawl to sitting and back again. * Crawls easily, gaining speed from month to month. * Pulls up on a table and "cruises" around it.	• Never leave baby unattended once baby is mobile. • Applaud baby's efforts and celebrate accomplishments.



9 TO 18 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
2. Changes position and moves from place to place, showing increasing large muscle control. (continued)	* Climbs onto low objects, such as a couch or table. * Goes from squatting to standing. * Stands alone without help for a few seconds, then minutes. * Goes from standing to sitting easily. * Walks with someone holding both hands. * Takes first few steps without help. * Pulls toy behind while walking and pushes toy while in front. * Carries a large toy or several smaller ones while walking (toddler). * Begins to run with increasing skill (toddler). * Kicks a ball.	• Secure sturdy baby gates at the top and bottom of stairs. • Provide safe areas for climbing and other movements. • Stay close behind baby when s/he starts to climb. • Come to baby's aid if s/he gets stuck standing and show how to bend knees to get down. • Provide push and pull toys and balls to play with. • Use laundry basket or similar sturdy container to allow baby to stand and move with more balance and support. • Play outside often to encourage climbing, running, and playing ball.



9 TO 18 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

CHILD LEARNS (TO)	WHAT CHILD MAY DO	WHAT YOU CAN DO
3. Handle objects with hands, showing increasing small muscle control.	* Puts together several nesting cups, or stacking rings on a ring tree. * Drops wooden beads into a small bucket, dumps them out and starts again. * Builds a tower of four or more blocks. * Scribbles, if given a crayon and paper. * Starts to use one hand more often than the other. * Takes apart, then puts together large links or pop beads. * Holds an object in one hand and does something to it with the other hand. * Holds a cup and drinks beverage, sometimes spilling. * Feeds self with a spoon.	• Give child board books and other opportunities to practice page turning. • Give child shape sorting cubes, beads, and a bottle, and blocks of various sizes. • Give child large links or pop beads to put together and take apart. • Give child opportunities to feed self, even if there are spills. • Give child opportunities to scribble, encouraging and praising efforts.



19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

1. Show awareness of self and abilities.	* Refuses help with putting on clothing, then cries and asks for help when can't do it alone. * Tries to climb higher than you are comfortable with. * Shows awareness of differences between self and others such as: shying away from strangers, uses the word "mine" a lot, plays hide-and-seek.	• Understand and encourage child to do things alone, and help only when needed. • Provide choices that are acceptable to you both. • Encourage child attempts to try somewhat risky moves, but be there as a safety net. • Take advantage of cultural fairs (Japanese Autumn Festival, Micronesian Fair) or places in the community (Gef Pago Cultural Village in Inarajan).
2. Ask for help, if needed, in verbal and non-verbal ways.	* Comes to the caregiver and points to objects and names them. * Brings jacket, with the sleeve inside out, to caregiver for help.	• Help the child attempt to solve problems on own. • Help if needed.
3. Show a little more self-control.	* Cries and clings to parents before leaving, but calms down immediately when they are gone. * Plays calmly near another child, and reacts if a child tries to take something s/he is playing with. * Takes a toy from another child and does not return it when asked to by an adult.	• For parents, be confident, calm and understanding when leaving the crying child, and reassure that you'll be back later. • Give comfort briefly, then redirect the child's attention to something the child likes. • Practice sharing with the children, and praise when child shares with you or another child.



19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

3. Show a little more self-control. (continued)	* Begins to understand the concept of taking turns in a game. * Stops what s/he is doing and comes when caregiver calls name and starts to move away. * Cries, yells, hits, kicks feet and refuses to stop when s/he is angry.	• Play simple games with the child where you practice taking turns. • Expect the child to follow your direction and reward with praise and extra fun time together, rather than material rewards. • Stay calm and recognize that anger is a normal emotion. • Acknowledge child's feelings and encourage child to talk about how s/he feels, helping the child to find the words s/he needs. • Let child know that hitting or any other hurting behavior will not be tolerated.
4. Continue to need the security of a trusted adult as s/he explores.	* Sits in the sandbox playing with several other children, but gets up frequently to see if the caregiver is still there. * Looks up at the caregiver for a wave while playing with toys in a new room full of children.	• Be matter of fact about responding to the child's need to check in, confident that s/he will venture forth when s/he is ready. • Provide consistent routines.



19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

5. Continue to show caution around unfamiliar adults.	* Stops playing and goes to the caregiver when a new adult enters the room. * Goes over and watches an adult do something, such as making cookies, but does not want to talk or help. * Says "hi" to the greeter at the store, from the safety of shopping cart seat. * Sometimes, holds the caregiver's hand as a new person asks about a toy.	• Help other adults understand that baby's caution with unfamiliar adults is normal. • Be reassuring. • Express the child's feelings in words. • Gently encourage the child to respond, but speak for the child if the child declines, without shaming the child.
6. Show increased interest as well as frustration with other children.	* Watches other children play intently for several minutes before asking to try the same thing. * Plays near several other children, talking to them when s/he wants a toy that they have. * Imitates a child who is pretending to be a dog. * Refuses to share a wagon with another child who wants to climb in while s/he pulls it.	• Allow the child to enter into play at own speed. • Give the child words to use such as, "Ask them, can I play with you?"



19 TO 24 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

7. Show inconsistent responses to other children's feelings.	* Takes a doll from another child, but gives it back when the child cries. * Hugs another child who is sad because parent just left.	• Identify the feelings of both children. • Reinforce the child's positive behavior. • Model appropriate behavior. • Encourage the child to be aware that their actions affect people and to use words like "I'm sorry," "Are you okay?" to help them resolve conflicts. • Avoid forcing young children to vocalize like "Say you're sorry." Instead, model by apologizing for the child in a sincere tone.



19 TO 24 MONTHS: LANGUAGE DEVELOPMENT

UNDERSTAND AND COMMUNICATE

1. Follow simple suggestions and direction with increasing consistency.	* Answers a simple question with a nod of head. * Understands, names, and points to several body parts. * Goes to wash hands when caregiver says "Get ready for lunch."	• Ask simple questions, give and model directions with just one or two familiar steps. • Positively acknowledge and praise the child when s/he follows directions.
2. Use an increasing number of words and puts words together into phrases and simple sentences.	* Labels objects or puts words together to make simple sentences. * Says "ball" as s/he looks in the toy box for the ball. * Answers and asks questions about the story you read using specific words. * Repeats some of the funny sounding words s/he hears in conversations. * Participates in group discussions.	• Accept the child's level of verbalization, not comparing to other children's development. • Have frequent conversations, using simple adult language. • Encourage the use of social words in context, such as "please" and "thank you." • Identify pictures with the child. • Use positive reinforcement when the child uses appropriate language. • Include each child in group discussions. • Participate and guide children in pretend play.



19 TO 24 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

1. Develop phonemic awareness by recognizing and reacting to the sounds of language.	* Enjoys simple songs and occasionally attempts vocalization of lyrics. * Identifies familiar sounds such as animal sounds and emergency vehicles. * Points, makes sounds or names pictures when looking at books.	• Frequently sing familiar songs. • Frequently say rhymes and do finger plays. • Frequently name environmental sounds such as sirens, roosters crowing, dogs barking, cats meowing, etc. through play. • Read with expression. • Read to children individually and in groups. • Read more story books. (See Appendix D)
2. Listen and recognize the sequence of familiar rhymes and stories.	* Shows familiarity with text by repeating familiar parts. * Fills in words in a familiar text. * Shows interest in books and other written materials. * Shows preference for a favorite page in a book by searching for it.	• Repeatedly read good quality children's literature, especially those with repetitive text and rhyming words. (Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.) (See Appendix D)



19 TO 24 MONTHS: LANGUAGE DEVELOPMENT

PRE-READING AND PRE-WRITING

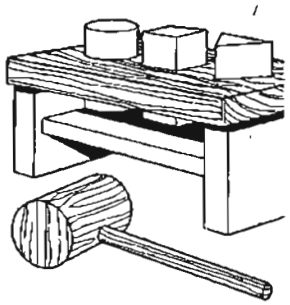
3. Demonstrate vocabulary and comprehension by listening with interest and displaying understanding.	* Spontaneously turns pages and tells the story. * Follows simple one or two step directions. * Performs an action shown in a book. * Answers simple questions based on a story retold. * Shows empathy for situations occurring in a book. * Verbally labels pictures in a familiar book.	• Respond to a child who shows interest in a book by reading aloud. • Ask simple questions while reading. • Talk about events and characters in story books. • Name pictures and describe actions when looking at books. • Have photo albums of family available to identify and talk about family members. • Have other written materials available like cereal boxes, children's magazines and posters.
4. Explore drawing, painting and writing as a way of communicating.	* Scribbles spontaneously. * Explores using different writing materials. * Intentionally makes a mark on a piece of paper.	• Provide a variety of drawing and writing materials such as chunky markers instead of pencils as they are easier for young children to grasp. • Provide opportunities for exploration. • Model drawing and writing. • Label the pictures that the child draws with their titles and descriptions but display children's drawings and writings at children's level, with names attached.



19 TO 24 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING MATH CONCEPTS

1. Begin to sort objects according to one criterion.	* Builds a tower with the red blocks only, leaving the blue and yellow ones to the side. * Picks out and eats only the whole animal crackers. * Picks out and plays with trucks only.	• Praise the child's efforts to sort things; point out what has been grouped. • Explore environment by choosing a criteria and asking child(ren) to help find things (e.g. blue things in the room, hard things outside). • Provide materials that lend themselves to sorting.
2. Begin to explore concepts of size and position.	* Nests several cups together accurately and discovers how to hide a smaller cup under a larger one. * Turns one piece of a puzzle to fit into a space the right way.	• Provide materials that offer information on size and position. • Allow time for the child to solve size and position problems for him/her self, before stepping in when s/he shows difficulty. Provide guidance such as, "You could try turning the puzzle piece around" or "What will happen if the big cup is put under the small one?"



19 TO 24 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SCIENCE CONCEPTS

1. Expect certain things to happen as a result of actions.	* Puts a doll on the roof of the dollhouse and watches it slide off over and over again. * Fills a bucket with uncooked rice and watches as it pours over the side when it is full. * Uses a hammer to knock the balls through the holes in a knock block toy, and puts them back on the top after they fall in.	• Provide toys that can be used in pretend play and take part in the play activity. • Provide sand, water, or rice, along with containers for filling, pouring, emptying. • Provide hammering block toys.
2. Improve memory for details.	* Sings songs and says nursery rhymes after hearing them many times. * Helps caregiver retell a favorite story after hearing it many times. * Shows fear of a bee after having been stung by one.	• Sing favorite songs and say nursery rhymes often. • Read a favorite book many times. • Read and discuss factual books as well as fiction.
3. Explore and solve problems.	* Tries new activities and materials. * Increases attention span when exploring something interesting, especially with an interested adult.	• Get down on the child's level to explore and talk about the natural world. • Let the child try to solve problems for him/herself before jumping in to help. • Provide a variety of materials and activities. • Provide new things; put away old things; rotate materials and activities.



19 TO 24 MONTHS: COGNITIVE DEVELOPMENT

EXPLORING SOCIAL ENVIRONMENT

1. Begin to understand rules, routines, and resources.	* Puts lunch bag on shelf and walks to playroom without reminder. * Gets down from a standing position on a chair when reminded that chairs are for sitting, because s/he might fall. * Chooses to play in the same area of the room first, each day. * Comes to the fish tank with hand out, to put some food in the tank like the other children are doing. * May follow a routine or daily schedule.	• Encourage the child to follow routines that you establish with reminders and input. • Talk to the child about the reasons behind the rules. • Enforce rules consistently using rewards and praise for responsible behavior, and consequences that fit the situation. • State rules in a positive way: "Walk inside," instead of "No running." • Keep materials organized for child to know where things are.
2. Begin to be aware of the order of his/her environment.	* Puts books back on the correct shelf. * Puts toys in correct bins. * Puts blocks and puzzles in correct places.	• Have specific places for toys and books. • Help the child put items back where they belong after play.



19 TO 24 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

1. Show increased balance and coordination in play activities.	* Enjoys pulling or pushing a toy that makes noise. * Climbs up a ladder on the slide and slides down. * Turns backwards and sits on a chair. * Goes up the stairs putting both feet on each step. * Puts hands together to throw and catch a ball. * Likes to play with lightweight pots, and plastic containers.	• Allow child outside play time each day and let him/her experiment with climbing, ball throwing and catching, pulling and pushing toys and riding simple riding toys. • Lay long strips of tape across floor to allow children to walk, hop, jump over.



19 TO 24 MONTHS: PHYSICAL DEVELOPMENT

COORDINATE MOVEMENTS/SELF-HELP SKILLS

2. Have increased eye-hand coordination.	* Strings beads on a string or some fish tank tubing. * Pours water through a funnel, plays with water while in bathtub. * Does simple finger plays such as "itsy-bitsy spider." * Attempts to put together pop beads after pulling them apart, sometimes succeeding. * Puts the correct shapes through the holes in the shape sorter.	• Get fish tank tubing from a pet supply store and tie a knot in one end for large beads to go through easily and stay together. • Provide water play materials. • Give the child hammering toys. • Sing songs with hand motions, or do simple finger plays with the child. • Provide appropriate materials such as pop beads, or large pegs and pegboards.
3. Be able to do more things by self.	* Pulls off own clothes at bedtime. * Drinks from a cup with few spills. * Uses a spoon for eating most of the time. * Attempts to brush own hair and teeth. * Attempts to put on own shirt and helps you with pants by picking up one leg at a time. * Attempts to help put away toys, putting them in correct places.	• Encourage the child to do as many things for self as s/he can. • Let children help with simple chores after you have shown them how to do it.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

1. Show increasing self-awareness and express feelings more freely, showing independence and competence.	* Needs reassurance about attempts to try something new. * Puts on own jacket, but gets it upside down and refuses help to fix it. * Gets on a new riding toy and refuses to get off when asked. * Puts together a seven-piece puzzle, not wanting help and then asks for help when having trouble. * Protests when a friend grabs a toy away from him/her, but gives the toy when the teacher helps the friend ask for a turn with it. * Raises hand and says "Me!" with enthusiasm when the caregiver asks who wants to have a turn to hold the flag. * Gets out the paper for the easel from the cabinet where it is kept and asks for help to put it up. * Shows great excitement about finding a bug on the playground. * Asks for favorite song as the class waits for everyone to wash their hands or while waiting for food to be served.	• Praise child's efforts, even if s/he is unsuccessful in what s/he is trying to do. • Be ready to help, but not too quickly. Encourage child to try task first. • Teach a new task using a few directions with modeling. • Ask child to help you do simple chores. • Encourage child to try new activities. • Share in child's excitement about trying new skills and activities. • Encourage child to help others. • Provide child with opportunities and time to explore and practice independence. • Encourage child to take turns.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

2. Show increasing efforts towards self-control (self-regulation).	* Shows more awareness of expectations both at childcare and at home. * Starts to be interested in toilet training. * After a few initial tears, comforts self quickly after being dropped off at child care. * Has difficulty taking turns with others, but willingly does it when a teacher helps him/her to talk about it with another child. * Shares one of several dolls with a friend who has none in the pretend play center. * Pays attention during circle time for longer periods of time. * Demonstrates positive coping strategies such as using words or asking for help. * Has difficulty transitioning from one activity to another.	• Be clear and consistent about limits and expectations. • Communicate with parents about child care expectations and how they may be alike or different from home. • Communicate with parents about toilet training strategies and expectations. • Praise and encourage child for showing self control. • Have enough materials for all of the children present. • Minimize the time that children wait during routines. • Coach the child with words to use to resolve conflicts. • Give a five minute warning before the end of play time. • Have consequences for inappropriate behavior that fit the situation. For example, if child continues to throw a block, child is removed from the block area.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

3. Use coping skills with tasks, and interactions with peers and adults.	* Soothes self when stressed, perhaps with a thumb, blanket or favorite toy. * Asks for help if needed, and says "no" to peers. * Occasionally engages in a fit of temper. * Withdraws from activities for a short time.	• Set up consistent limits and routines. • Provide privacy and time, under adult supervision, for the child to gain control. • Model appropriate coping and problem solving skills. • Allow child time and effort to solve own conflicts before stepping in. • Coach the child with words to resolve conflicts, such as "let's take turns" or "let's share." • Minimize the time that children wait during routines.
4. Share feelings through talking and pretend play.	* Says "no, I not sleepy," when told it is time for a nap. * Has an imaginary friend whom s/he talks to regularly. * Role plays with dolls.	• Acknowledge feelings and encourage child to follow routine or offer appropriate alternative like a book or puzzle for rest time when not sleepy. • Accept and welcome the imaginary friend, listening for clues about the child's feelings and needs. • Ask open ended questions. • Recognize that children this age are more fearful than they were at 8-9 months.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

5. Continue to need adult approval, but shows more independence.	* Climbs to the top of the climber and then calls for caregiver to watch before s/he slides down. * Gets up from the lunch table after a few bites, following caregiver as she leaves the room, then returns when s/he knows what caregiver is doing.	• Let the child know when you are leaving and where you are going. • Encourage and allow sufficient time for independent activities. • Allow the child to do more things on his/her own, with the company of an attentive adult.
6. Imitate and attempt to please familiar adults.	* Continues to need reassurance from caregiver after parent has left for a few minutes, but is easily calmed and distracted. * Repeats words s/he has heard adults using to tell another child to take shoes off the table. * Imitates both courteous words and expletives that s/he has heard from adults in pretend play. * Needs a consistent routine in order to feel comfortable and confident when parent leaves.	• Give reassurance that mom and dad are coming back, and quickly get the child involved in an activity. • Provide a consistent routine for arrival time that helps the child make a smooth transition. • Praise the child when s/he uses words appropriately. • Say, "It is not ok to use those words," when inappropriate words are used.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

7. Demonstrate cautious curiosity about unfamiliar adults.	* Goes to mom for a hug before accepting the ball from a new person. * Lets grandma help with chores, even though s/he hasn't seen grandma for a while. * Rushes to answer the door when someone knocks, but acts shy when visitor talks to him/her. * Does not speak to an unfamiliar adult when spoken to. * Asks caregiver to help play with the puzzle s/he has chosen. * Shows the greeter in the store new shoes or toy in hand, from the safety of the shopping cart.	• Encourage the child to speak for self, but if unwilling, speak for the child at first, and continue encouragement. • Understand that caution with unfamiliar adults is normal, and inform the unfamiliar adult that the child's reaction is normal. • Refrain from pushing or shaming the child when unwilling to meet unfamiliar adults. • If possible, talk with the child about new situations before and after they happen. • Under your supervision, allow the child to interact with new people.
8. Play along side and cooperate with other children.	* Watches other children play with the ball, and then joins in their play. * Has short periods of play with other children. * Plays beside other children using dress up clothes or props.	• Provide ample time and materials for children to play together. • Engage in pretend scenarios with a few children, helping them to take on different roles.



25 TO 36 MONTHS: SOCIAL-EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF AND OTHERS/EXERCISING FEELINGS

8. Play along side and cooperate with other children. (continued)	* Needs adult help, as appropriate, to resolve conflicts. * Looks for special friend to play with. * Chooses to participate in simple group activities, like "Duck, Duck, Goose."	• Model appropriate words to help children resolve conflicts. • Encourage and model cooperative play using a ball, wagon, or blocks. • Encourage cooperative games and activities.
9. Show more awareness of and understands other children's feelings.	* Asks for help when another child takes something that belongs to him/her. * Helps another child pick up toys. * Feels and expresses feeling sorry after accidentally knocking down or hitting another child. * Comforts another child who may be crying or is upset. * Continues to have a hard time sharing, but looks to an adult for help. * Has concern for another child when the other child is hurt. * Gives a hug to another child after hitting him/her.	• Comment about what a good thing it is to be kind to others. • Help the child talk about and identify with feelings. • Model empathetic behavior, such as comforting a child who is sad. • Use puppets and stories to teach and model appropriate behavior with others. • Coach the child to use appropriate words to solve problems about sharing and taking turns (e.g. please may I, can we, etc.). Model 'hugging' after a conflict. • Help the child apologize to another child s/he hurt.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

LISTENING AND SPEAKING

1. Understand and respond to questions, requests, and simple directions.	* Gets jacket, and puts it on when asked by a caregiver. * Answers when asked, "Do you want to eat?" * Asks another child to sit next to him/her. * Understands and uses some positional words (such as behind, in front of, top, under, etc.). * Is able to follow simple instructions, such as going to dampen (slightly wet) a paper towel and brings it to a hurt friend after being asked by a caregiver. * Takes a napkin from the pile and passes the pile to the next person at the table after being asked to. * Follows one or two step directions, especially if they are part of a familiar routine, or have been demonstrated.	• Ask simple questions and give two-step directions, checking if child understood. • Begin to build multi-step tasks into the daily routines (one-step to two-step). • Model the directions before expecting them to be followed. • Play games like "Simon Says," involving positional words, such as behind, in front of, beside and under. • Give the child real responsibilities that matter, such as feeding the fish, setting the table for snack or meal times. • Set up consistent routines that children can easily follow. • Give a few minutes of preparation before child moves to another activity.
2. Demonstrate active listening skills.	* Retells and relates what has been heard. * Begins to ask questions. * Attends/listens to what a speaker is saying.	• Model good listening skills. • Ask the child to retell what s/he has just heard. • Ask about real life experiences. • Ask open ended questions.



25 to 36 Months: Language & Literacy Development

LISTENING AND SPEAKING

3. Enter into a conversation.	* Wants to talk when the family is talking in the car, but is not on the topic. * Asks questions about concepts he or she doesn't understand. * Tries to initiate conversations with others about objects. * Repeats what has just been said, or makes up a story to be part of the conversation.	• Encourage child to engage in conversation between child and child, or child and adult. • Remember that children are listening to adult conversations. • Ask open-ended questions to encourage and extend the conversation.
4. Use words and some conventions of speech to express ideas and thoughts.	* Sings simple songs with the caregiver and later sings parts of them by self. * Asks questions about the story and names objects, while the story is being read. * Uses descriptive language to tell you what he or she wants. * Uses action words to describe what s/he is doing. * Puts together three or four word sentences. * Uses some uncommon plurals such as foots, instead of feet. * Speaks clearly enough to be understood without mumbling or running sounds together. * Offers own thoughts out loud while everyone is talking.	• Sing with the child, using nursery rhymes. • Engage in conversation through out the day, using clear adult language. • Ask questions about what is going on in the story. • Describe your actions out loud as you do them. • Encourage the child to use words. • Listen and restate using clear language when speaking to children. • Use the child's primary language when possible. • During diaper changing, give the child a doll to pretend changing doll's diaper.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

LISTENING AND SPEAKING

5. Understand some abstract concepts, such as time, order, and positional words.	* Is very confident about the order of the daily routine, but does not want to change at all. * Settles down to listen to the story when s/he knows s/he will get to play after the story is read. * Sits next to a certain friend when asked. * Knows the motions, in order, to a familiar finger play.	• Provide a predictable schedule and consistent routines. • Provide graphic organizers for schedule and class jobs. • Asks questions about the schedule using time words, such as first, next, last, after, before, then. • Frequently use words that describe the relative positions of objects and people, such as next to, behind, under, over. • Routinely tell the child that you will change activities in five minutes, and follow through.
6. Expand vocabulary with many more connecting and describing words. (Conventions of Speech)	* Uses many words to express feelings, tell about ideas and respond to the ideas of others. * Uses personal pronouns such as he, she, we and they more easily. * Continues to use some familiar "shorthand" expressions such as "we go" or "all gone." * Tells about what is happening in a book using action words. * Describes how a squash or pumpkin feels after putting hands inside of it.	• Correct grammar by repeating the same word and emphasizing the correct pronunciation. • Ask about the actions the child sees being performed in a book. • Provide describing words if the child does not come up with any.



25 to 36 Months: Language & Literacy Development

LISTENING AND SPEAKING

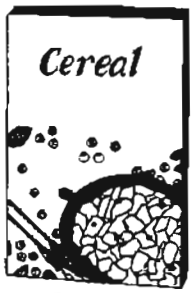
7. Have more meaningful conversations with peers and adults.	* Uses the same tone of voice s/he hears dad using when talking to little brother. * Repeats adult questions that s/he has heard the teacher ask to start discussions, such as "what do you think will happen next?" * Shares what's happening at home, like getting a new pet.	• Repeat what the child says, and add a few descriptions to it. • Ask open-ended questions to extend the conversation. • Include the child in as many conversations as possible. • Remember that the child is listening to adult conversations. • Give children many opportunities to have conversations with each other.
8. Ask "why" and other questions frequently to keep a conversation going.	* Asks the caregiver what they are having for snack and why they can't have milk to go with it instead of juice. * Asks the other children at the snack table questions about different unrelated topics.	• Answer the child's questions, and ask some in return. • Tell short stories about the past, and talk about the future. • Talk about culture through a story such as the mermaid story of Sirena.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

PRE-READING

1. Develop phonemic awareness by becoming aware of the sounds of spoken language.	* Sings simple songs that s/he has heard many times with a group or on own. * Says a simple rhyme that s/he has heard frequently, with a group or alone. * Knows how to identify farm animals and the sounds they make. * Identifies environmental sounds such as a doorbell, police car, water running. * Uses simple words and changes the first letter to create new words (i.e. went – bent, dent, sent, tent). * Knows the sound of the first letter of his/her name and other words that begin with the same letter.	• Sing the same simple songs and rhymes repeatedly. • Play listening games that include animal or environmental sounds such as mimicking animal sounds or playing a tape of sounds in the home like water running, TV or music CD, toilet flushing, chicken frying in pan. • Use Big Books during story time. • Point out the sound at the beginning of his/her first name and other words that start with the same letter.
2. Develop phonological awareness by recognizing that symbols have corresponding meaning.	* Sees Stop Sign and pretends to "put on brakes" while in car seat. * Finds favorite cereal by the picture on the box. * Puts toys away in correctly labeled bins or shelves. * Draws attention to parts of words such as syllables by moving to the beat.	• Point out the symbols that naturally occur in the environment and symbols that designate some of his/her favorite places, foods, or toys. • Talk about some of the signs adults need to know when driving. • Label the places where toys belong with simple signs that also have pictures cut from catalogues that explain the word.



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

PRE-READING

3. Develop fluency by understanding beginning literacy concepts such as the sequence and ideas of stories.	* Correctly turns the pages of a favorite book. * Understands several positional words such as under or beside. * Points to the pictures associated with what you are reading to him or her. * Asks and answers questions such as "What is this?" when reading a book with his or her caregiver. * Asks for the same favorite book over and over again. * Points out some differences and similarities between different versions of the same favorite story. * Understands the concepts of time such as soon, after, and right now. * Listens to engaging stories. * Recites a familiar nursery rhyme, poem or finger play with expression.	• Read with the child at least once, and preferably several times each day • Point out interesting pictures and ask the child to point to the pictures that go with what you are reading. • Reread a child's favorite book over and over again and introduce different versions, including rhyming and repetitive books. • Connect examples from the story to your real experiences. • Make books from real life sequences. • Have a variety of age appropriate books for children to select. (See Appendix D) • Use concept and positional words in daily conversation. • Model concepts of print like showing signs around buildings, reading names of cereals and foods, reading and following a recipe to make something. • Model fluent reading



25 TO 36 MONTHS: LANGUAGE & LITERACY DEVELOPMENT

PRE-READING

4. Develop vocabulary, language usage and some conventions of speech.	* Uses words to describe the purpose and function of objects, such as go, stop and play. * Learns the names of objects new to him/her. * Repeats words heard in the environment. * Names an increasing number of objects in the books read with caregiver, and describes actions.	• Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. • Use descriptive and specific language and introduce new words. • Use exclamations to express emotion. • Engage in conversation on a regular basis. • Name objects and describe actions.
5. Develop comprehension by demonstrating understanding of books during and after reading.	* Listens to fiction and non-fiction materials. * Asks and answers questions about the story while caregiver is reading. * Answers questions about the story, such as, "Who was in the story; what did he do?"	• Give opportunities to respond, retell, and/or reenact the story. • Ask about connections to the child's experiences. • Provide and use a variety of fiction and non-fiction materials.



25 to 36 Months: Language & Literacy Development

PRE-WRITING

1. Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations.	* Pretends to take the caregiver's order, while playing restaurant, by scribbling on a pad with a pencil. * Uses a large crayon or paint on a large piece of paper and scribbles, telling caregiver what the picture is. * Takes the caregiver's pen and scribbles, saying s/he is writing. * Finds name on card on a table with several others. * Points to the rule sign about using "listening ears" when asked what we do at circle time. * Recognizes and names common store items (e.g. milk, eggs, bread, etc.) during pretend play.	• Enter into pretend play with the child, modeling writing for real purposes like making a shopping list. • Have plenty of large paper and large crayons, paintbrushes and pencils available. • Ask the child to tell you about his/her drawing, and ask if you can write about it. • Display the child's writing and drawings with his or her name on paper and ask the child to tell you about his/her drawing. • Fill the room with signs at child's eye level with labels showing where toys belong. • Make the signs with the children.
2. Use writing utensils for scribbles and drawings.	* Holds a crayon, marker, or a pencil with a whole fist grasp, and scribbles with little control.	• Make paper and large crayons and pencils available throughout all of the centers or in a place in the home. • Provide an easel and paints plus a variety of surfaces on which to paint and tools to paint with. • Provide opportunities for expressive writing and drawing throughout the day.

APPENDIX B

Guam's Early Learning Guidelines for Young Children

- Birth to Three Years
- Three to Five Years

SEE DPHSS FOR PUBLISHED BOOKLETS

Guam Early Learning Guidelines For Young Children Ages Three To Five

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In an effort to improve the quality of care and education provided to our youngest children on Guam, and in response to President Bush's ***Good Start, Grow Smart*** Early Childhood Initiative, the Department of Public Health & Social Services (DPHSS) sought the assistance from local stakeholders including institutions of higher learning, teachers, center and family-based child care providers, lawmakers, and other appropriate public and private agencies in the development of guidelines for young children ages three to five. The Guam Early Learning Guidelines (GELG) for Young Children Ages Three to Five was developed through funding from the Child Care & Development Fund (CCDF) Program awarded to the DPHSS, Division of Public Welfare and serve as a tool for ensuring that ALL Children, regardless of their socio-economic status, cultural background, and abilities will *Enter School Ready to Learn.* These guidelines address various domains of development and include strategies that enhance the overall development of all young children, including those with special needs.



The GELG for children three to five years old was adapted from the **Hawai'i Preschool Content Standards: Curriculm Guidelines for Programs for Four-Year-Olds.** GELG provides guidance to families, caregivers, teachers, and administrators on what children should know and be able to do as they prepare for entrance into kindergarten. The GELG is appropriate and applicable for public or private preschool programs and settings that serve children ages three to five. In addition, in the development of the guidelines, it was recognized and understood that children develop at different times or rates and in different ways. Therefore, the guidelines are to be used as a "general" way to "guide or assist" care providers and families in understanding what children ages three to five should know and be able to do. It is not meant to be an assessment tool for determining the level of abilities of children in cognitive, physical, or other areas of developmental domains.

The *Guam Early Learning Guidelines for Ages Three to Five Years* was developed and reviewed by an established committee known as the Early Childhood Care and Education Committee (ECCEC) comprised of public and private stakeholders including center and home-based child care providers,teachers,social workers,coordinators,and administrators.The Guam Early Learning Guidelines Subcommittee, facilitated by the University of Guam, Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), was formed in December 2003 and met on a monthly basis to develop the guidelines. Personnel from many disciplines related to the care and education of young children birth to five years contributed to the development of these guidelines by sharing their experiences and expertise in various areas.

A special thank you is extended to the following developers who were members of the Guam Early Learning Guidelines Subcommittee:

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GELG should be used to:

- Inform families about the development and capabilities of children who are preparing for kindergarten;
- Serve as a guide to inform educators about the development of early childhood curriculum and educational strategies;
- Provide a framework for administrators to oversee early childhood curricula practices and advocate for resources; and
- Guide the selection of assessment tools that are appropriate for learners from a variety of backgrounds with differing abilities.

GELG should NOT be used to:

- Assess the competence of young children;
- Mandate specific teaching practices, materials, or curricula;
- Prohibit children from entering kindergarten if certain standards are not yet accomplished; or
- Exclude groups of children because of socio-economic status, language, cultural background, abilities, or disabilities.

The GELG is divided into five broad developmental domains:

Each domain contains general areas of learning and may be further divided into the following separate subject areas.

I. Physical Development and Health & Safety
II. Self-Concept and Social-Emotional Development
III. Cognitive Development – Math (Numeracy), Science, & Social Studies
IV. Communication, Language Development, and Literacy
V. Creative Development

Organization of GELG:

The GELG is organized in a three-column structure under each domain:

1st Column: Content Standards

This column contains benchmarks for the knowledge, skills, and attitudes children should have or be doing in a particular subject matter organized as domains. The benchmarks provide for a balanced educational experience so that children will be prepared to succeed in a developmentally appropriate kindergarten program or setting.

2nd Column: Performance Indicators

This column contains examples of knowledge, skills, and attitudes that children should know and be able to do in relation to the content standards. The performance indicators list observable behaviors that would demonstrate meeting the content standards.

3rd Column: Guam Public School System (GPSS) Kindergarten Standards
This column contains the Kindergarten Standards that the GELG is required to be aligned with, as required under the ***Good Start, Grow Smart Early Childhood Initiative***. The Kindergarten Standards chosen are those that best correspond with each of the Content Standards in the GELG. Since the majority of Guam's children will attend public school Kindergarten settings, these will help teachers, caregivers, and families understand what is expected of children when they enter Kindergarten in a public school.

I: PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS	PERFORMANCE INDICATORS	GPSS CONTENT STANDARDS (4 to 5 year olds)
Preschool programs provide children with opportunities to:	Some things a child does to demonstrate competency:	



The Guiding Principles developed for the Guam Early Childhood Care and Education Committee are as follows:

All children deserve equal opportunity and access to high quality early care and education in a healthy and safe environment. These programs will ensure a positive foundation for academic success and lifelong learning by:

- nurturing their overall developmental needs;
- respecting individual characteristics and cultures;
- strengthening partnerships between parents, teachers, providers, and administrators; and
- preparing them to enter school, ready to learn, and be successful individuals in life as contributing members and citizens of their community.

The following *guiding principles* integrate what is understood about how young children learn. Early childhood educators and families are encouraged to use the GELG in order to: *understand how children grow and learn; provide an environment with experiences that foster learning found in play activities; and understand the values and cultures of the communities and children they teach.*



1. Families are the primary caregivers and educators and should be respected and supported as partners in the care and education of their children. Teachers, caregivers and administrators should work collaboratively with families to ensure that children are provided optimal learning experiences and provide them with adequate information needed to support their children's learning.



2. All children will be respected as competent and unique individuals who differ in learning styles home environments, and needs. Teachers, caregivers, and administrators will respect children's uniqueness by being responsive to individual needs, interests, and learning styles. This helps children develop their sense of "self," understand their world and promotes development as responsible citizens with an ongoing desire for lifelong learning.

3. Programs should be designed to support the development of the "whole child" by providing experiences that are fun, healthy, and safe. Programs must ensure children are given the opportunity to enhance their overall development by addressing the social, emotional, cognitive, and physical domains. Teachers, caregivers, and administrators will ensure they provide a developmentally appropriate program that includes well-designed indoor and outdoor learning environments which are readily accessible for children to actively engage in as they acquire new skills and knowledge.



PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

PHYSICAL DEVELOPMENT

Children use their senses and bodies to explore the world around them. They investigate their environment and practice motions that develop their small and large muscles such as holding a crayon or pencil (small muscles) and walking or jumping (large muscles). Children need encouragement so they can appreciate and learn how to enhance their strength, balance, muscle control, and coordination.



HEALTH & SAFETY

According to "Maslow's Hierarchy of Needs," safety is the second most important need of all human beings. Children need to be nourished in a healthy and safe environment where they can grow and develop.





PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 1: ***Develop health awareness and skills.***	*Positive Health and Safety Practices* 1. Washes hands when appropriate and necessary (such as before eating and after using the toilet). 2. Uses toilet independently. 3. Covers mouth when coughing and sneezing; uses tissue for colds followed by hand-washing. 4. Brushes teeth, combs hair, takes a daily bath, dresses in clean clothes. 5. Practices Hygiene – cleans work and play area, takes care of personal belongings. 6. Demonstrates awareness that some foods (5 basic food groups) help their bodies to grow and be healthy *(I am drinking all of my milk because it makes my bones strong).* 7. Indicates awareness that his/her body needs exercise (indoor & outdoor) and rest. 8. Chooses challenging new physical activities.	HEALTH EDUCATION *Disease Prevention and Control* 4.K.2 – Describe ways germs are spread. 4.K.3 – Explain how proper hand washing techniques prevents the spread of germs. 4.K.4 – Explain how cleanliness contributes to health and wellness 4.K.5 – Demonstrate proper hand washing techniques. *Personal Health Development* 5.K.1 – Tell what "personal hygiene" means. 5.K.2 – Describe the importance of keeping your body clean. 5.K.12 – Define "Exercise". 5.K.13 – Identify different kinds of exercise. 5.K.14 – Explain the importance of rest and sleep. *Nutrition* 6.K.1 – List reasons why people need food. 6.K.2 – List healthy and unhealthy foods. 6.K.3 – Identify foods and their proper names.



PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 2: ***Learn, acquire and follow basic self-help and safety rules.***	1. Seeks help in emergencies and understands and knows how to call "9-1-1", and when it should be used. 2. Is aware of emergency procedures (fire, earthquake, tidal wave). 3. Demonstrates procedures for fire safety (evacuate, stop, drop and roll), field trip safety (holds hands, stays with the group), and travel safety (uses seat belts, crosses street with an adult). 4. Recognizes everyday dangers (stove, knives, matches, medicines, guns, and poisons) and follows safety rules regarding them. 5. Demonstrates basic safety rules – walks indoors, avoids strangers, uses seat belts/car seats, avoids stoves, matches, and poisons, makes sure an adult is watching before going into the pool or ocean.	<u>HEALTH EDUCATION</u> *Personal Safety* 7.K.3 – List some safety rules for preventing accidents in the home and at school. 7.K.6 – Tell why guns can be dangerous. 7.K.8 – Show what you have to do to keep safe in case of an earthquake. 7.K.9 – Tell what you do to prepare for a typhoon. 7.K.10 – Name ten ways to prevent fires. 7.K.11 – Explain what "exit" means and where to find them in a building such as the movie theaters. 7.K.12 – Tell why fires are dangerous. 7.K.13 – Tell how fires are started. 7.K.14 – Show what to do in case your clothes catch on fire. 7.K.17 – Tell what to do when crossing a street. 7.K.18 – Memorize street address and telephone number. 7.K.19 – Tell what to do in an emergency. 7.K.20 – Memorize emergency telephone numbers. 7.K.21 – Show how to call an emergency number.



PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 3: ***Develop strength and coordination of small muscles.***	1. Follows routines such as dressing self, using toilet independently, using eating utensils. 2. Follows routines for care of own belongings and school supplies. 3. Follows classroom routines for clean up. 4. Participates and demonstrates increasing skill in activities that require small muscle strength (cutting, hammering, using tools for play dough, building with blocks). 5. Shows beginning control of tools (scissors, pencils, brushes, markers, tongs). 6. Demonstrates increasing skill in hand-eye coordination in activities such as puzzles, stringing beads, tracing shapes and letters, and using manipulatives like Legos.	PHYSICAL EDUCATION *Movement Skills and Movement Knowledge* 1.K.6 – Tossing a ball and catching it before it bounces. *Self-Image and Personal Development* 4.K.2 – Try new movement activities and skills.



PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 4: ***Develop strength and coordination of large muscles.***	1. Demonstrates increasing skills in balancing, such as walking a balance beam, jumping and landing on two feet, hopping on one foot. 2. Displays increasing strength and coordinated use of upper body and arms such as throwing and catching a large ball, climbing a play structure. 3. Shows increasing strength and coordinated use of lower body and legs such as running, galloping, skipping, kicking a ball, and creative movement. 4. Controls body in movement activities.	PHYSICAL EDUCATION *Movement Skills and Movement Knowledge* 1.K.2 – Balance while bending, twisting, or stretching. 1.K.4 – Walk and run using mature form. 1.K.6 – Toss a ball and catch it before it bounces. 2.K.2 – Identify fundamental movement patterns. 2.K. 3 – Identify and begin to use the technique employed to soften the landing in jumping.

SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT

Children depend upon their interactions with peers and adults to build a "sense of self" and to see themselves as learners. They need consistent nurturing from their parents, teachers, caregivers, and families. Children are naturally curious about other people and this helps them develop a strong sense of identity.

Children should be provided many opportunities to interact with their home, community, and preschool settings where their social-emotional development will continue to be enhanced. Children who engage in meaningful daily activities with their families, community, and preschool settings gain opportunities to respect other people's interests, preferences, differences, and cultural backgrounds.These activities help develop positive attitudes about themselves and others.





Self-Concept and Social-Emotional Development

Standard 1: Understand and express feelings appropriately.	1. Uses, expresses, and recognizes feelings with actions and words appropriately. 2. Understands personal characteristics (self-image). 3. Expresses emotions through appropriate actions and words. 4. Recognizes and describes own feelings. 5. Begins to show self-control in handling frustration and disappointment with self or others.	<u>VISUAL AND PERFORMING ARTS</u> *Reflection and Assessment of Art* 1.C.K.1 – Create art work that expresses various needs, emotions, ideas, and values through the use of visual images. <u>HEALTH EDUCATION</u> *Personal Health Development* 5.K.8 – Give examples of ways to make yourself feel good about yourself. 5.K.9 – Name people around you who make you feel good about yourself. 5.K.10 – Identify different kinds of emotions. 5.K.11 – Give examples of situations that may illicit different kinds of emotions.



SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT

Standard 2: ***Continue to develop a sense of self.***	1. Shows satisfaction in accomplishments. 2. Identifies characteristics such as name, gender, age, physical traits and family roles *(I am a son/daughter, brother/sister etc.)* 3. Identifies self in the family, structure, and roles & responsibilities.	SOCIAL STUDIES *Culture* 1.A.K.1 – Identify family members. 1.A.K.2 – State the role of each family member. 1.A.K.3 – Participate in family activities. 1.A.K.4 – Show respect for self and each family member and his/her property. 1.A.K.5 – Identify family customs and traditions and explain their importance.
Standard 3: ***Acquire behaviors and skills expected in different environments.***	1. Participates in positive ways with peers and adults of different cultures community settings (uses appropriate utensils at meal time [i.e. fingers, chop sticks, fork, spoon, etc.]) and school activities. 2. Follows rules of conduct established by the caregiver or teacher. 3. With a few reminders, uses classroom materials appropriately (puts toys away, handles books gently). 4. Follows schedule and typical classroom routines and transitions (sits quietly at circle time, participates in clean up).	SOCIAL STUDIES *Culture* 1.A.K.1 – Identify family members. 1.A.K.2 – State the role of each family member. 1.A.K.3 – Participate in family activities. 1.A.K.4 – Show respect for self and each family member and his/her property. 1.A.K.5 – Identify family customs and traditions and explain their importance. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property. 1.B.K.6 – Identify commonalities and differences among cultures. 1.C.K.3 – Repeat, recite, and obey community rules.



Self-Concept and Social-Emotional Development

Standard 4: ***Ability to interact, develop, and maintain appropriate relationships with others.***	1. Begins to show self-control in handling frustration and disappointment with others. 2. Participates in small and large-group activities. 3. Uses simple negotiation skills to solve conflicts *(You can have a turn after me.)* 4. Plays cooperatively with others. 5. Develops friendships. 6. Interacts with ease with familiar adults and peers. 7. Uses turn-taking in conversation and in play.	<u>PHYSICAL EDUCATION</u> *Self-Image and Personal Development* 5.K.1 – Follow adult-delivered rules. *Social Development* 6.K.1 – Work in a group setting without interfering with others. 6.K.2 – Take turns using a piece of equipment. 6.K.4 – Choose playmates without regard to personal differences.



Self-Concept and Social-Emotional Development

Standard 5: ***Take initiative and responsibility for own actions.***	1. Shows increasing self-direction in the use of materials. 2. Participates willingly in school activities. 3. Tries more than one way to solve a problem. 4. Persists in solving a problem or completing a task. 5. Seeks help and assistance when needed. 6. Chooses new as well as familiar activities. 7. Is willing to follow logical consequences of inappropriate behavior (i.e. pushes a child who does not want to share his drink, causing a spill; proceeds to get towel/napkin to clean up after being directed to and tries to resolve a regretted action with adult guidance). Shows signs of empathy or remorse (apologizes sincerely).	<u>PHYSICAL EDUCATION</u> *Self-Image and Personal Development* 4.K.2 – Try new movement activities and skills. 4.K.3 – Identify feelings that result from participation in physical activities. <u>SOCIAL STUDIES</u> *Culture* 1.B.K.1 - Identify school staff directly related to student: teacher, principal, etc. 1.B.K.2 – State the roles of the school staff. 1.B.K.3 – Repeat, recite, and obey classroom and school rules. 1.B.K.4 – Participate in school activities. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property.



Self-Concept and Social-Emotional Development

DRAMATIC/ SYMBOLIC PLAY ***Standard 6: Represent fantasy and real-life experiences through pretend play.***	1. Assumes a role and uses the tone and vocabulary appropriate to that person or animal (imitates a baby by crawling and making baby sounds.) 2. Participates in pretend play and interacts with another child who is also in a pretend role (plays the patient who is sick when another child is the doctor, imitates role of immediate family members such as siblings, nanas, etc.)	VISUAL AND PERFORMING ARTS *Art* 1.C.K.2 – Use imagination, create something unique and original. *Theater* 4.B.K.1 – Imagine and clearly describe characters, their relationships, and our environments.
Standard 7: Engage in sustained symbolic play with other children.	1. Constructs play scenarios with other children in which roles and symbols are communicated and mutually agreed upon (imitating care provider, waiter/waitress, cashier, etc.; using materials toys/props to enhance play).	PHYSICAL EDUCATION *Social Development* 6.K.2 – Taking turns using a piece of equipment. 6.K.4 – Choosing playmates without regard to personal differences.

COGNITIVE DEVELOPMENT
MATH (NUMERACY), SCIENCE & SOCIAL STUDIES

Children constantly receive new information every day. Cognitive development is an on-going process of interaction between the child and the way he or she views objects or events in the environment (Allen and Marotz, 2003). It involves the development of the brain and the way a child learns through recognizing, processing, and organizing information, including how information is used. According to Allen and Marotz, the cognitive process includes mental activities such as discovering, interpreting, sorting, classifying, and remembering. All the interactions that children experience during their daily activities contribute to their cognitive development.

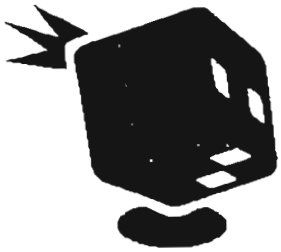




COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

MATHEMATICS ***Standard 1:*** ***Learn about numbers, numerical representation, and simple numerical operations.***	1. Uses counting and numbers as part of play (counts beads when stringing; passes one cup for each child when serving drinks). 2. Identifies and names some number symbols (has play money – 5 dollar bill and is able to recognize the number 5; able to count 10 fruits into a basket, out of 20 fruits; picks up number block and is able to recognize and name the number). 3. Counts up to 10 objects (understanding number concepts) in meaningful context with emerging one-to-one correspondence (placing one cup next to one plate). 4. Demonstrates the idea of adding and subtracting using fingers or objects in meaningful context (adds or removes objects to demonstrate more or less of a given set; does not mean use of the plus (+) or minus (-) symbols).	MATHEMATICS *Number Sense and Operations* 1.K.1 – Count, write, recognize, represent using manipulatives, name and differentiate numbers from 0-30. 1.K.4 – Explain number meaning through real world experiences and manipulatives. 1.K.11 – Use manipulatives to illustrate addition and subtraction of 1-digit numerals.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

Standard 2: ***Recognize and create patterns and become aware of relationships.***	1. Sorts and classifies objects by size, number and other properties in a meaningful context: by color (all red ones); by function (all that float); by color and material (red and made of plastic). 2. Places objects by order of properties/patterns (from small to large, lightest to darkest).	MATHEMATICS *Measurement and Geometry* 2.K.2 – Sort, compare and classify objects by common attributes. 2.K.5 – Recognize and describe patterns in the environment. 2.K.6 – Recognize and create repeating or increasing patterns. *Algebra* 3.K.1 – Identify and sort objects that belong to particular groupings. *Probability and Statistics* 4.K.1 – Collect data and discuss ways to organize the data.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

MATHEMATICS ***Standard 2:*** ***Recognize and create patterns and become aware of relationships. (cont'd.)***	3. Explains why and how objects are organized (dinosaurs may all be different but they have been separated by child based on their long tails, short tails, ones I like, ones I don't like. Teacher may need to ask child to explain the arrangement of their items. This gives children opportunities to build on logical thinking and language, i.e. nouns, adjectives, etc.) 4. Recognizes, describes, and extends patterns [(notices patterns in the environment (shapes, sizes, forms; tells what comes next "boy-girl-boy-_____ .)] 5. Anticipates the pattern in a repetitive book, poem, or song ("The wheels on the bus go round and round; round and round; round and _____...). 6. Creates patterns in self-directed activities (in play with manipulatives, such as making collages, building with blocks).	MATHEMATICS *Measurement and Geometry* 2.K.2 – Sort, compare and classify objects by common attributes. 2.K.5 – Recognize and describe patterns in the environment. 2.K.6 – Recognize and create repeating or increasing patterns. *Algebra* 3.K.1 – Identify and sort objects that belong to particular groupings. *Probability and Statistics* 4.K.1 – Collect data and discuss ways to organize the data.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

MATHEMATICS ***Standard 3:*** ***Develop concepts of shape and space.***	1. Identifies, names, creates, and compares some 2-D and 3-D shapes (can recognize a shape and where it fits in the puzzle). 2. Uses 2-D and 3-D shapes to measure and make predictions of things in the environment *(How many blocks does it take from the front door to the back door?)* 3. Demonstrates spatial understanding in play (in an obstacle course, climb over the box, jump through the hula hoop; run around the tree....). 4. Describes, names, and interprets the relative positions of objects in a meaningful context (over, under, etc. – "Where is your dog, – is it in front of the box or behind the box?"). 5. Creates art using geometric shapes and symmetry (uses shapes to make a house, a boat, a tree). 6. Identifies geometric shapes in books, artwork, and the environment (clocks, TV, trashcan, tables, windows, doors, etc.).	MATHEMATICS *Measurement and Geometry* 2.K.1 – Identify and describe verbally, and draw common geometric objects. *Language Arts* 1.A.K.17 Identify and sort common words from within basic categories.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

MATHEMATICS ***Standard 4:*** ***Develop and use measurement concepts.***	1. Demonstrates awareness of measurement attributes (length, volume, weight, area, time – Height chart; *How many footsteps will it take to reach the door? Which is heavier the feather or the book? What comes next after outdoor play time?*). 2. Compares attributes such as length (shorter-longer), size (bigger-smaller), weight (heavier-lighter), and age (older-younger) in a meaningful context. 3. Measures using standard and non-standard units (puts 3 cups of flour to make play dough, compares who is taller, measures with a length of string the size of his/her foot; wants only half a cup of juice).	MATHEMATICS *Number Sense and Operations* 1.K.3 – Identify, describe, sort, classify, determine sequence and compare objects by attribute. 1.K.4 – Explain number meanings through real world experiences and manipulatives. *Measurement and Geometry* 2.K.2 – Sort, compare and classify objects by common attributes.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

MATHEMATICS ***Standard 5:*** ***Represent and interpret data.***	1. Gathers information about self and surroundings (number of brothers and sisters, kinds and number of pets at home; favorite ice cream flavors). 2. Contributes data for simple graphs (family size -5 in our family; 3 in our family, plants observed in the playground). 3. Looks at organization of data on a graph he/she helped create and discusses what was observed. *(Who has more pockets or buttons on their clothes? The most? How many more pockets does Maria have than Juan?)*	MATHEMATICS *Probability and Statistics* 4.K.1 – Collect data and discuss ways to organize the data.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SCIENCE ***Standard 6:*** ***Increase sensory awareness.***	1. Explores and experiments using various sensory media in play (tissue paper, water, sand, paint, dough, pudding, rice, small rocks, shells). 2. Uses different senses to explore (tastes, sounds, textures, etc.).	SCIENCE *Science as Inquiry* 1.K.3 – Describe sounds. 1.K.4 – Describe different tastes. 1.K.5 – Describe how different things feel. 1.K 6 – Describe different odors. 2.K.5 – Sort sound according to loudness/softness, same/different. 2.K.6 – Sort tastes according to sourness, sweetness, bitterness, saltiness. 2.K.7 – Sort objects according to hardness, softness, roughness, smoothness, prickliness.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

Standard 7: ***Engage in scientific inquiry.***	1. Shows curiosity and asks questions in play when exploring objects and materials (rolling a toy car down a ramp made out of blocks, mixing all the colors of the paint together). 2. Asks scientific questions *(Where did the rainbow go? Why do we have typhoons / earthquakes? Where do babies come from?).* 3. Uses observations in making predictions and formulating theories about how things work *(Did the power go out because of the brown tree snake?).* 4. Uses tools including equipment like magnifying glasses, binoculars, scales, and toys to solve problems and explore environment. Be able to draw, write, explain, build, role play or construct what happened or what was learned.	<u>SCIENCE</u> *Habits of Mind* 2.K.8 - Make a list of things they "wonder" about. 2.K.10 – Recognize cause and effect relationships. 2.K.11 – Organize facts by sequence. 2.K.12 – Summarize what happens in experiments.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SCIENCE ***Standard 8:*** ***Explore physical properties of the world.***	1. Describes, compares and sorts objects based on how they look, feel, smell, sound, taste. *(These rocks have sparkles and these rocks don't. This leaf is smooth, shiny and smells like a lemon and this one is rough and has lines....)* 2. Explores and begins to identify changes that occur in natural and man-made materials over time. *(What happened to the puddle? The coconut leaves turned brown. Look at the banana change – turning brown/black, getting softer, smells spoiled over time).* 3. Experiments with the effect of his/her own actions on the objects *(See if it's easier to pull the wagon when it's not full; Drop toys into water to see if they float. How many blocks can you stack before they fall?).*	<u>SCIENCE</u> *Science as Inquiry* 1.K.1 – Describe characteristics of objects. 1.K.2 – Describe similarities and differences of objects. 1.K.3 – Describe sounds. 1.K.4 – Describe different tastes. 1.K.5 – Describe how different things feel (texture). 1.K.6 – Describe different odors. *Habits of Mind* 2.K.6 – sort tastes according to sourness, sweetness, bitterness, saltiness. 2.K.7 – Sort objects according to hardness, softness, roughness, smoothness, prickliness. 2.K.10 – Recognize cause and effect relationships. *Matter and its Interaction* 4.K.2 – Describe the changes in matter caused by changes in temperature. *Forces of Nature* 5.K.1 – Demonstrate that things fall toward the ground and relate that to gravity.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SCIENCE ***Standard 9:*** ***Explore characteristics of living things.***	1. Introduces and explores natural things found in the environment (bugs, caterpillars, toads/tadpoles in puddles; sleeping grass, tangantangan in pods /coconut seeds sprouting, roots, flowers in fruit trees) 2. Identifies similarities, differences, and categories of plants and animals, as well as appearances, behaviors, and habitats (acts out the behaviors of different animals in dramatic play). 3. Asks questions about growth and change in plants and animals (changes in the garden, life cycle of classroom pets, caterpillar changing into a butterfly).	<u>SCIENCE</u> *Living Organisms* 3.K.1 – Describe characteristics of animals. 3.K.2 – Describe similarities and differences of animals. 3.K.3 – Describe characteristics of plants. 3.K.4 – Describe similarities and differences of plants. 3.K.7 – Describe how babies and young are like their parents.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SCIENCE ***Standard 10:*** ***Learn about the earth and sky.***	1. Investigates the properties of rocks, dirt, sand, shells, and water. 2. Talks about and/or draws observations of the characteristics and movement of shadows and the sun, moon, stars, and clouds; movement of a pandanus tree. 3. Observes and discusses changes in the environment including weather – hot, rainy, windy, typhoon. 4. Describes environmental changes such as waterfalls gushing or drying up, erosion, high and low tides, volcanic eruptions, tropical storms, "typhooning", and earthquakes.	SCIENCE *Science as Inquiry* 1.K.1 – Describe characteristics of objects. *Matter and its Interactions* 4.K.2 – Describe the changes in matter caused by changes in temperature. *Forces that Shape the Earth* 8.K.2 – Describe the weather. 8.K.5 – Demonstrate knowledge of natural habitats and ecosystems. *Space/Astronomy* 10.K.2 – Observe and record natural cycles, such as day/night, sunrise/sunset, rainy/dry season, etc. and relate them to activities in one's life.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SCIENCE ***Standard 11:*** ***Have a variety of educational experiences that involve technology.***	1. Pretends to use everyday technology in play (pretends to use a computer, uses a block as a cell phone, bakes play dough in a toy oven; pretends to drive). 2. Uses real technology with guidance (help child with wheelchair/communication board, computer, tape player, telephone, Easy-Bake Oven).	SCIENCE *The Nature of Technology* 11.K.1 – Build items using simple tools and materials. 11.K.2 – Discuss problems in the design of objects made and suggest how to make it better. 11.K.3 – Discuss and predict how the design flows and solutions can affect others. SOCIAL STUDIES *Technology* 6.A.K.1 – Identify examples of technology used in the home. 6.A.K.4 – List ways in which technology meets the needs of the family. 6.B.K.1 – Identify examples of technology used in the school. 6.B.K.2 – Describe how technology helps accomplish specific tasks at school. 6.B.K.3 – Describe how school might be different without modern technology. 6.B.K.4 – List ways in which technology assists education at school. 6.C.K.1 – Identify examples of technology used in the community. 6.C.K.2 – Describe how technology helps accomplish specific tasks on Guam. 6.C.K.3 – Describe how the community might be different without modern technology. 6.C.K.4 – List ways in which technology meets people's needs.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 12:*** ***Learn about self and others.***	1. Tells what is the same and different among people, such as height, hair color, eye color, skin color, language, etc. 2. Uses dramatic play to understand different roles. *(I'm the mom. You're the dad.)* 3. Uses art to express different characteristics of self and others. *(Biggest one is mom with the long hair; Dad is medium sized and no hair; the smallest one is the baby.)* 4. Discusses how families are the same or different from their classmates *(I have two dads; I don't have a dad but I have a papa).*	SOCIAL STUDIES *Culture* 1.A.K.1 – Identify family members. 1.A.K.2 – State the role of each family member. 1.A.K.3 – Participate in family activities. 1.A.K.4 – Show respect for self and each family member and his/her property. 1.A.K.5 – Identify family customs and traditions and explain their importance. 1.B.K.1 – Identify school staff directly related to student: teacher, principal, vice-principal, counselor, etc. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 13:*** ***Know and accept their own culture and others.***	1. Discusses family practices and traditions related to culture. (Respect your elders – "mangenge'"- bringing elder's hand to a younger person's nose or forehead; *I call my grandma "nana" and you call yours "lola."*) 2. Shares stories from different cultures (discusses the story of Sirena from Guam). 3. Tells how different practices identify with a family's culture [kelaguen (spicy chopped chicken) for Guam; lumpia (Chinese spring rolls) for Philippines; fafa (soft sweet taro) for Kosrae].	<u>SOCIAL STUDIES</u> *Culture* 1.A.K.1 – Identify family members. 1.A.K.2 – State the role of each family member. 1.A.K.3 – Participate in family activities. 1.A.K.4 – Show respect for self and each family member and his/her property. 1.A.K.5 – Identify family customs and traditions and explain their importance. 1.B.K.1 – Identify school staff directly related to student: teacher, principal, vice-principal, counselor, etc. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property. *History* 2.A.K.1 – Tell own age. 2.A.K.2 – Recognize in chronological order birthdays with family members by months and years. 2.A.K.3 – Place events in chronological order.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 14:*** ***Know how things, people and places change over time.***	1. Explains the growth process, how they are similar or different *(I used to drink from my mommy's susu (breastfed) but now I use a cup; I used to wear pampers but now I wear panties); (He's a grandpa, 'cause he has white hair).* 2. Talks about events that happened or will happen - yesterday, today, and tomorrow *(We are having a birthday party at lunch time today; Yesterday we went walking; Today is Friday, there's no school tomorrow.)* 3. Discusses how events yesterday or today might affect tomorrow's activities. *(There's no water today, so we have to go home early; The typhoon broke all the playground toys so we cannot play with them when we go outside.)*	SOCIAL STUDIES *History* 2.A.K.2 – Recognize in chronological order birthdays with family member by months and years. 2.A.K.3 – Place events in chronological order.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 15:*** ***Find out why people need things (goods) and how they depend on each other for help (services).***	1. Identifies jobs at school and home *(Today's my day to be the light switcher; clean the table; stack the chairs, put the crayons away. I water the plants at home and feed my pet).* 2. Talks about things that everyone needs (food, water, shelter, protection, and clothing). 3. Shows awareness that people's jobs are important for our needs (pretends to be a teacher, doctor, policeman, or fire fighter in dramatic play or in drawings). 4. Talks about ways that people get the things they need (buys things with money, plants food, makes clothes). 5. Demonstrates awareness of money and how it is used (plays store and uses slips of paper to pretend to buy things, talks about needing money to buy something).	SOCIAL STUDIES *Family* 4.A.K.1 – Recognize people in authority at home. 4.A.K.2 – Explain the purpose of rules in the home. 4.A.K.3 – Explain how rules are enforced at home. *School* 4.B.K.1 – Recognize people in authority at school. 4.B.K.2 – Explain the purpose of rules at school. 4.B.K.3 – Explain how classroom and school rules are enforced. *Community* 4.C.K.1 – Recognize people in authority in the community. 4.C.K.2 – Explain the purpose of laws in the community. 4.C.K.3 – Explain how laws are enforced. <u>MATHEMATICS</u> *Number Sense and Operations* 1.K.4 – Explain number meaning through real world experiences and manipulatives.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 16:*** ***Understand what people need to do to work and live together in a community.***	1. Demonstrates awareness that everyone deserves to learn, be safe, respected and listened to (waits for his/her turn, protects other children, tells a trusted adult when someone is hurt or treated inappropriately). 2. Participates in creating/ following rules to ensure that everyone is safe, respected, and listened to. 3. Identifies the role of authority (leaders) and what leaders do. 4. Participates in group decision making (voting for the name of the class rabbit or turtle).	SOCIAL STUDIES *Culture* 1.A.K.4 – Show respect for self and each family member and his/her property. 1.B.K.1 – Identify school staff directly related to student: teacher, principal, vice-principal, counselor, etc. 1.B.K.2 – State the roles of the school staff. 1.B.K.3 – Repeat, recite, and obey classroom and school rules. 1.B.K.4 – Participate in school activities. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property. 1.C.K.3 – Repeat, recite, and obey community rules. 1.C.K.5 – Show respect for self and others and property. *Government* 4.A.K.1 – Recognize people in authority at home. 4.A.K.2 – Explain the purpose of rules in the home. 4.A.K.3 – Explain how rules are enforced at home. 4.B.K.1 – Recognize people in authority at school. 4.B.K.2 – Explain the purpose of rules at school. 4.B.K.3 – Explain how classroom and school rules are enforced. 4.C.K.1 – Recognize people in authority in the community.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 17:*** ***Develop awareness of where they live and location of places or things.***	1. Tells the distance of objects and how they are related to one another *(The blocks are next to the puzzles; the playground is outside next to the trees).* 2. Describes and/or draws different things in the environment (draws and talks about the trees, beach, flowers, McDonald's). 3. Uses blocks, clay or other materials to make things (models) in the environment (build a house, tree, mall, Chamoru village). 4. Creates a simple map of the home, classroom, school or neighborhood.	<u>SOCIAL STUDIES</u> *Geography* 3.B.K.2 – Identify the physical characteristics of places. 3.B.K.3 – Use terms to describe relative locations. 3.B.K.4 – Locate places on the school campus and describe their relative locations. 3.C.K.1 – Locate important places within their own village.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

SOCIAL STUDIES ***Standard 18:*** ***Develop awareness of the natural environment and how it can be protected.***	1. Demonstrates respect for the place we live in (throws trash in the trash bag, picks up trash, saves paper, cans, and bottles to be recycled). 2. Uses blocks, clay or other materials to make things (models) in the environment (builds a house, tree, mall, Chamoru village). 3. Talks about how people can take care of, or harm the environment (talks about not throwing things in the ocean because it might harm the reef, fish, and sea creatures/animals; does not pick up shells on the beach; does not throw trash on the side of the road).	<u>SCIENCE</u> *Forces that Shape the Earth* 8.K.3 – Describe the difference between fresh water and the ocean. 8.K.4 – Discuss the importance of water. 8.K.5 – Demonstrate knowledge of natural habitats and ecosystems. *Ecology* 9.K.1 – Investigate and demonstrate knowledge of the habitats of local plants and animals. 9.K.3 – Discuss conservation, preservation, and recycling. 9.K.4 – Describe the purpose of recycling.

COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Children will interact and grow in an environment that is rich in language and that allows them to enhance their communication skills. It is important for children to learn language and practice communication skills so they can express themselves in different ways in various settings for different purposes. Children increase their language and communication skills by engaging in meaningful experiences where they are free to express their ideas, feelings, and thoughts effectively. They should be allowed to communicate both verbally and non-verbally.

Teachers, providers, and caregivers should respect and incorporate the rich diversity of children who may come from different cultural backgrounds and who may speak languages other than English, while ensuring they get a good foundation of the English language. This is important so children can communicate effectively with others in their home community and preschool setting.

Children should be provided a foundation rich in literacy to ensure they are prepared for Kindergarten. Preschool settings should utilize the abundance of materials, activities, and resources available for nourishing literacy in young children.





COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 1: ***Use language in a variety of ways.***	*Uses spoken language to:* 1. Tell a story or relate an experience *(I went to the party last night and...;We went to the beach last weekend...;We went to the movies...).* 2. Talk about thoughts, feelings, and opinions *(I'm sad because my mom didn't want me to bring my video; Jose' was crying because he fell; I don't like that book, can we read this one?).* 3. Ask questions *(Why do we have to do this? Why is Mary wearing glasses? Why is Johnny's hair yellow? How come you look like that?).* 4. Communicate in a clear and understandable manner.	LANGUAGE ARTS *Listening and Speaking* 4.A.K.1 – Understand and follow one and two-step oral directions. 4.A.K.2 – Share information and ideas, speaking audibly in complete, coherent sentences. *Comprehension and Analysis* 1.B.K.3 – Connect to life experiences the information and events in texts. 1.B.K.4 – Retell familiar stories. 1.B.K.5 – Ask and answer questions about essential elements of text.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 2: ***Listen and understand different ways people speak and communicate.***	1. Tells what happened in a story that was told or read aloud. 2. Shows that they are actively listening (nodding head, says 'okay', uses eye contact, smiles). 3. Explains things that happened in the past *(The typhoon came last year and blew all the trees down).* 4. Uses gestures/movements and facial expressions (waving arm to come, folding arms and frowns, grabs another child by the hand to play, pushes another child away because child wants to be alone). 5. Follows simple directions. 6. Shares information and ideas using words and actions.	LANGUAGE ARTS *Listening and Speaking* 4.A.K.1 – Understand and follow one and two-step oral directions. 4.A.K.2 – Share information and ideas, speaking audibly in complete, coherent sentences.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 3: ***Gradually produces more vocabulary and correct sentence structure.***	1. Uses a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary – the big ball, the soft bear, the cheese pizza). 2. Uses a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) *(The ball is big and red; I want to eat my pizza now; I want to ride the blue bike).* *Simple* — *More Complex* *Off the light.* — *Turn off the light.* *Up!* — *Can you pick me up?* *Come!* — *Come and play with me.* *Eat, eat!* — *I want to eat.*	LANGUAGE ARTS *Written and Oral English Language Conventions* 3.K.1 – Recognize and use complete, coherent sentences when speaking.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 4: Recognize and use symbols.	1. Uses toys as symbols in play (pretend block is a telephone, makes a sandwich out of leaves). 2. Identifies picture symbols in the environment (labels on the chairs, cubby holes, doors). 3. Identifies symbols in the environment (recognizes the "M" for McDonald's or "K" for K-Mart).	LANGUAGE ARTS 1.A.K.17 – Identify and sort common words from within basic categories. 1.A.K.18 – Describe common objects and events in both general and specific language. 1.B.K.2 – Use pictures and context to make predictions about story content. 1.B.K.3 – Connect to life experiences the information and events in texts. 1.B.K.4 – Retell familiar stories. 1.B.K.5 – Ask and answer questions about essential elements of text.
Standard 5: Enjoy and understand books.	1. Demonstrates interest in books and stories read aloud. 2. Chooses to look at books and pretends to read a book. 3. Participates in book reading (repeats phrase or gestures when appropriate). 4. Responds and makes connections to story events and characters by relating personal feelings and experiences *(I have a dog like Clifford...)*. 5. Shows awareness and appreciation of the different parts of literature (plot, story, character, language).	LANGUAGE ARTS 1.A.K.1 – Identify the front cover, back cover, and title page of a book. 1.A.K.2 – Follow words from left-to-right and top-to-bottom on the printed page.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 6: ***Show interest in writing.***	1. Draws, scribbles, and pretends to write (Traces letters, words, and pictures). 2. Asks how to write a word or a letter *(Can you write my name?).* 3. Asks adult to write what he/she says *(Teacher, can you write a story about my picture?).*	LANGUAGE ARTS *Writing* 2.A.K.3 – Write by moving from left-to-right and top-to-bottom.
Standard 7: ***Understand that print has meaning.***	1. Begins to demonstrate understanding of the concept of a letter (makes up a word), a word (several letters separated by white space), a sentence (several words put together make a sentence). 2. Uses symbols, scribbles, and letter-like forms to express ideas or words.	LANGUAGE ARTS *Reading* 1.B.K.2 – Use pictures and context to make predictions about story content.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Standard 8: ***Acquire emergent literacy skills (pre-reading and pre-writing skills) while exploring print in books and the environment.***	1. Begins to read familiar, meaningful print in the environment such as labels and personal names [safety signs (stop, exit), girls and boys bathroom signs, street signs where their house is]. 2. Pretends to read familiar books. 3. Begins to hear and discriminates rhyming sounds, beginning consonant sounds, and syllables. 4. Matches some letters with their sounds. 5. Holds a book correctly (turns pages from right to left, and reads from front to back, top to bottom, left to right).	LANGUAGE ARTS *Reading* 1.A.K.1 – Identify the front cover, back cover, and title page of a book. 1.A.K.2- Follow words from left-to-right and top-to-bottom on the printed page. 1.A.K.3 – Explain that printed materials provide information.

CREATIVE DEVELOPMENT

Children should be given the opportunity to express their creativity through a variety of ways such as art or expressive movement. Appreciating the arts and the creativity of children is essential to child development. The arts provide children with another way to organize and express their ideas and feelings. Music, movement, drama, and visual arts stimulate children to use words, manipulate tools and media and solve problems in ways that communicate meaning and are pleasing (Rhode Island Early Learning Standards, 2003).

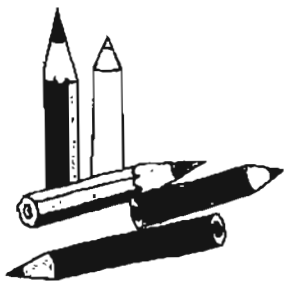
Children communicate in ways that are unique to them through the usage of words, sounds, colors, forms, and movement, which may reflect their learning styles. According to the *Rhode Island Early Learning Standards*, in an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures, and views.





CREATIVE DEVELOPMENT

VISUAL ART ***Standard 1:*** ***Create and express themselves through a variety of art experiences.***	1. Explores and experiments with a variety of materials (paint, chalk, crayon, pencils, clay, collage, wood, etc.) 2. Begins to select different art materials to express thoughts and ideas. 3. Uses art materials to explore and express moods and feelings (Paints a picture of a beloved pet or family member). 4. Uses art materials to explore and expand topics being studied in the classroom (draws something that was seen on a field trip).	<u>VISUAL AND PERFORMING ARTS</u> *Media Techniques and Process* 1.A.K.1 – Experience the discovery of various media. 1.A.K.2 – Create images using a variety of media. 1.A.K.3 – Identify and explore primary colors. *Elements and Principles of Art* 1.B.K.1 – Identify natural and man-made shapes. *Subject Matter, Symbols and Ideas* 1.C.K.1 – Create art work that expresses various needs, emotions, ideas, and values through the use of visual images. 1.C.K.2 – Use imagination, create something unique and original. *Multi-Culture-Cultural Art and Art History* 1.D.K.1 – Explore various cultures and their art. 1.D.K.2 – Create art influences by various cultures. *Reflection and Assessment of Art* 1.E.K.1 – Talk and tell a story about own artwork. 1.E.K.2 – Discuss peers' artwork.



CREATIVE DEVELOPMENT

VISUAL ART ***Standard 2:*** ***Begin to learn the basics about art.***	1. Uses art elements (line, form, value, texture, design, and pattern). 2. Identifies a variety of colors and shapes. *(My crayon is brown. The windows are square; The clock is a circle.)* 3. Talks about art work *(This is blue because it's the water; I made lots of circles like a typhoon).*	VISUAL AND PERFORMING ARTS *Media Techniques and Process* 1.A.K.1 – Experience the discovery of various media. 1.A.K.2 – Create images using a variety of media. 1.A.K.3 – Identify and explore primary colors. *Elements and Principles of Art* 1.B.K.1 – Identify natural and man-made shapes. *Subject Matter, Symbols and Ideas* 1.C.K.1 – Create art work that expresses various needs, emotions, ideas, and values through the use of visual images. 1.C.K.2 – Use imagination, create something unique and original. *Reflection and Assessment of Art* 1.E.K.1 – Talk and tell a story about own artwork. 1.E.K.2 – Discuss peers' artwork.
MUSIC ***Standard 3:*** ***Begin to learn the basics about music.***	1. Participates in musical experiences that may include singing, games, and using musical instruments. 2. Sings songs, makes, or listens to music on his/her own. 3. Shows awareness of musical elements such as tempo, rhythm, pitch, and dynamics (sings softly, plays rhythm sticks quickly, claps hands to beat.).	VISUAL AND PERFORMING ARTS *Singing Along with Others, a Varied Repertoire of Music* 2.A.K.1 – Attempt singing on pitch, in rhythm, and maintain a steady tempo. 2.A.K.2 – Sing fast and slow tempos, maintaining singing softly or loudly to express feeling or ideas.



CREATIVE DEVELOPMENT

MUSIC ***Standard 4:*** ***Create and express themselves through a variety of musical experiences.***	1. Expresses emotions through music using body motions and props (scarves, ribbons, hats, bells, etc.). 2. Explores and plays a variety of rhythm instruments including those used in different cultures (bamboo sticks, coconut shells).	VISUAL AND PERFORMING ARTS *Singing Along with Others, a Varied Repertoire of Music* 2.A.K.1 – Attempt singing on pitch, in rhythm, and maintain a steady tempo. 2.A.K.2 – Sing fast and slow tempos, maintaining singing softly or loudly to express feeling or ideas. *Performing on Instruments, Alone and With Others, a Varied Repertoire* 2.B.K.1 – Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo. 2.B.K.2 – Perform easy rhythmic and melodic patterns accurately and independently. 2.B.K.3 – Perform expressively a varied repertoire. 2.B.K.4 – Echo short rhythms and melodic patterns. 2.B.K.5 – Create appropriate rhythm patterns and ostinatos to accompany simple melodies. *Understanding the Relationship Between Music, History, and Culture* 2.I.K.1 – Identify various uses of music in daily experience and describe the characteristics that make certain music suitable for each use.



CREATIVE DEVELOPMENT

CREATIVE MOVEMENT AND DRAMA ***Standard 5:*** ***Begin to learn the basics about movement.***	1. Responds to music through rhythmic body movements (clapping, stomping, etc.). 2. Participates in guided movement activities such as moving at different positions with different amounts of force (stomping, tiptoeing; squatting, standing, stretching, reaching, etc.) at different speeds (fast or slow).	<u>VISUAL AND PERFORMING ARTS</u> *Identify and Demonstrate Movement Elements and Skills in Performing Dance* 3.A.K.1- Demonstrate movements such as bend, twist, stretch, swing. 3.A.K.2 – Demonstrate eight basic movements; walk, run, hop, jump, leap, gallop, slide and skip, traveling forward, backward, side-ward, diagonally, and turning. 3.A.K.3 – Demonstrate moving to a musical beat and responding to changes in tempo. 3.B.K.1 – Improve, create and perform dances based on own ideas and concepts from other sources. 3.B.K.2 – Use improvisation to discover and invent movement and to solve movement problems. *Understanding Choreographic Principles, Process, and Structures* 3.B.K.4 – Demonstrate the following partner skills: mirroring, leading and following.



CREATIVE DEVELOPMENT

AESTHETIC APPRECIATION ***Standard 6: Develop appreciation for natural and cultural beauty.***	1. Demonstrates appreciation for the beauty in cultural artifacts and communication (either spoken or unspoken), (latte stones, shells, carvings, woven baskets, etc.).	VISUAL AND PERFORMING ARTS *Multi-culture-Cultural Art and Art History* 1.D.K.1 – Explore various cultures and their art. 1.D.K.2 – Create art influences by various cultures.
Standard 7: Develop appreciation for visual and performing arts.	1. Looks at and responds to works of visual art (talks about a painting). 2. Listens and responds to different kinds of music. 3. Shows an aesthetic response to music through movement/dance. 4. Shows a developing appreciation for visual and performing arts (asks to hear a favorite song replayed).	VISUAL AND PERFORMING ARTS *Reflection and Assessment of Art* 1.E.K.1 – Talk and tell a story about own artwork. 1.E.K.2 – Discuss peers' artwork. *Identify and Demonstrate Movement Elements and Skills in Performing Dance* 3.A.K.1 – Demonstrate movements such as bend, twist, stretch, swing. 3.A.K.2- Demonstrate eight basic movements; walk run, hop, jump, leap, gallop, slide and skip, traveling forward, backward, side-ward, diagonally, and turning. *Understanding Dance as a Way to Create and Communicate Meaning* 3.C.K.1 – Take an active role in class discussion about interpretations of and reactions to a dance. 3.C.K.2 – Present own dances to peers and discuss their meanings with competence and confidence.

ADAPTATIONS, MODIFICATIONS & ACCOMMODATIONS

All children need a natural environment that continues to invite them to explore and keep learning. These natural environments are the home, child care center and other places open to all children with or without disabilities. For children who have special needs, the environment may need to be changed so that it is easy to join the activities. Changes, called *adaptations*, *accommodations*, and *modifications*, may need to be made to playrooms, materials, people, activities, and other elements that affect the learning environment. *Accommodations* are different ways for children to receive information and communicate their understanding back to us in a way that is easy and comfortable for them to do. For example, a child who is hearing impaired could use simple sign language, while a child who has low vision will need sensory items to touch and explore. *Modifications* are adjustments made to an activity to make things easier for a child to understand and be able to do an activity. An example could be providing a quieter environment with soft lighting for a young child who takes longer to focus and play because of bright lights and many activities going on at the same time.

Before any changes are made, it is important to be aware of the specific needs of each child. Every child is different. This means that even if two children have the same disability, interests and needs may not be identical. For young children, birth to three years, who are eligible for early intervention services, an Individualized Family Services Plan (IFSP) is developed by a team of professionals and the family. Appropriate interventions are determined, based on the IFSP which includes goals, timelines, strategies and resources to help young children with disabilities meet the same expectations as children without disabilities. Families and caregivers will need to refer to a child's IFSP to help direct their routines, daily schedule and special events to maintain that natural curiosity and desire to learn.



ASSESSMENTS

The Guam Early Learning Guidelines (GELG) provide **guidance** for child caregivers to understand the development of young children so that appropriate strategies are planned and implemented to help them play, learn, and grow. The GELG, however, is NOT an assessment tool.

Then, how do child care providers know that learning is taking place at the right time and pace? Information is needed to continue planning and providing activities that are just right for the interest, age, abilities, diverse and special needs of young children so that learning continues. This section on ASSESSMENT addresses keeping track of how children are growing and learning. The following discussion is adapted from The Creative Curriculum® for Preschool, 4th edition[1], and A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System [2]. Guam Head Start is currently using this assessment system to document progress of children who are three to five-years-old. GELG recommends that programs throughout Guam use the same assessment system so teachers can record children's development and plan for individual children and the group.

1st Step: PLAN FOR ASSESSMENT

1. Be familiar with the five Developmental Domains in the "Guam Early Learning Guidelines (GELG) for Children Three to Five Years" and with The Creative Curriculum Developmental Continuum for Ages 3–5.
2. Set up a way to observe, record, and organize notes about how children are learning.
3. Plan and prepare portfolios for each child so that each one has a record of samples showing growth.

2nd step: COLLECT FACTS

1. Keep the goals and objectives of The Creative Curriculum in mind while you are observing children.

2. Write what you see and hear. Be objective. Avoid words like shy, sloppy, or smart that tell what we think and not what may be true or correct. The following are examples of being objective and subjective.

> Subjective (with judgment): James was really naughty. He spilled water on purpose and then started laughing. He looked at the other children, said sorry and kept on spilling water.
>
> Objective (no judgment): James was playing with cups at the water table. He filled up an empty cup with water and began to pour it into another cup. James was giggling as he was pouring. Some water fell on the other children's shoes. James looked at the other children, said "sorry" and slowed down as he continued pouring water.

3. Collect children's work. Choose or let the child choose a variety of work samples. Collect similar items over time so that you can see child progress. You can collect samples of any of the following:

- An art or writing sample,
- A photo of a completed piece of work like a block structure, or a clay model
- A photo of interaction with other children
- A recording of a song or finger play

Record the date on each sample. Write an objective comment about the child's work or ask the child to tell something about the work.

3rd step: ANALYZE AND EVALUATE FACTS

1. Sort your observation notes for each child by developmental area.
2. Using the goals and objectives of The Creative Curriculum, decide which objectives apply to each observation, and jot down the numbers.
3. Evaluate the child's work. Review the notes and portfolio. Decide what developmental step each child has reached on all 50 objectives.
4. Record each child's progress on the Individual Child Profile at 3 specified checkpoints each year. Use the Class Summary Worksheet to track new information between checkpoints.

4th step: PLAN FOR EACH CHILD AND THE GROUP

1. Plan for each child.

- Summarize each child's progress by completing the Child Progress and Planning Report for each child.
- Meet with families, share the information from the Child Progress and Planning Report and ask families to assist with the "Next Steps."
- Implement the "Next Steps" and continue to observe, record your observations and collect new portfolio samples.

2. Plan for the group.

- Take time to reflect on the group's progress. Refer to the Class Summary Worksheet for a quick group overview.
- Think about where and when to teach skills in the interest areas and during large- and small-group activities.
- Incorporate your ideas into the Weekly Planning Form.
- Make accommodations for children who have different or special needs.
- Implement the planned activities and observe how the children respond. Record your observations.

5th step: REPORT ON CHILDREN'S PROGRESS

1. Maintain a record of each child's progress using forms purchased by your program. (Sample forms from The Creative Curriculum Developmental Continuum Assessment System are attached.)

2. Use the information on the forms to plan new learning activities.

CONTINUE STEPS 2–5 THROUGHOUT THE YEAR.

REFERENCES

1. From The Creative Curriculum® for Preschool, 4th ed, by D. T. Dodge, L. J. Colker, and C. Heroman, (pp. 167-168, 200–208), 2002, Washington, DC: Teaching Strategies, Inc. Copyright 2002 by Teaching Strategies, Inc. Adapted with permission.

2. From A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System, by D. T. Dodge, L. J. Colker, and C. Heroman, (pp. ix, 24–28, 30–38), 2001, Washington, DC: Teaching Strategies, Inc. Copyright 2001 by Teaching Strategies, Inc. Adapted with permission.

SAMPLE FORMS

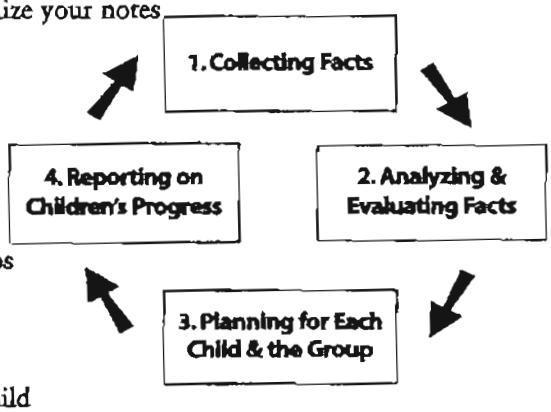
Reprinted and adapted from *The Creative Curriculum®*
Developmental Continuum Assessment Toolkit for Ages 3-5

CREATIVE CURRICULUM

Linking Curriculum and Assessment—The Ongoing Cycle

Planning for Assessment

- Become familiar with *The Creative Curriculum® Developmental Continuum*
- Set up a systematic way to observe, document, and organize your notes
- Set up a portfolio for each child



1. Collecting Facts

Observe and document children's learning

- Observe children with curriculum objectives in mind
- Document what you see and hear
- Collect samples of children's work over time for portfolios

2. Analyzing & Evaluating Facts

Analyze facts

- Sort observation notes by developmental area for each child
- Label each note and work sample with the number of each objective that applies to the observation

Evaluate children's progress

- Review observation notes and portfolio items
- Use the *Developmental Continuum* to identify what step each child has reached for each of the 50 objectives
- Use the *Class Summary Worksheet* to keep track of children's progress from checkpoint to checkpoint
- Enter information on the *Individual Child Profile* at each checkpoint

3. Planning for Each Child & the Group

Plan for each child

- Summarize each child's progress on the *Child Progress and Planning Report*
- Meet with families to share information and jointly plan next steps
- Implement your plan and continue to observe the child's progress

Plan for the group

- Reflect on the progress of your group based on the *Class Summary Worksheet*
- Decide which objectives to target for the whole group and for selected children
- Plan strategies to support children's learning—whole group, small group activities
- Implement your plan and continue to observe children's progress

4. Reporting on Children's Progress

- Generate reports as needed
- Identify aspects of the program that need strengthening and develop a program improvement plan

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From *A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System* (p. ix), by D. T. Dodge, L. J. Colker, and C. Heroman, 2001, Washington, DC: Teaching Strategies, Inc. Copyright 2001 by Teaching Strategies, Inc. Reprinted with permission.

SOCIAL/EMOTIONAL DEVELOPMENT

SENSE OF SELF

	CHECKPOINT		
1. Shows ability to adjust to new situations	**F**	**W**	**S**
Forerunner examples:			
I Treats arrival and departure as routine parts of the day			
II Accepts changes in daily schedule and routines			
III Functions with increasing independence in school			
2. Demonstrates appropriate trust in adults	**F**	**W**	**S**
Forerunner examples:			
I Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy			
II Regards parents and teachers as resources and positive role models			
III Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)			
3. Recognizes own feelings and manages them appropriately	**F**	**W**	**S**
Forerunner examples:			
I Identifies and labels own feelings			
II Is able to describe feelings and their causes			
III Is increasingly able to manage own feelings			
4. Stands up for rights	**F**	**W**	**S**
Forerunner examples:			
I Physically or verbally asserts needs and desires			
II Asserts own needs and desires verbally without being aggressive			
III Takes action to avoid possible disputes over rights			

RESPONSIBILITY FOR SELF AND OTHERS

	CHECKPOINT		
5. Demonstrates self-direction and independence	**F**	**W**	**S**
Forerunner examples:			
I Chooses and becomes involved in one activity out of several options			
II Completes multiple tasks in a project of own choosing with some adult assistance			
III Carves out and completes own task without adult assistance			
6. Takes responsibility for own well-being	**F**	**W**	**S**
Forerunner examples:			
I Uses self-help skills with occasional reminders			
II Uses self-help skills and participates in chores without reminders			
III Understands the importance of self-help skills and their role in healthy living			
7. Respects and cares for classroom environment and materials	**F**	**W**	**S**
Forerunner examples:			
I Uses materials in appropriate ways			
II Puts away used materials before starting another activity			
III Begins to take responsibility for care of the classroom environment			

From *Individual Child Profile* (p. 2), by Teaching Strategies, Inc., 2001, Washington, DC: Author.
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The Creative Curriculum® Developmental Continuum for Ages 3-5 **Class Summary Worksheet**

	SOCIAL/EMOTIONAL DEVELOPMENT																															
	Sense of Self																Responsibility of Self and Others															
	1. Shows ability to adjust to new situations				2. Demonstrates appropriate trust in adults.				3. Recognizes own feelings and manages them appropriately				4. Stands up for rights				5. Demonstrates self-direction and independence				6. Takes responsibility for own well-being				7. Respects and cares for classroom environment and materials				8. Follows classroom routines				9. Follows classroom rules			
CHILDREN	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III
1.																																
2.																																
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21.																																
22.																																
23.																																
24.																																
25.																																
CHECKPOINT TOTALS																																
Fall*																																
Winter*																																
Spring*																																

*Fill in the box with the color you are using for each checkpoint

From *Class Summary Worksheet* (p. 1), by Teaching Strategies, Inc., 2001, Washington, DC: Author.
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Child's Name: _____ Date: _____

Teacher(s): _____ Family Member(s): _____

Summary of Developmental Progress:

SOCIAL EMOTIONAL	COGNITIVE
Sense of Self, Responsibility for Self and Others; Prosocial Behavior	Learning and Problem Solving; Logical Thinking; Representation and Symbolic Thinking
PHYSICAL	**LANGUAGE**
Gross Motor, Fine Motor	Listening and Speaking; Reading and Writing
FAMILY COMMENTS AND OBSERVATIONS:	**NEXT STEPS AT SCHOOL AND AT HOME:**

Teacher(s) Signature: _____

Family Member(s) Signature: _____

From *Child Progress and Planning Report*, by Teaching Strategies, Inc., 2001, Washington, DC: Author.
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Alignment of the Guam Early Learning Guidelines for Young Children Ages Three to Five With the Goals and Objectives of The Creative Curriculum® for Preschool

The Creative Curriculum for Preschool is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content, and develop social competence. *The Creative Curriculum* shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows teachers how to guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children's social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum* Assessment System, based on *The Creative Curriculum Developmental Continuum for Ages 3–5.*

The *Developmental Continuum* has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective is broken into three developmental steps showing the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have also created a Forerunner step for each objective. (Forerunners are not shown in this document.) The developmental steps give teachers a way to determine each child's current development in relation to each objective. This information also allows teachers to decide what specific support and kinds of experiences will enable each child to further develop and learn.

CONTENTS	Page
I. Physical Development and Health & Safety	2
II. Self-Concept and Social-Emotional Development	3
III. Cognitive Development	7
IV. Communication, Language Development, and Literacy	13
V. Creative Development	16

References

Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum® for preschool.* Washington, DC: Teaching Strategies, Inc.

Guam Early Childhood Care and Education Committee, Guam Early Learning Guidelines Subcommittee. (2005). *Guam Early Learning Guidelines for Young Children Ages Three to Five.* Mangilao, Guam: Guam Department of Public Health & Social Services in collaboration with the University of Guam, Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS).

Teaching Strategies, Inc. (2001). *The Creative Curriculum® developmental continuum for ages 3–5.* Washington, DC: Author.

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Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
PHYSICAL DEVELOPMENT AND HEALTH & SAFETY		
Standard 1: Develop health awareness and skills.	Chapter 2: "Mealtimes," pp. 89–91; "Rest Time," pp. 91–92; "The Daily Schedule," pp. 92–97 Chapter 3: "Life Science," pp. 143–144, 145 Chapter 14: "Cooking," pp. 443–469	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures
Standard 2: Learn, acquire and follow basic self-help and safety rules.	Chapter 2: "Developing Rules for a Classroom Community," pp. 108–110 Chapter 11: "Take-Aparts and Safety," p. 390 Chapter 14: "Special Health and Safety Considerations in the Cooking Area," pp. 450–452 Chapter 16: "Keeping Slides and Swings Safe," p. 507; "Encouraging Children to Explore and Take Risks Carefully," p. 517–518	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
Standard 3: Develop strength and coordination of small muscles.	Chapter 1: "Physical Development: Fine Motor," p. 20 Sections in all Interest Area chapters: "How ___ Promotes Development: Physical Development;" "Connecting ___ With Curriculum Objectives: Physical Development"	**PHYSICAL DEVELOPMENT—Fine Motor** 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 4: Develop strength and coordination of large muscles.	Chapter 1: "Physical Development: Gross Motor," p. 20 Chapter 13: "Music and Movement," pp. 423–441; especially "How Music and Movement Promote Physical Development: Gross Motor," pp. 423–424 Chapter 16: "Outdoors," pp. 493–522, especially "How Outdoor Play Promotes Physical Development: Gross Motor," pp. 493–494; "Basic Outdoor Spaces and Equipment," pp. 496–504; "Open Spaces for Games, Building, and Pretend Play," pp. 502–503; "Adaptations for Children With Special Needs," pp. 505 (illus.), 510	**PHYSICAL DEVELOPMENT—Gross Motor** 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT		
Standard 1: Understand and express feelings appropriately.	Chapter 1: "Social/Emotional Development," pp. 18–19 Chapter 2: "Handling Problems Between Children," pp. 110–114; "Solving Problems That Involve the Whole Class," pp. 114–115; "Helping Children to Regain Control," pp. 121–122 Sections in all Interest Area chapters: "How ___ Promotes Development: Social/Emotional Development;" "Connecting ___ With Curriculum Objectives: Social/Emotional Development"	**SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self** 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 2: Continue to develop a sense of self.	Chapter 1: "Social/Emotional Development," pp. 18–19; "Individual Differences," pp. 27–41 Chapter 2: "Choice Time," pp. 87–88; "Validate Children's Accomplishments and Progress," pp. 104–105 Section in all Interest Area chapters: "The Teacher's Role: Interacting With Children in the ___ Area"	**SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self** 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings **SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
Standard 3: Acquire behaviors and skills expected in different environments.	Chapter 2: "Displaying and Labeling Materials," pp. 65–67; "Using a Calendar," p. 85; "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86; "Choice Time," pp. 87–88; "Transition Times," pp. 88–89; "Cleanup at Mealtimes," pp. 90–91; "The Daily Schedule," pp. 92–97; "Creating a Classroom Community," pp. 102–122, especially "Promoting Positive Relationships in the Classroom," pp. 102–108; "Developing Rules for a Classroom Community," pp. 108–110 Chapter 4: "Child-Initiated Learning," pp. 173–174; "Teacher-Directed Learning," pp. 174–175; "Asking Children Open-Ended Questions," pp. 177–178 Chapter 6: "Cleanup in the Block Area–A Special Challenge," p. 252 Chapter 12: "Cleanup in the Sand and Water Area," p. 420	**SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self** 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school **SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules **SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 4: Ability to interact, develop, and maintain appropriate relationships with others.	Chapter 1: "Social/Emotional Development," pp. 18–19 Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86; "Creating a Classroom Community," pp. 102–122, especially "Promoting Positive Relationships in the Classroom," pp. 102–108; "Building a Relationship With Each Child," pp. 103–105; "Helping Children to Make Friends," pp. 105–106; "Classroom Strategies That Support Friendships," pp. 107–108; "Teaching Social Problem-Solving Skills," pp. 110–115; "Coaching Children on How to Be Assertive," p. 120; "Helping Children to Regain Control," pp. 121–122 Sections in all Interest Area chapters: "How ___ Promotes Development: Social/Emotional Development;" "Connecting ___ With Curriculum Objectives: Social/Emotional Development"	**SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self** 2. Demonstrates appropriate trust in adults I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not **SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children's feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 5: Take initiative and responsibility for own actions.	Foundation chapter: "Gardner: Multiple Intelligences; pp. 9–11; Smilansky: The Role of Play in Children's Learning," pp. 11–13 Chapter 1: "Cognitive Development," p. 21 Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86; "Choice Time," pp. 87–88 Chapter 3: "Process Skills," pp. 161–162 Chapter 4: "Child-Initiated Learning," pp. 173–174; "Talking With Children About Their Work," p. 177; "Asking Children Open-Ended Questions," pp. 177–178; "Adapting Instruction to Include All Children," pp. 179–183; "Integrating Learning Through Studies," pp. 190–198 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "Observing, Responding to, and Interacting With Children in the ___ Area"	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance **COGNITIVE DEVELOPMENT—Learning and Problem Solving** 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
DRAMATIC/ SYMBOLIC PLAY		
Standard 6: Represent fantasy and real-life experiences through pretend play.	Foundation chapter: "Gardner: Multiple Intelligences", pp. 9–11; Smilansky: The Role of Play in Children's Learning," pp. 8–13 Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play
Standard 7: Engage in sustained symbolic play with other children.	Foundation chapter: "Gardner: Multiple Intelligences", pp. 9–11; Smilansky: The Role of Play in Children's Learning," pp. 8–13 Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
COGNITIVE DEVELOPMENT: MATH (NUMERACY), SCIENCE & SOCIAL STUDIES		
MATHEMATICS		
Standard 1: Learn about numbers, numerical representation, and simple numerical operations.	Chapter 1: "Cognitive Development," p. 21 Chapter 3: "Number Concepts," pp. 134–135, 140 Chapter 8: "Toys and Games," pp. 295–315 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	**COGNITIVE DEVELOPMENT—Logical Thinking** 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
Standard 2: Recognize and create patterns and become aware of relationships.	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 8: "Toys and Games," pp. 295–315 Chapter 11: "Discovery," pp. 381–401 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	**COGNITIVE DEVELOPMENT—Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 3: Develop concepts of shape and space.	Chapter 3: "Geometry and Spatial Sense," pp. 136–137, 141 Chapter 6: "Blocks," pp. 243–269 Chapter 9: "Art," pp. 317–349 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Outdoors," pp. 493–522 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	**COGNITIVE DEVELOPMENT—Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective
Standard 4: Develop and use measurement concepts.	Chapter 3: "Measurement," pp. 137–138, 141 Chapter 6: "Blocks," pp. 243–269 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 14: "Cooking," pp. 443–469 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	**COGNITIVE DEVELOPMENT—Logical Thinking** 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
Standard 5: Represent and interpret data.	Chapter 3: "Data Collection, Organization, and Representation," pp. 138–139, 141; "Process Skills," pp. 161–162 Chapter 11: "Discovery," pp. 381–401 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	**COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
SCIENCE		
Standard 6: Increase sensory awareness.	Chapter 9: "Art," pp. 317–349 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 14: "Cooking," pp. 443–469 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science"	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems
Standard 7: Engage in scientific inquiry.	Chapter 3: "Science," pp. 142–145; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science"	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
Standard 8: Explore physical properties of the world.	Chapter 3: "Physical Science," pp. 142–143, 145; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 9: Explore characteristics of living things.	Chapter 3: "Life Science," pp. 143–144, 145 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 16: "Caring for Living Things," pp. 500–501; "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information **COGNITIVE DEVELOPMENT—Logical Thinking** 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
Standard 10: Learn about the earth and sky.	Chapter 3: "Earth and the Environment," pp. 144, 145 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
Standard 11: Have a variety of educational experiences that involve technology.	Chapter 3: "Technology," pp. 156–160, especially "Technology Tools," p. 158, 160 Chapter 11: "Discovery," pp. 381–401 Chapter 14: "Cooking," pp. 443–469 Chapter 15: "Computers," pp. 471–491 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Technology "	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems **COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
SOCIAL STUDIES		
Standard 12: Learn about self and others.	Chapter 1: "Individual Differences," pp. 27–41 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 5: "Appreciating Family Differences," pp. 212–213 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 10: "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373 Sections in all Interest Area chapters: "How ___ Promotes Development: Social/Emotional Development;" "Connecting ___ With Curriculum Objectives: Social/Emotional Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children's feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want **COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information **COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play
Standard 13: Know and accept their own culture and others.	Chapter 1: "Individual Differences," pp. 27–41 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 9: "Holiday Art," p. 348;0: "Library," pp. 351–379	There are no *Creative Curriculum®* objectives that align directly with this item.
Standard 14: Know how things, people and places change over time.	Chapter 3: "People and the Past," p. 149, 151; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information **COGNITIVE DEVELOPMENT—Logical Thinking** 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 15: Find out why people need things (goods) and how they depend on each other for help (services).	Chapter 2: "A System for Classroom Jobs," pp. 73–74 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context **COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play
Standard 16: Understand what people need to do to work and live together in a community.	Chapter 2: "Creating a Classroom Community," pp. 102–122, especially "Promoting Positive Relationships in the Classroom," pp. 102–108; "Developing Rules for a Classroom Community," pp. 108–110; "Teaching Social Problem-Solving Skills," pp. 110–115 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules **SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
Standard 17: Develop awareness of where they live and location of places or things.	Chapter 3: "Geometry and Spatial Sense," pp. 136–137, 141; "Spaces and Geography," pp. 146–147, 150 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	**COGNITIVE DEVELOPMENT—Logical Thinking** 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective **COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
Standard 18: Develop awareness of the natural environment and how it can be protected.	Chapter 3: "Earth and the Environment," pp. 144, 145; "People and the Environment," p. 148, 151 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY		
Standard 1: Use language in a variety of ways.	Chapter 1: "Language Development," p. 22 Chapter 3: "Comprehension," pp. 129–130, 133 Chapter 10: "Retelling Stories With Children," p. 373 Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"	**LANGUAGE DEVELOPMENT—Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
Standard 2: Listen and understand different ways people speak and communicate.	Chapter 2: "Large-Group Time," pp. 84–85 Chapter 3: "Comprehension," pp. 129–130, 133; "People and How They Live," pp. 147–148, 150 Chapter 4: "Teacher-Directed Learning," pp. 174–175 Chapter 10: "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373 Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development"	**LANGUAGE DEVELOPMENT—Listening and Speaking** 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges **LANGUAGE DEVELOPMENT—Reading and Writing** 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
Standard 3: Gradually produce more vocabulary and correct sentence structure.	Chapter 1: "Language Development," p. 22 Chapter 3: "Increased Vocabulary and Language," pp. 126–127, 132 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"	**LANGUAGE DEVELOPMENT—Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 4: Recognize and use symbols.	Chapter 2: "Displaying and Labeling Materials," pp. 65–67 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 10: "Recognizing That Written Words Are Symbols," p. 366	**COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play **LANGUAGE DEVELOPMENT—Reading and Writing** 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
Standard 5: Enjoy and understand books.	Chapter 3: "Comprehension," pp. 129–130, 133; "Understanding Books and Other Texts," pp. 130–131, 133; "Literacy as a Source of Enjoyment," p. 131, 133 Chapter 10: "Creating an Environment for the Library Area," pp. 354–361; "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373; "Listening to Tapes With Children," p. 374	**LANGUAGE DEVELOPMENT—Reading and Writing** 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
Standard 6: Show interest in writing.	Chapter 9: "Stages in Painting and Drawing," pp. 337–338 Chapter 10: "Materials for Writing," pp. 359–360; "Developmental Steps in Writing," pp. 367–369; "Promoting Children's Writing," p. 374 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"	**PHYSICAL DEVELOPMENT—Fine Motor** 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name **LANGUAGE DEVELOPMENT—Reading and Writing** 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
Standard 7: Understand that print has meaning.	Chapter 3: "Knowledge of Print," p. 128, 132; "Letters and Words," p. 129, 133 Chapter 10: "Understanding How Stories Work," p. 366; "Understanding the Function and Value of Print," p. 366; Recognizing That Written Words Are Symbols," p. 366 Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"	**LANGUAGE DEVELOPMENT—Reading and Writing** 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words
Standard 8: Acquire emergent literacy skills (pre-reading and pre-writing skills) while exploring print in books and the environment.	Chapter 2: "Displaying and Labeling Materials," pp. 65–67 Chapter 3: "Phonological Awareness," pp. 127–128, 132; "Comprehension," pp. 129–130, 133; "Understanding Books and Other Texts," pp. 130–131, 133; "Process Skills," pp. 161–162 Chapter 10: "Literacy: Phonological Awareness," p. 362; "Skills for Engaging With Books," pp. 365–366; "Interacting With Children in the Library Area," pp. 370–375; "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373; "Listening to Tapes With Children," p. 374 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"	**LANGUAGE DEVELOPMENT—Listening and Speaking** 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words **LANGUAGE DEVELOPMENT—Reading and Writing** 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
CREATIVE DEVELOPMENT		
VISUAL ART		
Standard 1: Create and express themselves through a variety of art experiences.	Chapter 3: "Visual Arts," p. 154, 155; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 9: "Art," pp. 317–349 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context **COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
Standard 2: Begin to learn the basics about art.	Chapter 3: "Visual Arts," p. 154, 155 Chapter 9: "Stages in Painting, Drawing, and Using Other Art Materials," pp. 337–340	**PHYSICAL DEVELOPMENT—Fine Motor** 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name

Guam Early Learning Guidelines for Young Children Ages 3 to 5	*The Creative Curriculum® for Preschool*	*The Creative Curriculum® Developmental Continuum for Ages 3–5*
MUSIC		
Standard 3: Begin to learn the basics about music. Standard 4: Create and express themselves through a variety of musical experiences.	Chapter 2: "Large-Group Time," pp. 84–85 Chapter 3: "Music," p. 153, 155 Chapter 13: "Music and Movement," pp. 423–441	There are no *Creative Curriculum®* objectives that align directly with this item.
CREATIVE MOVEMENT AND DRAMA		
Standard 5: Begin to learn the basics about movement.	Chapter 3: "Dance," p. 152, 155 Chapter 13: "Music and Movement," pp. 423–441	**PHYSICAL DEVELOPMENT—Gross Motor** 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam **COGNITIVE DEVELOPMENT—Logical Thinking** 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective
AESTHETIC APPRECIATION		
Standard 6: Develop appreciation for natural and cultural beauty. Standard 7: Develop appreciation for visual and performing arts.	Chapter 3: "The Arts," pp. 152–155 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 9: "Nurturing Children's Appreciation of Art," p. 345 Chapter 9: "Talking With Children About Their Art," pp. 342–344 Chapter 9: "What is Wrong With Coloring Books and Precut Patterns?" p. 347 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	There are no *Creative Curriculum®* objectives that align directly with this item.

APPENDIX C

Current Fee Schedule

PROPOSED FEES - DRAFT RULES AND REGULATIONS FOR LICENSED CHILD CARE CENTER AND GROUP HOMES

TYPE OF LICENSE	INITIAL PROPOSED FEE	ADJUSTED NEW FEE
NEW	$300.00	$175.00
RENEWAL	$200.00	$200.00
DUPLICATE	$40.00	$35.00
AMENDED	$200.00	$120.00
PROVISIONAL (NEW)	$300.00	$175.00
PROVISIONAL (RENEWAL)	$200.00	$200.00

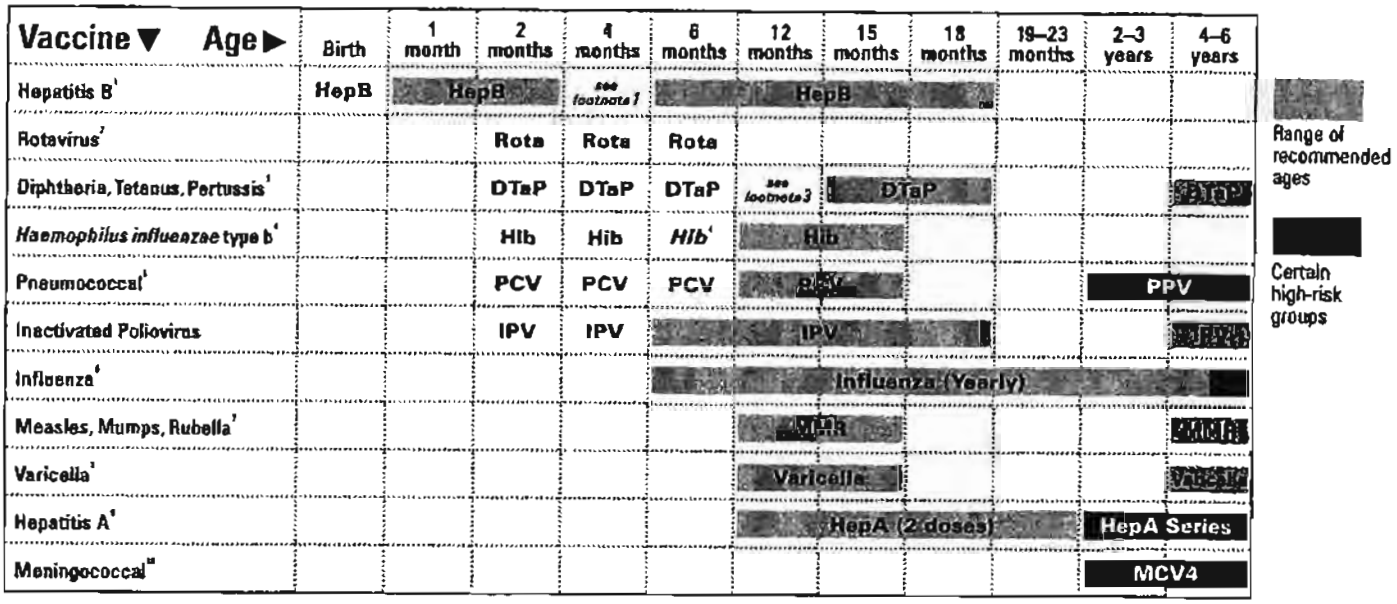
As of April 4, 2011

APPENDIX D

2008 U.S. Immunization Schedule

Recommended Immunization Schedule for Persons Aged 0–6 Years—UNITED STATES • 2008

For those who fall behind or start late, see the catch-up schedule



This schedule indicates the recommended ages for routine administration of currently licensed childhood vaccines, as of December 1, 2007, for children aged 0 through 6 years. Additional information is available at **www.cdc.gov/vaccines/recs/schedules.** Any dose not administered at the recommended age should be administered at any subsequent visit, when indicated and feasible. Additional vaccines may be licensed and recommended during the year. Licensed combination vaccines may be used whenever any components of the combination are indicated and other components of the vaccine are not contraindicated and if approved by the Food and Drug Administration for that dose of the series. **Providers should consult the respective Advisory Committee on Immunization Practices statement for detailed recommendations, including for high risk conditions:** http://www.cdc.gov/vaccines/pubs/ACIP-list.htm. Clinically significant adverse events that follow immunization should be reported to the Vaccine Adverse Event Reporting System (VAERS). Guidance about how to obtain and complete VAERS form is available at www.vaers.hhs.gov or by telephone, 800-822-7967.

1. Hepatitis B vaccine (HepB). *(Minimum age: birth)*

At birth:

- Administer monovalent HepB to all newborns prior to hospital discharge.
- If mother is hepatitis B surface antigen (HBsAg)-positive, administer HepB and 0.5 mL of hepatitis B immune globulin (HBIG) within 12 hours of birth.
- If mother's HBsAg status is unknown, administer HepB within 12 hours of birth. Determine the HBsAg status as soon as possible and if HBsAg-positive, administer HBIG (no later than age 1 week).
- If mother is HBsAg-negative, the birth dose can be delayed, in rare cases, with a provider's order and a copy of the mother's negative HBsAg laboratory report in the infant's medical record.

After the birth dose:

- The HepB series should be completed with either monovalent HepB or a combination vaccine containing HepB. The second dose should be administered at age 1–2 months. The final dose should be administered no earlier than age 24 weeks. Infants born to HBsAg-positive mothers should be tested for HBsAg and antibody to HBsAg after completion of at least 3 doses of a licensed HepB series, at age 9–18 months (generally at the next well-child visit).

4-month dose:

- It is permissible to administer 4 doses of HepB when combination vaccines are administered after the birth dose. If monovalent HepB is used for doses after the birth dose, a dose at age 4 months is not needed.

2. Rotavirus vaccine (Rota). *(Minimum age: 6 weeks)*

- Administer the first dose at age 6–12 weeks.
- Do not start the series later than age 12 weeks.
- Administer the final dose in the series by age 32 weeks. Do not administer any dose later than age 32 weeks.
- Data on safety and efficacy outside of these age ranges are insufficient.

3. Diphtheria and tetanus toxoids and acellular pertussis vaccine (DTaP). *(Minimum age: 6 weeks)*

- The fourth dose of DTaP may be administered as early as age 12 months, provided 6 months have elapsed since the third dose.
- Administer the final dose in the series at age 4–6 years.

4. *Haemophilus influenzae* type b conjugate vaccine (Hib). *(Minimum age: 6 weeks)*

- If PRP-OMP (PedvaxHIB® or ComVax® [Merck]) is administered at ages 2 and 4 months, a dose at age 6 months is not required.
- TriHIBit® (DTaP/Hib) combination products should not be used for primary immunization but can be used as boosters following any Hib vaccine in children age 12 months or older.

5. Pneumococcal vaccine. *(Minimum age: 6 weeks for pneumococcal conjugate vaccine [PCV]; 2 years for pneumococcal polysaccharide vaccine [PPV])*

- Administer one dose of PCV to all healthy children aged 24–59 months having any incomplete schedule.
- Administer PPV to children aged 2 years and older with underlying medical conditions.

6. Influenza vaccine. *(Minimum age: 6 months for trivalent inactivated influenza vaccine [TIV]; 2 years for live, attenuated influenza vaccine [LAIV])*

- Administer annually to children aged 6–59 months and to all close contacts of children aged 0–59 months.
- Administer annually to children 5 years of age and older with certain risk factors, to other persons (including household members) in close contact with persons in groups at higher risk, and to any child whose parents request vaccination.
- For healthy nonpregnant persons (those who do not have underlying medical conditions that predispose them to influenza complications) ages 2–49 years, either LAIV or TIV may be used.
- Children receiving TIV should receive 0.25 mL if age 6–35 mos or 0.5 mL if age 3 years or older.
- Administer 2 doses (separated by 4 weeks or longer) to children younger than 9 years who are receiving influenza vaccine for the first time or who were vaccinated for the first time last season, but only received one dose.

7. Measles, mumps, and rubella vaccine (MMR). *(Minimum age: 12 months)*

- Administer the second dose of MMR at age 4–6 years. MMR may be administered before age 4–6 years, provided 4 weeks or more have elapsed since the first dose.

8. Varicella vaccine. *(Minimum age: 12 months)*

- Administer second dose at age 4–6 years; may be administered 3 months or more after first dose.
- Don't repeat second dose if administered 28 days or more after first dose.

9. Hepatitis A vaccine (HepA). *(Minimum age: 12 months)*

- HepA is recommended for all children aged 1 yr (i.e., aged 12–23 months). The 2 doses in the series should be administered at least 6 months apart.
- Children not fully vaccinated by age 2 years can be vaccinated at subsequent visits.
- HepA is recommended for certain other groups of children, including in areas where vaccination programs target older children.

10. Meningococcal vaccine. *(Minimum age: 2 years for meningococcal conjugate vaccine (MCV4) and for meningococcal polysaccharide vaccine (MPSV4))*

- MCV4 is recommended for children aged 2–10 years with terminal complement deficiencies or anatomic or functional asplenia and certain other high-risk groups. Use of MPSV4 is also acceptable.
- Persons who received MPSV4 3 or more years prior and remain at increased risk for meningococcal disease should be vaccinated with MCV4.

The Recommended Immunization Schedules for Persons Aged 0–18 Years are approved by the Advisory Committee on Immunization Practices (www.cdc.gov/vaccines/recs/acip), the American Academy of Pediatrics (http://www.aap.org), and the American Academy of Family Physicians (http://www.aafp.org).

DEPARTMENT OF HEALTH AND HUMAN SERVICES • CENTERS FOR DISEASE CONTROL AND PREVENTION • SAFER • HEALTHIER • PEOPLE™

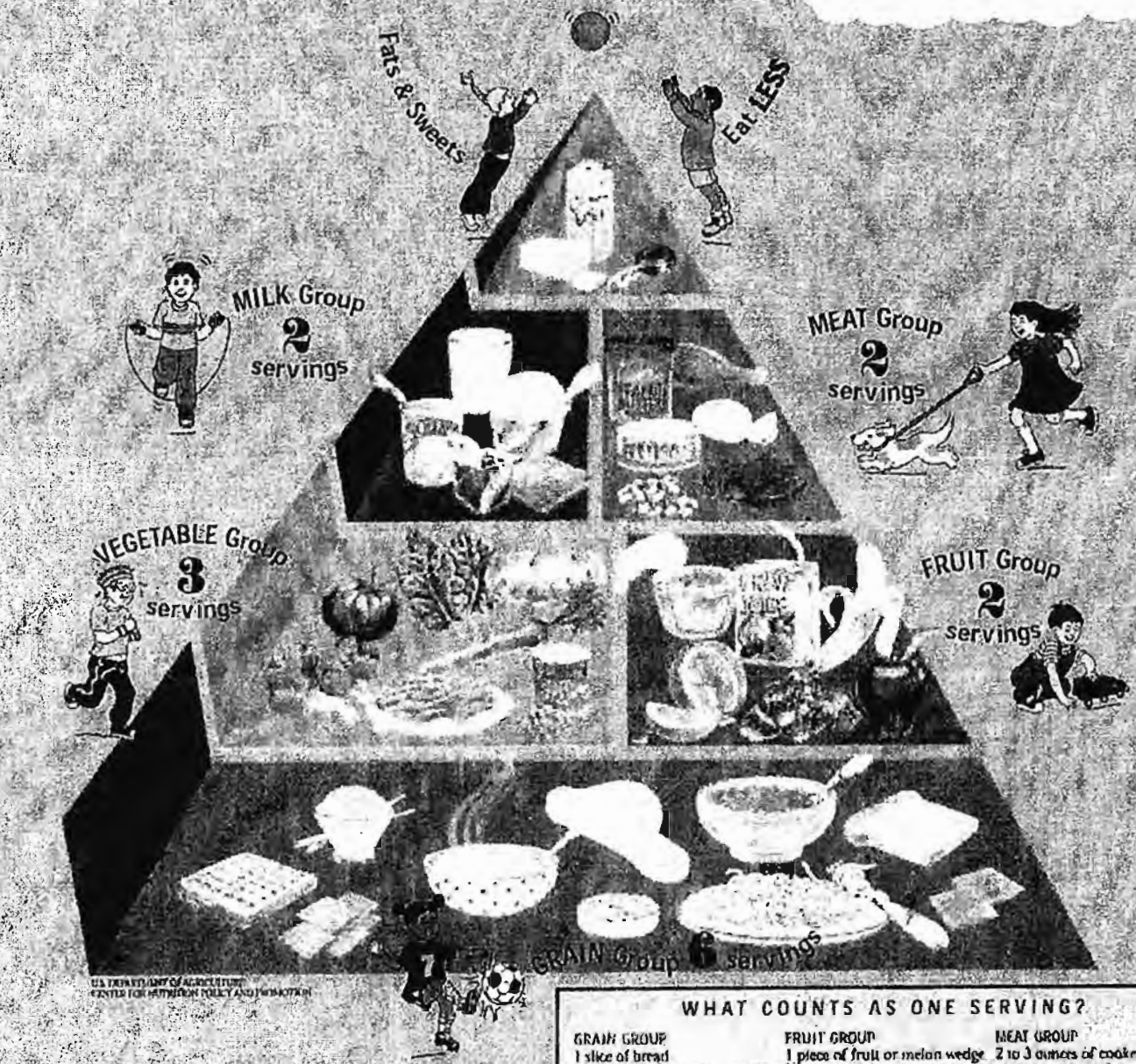
CS103184

APPENDIX E

Food Guide Pyramid for Young Children

FOOD Guide PYRAMID for Young Children

A Daily Guide for 2- to 6-Year-Olds



U.S. DEPARTMENT OF AGRICULTURE
CENTER FOR NUTRITION POLICY AND PROMOTION

FOOD IS FUN and learning about food is fun, too. Eating foods from the Food Guide Pyramid and being physically active will help you grow healthy and strong.

WHAT COUNTS AS ONE SERVING?

GRAIN GROUP
1 slice of bread
½ cup of cooked rice or pasta
½ cup of cooked cereal
1 ounce of ready-to-eat cereal

VEGETABLE GROUP
½ cup of chopped raw or cooked vegetables
1 cup of raw leafy vegetables

FRUIT GROUP
1 piece of fruit or melon wedge
¾ cup of juice
½ cup of canned fruit
¼ cup of dried fruit

MILK GROUP
1 cup of milk or yogurt
2 ounces of cheese

MEAT GROUP
2 to 3 ounces of cooked lean meat, poultry, or fish.

½ cup of cooked dry beans, or 1 egg counts as 1 ounce of lean meat. 2 tablespoons of peanut butter count as 1 ounce of meat.

FATS AND SWEETS
Limit calories from these.

Four- to 6-year-olds can eat these serving sizes. Offer 2- to 3-year-olds less, except for milk. Two- to 6-year-old children need a total of 2 servings from the milk group each day.

EAT a variety of FOOD AND ENJOY!

APPENDIX F

Handbook for Public Playground Safety

Public Playground Safety Handbook







U.S. Consumer Product Safety Commission

Saving Lives and Keeping Families Safe

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1. INTRODUCTION

In recent years, it is estimated that there were more than 200,000 injuries annually on public playgrounds across the country that required emergency room treatment. By following the recommended guidelines in this handbook, you and your community can create a safer playground environment for all children and contribute to the reduction of playground-related deaths and injuries.

1.1 Scope

This handbook presents safety information for public playground equipment in the form of guidelines. Publication of this handbook is expected to promote greater safety awareness among those who purchase, install, and maintain public playground equipment. Because many factors may affect playground safety, the U.S. Consumer Product Safety Commission (CPSC) staff believes that guidelines, rather than a mandatory rule, are appropriate. These guidelines are not being issued as the sole method to minimize injuries associated with playground equipment. However, the Commission believes that the recommendations in this handbook along with the technical information in the ASTM standards for public playgrounds will contribute to greater playground safety.

Some states and local jurisdictions may require compliance with this handbook and/or ASTM voluntary standards. Additionally, risk managers, insurance companies, or others may require compliance at a particular site; check with state/local jurisdictions and insurance companies for specific requirements.

1.2 Intended Audience

This handbook is intended for use by childcare personnel, school officials, parks and recreation personnel, equipment purchasers and installers, playground designers, and any other members of the general public (e.g., parents and school groups) concerned with public playground safety and interested in evaluating their respective playgrounds. Due to the wide range of possible users, some information provided may be more appropriate for certain users than others. The voluntary standards listed in 1.4.1 contain more technical requirements than this handbook and are primarily intended for use by equipment manufacturers, architects, designers, and any others requiring more technical information.

1.3 What is a Public Playground?

"Public" playground equipment refers to equipment for use by children ages 6 months through 12 years in the playground areas of:

- Commercial (non-residential) child care facilities
- Institutions
- Multiple family dwellings, such as apartment and condominium buildings
- Parks, such as city, state, and community maintained parks
- Restaurants
- Resorts and recreational developments
- Schools
- Other areas of public use

These guidelines are not intended for amusement park equipment, sports or fitness equipment normally intended for users over the age of 12 years, soft contained play equipment, constant air inflatable play devices for home use, art and museum sculptures (not otherwise designed, intended and installed as playground equipment), equipment found in water play facilities, or home playground equipment. Equipment components intended solely for children with disabilities and modified to accommodate such users also are not covered by these guidelines. Child care facilities, especially indoor, should refer to ASTM F2373 — *Standard Consumer Safety Performance Specification for Public Use Play Equipment for Children 6 Months Through 23 Months*, for more guidance on areas unique to their facilities.

1.4 Public Playground Safety Voluntary Standards and CPSC Handbook History

- 1981 – First CPSC *Handbook for Public Playground Safety* was published, a two-volume set.
- 1991 – *Standard Specification for Impact Attenuation of Surface Systems Under and Around Playground Equipment*, ASTM F1292, was first published.
- 1991 – Two-volume set was replaced by a single-volume handbook, which contained recommendations based on a COMSIS Corporation report to the CPSC *(Development of Human Factors Criteria for Playground Equipment Safety)*.

- 1993 – First version of voluntary standard for public playground equipment, ASTM F1487 — *Standard Consumer Safety Performance Specification for Playground Equipment for Public Use*, was published (revisions occur every 3 to 4 years).
- 1994 – Minor revisions to the *Handbook*.
- 1997 – Handbook was updated based on (1) staff review of ASTM F1487, (2) playground safety roundtable meeting held October 1996, and (3) public comment received to a May 1997 CPSC staff request.
- 2005 – First version of voluntary standard for playground equipment intended for children under two years old, ASTM F2373 — *Standard Consumer Safety Performance Specification for Public Use Play Equipment for Children 6 Months Through 23 Months*, was published.
- 2008 – Handbook was updated based on comments received from members of the ASTM F15 Playground Committees in response to a CPSC staff request for suggested revisions. Significant revisions are listed below.

1.4.1 ASTM playground standards

Below is a list of ASTM technical performance standards that relate to playgrounds.

- **F1487** *Standard Consumer Safety Performance Specification for Playground Equipment for Public Use.*
- **F2373** *Standard Consumer Safety Performance Specification for Public Use Play Equipment for Children 6 Months through 23 Months.*
- **F1292** *Standard Specification for Impact Attenuation of Surface Systems Under and Around Playground Equipment.*
- **F2075** *Standard Specification for Engineered Wood Fiber for Use as a Playground Safety Surface Under and Around Playground Equipment.*
- **F2223** *Standard Guide for ASTM Standards on Playground Surfacing.*
- **F2479** *Standard Guide for Specification, Purchase, Installation and Maintenance of Poured-In-Place Playground Surfacing.*
- **F1951** *Standard Specification for Determination of Accessibility of Surface Systems Under and Around Playground Equipment.*
- **F1816** *Standard Safety Specification for Drawstrings on Children's Upper Outerwear.*
- **F2049** *Standard Guide for Fences/Barriers for Public, Commercial, and Multi-Family Residential Use Outdoor Play Areas.*
- **F1148** *Standard Consumer Safety Performance Specification for Home Playground Equipment.*
- **F1918** *Standard Safety Performance Specification for Soft Contained Play Equipment.*

1.5 Significant Revisions for 2008

1.5.1 Equipment guidelines

- Age ranges expanded to include children as young as 6 months based on ASTM F2373
- Guidelines for track rides and log rolls added
- Exit zone requirements for slides harmonized with ASTM F1487

1.5.2 Surfacing guidelines

- Critical height table revised
- Suggestions for surfacing over asphalt added

1.5.3 General guidelines

- Suggestions on sun exposure added

1.5.4 Other revisions

- Editorial changes to make the *Handbook* easier to understand and use

1.6 Background

The safety of each individual piece of playground equipment as well as the layout of the entire play area should be considered when designing or evaluating a playground for safety. Since falls are a very common playground hazard pattern, the installation and maintenance of protective surfacing under and around all equipment is crucial to protect children from severe head injuries.

Because all playgrounds present some challenge and because children can be expected to use equipment in unintended and unanticipated ways, adult supervision is highly recommended. The handbook provides some guidance on supervisory practices that adults should follow. Appropriate equipment design, layout, and maintenance, as discussed in this

handbook, are also essential for increasing public playground safety.

A playground should allow children to develop gradually and test their skills by providing a series of graduated challenges. The challenges presented should be appropriate for age-related abilities and should be ones that children can perceive and choose to undertake. Toddlers, preschool- and school-age children differ dramatically, not only in physical size and ability, but also in their intellectual and social skills. Therefore, age-appropriate playground designs should accommodate these differences with regard to the type, scale, and the layout of equipment. Recommendations throughout this handbook address the different needs of toddlers, preschool-age, and school-age children; "toddlers" refers to children ages 6 months through 2 years of age, "preschool-age" refers to children 2 through 5 years, and "school-age" refers to children 5 through 12 years. The overlap between these groups is anticipated in terms of playground equipment use and provides for a margin of safety.

Playground designers, installers and operators should be aware that the Americans with Disabilities Act of 1990 (ADA) is a comprehensive civil rights law which prohibits discrimination on the basis of disability. Titles II and III of the ADA require, among other things, that newly constructed and altered State and local government facilities, places of public accommodation, and commercial facilities be readily accessible to and usable by individuals with disabilities. Recreation facilities, including play areas, are among the types of facilities covered by titles II and III of the ADA.

The Architectural and Transportation Barriers Compliance Boards – also referred to as the "Access Board" – has developed accessibility guidelines for newly constructed and altered play areas that were published October 2000. The play area guidelines are a supplement to the Americans with Disabilities Act Accessibility Guidelines (ADAAG). Once these guidelines are adopted as enforceable standards by the Department of Justice, all newly constructed and altered play areas covered by the ADA will be required to comply. These guidelines also apply to play areas covered by the Architectural Barriers Act (ABA).

Copies of the play area accessibility guidelines and further technical assistance can be obtained from the U.S. Access Board, 1331 F Street, NW, Suite 1000, Washington, DC 20004-1111; 800-872-2253, 800-993-2822 (TTY), www.access-board.gov.

1.7 Playground Injuries

The U. S. Consumer Product Safety Commission has long recognized the potential hazards that exist with the use of playground equipment, with over 200,000 estimated emergency room-treated injuries annually. The most recent study of 2,691 playground equipment-related incidents reported to the CPSC from 2001-2008 indicated that falls are the most common hazard pattern (44% of injuries) followed by equipment-related hazards, such as breakage, tip over, design, and assembly (23%).[1] Other hazard patterns involved entrapment and colliding other children or stationary equipment. Playground-related deaths reported to the Commission involved entanglement of ropes, leashes, or clothing; falls; and impact from equipment tip over or structural failure.

The recommendations in this handbook have been developed to address the hazards that resulted in playground-related injuries and deaths. The recommendations include those that address:

- The potential for falls from and impact with equipment
- The need for impact attenuating protective surfacing under and around equipment
- Openings with the potential for head entrapment
- The scale of equipment and other design features related to user age and layout of equipment on a playground
- Installation and maintenance procedures
- General hazards presented by protrusions, sharp edges, and crush or shear points

1.8 Definitions

Barrier — An enclosing device around an elevated platform that is intended to prevent both inadvertent and deliberate attempts to pass through the device.

Composite Structure — Two or more play structures attached or functionally linked, to create one integral unit that provides more than one play activity.

Critical Height — The fall height below which a life-threatening head injury would not be expected to occur.

[1]O'Brien, Craig W.; Injuries and Investigated Deaths Associated with Playground Equipment, 2001–2008. U.S. Consumer Product Safety Commission: Washington DC, October, 2009.

Designated Play Surface — Any elevated surface for standing, walking, crawling, sitting or climbing, or a flat surface greater than 2 inches wide by 2 inches long having an angle less than 30° from horizontal.

Embankment Slide — A slide that follows the contour of the ground and at no point is the bottom of the chute greater than 12 inches above the surrounding ground.

Entanglement — A condition in which the user's clothes or something around the user's neck becomes caught or entwined on a component of playground equipment.

Entrapment — Any condition that impedes withdrawal of a body or body part that has penetrated an opening.

Fall Height — The vertical distance between the highest designated play surface on a piece of equipment and the protective surfacing beneath it.

Footing — A means for anchoring playground equipment to the ground.

Full Bucket Seat Swing — A swing generally appropriate for children under 4 years of age that provides support on all sides and between the legs of the occupant and cannot be entered or exited without adult assistance.

Geotextile (filter) Cloth — A fabric that retains its relative structure during handling, placement, and long-term service to enhance water movement, retard soil movement, and to add reinforcement and separation between the soil and the surfacing and/or sub-base.

Guardrail — An enclosing device around an elevated platform that is intended to prevent inadvertent falls from the elevated surface.

Infill — Material(s) used in a protective barrier or between decks to prevent a user from passing through the barrier (e.g., vertical bars, lattice, solid panel, etc.).

Loose-Fill Surfacing Material — A material used for protective surfacing in the use zone that consists of loose particles such as sand, gravel, engineered wood fibers, or shredded rubber.

Preschool-Age Children — Children 2 years of age through 5 years of age.

Projection — Anything that extends extends outward from a surface of the playground equipment and must be tested to determine whether it is a protrusion or entanglement hazard, or both.

Protective Barrier — See Barrier.

Protective Surfacing — Shock absorbing (i.e., impact attenuating) surfacing material in the use zone that conforms to the recommendations in §2.4 of this handbook.

Protrusion — A projection which, when tested, is found to be a hazard having the potential to cause bodily injury to a user who impacts it.

Roller Slide — A slide that has a chute consisting of a series of individual rollers over which the user travels.

School-Age Children — Children 5 years of age through 12 years of age.

Slide Chute — The inclined sliding surface of a slide.

Stationary Play Equipment — Any play structure that has a fixed base and does not move.

Supervisor — Any person tasked with watching children on a playground. Supervisors may be paid professionals (e.g., childcare, elementary school or park and recreation personnel), paid seasonal workers (e.g., college or high school students), volunteers (e.g., PTA members), or unpaid caregivers (e.g., parents) of the children playing in the playground.

Toddlers — Children 6 months through 23 months of age.

Tube Slide — A slide in which the chute consists of a totally enclosed tube or tunnel.

Unitary Surfacing Material — A manufactured material used for protective surfacing in the use zone that may be rubber tiles, mats, or a combination of energy absorbing materials held in place by a binder that may be poured in place at the playground site and cures to form a unitary shock absorbing surface.

Upper Body Equipment — Equipment designed to support a child by the hands only (e.g., horizontal ladder, overhead swinging rings).

Use Zone — The surface under and around a piece of equipment onto which a child falling from or exiting from the equipment would be expected to land. These areas are also designated for unrestricted circulation around the equipment.

2. GENERAL PLAYGROUND CONSIDERATIONS

2.1 Selecting a Site

The following factors are important when selecting a site for a new playground:

Site Factor	Questions to Ask	If yes, then...Mitigation
Travel patterns of children to and from the playground	Are there hazards in the way?	Clear hazards.
Nearby accessible hazards such as roads with traffic, lakes, ponds, streams, drop-offs/cliffs, etc.	Could a child inadvertently run into a nearby hazard? Could younger children easily wander off toward the hazard?	Provide a method to contain children within the playground. For example, a dense hedge or a fence. The method should allow for observation by supervisors. If fences are used, they should conform to local building codes and/or ASTM F-2049.
Sun exposure	Is sun exposure sufficient to heat exposed bare metal slides, platforms, steps, & surfacing enough to burn children?	Bare metal slides, platforms, and steps should be shaded or located out of direct sun. Provide warnings that equipment and surfacing exposed to intense sun can burn.
	Will children be exposed to the sun during the most intense part of the day?	Consider shading the playground or providing shaded areas nearby.
Slope and drainage	Will loose fill materials wash away during periods of heavy rain?	Consider proper drainage re-grading to prevent wash outs.

2.1.1 Shading considerations

According to the American Academy of Dermatology, research indicates that one in five Americans will develop some form of skin cancer during their lifetime, and five or more sunburns double the risk of developing skin cancer. Utilizing existing shade (e.g., trees), designing play structures as a means for providing shading (e.g., elevated platforms with shaded space below), or creating more shade (e.g., man-made structures) are potential ways to design a playground to help protect children's skin from the sun. When trees are used for shade, additional maintenance issues arise, such as the need for cleaning up debris and trimming limbs.

2.2 Playground Layout

There are several key factors to keep in mind when laying out a playground:

- Accessibility
- Age separation
- Conflicting activities
- Sight lines
- Signage and/or labeling
- Supervision

2.2.1 Accessibility

Special consideration should be given to providing accessible surfaces in a play area that meets the ASTM *Standard Specification for Determination of Accessibility of Surface Systems Under and Around Playground Equipment*, ASTM F1951. Equipment selection and location along with the type of protective surfacing are key components to ensuring the opportunity for children with disabilities to play on the playground.

2.2.2 Age separation

For playgrounds intended to serve children of all ages, the layout of pathways and the landscaping of the playground should show the distinct areas for the different age groups. The areas should be separated at least by a buffer zone, which could be an area with shrubs or benches. This separation and buffer zone will reduce the chance of injury from older, more active children running through areas filled with younger children with generally slower movement and reaction times.

2.2.3 Age group

In areas where access to the playground is unlimited or enforced only by signage, the playground designer should recognize that since child development is fluid, parents and caregivers may select a playground slightly above or slightly below their child's abilities, especially for children at or near a cut-off age (e.g., 2-years old and 5-years old). This could be for ease of supervising multiple children, misperceptions about the hazards a playground may pose to children of a different age, advanced development of a child, or other reasons. For this reason, there is an overlap at age 5. Developmentally a similar overlap also exists around age 2; however, due to the differences in ASTM standards and entrapment testing tools, this overlap is not reflected in the handbook. Playgrounds used primarily by children under the supervision of paid, trained professionals (e.g., child-care centers and schools) may wish to consider separating playgrounds by the facility's age groupings. For example, a child-care facility may wish to limit a playground to toddlers under 2 exclusively and can draw information from this guide and ASTM F2373. A school, on the other hand, may have no children under 4 attending, and can likewise plan appropriately. Those who inspect playgrounds should use the intended age group of the playground.

2.2.4 Conflicting activities

The play area should be organized into different sections to prevent injuries caused by conflicting activities and children running between activities. Active, physical activities should be separate from more passive or quiet activities. Areas for playground equipment, open fields, and sand boxes should be located in different sections of the playground. In addition, popular, heavy-use pieces of equipment or activities should be dispersed to avoid crowding in any one area.

Different types of equipment have different use zones that must be maintained. The following are general recommendations for locating equipment within the playground site. Specific use zones for equipment are given in §5.3.

- Moving equipment, such as swings and merry-go-rounds, should be located toward a corner, side, or edge of the play area while ensuring that the appropriate use zones around the equipment are maintained.
- Slide exits should be located in an uncongested area of the playground.
- Composite play structures have become increasingly popular on public playgrounds. Adjacent components on composite structures should be complementary. For example, an access component should not be located in a slide exit zone.

2.2.5 Sight lines

Playgrounds that are designed, installed, and maintained in accordance with safety guidelines and standards can still present hazards to children. Playgrounds should be laid out to allow parents or caregivers to keep track of children as they move throughout the playground environment. Visual barriers should be minimized as much as possible. For example, in a park situation, playground equipment should be as visible as possible from park benches. In playgrounds with areas for different ages, the older children's area should be visible from the younger children's area to ensure that caregivers of multiple children can see older children while they are engaged in interactive play with younger ones.

2.2.6 Signage and/or labeling

Although the intended user group should be obvious from the design and scale of equipment, signs and/or labels posted in the playground area or on the equipment should give some guidance to supervisors as to the age appropriateness of the equipment.

2.2.7 Supervision



The quality of the supervision depends on the quality of the supervisor's knowledge of safe play behavior. Playground designers should be aware of the type of supervision most likely for their given playground. Depending on the location and nature of the playground, the supervisors may be paid professionals (e.g., childcare, elementary school or park and recreation personnel), paid seasonal workers (e.g., college or high school students), volunteers (e.g., PTA members), or unpaid caregivers (e.g., parents) of the children playing in the playground.

Parents and playground supervisors should be aware that not all playground equipment is appropriate for all children who may use the playground. Supervisors should look for posted signs indicating the appropriate age of the users and direct children to equipment appropriate for their age. Supervisors may also use the information in Table 1 to determine the suitability of the equipment for the children they are supervising. Toddlers and preschool-age children require more attentive supervision than older children; however, one should not rely on supervision alone to prevent injuries.

Supervisors should understand the basics of playground safety such as:

- Checking for broken equipment and making sure children don't play on it.
- Checking for and removing unsafe modifications, especially ropes tied to equipment, before letting children play.
- Checking for properly maintained protective surfacing.
- Making sure children are wearing foot wear.

TABLE 1. EXAMPLES OF AGE APPROPRIATE EQUIPMENT



Toddler — Ages 6-23 months

- Climbing equipment under 32" high
- Ramps
- Single file step ladders
- Slides*
- Spiral slides less than 360°
- Spring rockers
- Stairways
- Swings with full bucket seats

* See §5.3.6



Preschool — Ages 2-5 years

- Certain climbers**
- Horizontal ladders less than or equal to 60" high for ages 4 and 5
- Merry-go-rounds
- Ramps
- Rung ladders
- Single file step ladders
- Slides*
- Spiral slides up to 360°
- Spring rockers
- Stairways
- Swings – belt, full bucket seats (2-4 years) & rotating tire

** See §5.3.2



Grade School — Ages 5-12 years

- Arch climbers
- Chain or cable walks
- Free standing climbing events with flexible parts
- Fulcrum seesaws
- Ladders – Horizontal, Rung, & Step
- Overhead rings***
- Merry-go-rounds
- Ramps
- Ring treks
- Slides*
- Spiral slides more than one 360° turn
- Stairways
- Swings – belt & rotating tire
- Track rides
- Vertical sliding poles

*** See §5.3.2.5

- Watching and stopping dangerous horseplay, such as children throwing protective surfacing materials, jumping from heights, etc.
- Watching for and stopping children from wandering away from the play area.

2.3 Selecting Equipment

When selecting playground equipment, it is important to know the age range of the children who will be using the playground. Children at different ages and stages of development have different needs and abilities. Playgrounds should be designed to stimulate children and encourage them to develop new skills, but should be in scale with their sizes, abilities, and developmental levels. Consideration should also be given to providing play equipment that is accessible to children with disabilities and encourages integration within the playground.

Table 1 shows the appropriate age range for various pieces of playground equipment. This is not an all-comprehensive list and, therefore, should not limit inclusion of current or newly designed equipment that is not specifically mentioned. For equipment listed in more than one group, there may be some modifications or restrictions based on age, so consult the specific recommendations in §5.3.

2.3.1 Equipment not recommended

Some playground equipment is not recommended for use on public playgrounds, including:

- Trampolines
- Swinging gates
- Giant strides
- Climbing ropes that are not secured at both ends.
- Heavy metal swings (e.g., animal figures) – These are not recommended because their heavy rigid metal framework presents a risk of impact injury.
- Multiple occupancy swings – With the exception of tire swings, swings that are intended for more than one user are not recommended because their greater mass, as compared to single occupancy swings, presents a risk of impact injury.
- Rope swings – Free-swinging ropes that may fray or otherwise form a loop are not recommended because they present a potential strangulation hazard.
- Swinging dual exercise rings and trapeze bars – These are rings and trapeze bars on long chains that are generally considered to be items of athletic equipment and are not recommended for public playgrounds. *NOTE: The recommendation against the use of exercise rings does not apply to overhead hanging rings such as those used in a ring trek or ring ladder (see Figure 7).*



2.4 Surfacing

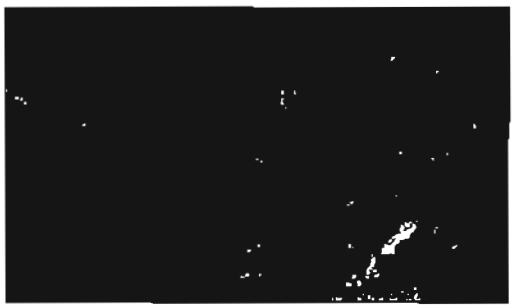
The surfacing under and around playground equipment is one of the most important factors in reducing the likelihood of life-threatening head injuries. A fall onto a shock absorbing surface is less likely to cause a serious head injury than a fall onto a hard surface. However, some injuries from falls, including broken limbs, may occur no matter what playground surfacing material is used.

The most widely used test method for evaluating the shock absorbing properties of a playground surfacing material is to drop an instrumented metal headform onto a sample of the material and record the acceleration/time pulse during the impact. Field and laboratory test methods are described in ASTM F1292 *Standard Specification for Impact Attenuation of Surface Systems Under and Around Playground Equipment.*

Testing using the methods described in ASTM F1292 will provide a "critical height" rating of the surface. This height can be considered as an approximation of the fall height below which a life-threatening head injury would not be expected to occur. Manufacturers and installers of playground protective surfacing should provide the critical height rating of their materials. This rating should be greater than or equal to the fall height of the highest piece of equipment on the playground. The fall height of a piece of equipment is the distance between the highest designated play surface on a piece of equipment and the protective surface beneath it. Details for determining the highest designated play surface and fall height on some types of equipment are included in §5 Parts of the Playground.

2.4.1 Equipment not covered by protective surfacing recommendations

The recommendations for protective surfacing do not apply to equipment that requires a child to be standing or sitting *at ground level.* Examples of such equipment are:



Appropriate Surfacing

- Any material tested to ASTM F1292, including unitary surfaces, engineered wood fiber, etc.
- Pea gravel
- Sand
- Shredded/recycled rubber mulch
- Wood mulch (not CCA-treated)
- Wood chips



Inappropriate Surfacing

- Asphalt
- Carpet not tested to ASTM F1292
- Concrete
- Dirt
- Grass
- CCA treated wood mulch

- Sand boxes
- Activity walls at ground level
- Play houses
- Any other equipment that children use when their feet remain in contact with the ground surface

2.4.2 Selecting a surfacing material

There are two options available for surfacing public playgrounds: unitary and loose-fill materials. A playground should never be installed without protective surfacing of some type. Concrete, asphalt, or other hard surfaces should never be directly under playground equipment. Grass and dirt are not considered protective surfacing because wear and environmental factors can reduce their shock absorbing effectiveness. Carpeting and mats are also not appropriate unless they are tested to and comply with ASTM F1292. Loose-fill should be avoided for playgrounds intended for toddlers.

2.4.2.1 Unitary surfacing materials

Unitary materials are generally rubber mats and tiles or a combination of energy-absorbing materials held in place by a binder that may be poured in place at the playground site and then cured to form a unitary shock absorbing surface. Unitary materials are available from a number of different manufacturers, many of whom have a range of materials with differing shock absorbing properties. New surfacing materials, such as bonded wood fiber and combinations of loose-fill and unitary, are being developed that may also be tested to ASTM F1292 and fall into the unitary materials category. When deciding on the best surfacing materials keep in mind that some dark colored surfacing materials exposed to the intense sun have caused blistering on bare feet. Check with the manufacturer if light colored materials are available or provide shading to reduce direct sun exposure.

Persons wishing to install a unitary material as a playground surface should request ASTM F1292 test data from the manufacturer identifying the critical height rating of the desired surface. In addition, site requirements should be obtained from the manufacturer because some unitary materials require installation over a hard surface while others do not. Manufacturer's instructions should be followed closely, as some unitary systems require professional installation. Testing should be conducted in accordance with the ASTM F1292 standard.

2.4.2.2 Loose-fill surfacing materials

Engineered wood fiber (EWF) is a wood product that may look similar in appearance to landscaping mulch, but EWF products are designed specifically for use as a playground safety surface under and around playground equipment. EWF products should meet the specifications in ASTM F2075: *Standard Specification for Engineered Wood Fiber* and be tested to and comply with ASTM F1292.

There are also rubber mulch products that are designed specifically for use as playground surfacing. Make sure they have been tested to and comply with ASTM F1292.

When installing these products, tips 1-9 listed below should be followed. Each manufacturer of engineered wood fiber and rubber mulch should provide maintenance requirements for and test data on:

- Critical height based on ASTM F1292 impact attenuation testing.
- Minimum fill-depth data.
- Toxicity.
- ADA/ABA accessibility guidelines for firmness and stability based on ASTM F1951.

Other loose-fill materials are generally landscaping-type materials that can be layered to a certain depth and resist compacting. Some examples include wood mulch, wood chips, sand, pea gravel, and shredded/recycled rubber mulch.

Important tips when considering loose-fill materials:

1. Loose-fill materials will compress at least 25% over time due to use and weathering. This must be considered when planning the playground. For example, if the playground will require 9 inches of wood chips, then the initial fill level should be 12 inches. See Table 2 below.
2. Loose-fill surfacing requires frequent maintenance to ensure surfacing levels never drop below the minimum depth. Areas under swings and at slide exits are more susceptible to displacement; special attention must be paid to maintenance in these areas. Additionally, wear mats can be installed in these areas to reduce displacement.
3. The perimeter of the playground should provide a method of containing the loose-fill materials.
4. Consider marking equipment supports with a minimum fill level to aid in maintaining the original depth of material.
5. Good drainage is essential to maintaining loose-fill surfacing. Standing water with surfacing material reduces effectiveness and leads to material compaction and decomposition.
6. Critical height may be reduced during winter in areas where the ground freezes.
7. Never use less than 9 inches of loose-fill material except for shredded/recycled rubber (6 inches recommended). Shallower depths are too easily displaced and compacted
8. Some loose-fill materials may not meet ADA/ABA accessibility guidelines. For more information, contact the Access Board (see §1.6) or refer to ASTM F1951.
9. Wood mulch containing chromated copper arsenate (CCA)-treated wood products should not be used; mulch where the CCA-content is unknown should be avoided (see §2.5.5.1).

Table 2 shows the minimum required depths of loose-fill material needed based on material type and fall height. The depths shown assume the materials have been compressed due to use and weathering and are properly maintained to the given level.

2.4.2.3 Installing loose-fill over hard surface

CPSC staff strongly recommends against installing playgrounds over hard surfaces, such as asphalt, concrete, or hard packed earth, unless the installation adds the following layers of protection. Immediately over the hard surface there should be a 3- to 6-inch base layer of loose-fill (e.g., gravel for drainage). The next layer should be a Geotextile cloth. On top of that should be a loose-fill layer meeting the specifications addressed in §2.4.2.2 and Table 2. Embedded in the loose-fill layer should be impact attenuating mats under high traffic areas, such as under swings, at slide exits, and other places where displacement is likely. Figure 1 provides a visual representation of this information. Older playgrounds that still exist on hard surfacing should be modified to provide appropriate surfacing.

2.5 Equipment Materials

2.5.1 Durability and finish

- Use equipment that is manufactured and constructed only of materials that have a demonstrated record of durability in a playground or similar setting.

Table 2. Minimum compressed loose-fill surfacing depths

6*	Shredded/recycled rubber	10
9	Sand	4
9	Pea Gravel	5
9	Wood mulch (non-CCA)	7
9	Wood chips	10

* Shredded/recycled rubber loose-fill surfacing does not compress in the same manner as other loose-fill materials. However, care should be taken to maintain a constant depth as displacement may still occur.

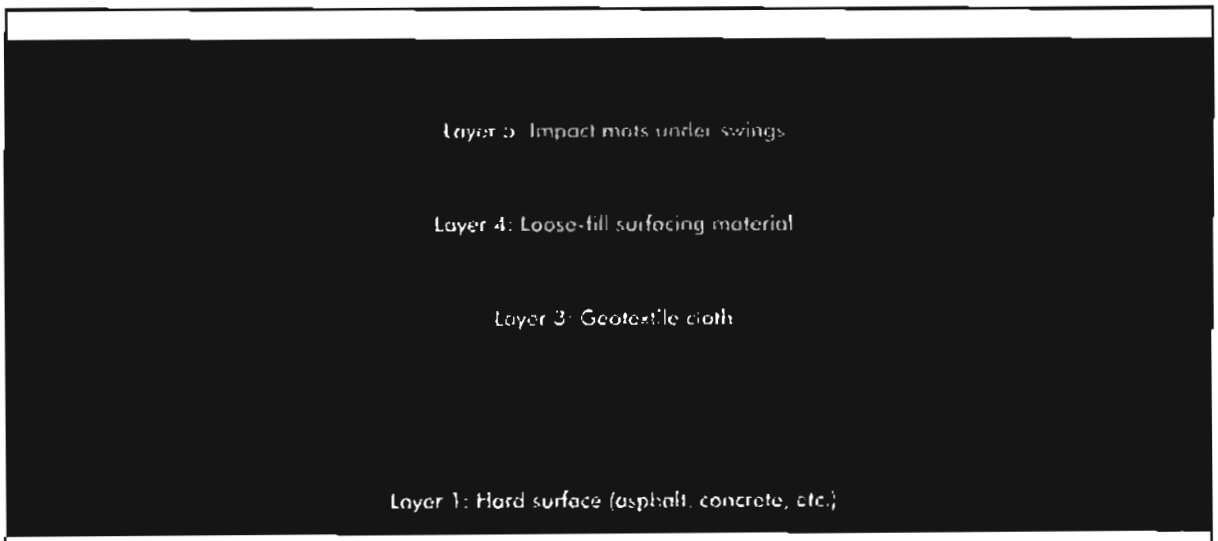


Figure 1. Installation layers for loose-fill over a hard surface

- Finishes, treatments, and preservatives should be selected carefully so that they do not present a health hazard to users.

2.5.2 Hardware

When installed and maintained in accordance with the manufacturer's instructions:

- All fasteners, connectors, and covering devices should not loosen or be removable without the use of tools.
- All fasteners, connectors, and covering devices that are exposed to the user should be smooth and should not be likely to cause laceration, penetration, or present a clothing entanglement hazard (see also §3.2 and Appendix B).
- Lock washers, self-locking nuts, or other locking means should be provided for all nuts and bolts to protect them from detachment.
- Hardware in moving joints should also be secured against unintentional or unauthorized loosening.

- All fasteners should be corrosion resistant and be selected to minimize corrosion of the materials they connect. This is particularly important when using wood treated with ACQ/CBA/CA-B[2] as the chemicals in the wood preservative corrode certain metals faster than others.
- Bearings or bushings used in moving joints should be easy to lubricate or be self-lubricating.
- All hooks, such as S-hooks and C-hooks, should be closed (see also §5.3.8.1). A hook is considered closed if there is no gap or space greater than 0.04 inches, about the thickness of a dime.

2.5.3 Metals

- Avoid using bare metal for platforms, slides, or steps. When exposed to direct sunlight they may reach temperatures high enough to cause serious contact burn injuries in a matter of seconds. Use other materials that may reduce the surface temperature, such as but not limited to wood, plastic, or coated metal (see also Slides in §5.3.6).
- If bare or painted metal surfaces are used on platforms, steps, and slide beds, they should be oriented so that the surface is not exposed to direct sun year round.

2.5.4 Paints and finishes

- Metals not inherently corrosion resistant should be painted, galvanized, or otherwise treated to prevent rust.
- The manufacturer should ensure that the users cannot ingest, inhale, or absorb potentially hazardous amounts of preservative chemicals or other treatments applied to the equipment as a result of contact with playground equipment.
- All paints and other similar finishes must meet the current CPSC regulation for lead in paint.
- Painted surfaces should be maintained to prevent corrosion and deterioration.
- Paint and other finishes should be maintained to prevent rusting of exposed metals and to minimize children playing with peeling paint and paint flakes.
- Older playgrounds with lead based paints should be identified and a strategy to control lead paint exposure should be developed. Playground managers should consult the October 1996 report, CPSC Staff Recommendations for Identifying and Controlling Lead Paint on Public Playground Equipment.[3]

2.5.5 Wood

- Wood should be either naturally rot- and insect-resistant (e.g., cedar or redwood) or should be treated to avoid such deterioration.
- Creosote-treated wood (e.g., railroad ties, telephone poles, etc) and coatings that contain pesticides should not be used.

2.5.5.1 Pressure-treated wood

A significant amount of older playground wood was pressure-treated with chemicals to prevent damage from insects and fungi. Chromated copper arsenate (CCA) was a chemical used for decades in structures (including playgrounds). Since December 31, 2003, CCA-treated wood is no longer processed for use in playground applications. Other rot- and insect-resistant pressure treatments are available that do not contain arsenic; however, when using any of the new treated wood products, be sure to use hardware that is compatible with the wood treatment chemicals. These chemicals are known to corrode certain materials faster than others.

Existing playgrounds with CCA-treated wood

Various groups have made suggestions concerning the application of surface coatings to CCA-treated wood (e.g., stains and sealants) to reduce a child's potential exposure to arsenic from the wood surface. Data from CPSC staff and EPA studies suggest that regular (at least once a year) use of an oil- or water-based, penetrating sealant or stain can reduce arsenic migration from CCA-treated wood. Installers, builders, and consumers who perform woodworking operations, such as sanding, sawing, or sawdust disposal, on pressure-treated wood should read the consumer information sheet available at the point of sale. This sheet contains important health precautions and disposal information.

[2] Ammoniacal copper quat (ACQ), copper boron azole (CBA), copper azole type B (CA-B), etc.

[3] CPSC Staff Recommendations for Identifying and Controlling Lead Paint on Public Playground Equipment; U.S. Consumer Product Safety Commission: Washington, DC, October 1996.

When selecting wood products and finishes for public playgrounds, CPSC staff recommends:

- Avoid "film-forming" or non-penetrating stains (latex semi-transparent, latex opaque and oil-based opaque stains) on outdoor surfaces because peeling and flaking may occur later, which will ultimately have an impact on durability as well as exposure to the preservatives in the wood.
- Creosote, pentachlorophenol, and tributyl tin oxide are too toxic or irritating and should not be used as preservatives for playground equipment wood.
- Pesticide-containing finishes should not be used.
- CCA-treated wood should not be used as playground mulch.

2.6 Assembly and Installation

- Strictly follow *all* instructions from the manufacturer when assembling and installing equipment.
- After assembly and before its first use, equipment should be thoroughly inspected by a person qualified to inspect playgrounds for safety.
- The manufacturer's assembly and installation instructions, and all other materials collected concerning the equipment, should be kept in a permanent file.
- Secure anchoring is a key factor to stable installation, and the anchoring process should be completed in *strict* accordance with the manufacturer's specifications.

3. PLAYGROUND HAZARDS

This section provides a broad overview of general hazards that should be avoided on playgrounds. It is intended to raise awareness of the risks posed by each of these hazards. Many of these hazards have technical specifications and tests for compliance with ASTM F1487 and F2373. Some of these tests are also detailed in Appendix B.

3.1 Crush and Shearing Points

Anything that could crush or shear limbs should not be accessible to children on a playground. Crush and shear points can be caused by parts moving relative to each other or to a fixed part during a normal use cycle, such as a see-saw.

To determine if there is a possible crush or shear point, consider:

- The likelihood a child could get a body part inside the point, and
- The closing force around the point.

Potential crush/shear hazards specific to certain pieces of equipment are identified in §5.3 Major Types of Playground Equipment.

3.2 Entanglement and Impalement

Projections on playground equipment should not be able to entangle children's clothing nor should they be large enough to impale. To avoid this risk:

- The diameter of a projection should not increase in the direction away from the surrounding surface toward the exposed end (see Figure 2).
- Bolts should not expose more than two threads beyond the end of the nut (see Figure 3).
- All hooks, such as S-hooks and C-hooks, should be closed (see also §5.3.8.1). A hook is considered closed if there is no gap or space greater than 0.04 inches, about the thickness of a dime.
  - Any connecting device containing an in-fill that completely fills the interior space preventing entry of clothing items into the interior of the device is exempt from this requirement.
- Swings and slides have additional recommendations for projections detailed in §5.3.
- See Appendix B for testing recommendations.

3.2.1 Strings and ropes

Drawstrings on the hoods of jackets, sweatshirts, and other upper body clothing can become entangled in playground equipment, and can cause death by strangulation. To avoid this risk:

- Children should not wear jewelry, jackets or sweatshirts with drawstring hoods, mittens connected by strings through the arms, or other upper body clothing with drawstrings.
- Remove any ropes, dog leashes, or similar objects that have been attached to playground equipment. Children can become entangled in them and strangle to death.

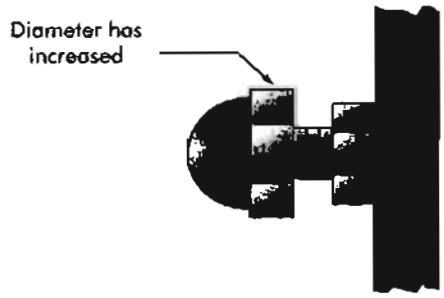
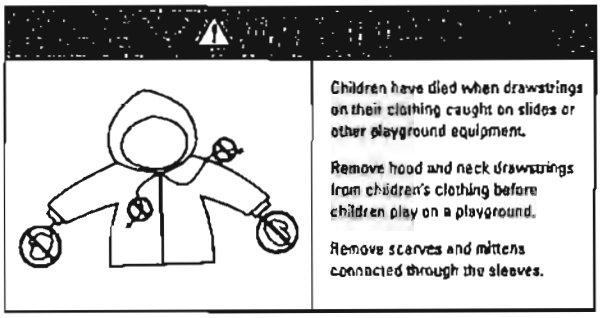


Figure 2. Example of a hazardous projection that increases in diameter from plane of initial surface and forms an entanglement hazard and may also be an impalement hazard.



Figure 3. Example of a hazardous projection that extends more than 2 threads beyond the nut and forms an impalement/laceration hazard and may also be an entanglement hazard.

- Avoid equipment with ropes that are not secured at both ends.
- The following label, or a similar sign or label, can be placed on or near slides or other equipment where potential entanglements may occur.



3.3 Entrapment

3.3.1 Head entrapment

Head entrapment is a serious concern on playgrounds, since it could lead to strangulation and death. A child's head may become entrapped if the child enters an opening either feet first or head first. Head entrapment by head-first entry generally occurs when children place their heads through an opening in one orientation, turn their heads to a different orientation, then are unable to get themselves out. Head entrapment by feet first entry involves children who generally sit or lie down and slide their feet into an opening that is large enough to permit their bodies to go through but is not large enough to permit their heads to go through. A part or a group of parts should not form openings that could trap a child's head. Also, children should not wear their bicycle helmets while on playground equipment. There have been recent head entrapment incidents in which children wearing their bicycle helmets became entrapped in spaces that would not normally be considered a head entrapment.

Certain openings could present an entrapment hazard if the distance between any interior opposing surfaces is greater than 3.5 inches and less than 9 inches. These spaces should be tested as recommended in Appendix B. When one dimension of an opening is within this range, all dimensions of the opening should be considered together to evaluate the possibility of entrapment. Even openings that are low enough for children's feet to touch the ground can present a risk of strangulation for an entrapped child. (See Figure 4). Younger children may not have the necessary intellectual ability or motor skills to reverse the process that caused their heads to become trapped, especially if they become scared or panicked.

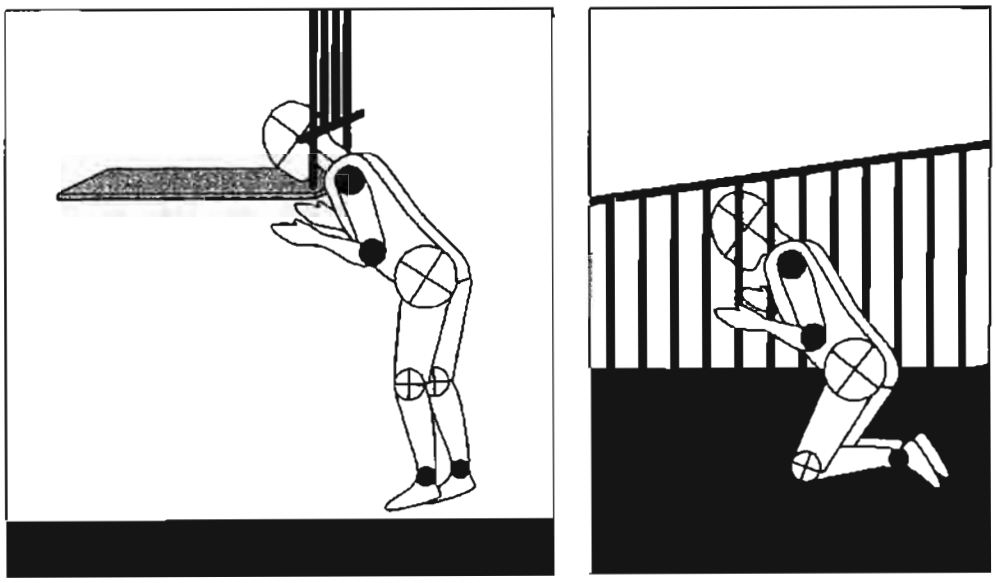


Figure 4. Examples of entrapment below a barrier and between the vertical bars of a barrier.

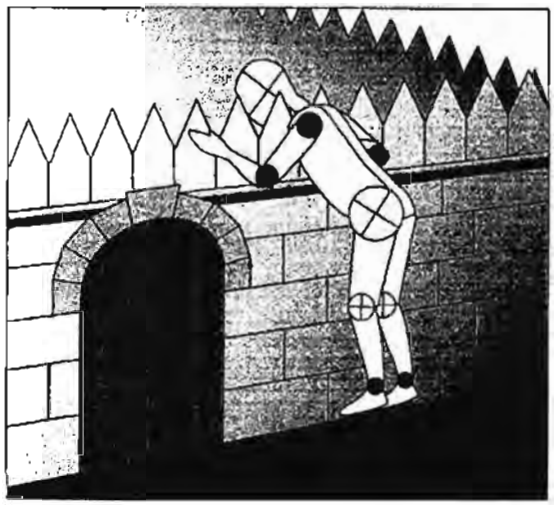


Figure 5. Example of entrapment in an angle less than 55 degrees on a fort.

3.3.2 Partially bound openings and angles

Children can become entrapped by partially bound openings, such as those formed by two or more playground parts.

- Angles formed by two accessible adjacent parts should be greater than 55 degrees unless the lowest leg is horizontal or below horizontal.
- Use the partially-bound opening test in Appendix B to identify hazardous angles and other partially-bound openings.

3.4 Sharp Points, Corners, and Edges

Sharp points, corners, or edges on any part of the playground or playground equipment may cut or puncture a child's skin. Sharp edges can cause serious lacerations if protective measures are not taken. To avoid the risk of injury from sharp points, corners and edges:

- Exposed open ends of all tubing not resting on the ground or otherwise covered should be covered by caps or plugs that cannot be removed without the use of tools.
- Wood parts should be smooth and free from splinters.
- All corners, metal and wood, should be rounded.
- All metal edges should be rolled or have rounded capping.
- There should be no sharp edges on slides. Pay special attention to metal edges of slides along the sides and at the exit (see also §5.3.6.4).
- If steel-belted radials are used as playground equipment, they should be closely examined regularly to ensure that there are no exposed steel belts/wires.
- Conduct frequent inspections to help prevent injuries caused by splintered wood, sharp points, corners, or edges that may develop as a result of wear and tear on the equipment.

3.5 Suspended Hazards

Children using a playground may be injured if they run into or trip over suspended components (such as cables, wires, ropes, or other flexible parts) connected from one piece of the playground equipment to another or hanging to the ground. These suspended components can become hazards when they are within 45 degrees of horizontal and are less than 7 feet above the protective surfacing. To avoid a suspended hazard, suspended components:

- Should be located away from high traffic areas.
- Should either be brightly colored or contrast with the surrounding equipment and surfacing.
- Should not be able to be looped back on themselves or other ropes, cables, or chains to create a circle with a 5 inch or greater perimeter.
- Should be fastened at both ends unless they are 7 inches or less long or attached to a swing seat.

These recommendations do not apply to swings, climbing nets, or if the suspended component is more than 7 feet above the protective surfacing and is a minimum of one inch at its widest cross-section dimension.

3.6 Tripping Hazards

Play areas should be free of tripping hazards (i.e., sudden change in elevations) to children who are using a playground. Two common causes of tripping are anchoring devices for playground equipment and containment walls for loose-fill surfacing materials.

- All anchoring devices for playground equipment, such as concrete footings or horizontal bars at the bottom of flexible climbers, should be installed below ground level

and beneath the base of the protective surfacing material. This will also prevent children from sustaining additional injuries from impact if they fall on exposed footings.

- Contrasting the color of the surfacing with the equipment color can contribute to better visibility.
- Surfacing containment walls should be highly visible.
- Any change of elevation should be obvious.
- Contrasting the color of the containment barrier with the surfacing color can contribute to better visibility.

3.7 Used Tires

Used automobile and truck tires are often recycled as playground equipment, such as tire swings or flexible climbers, or as a safety product such as cushioning under a seesaw or shredded as protective surfacing. When recycling tires for playground use:

- Steel-belted radials should be closely examined regularly to ensure that there are no exposed steel belts/wires.
- Care should be taken so that the tire does not collect water and debris; for example, providing drainage holes on the underside of the tire would reduce water collection.
- Recycled tire rubber mulch products should be inspected before installation to ensure that all metal has been removed.

In some situations, plastic materials can be used as an alternative to simulate actual automobile tires.

4. MAINTAINING A PLAYGROUND

Inadequate maintenance of equipment has resulted in injuries on playgrounds. Because the safety of playground equipment and its suitability for use depend on good inspection and maintenance, the manufacturer's maintenance instructions and recommended inspection schedules should be strictly followed. If manufacturer's recommendations are not available, a maintenance schedule should be developed based on actual or anticipated playground use. Frequently used playgrounds will require more frequent inspections and maintenance.

4.1 Maintenance Inspections

A comprehensive maintenance program should be developed for each playground. All playground areas and equipment should be inspected for excessive wear, deterioration, and any potential hazards, such as those shown in Table 3. One possible procedure is the use of checklists. Some manufacturers supply checklists for general or detailed inspections with their maintenance instructions. These can be used to ensure that inspections are in compliance with the manufacturer's specifications. If manufacturer-provided inspection guidelines are not available, a general checklist that may be used as a guide for frequent routine inspections of public playgrounds is included at Appendix A. This is intended to address only general maintenance concerns. Detailed inspections should give special attention to moving parts and other parts that can be expected to wear. Maintenance inspections should be carried out in a systematic manner by personnel familiar with the playground, such as maintenance workers, playground supervisors, etc.

4.2 Repairs

Inspections alone do not constitute a comprehensive maintenance program. Any problems found during the inspection should be noted and fixed as soon as possible.

- All repairs and replacements of equipment parts should be completed following the manufacturer's instructions.
- User modifications, such as loose-ended ropes tied to elevated parts, should be removed immediately.

Table 3. Routine inspection and maintenance issues

- ☐ Broken equipment such as loose bolts, missing end caps, cracks, etc.
- ☐ Broken glass & other trash
- ☐ Cracks in plastics
- ☐ Loose anchoring
- ☐ Hazardous or dangerous debris
- ☐ Insect damage
- ☐ Problems with surfacing
- ☐ Displaced loose-fill surfacing (see Section 4.3)
- ☐ Holes, flakes, and/or buckling of unitary surfacing
- ☐ User modifications (such as ropes tied to parts or equipment rearranged)
- ☐ Vandalism
- ☐ Worn, loose, damaged, or missing parts
- ☐ Wood splitting
- ☐ Rusted or corroded metals
- ☐ Rot

- For each piece of equipment, the frequency of thorough inspections will depend on the type and age of equipment, the amount of use, and the local climate.
- Consult the manufacturer for maintenance schedules for each piece of equipment. Based on these schedules, a maintenance schedule for the entire playground can be created. This routine maintenance schedule should not replace regular inspections.

4.3 Maintaining Loose-Fill Surfacing

Loose-fill surfacing materials require special maintenance. High-use public playgrounds, such as child care centers and schools, should be checked frequently to ensure surfacing has not displaced significantly, particularly in areas of the playground most subject to displacement (e.g., under swings and slide exits). This can be facilitated by marking ideal

surfacing depths on equipment posts. Displaced loose-fill surfacing should be raked back into proper place so that a constant depth is maintained throughout the playground. Impact attenuating mats placed in high traffic areas, such as under swings and at slide exits, can significantly reduce displacement. They should be installed below or level with surfacing so as not to be a tripping hazard.

The following are key points to look for during regular checks of surfacing:

- Areas under swings and at slide exits. Activity in these areas tends to displace surfacing quickly. Rake loose-fill back into place.
- Pooling water on mulch surfacing. For example, wet mulch compacts faster than dry, fluffy mulch. If puddles are noticed regularly, consider addressing larger drainage issues.
- Frozen surfacing. Most loose-fill surfacing that freezes solid no longer functions as protective surfacing. Even if the first few inches may be loose, the base layer may be frozen and the impact attenuation of the surfacing may be significantly reduced. It is recommended that children not play on the equipment under these conditions.

4.4 Recordkeeping

Records of all maintenance inspections and repairs should be retained, including the manufacturer's maintenance instructions and any checklists used. When any inspection is performed, the person performing it should sign and date the form used. A record of any accident and injury reported to have occurred on the playground should also be retained. This will help identify potential hazards or dangerous design features that should be corrected.

5. PARTS OF THE PLAYGROUND

5.1 Platforms, Guardrails and Protective Barriers

5.1.1 Platforms

- Platforms should be generally flat (i.e., within ± 2° of horizontal).
- Openings in platforms should be provided to allow for drainage.
- Platforms should minimize the collection of debris.
- Platforms intended for toddlers should be no more than 32 inches from the ground.

5.1.2 Stepped platforms

On some composite structures, platforms are layered or tiered so that a child may access the higher platform without steps or ladders. Unless there is an alternate means of access/egress, the maximum difference in height between stepped platforms should be:

- Toddlers: 7 inches.
- Preschool-age: 12 inches.
- School-age: 18 inches.

An access component (such as a rung) is needed if the difference in height is more than 12 inches for preschool-age and 18 inches for school-age children.

The space between the stepped platforms should follow the recommendations to minimize entrapment hazards in enclosed openings:

- Toddlers: if the space is less than 7 inches, infill should be used to reduce the space to less than 3.0 inches.
- Preschool-age: if the space exceeds 9 inches and the height of the lower platform above the protective surfacing exceeds 30 inches, infill should be used to reduce the space to less than 3.5 inches.
- School-age: if the space exceeds 9 inches and the height of the lower platform above the protective surfacing exceeds 48 inches, infill should be used to reduce the space to less than 3.5 inches.

5.1.2.1 Fall height

- The fall height of a platform is the distance between the top of the platform and the protective surfacing beneath it.

5.1.3 Guardrails and protective barriers

Guardrails and protective barriers are used to minimize the likelihood of accidental falls from elevated platforms. Protective barriers provide greater protection than guardrails and should be designed to discourage children from climbing over or through the barrier. Guardrails and barriers should:

- Completely surround any elevated platform.
- Except for entrance and exit openings, the maximum clearance opening without a top horizontal guardrail should be 15 inches.
- Prevent unintentional falls from the platform.
- Prevent the possibility of entrapment.
- Facilitate supervision.

For example:

- Guardrails may have a horizontal top rail with infill consisting of vertical bars having openings that are greater than 9 inches. These openings do not present an entrapment hazard but do not prevent a child from climbing through the openings.
- A barrier should minimize the likelihood of passage of a child during deliberate attempts to defeat the barrier. Any openings between uprights or between the platform surface and lower edge of a protective barrier should prevent passage of the small torso template (see test in B.2.5).

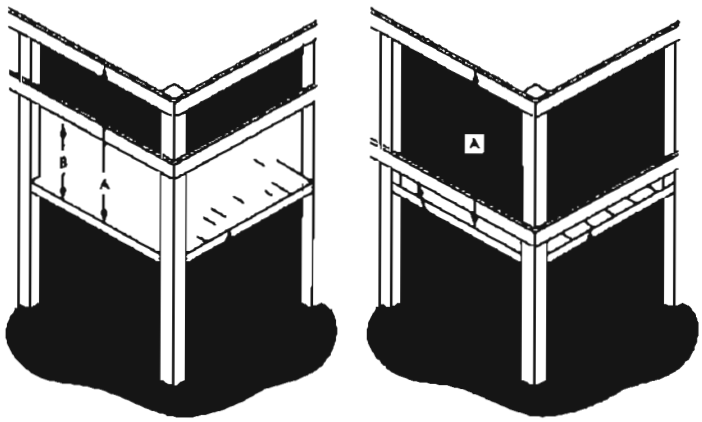
Guardrails or protective barriers should be provided on elevated platforms, walkways, landings, stairways, and transitional surfaces. In general, the younger the child, the less coordination and balance they have, therefore the more vulnerable they are to unintentional falls. Toddlers are the most vulnerable, and equipment intended for this age should use barriers on all elevated walking surfaces above 18 inches. Physical skills develop further in preschool-age children and then more with school-age children; therefore, minimum elevation recommendations for guardrails and barriers increase with each age group.

Guardrails and barriers should be high enough to prevent the tallest children from falling over the top. For guardrails, the lower edge should be low enough so that the smallest children cannot walk under it. Barriers should be low enough to prevent the smallest child from getting under the barrier in any way. This is generally done by designing the barrier so that the small torso probe (see test methods in Appendix B) cannot pass under or through the barrier. Vertical infill for protective barriers may be preferable for younger children because the vertical components can be grasped at whatever height a child chooses as a handhold.

Guardrail and barrier recommendations are shown in Table 4. However, the recommendations do not apply if the guardrail or barrier would interfere with the intended use of the equipment, such as:

- Climbing equipment
- Platforms layered so that the fall height is:
  - Toddlers: 7 inches or less.
  - Preschool-age: 20 inches or less.
  - School-age: 30 inches or less.

Table 4. Guardrails and Barriers



Protects against accidental falls from platform	Yes	Yes
Discourages climbing over	No	Yes
Protects against climbing through	No	Yes
Toddlers		
A Top edge distance from platform	Not recommended	A = 24" or higher
B Bottom edge distance from platform	Not recommended	B < 3"
H Recommended when platform fall height is:	Not recommended	H = 18" or higher
Preschool-age		
A Top edge distance from platform	A = 29" or higher	A = 29" or higher
B Bottom edge distance from platform	9" < B ≤ 23"	B < 3.5"
H Recommended when platform fall height is:	20" < H ≤ 30"	H > 30"
School-age		
A Top edge distance from platform	A = 38" or higher	A = 38" or higher
B Bottom edge distance from platform	9" < B ≤ 28"	B < 3.5"
H Recommended when platform fall height is:	30" < H ≤ 48"	H > 48"

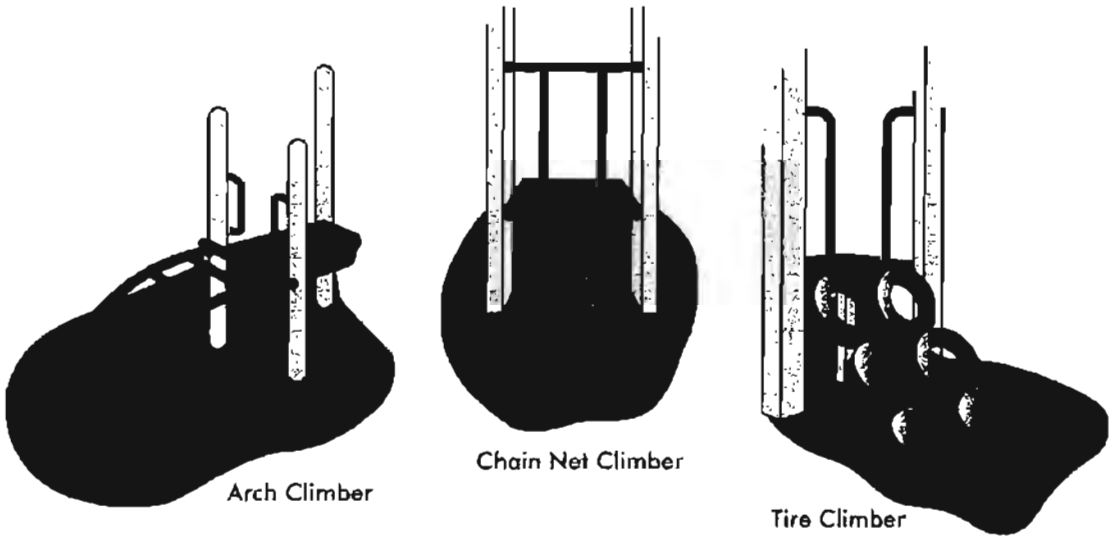


Figure 6. Examples of More Challenging Modes of Access

5.2 Access Methods to Play Equipment

Access to playground equipment can take many forms, such as conventional ramps, stairways with steps, and ladders with steps or rungs. Access may also be by means of climbing components, such as arch climbers, climbing nets, and tire climbers (see Figure 6).

As children develop, they gain better balance and coordination, so it is important to pick appropriate access methods based on the age group. Table 5 shows the most common methods of access and the youngest appropriate age group.

Access to platforms over 6 feet high (except for free-standing slides) should provide an intermediate standing surface so that the child can pause and make a decision to keep going up or find another way down. Children generally master access before egress, that is, they can go up before they can get back down a difficult component. Therefore, if there are more difficult access methods, it is important to have easier components for egress.

Table 5. Methods of access and egress

Ramps	Easiest	Toddlers +
Straight stairways	Easy	Toddlers +
Spiral stairways	Moderate	Toddlers* +
Step ladders	Moderate	15 months* +
Rung ladders	Moderate	Preschool* +
Arch climbers	Difficult	Preschool* +
Flexible climbers (nets, tires)	Difficult	Preschool* +

* only if an easy egress method is also provided

5.2.1 Ramps, stairways, rung ladders, and step ladders

Ramps, stairways, rung ladders, and step ladders each have different recommendations for slope and tread dimension, but the steps or rungs always should be evenly spaced - even the spacing between the top step or rung and the surface of the platform. Table 6 contains recommended dimensions for: access slope; tread or rung width; tread depth; rung diameter; and vertical rise for rung ladders, step ladders, and stairways. Table 6 also contains slope and width recommendations for ramps. However, these recommendations are not intended to address ramps designed for access by wheelchairs.

- Openings between steps or rungs and between the top step or rung and underside of a platform should prevent entrapment.
- When risers are closed, treads on stairways and ladders should prevent the accumulation of sand, water, or other materials on or between steps.
- Climbing equipment should allow children to descend as easily as they ascend. One way of implementing this recommendation is to provide an easier, alternate means of descent, such as another mode of egress, a platform, or another piece of equipment. For example, a stairway can be added to provide a less challenging mode of descent than a vertical rung ladder or flexible climbing device (see Table 5).
- For toddlers and preschool-age children, offering an easy way out is particularly important since their ability to descend climbing components develops later than their ability to climb up the same components.

Table 6. Recommended dimensions for access ladders, stairs, and ramps*

	AGE OF INTENDED USER		
Ramps (not intended to meet ADA/ABA specifications)			
Slope (vertical:horizontal)	< 1:8	≤ 1:8	≤ 1:8
Width (single)	≥ 19"	≥ 12"	≥ 16"
Width (double)	≥ 30"	≥ 30"	≥ 36"
Stairways			
Slope	≤ 35°	< 50°	< 50°
Tread width (single)	12-21"	≥ 12"	≥ 16"
Tread width (double)	≥ 30"	≥ 30"	≥ 36"
Tread depth (open riser)	Not appropriate	≥ 7"	≥ 8"
Tread depth (closed riser)	≥ 8"	≥ 7"	≥ 8"
Vertical rise	≤ 7"	≤ 9"	≤ 12"
Step ladders			
Slope	35≤65°	50-75°	50-75°
Tread width (single)	12-21"	12-21"	≥ 16"
Tread width (double)	Not appropriate	Not appropriate	≥ 36"
Tread depth (open riser)	Not appropriate	≥ 7"	≥ 3"
Tread depth (closed riser)	8"	≥ 7"	≥ 6"
Vertical rise	> 5 "and ≤ 7"	≤ 9"	≤ 12"
Rung ladders			
Slope	Not appropriate	75-90°	75-90°
Rung width	Not appropriate	≥ 12"	≥ 16"
Vertical rise	Not appropriate	≤ 12"	≤ 12"
Rung diameter	Not appropriate	0.95-1.55"	0.95-1.55"

* entrapment recommendations apply to all openings in access components

5.2.2 Rungs and other hand gripping components

Unlike steps of stairways and step ladders that are primarily for foot support, rungs can be used for both foot and hand support.

- Rungs with round shapes are easiest for children to grip.
- All hand grips should be secured in a manner that prevents them from turning.
- Toddlers:
  - Handrails or other means of hand support should have a diameter or maximum cross-section between 0.60 and 1.20 inches.
  - A diameter or maximum cross-section of 0.90 inches is preferred to achieve maximal grip strength and benefit the weakest children.
- Preschool- and school-age:
  - Rungs, handrails, climbing bars, or other means of hand support intended for holding should have a diameter or maximum cross-section between 0.95 and 1.55 inches.
  - A diameter or maximum cross-section of 1.25 inches is preferred to achieve maximal grip strength and benefit the weakest children.

5.2.3 Handrails

Handrails on stairways and step ladders are intended to provide hand support and to steady the user. Continuous handrails extending over the full length of the access should be provided on both sides of all stairways and step ladders, regardless of the height of the access. Rung ladders do not require handrails since rungs or side supports provide hand support on these more steeply inclined accesses.

5.2.3.1 Handrail height

Handrails should be available for use at the appropriate height, beginning with the first step. The vertical distance between the top front edge of a step or ramp surface and the top surface of the handrail above it should be as follows:

- Toddlers: between 15 and 20 inches.
- Preschool-age: between 22 and 26 inches.
- School-age: between 22 and 38 inches.

5.2.4 Transition from access to platform

Handrails or handholds are recommended at all transition points (the point where the child must move from the access component to the play structure platform).

- The handhold should provide support from the access component until the child has fully achieved the desired posture on the platform.
- Any opening between a handrail and an adjacent vertical structure (e.g., vertical support post for a platform or vertical slat of a protective barrier) should not pose an entrapment hazard.
- Access methods that do not have handrails, such as rung ladders, flexible climbers, arch climbers, and tire climbers, should provide hand supports for the transition between the top of the access and the platform.

5.3 Major Types of Playground Equipment

5.3.1 Balance beams

- Balance beams should be no higher than:
- Toddlers: not recommended.
- Preschool-age: 12 inches.
- School-age: 16 inches.

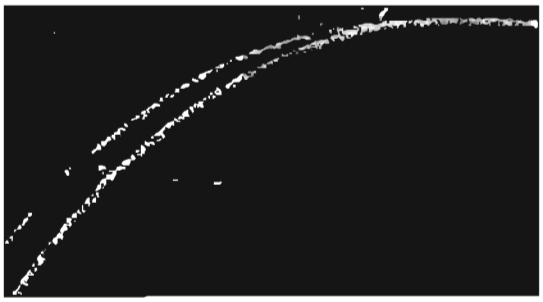
5.3.1.1 Fall height

The fall height of a balance beam is the distance between the top of the walking surface and the protective surfacing beneath it.

5.3.2 Climbing and upper body equipment

Climbing equipment is generally designed to present a greater degree of physical challenge than other equipment on public playgrounds. This type of equipment requires the use of the hands to navigate up or across the equipment. "Climbers" refers to a wide variety of equipment, such as but not limited to:

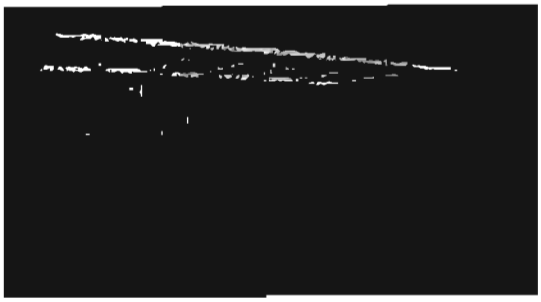
- Arch climbers
- Dome climbers
- Flexible climbers (usually chain or net)
- Parallel bars
- Sliding poles



Simple Arch Climber



Geodesic Dome Climber



Overhead Horizontal Ladder



Overhead Loop Ladder

Figure 7. Examples of climbers

- Spiral climbers
- Upper body equipment (horizontal overhead ladders, overhead rings, track ride).

School-age children tend to use climbing and upper body equipment more frequently and more proficiently than preschool children. Young preschool children may have difficulty using some climbers because they have not yet developed some of the physical skills necessary for certain climbing activities (balance, coordination, and upper body strength). Older preschool children (i.e., 4- and 5-year-olds) are beginning to use flexible climbers, arch climbers, and upper body devices.

5.3.2.1 Design considerations

5.3.2.1.1 Layout of climbing components

When climbing components are part of a composite structure, their level of challenge and method of use should be compatible with the traffic flow from nearby components. Upper body devices should be placed so that the swinging movement generated by children on this equipment cannot interfere with the movement of children on adjacent structures, particularly children descending on slides. The design of adjacent play structures should not facilitate climbing to the top support bars of upper body equipment.

5.3.2.1.2 Fall Height

Climbers:

- Unless otherwise specified in this section, the fall height for climbers is the distance between the highest part of the climbing component and the protective surfacing beneath it.
- If the climber is part of a composite structure, the fall height is the distance between the highest part of the climber intended for foot support and the protective surfacing beneath it.
  - Toddlers: The maximum fall height for free standing and composite climbing structures should be 32 inches.

Upper Body Equipment:

- The fall height of upper body equipment is the distance between the highest part of the equipment and the protective surface below.

5.3.2.1.3 Climbing rungs

Some of the access methods discussed in §5.2 are also considered climbing devices; therefore, the recommendations for the size of climbing rungs are similar.

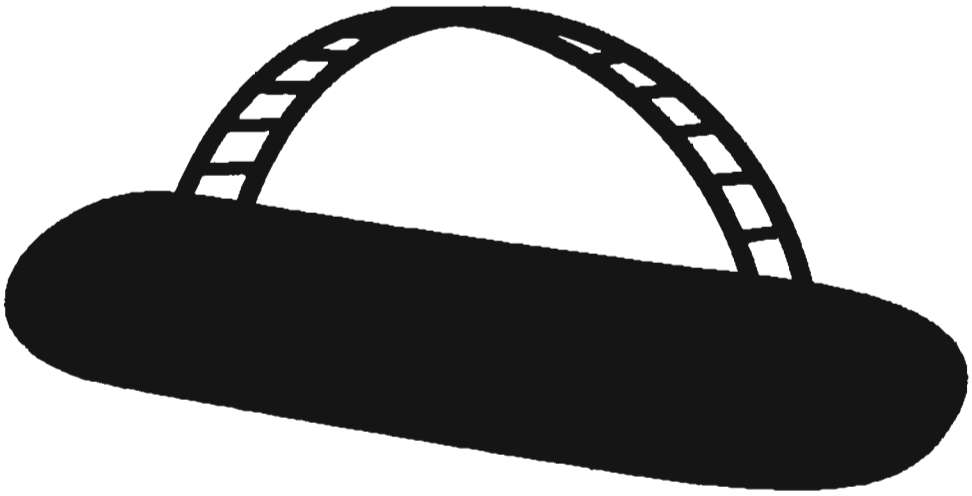


Figure 8. Use zone surrounding a freestanding arch climber

- Rungs should be generally round.
- All rungs should be secured in a manner that prevents them from turning.
- Climbing rungs should follow the same diameter recommendations as in §5.2.2.

5.3.2.1.4 Use zone

- The use zone should extend a minimum of 6 feet in all directions from the perimeter of the stand alone climber. See Figure 8.
- The use zone of a climber may overlap with neighboring equipment if the other piece of equipment allows overlapping use zones and
  - There is at least 6 feet between equipment when adjacent designated play surfaces are no more than 30 inches high; or
  - There is at least 9 feet between equipment when adjacent designated play surfaces are more than 30 inches high.

5.3.2.1.5 Other considerations

- Climbers should not have climbing bars or other rigid structural components in the interior of the climber onto which a child may fall from a height of greater than 18 inches. See Figure 9 for an example of a climber that DOES NOT follow this consideration.



Figure 9: Climber with rigid structural components that DOES NOT meet 5.3.2.1.5

5.3.2.2 Arch climbers

Arch climbers consist of rungs attached to convex side supports. They may be free standing (Figure 10) or be provided as a more challenging means of access to other equipment (Figure 11).

- Arch climbers should not be used as the sole means of access to other equipment for preschoolers.
- Free standing arch climbers are not recommended for toddlers or preschool-age children.
- The rung diameter and spacing of rungs on arch climbers should follow the recommendations for rung ladders in Table 6.



Figure 10. Freestanding arch climber

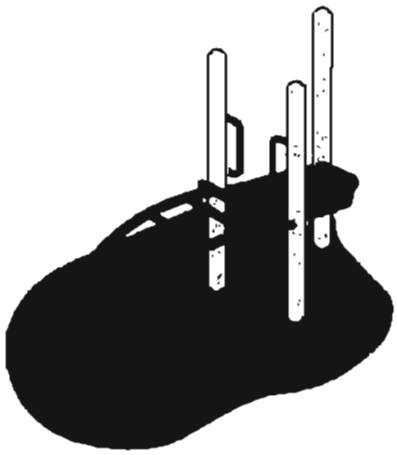


Figure 11. Arch climber access



Figure 12. Examples of two- and three-dimensional flexible climbers

5.3.2.3 Flexible climbers

Flexible climbers use a grid of ropes, chains, cables, or tires for climbing. Since the flexible parts do not provide a steady means of support, flexible climbers require more advanced balance abilities than rigid climbers.

Rope, chain, and cable generally form a net-like structure that may be either two or three dimensional. See Figure 12. Tire climbers may have the tires secured tread-to-tread to form a sloping grid, or the tires may be suspended individually by chains or other means.

- Flexible climbers that provide access to platforms should be securely anchored at both ends.
- When connected to the ground, the anchoring devices should be installed below ground level and beneath the base of the protective surfacing material.
- Connections between ropes, cables, chains, or between tires should be securely fixed.
- Flexible climbers are not recommended as the sole means of access to equipment intended for toddlers and preschool-age children.
- Free-standing flexible climbers are not recommended on playgrounds intended for toddlers and preschool children.
- Spacing between the horizontal and vertical components of a climbing grid should not form entrapment hazards.
- The perimeter of any opening in a net structure should be less than 17 inches or greater than 28 inches (see Figure 13).

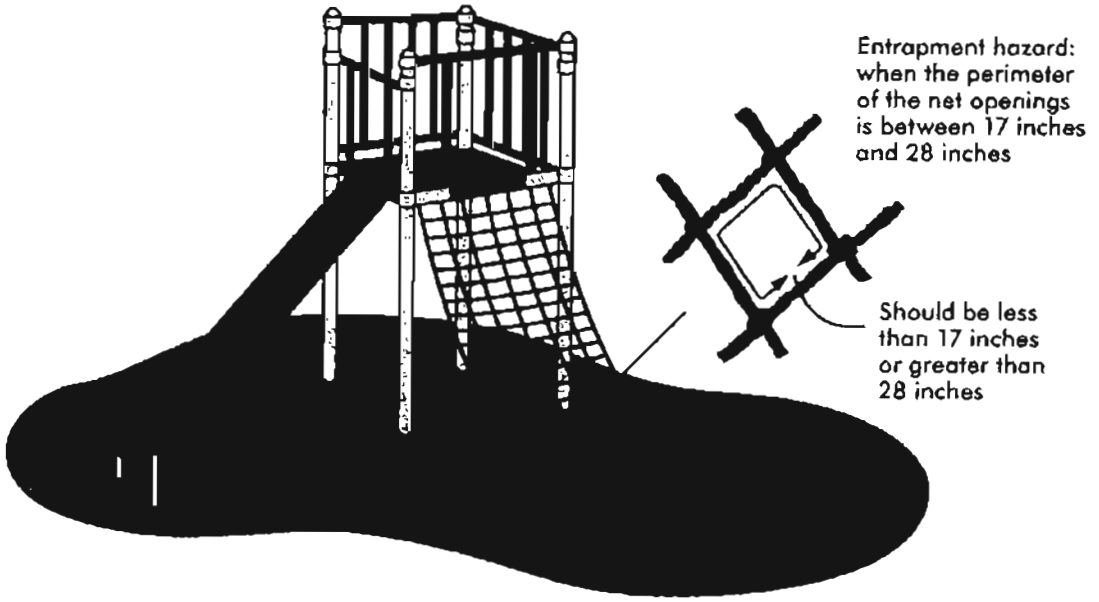


Figure 13. Entrapment hazards in flexible climbers

5.3.2.4 Horizontal (overhead) ladders

Horizontal (overhead) ladders are a type of climber designed to build upper body strength. They are designed to allow children to move across the ladder from end to end using only their hands.

Four-year-olds are generally the youngest children able to use upper body devices like these; therefore, horizontal ladders should not be used on playgrounds intended for toddlers and 3-year-olds. The recommendations below are designed to accommodate children ages 4 through 12 years.

- The first handhold on either end of upper body equipment should not be placed directly above the platform or climbing rung used for mount or dismount. This minimizes the risk of children impacting rigid access structures if they fall from the first handhold during mount or dismount.
- The horizontal distance out to the first handhold should be:
  - No greater than 10 inches but not directly above the platform when access is from a platform.
  - At least 8 inches but no greater than 10 inches when access is from climbing rungs.
- The space between adjacent rungs of overhead ladders should be greater than 9 inches to prevent entrapment.
- Horizontal ladders intended for preschool-age children should have rungs that are parallel to one another and evenly spaced.
- The maximum height of a horizontal ladder (i.e., measured from the center of the grasping device to the top of the protective surfacing below) should be:
  - Preschool-age (4 and 5 years): no more than 60 inches.
  - School-age: no more than 84 inches.
- The center-to-center spacing of horizontal ladder rungs should be as follows:
  - Preschool-age (4 and 5 years): no more than 12 inches.
  - School-age: no more than 15 inches.
- The maximum height of the take-off/landing platform above the protective surfacing should be:
  - Preschool-age (4 and 5 years): no more than 18 inches.
  - School-age: no more than 36 inches.

5.3.2.5 Overhead rings

Overhead rings are similar to horizontal ladders in terms of the complexity of use. Therefore, overhead rings should not be used on playgrounds intended for toddlers and 3-year-olds. The recommendations below are designed to accommodate children 4 through 12 years of age.

Overhead rings differ from horizontal ladders because, during use, the gripped ring swings through an arc and reduces the distance to the gripping surface of the next ring; therefore, the spacing distance recommendations for horizontal ladders do not apply.

- The first handhold on either end of upper body equipment should not be placed directly above the platform or climbing rung used for mount or dismount. This minimizes the risk of children hitting rigid access structures if they fall from the first handhold during mount or dismount.
- The horizontal distance out to the first handhold should be:
  - No greater than 10 inches but not directly above the platform when access is from a platform.
  - At least 8 inches but no greater than 10 inches when access is from climbing rungs.
- The maximum height of overhead rings measured from the center of the grasping device to the protective surfacing should be:
  - Preschool-age (4 and 5 years): 60 inches.
  - School-age: 84 inches.
- If overhead swinging rings are suspended by chains, the maximum length of the chains should be 7 inches.
- The maximum height of the take-off/landing platform above the protective surfacing should be:
  - Preschool-age (4 and 5 years): no more than 18 inches.
  - School-age: no more than 36 inches.

5.3.2.6 Sliding poles

Vertical sliding poles are more challenging than some other types of climbing equipment. They require upper body strength and coordination to successfully slide down the pole. Unlike other egress methods, there is no reverse or stop, so a child cannot change his or her mind. Children who start a sliding pole must have the strength to slide the whole way or they will fall.

- Sliding poles are not recommended for toddlers or preschool-age children since they generally don't have the upper body and/or hand strength to slide.
- Sliding poles should be continuous with no protruding welds or seams along the sliding surface.
- The pole should not change direction along the sliding portion.
- The horizontal distance between a sliding pole and any structure used for access to the sliding pole should be between 18 inches and 20 inches.
- The pole should extend at least 60 inches above the level of the platform or structure used for access to the sliding pole.
- The diameter of sliding poles should be no greater than 1.9 inches.
- Sliding poles and their access structures should be located so that traffic from other events will not interfere with the users during descent.
- Upper access should be on one level only.
- The upper access area through the guardrail or barrier should be 15 inches wide at most.

5.3.2.6.1 Fall height

- For sliding poles accessed from platforms, the fall height is the distance between the platform and the protective surfacing beneath it.
- For sliding poles not accessed from platforms, the fall height is the distance between a point 60 inches below the highest point of the pole and the protective surfacing beneath it.
- The top of the sliding pole's support structure should not be a designated play surface.

5.3.2.7 Track rides

Track rides are a form of upper body equipment where the child holds on to a handle or other device that slides along a track above his or her head. The child then lifts his or her feet and is carried along the length of the track. Track rides require significant upper body strength and the judgment to know when it is safe to let go. These are skills not developed until children are at least school-age; therefore, CPSC staff recommends:

- Track rides should not be used on playgrounds for toddlers and preschool-age children.
- Track rides should not have any obstacles along the path of the ride, including anything that would interfere in the take-off or landing areas.

- Two track rides next to each other should be at least 4 feet apart.
- The handle should be between 64 inches and 78 inches from the surfacing and follow the gripping recommendations in §5.2.2.
- Nothing should ever be tied or attached to any moving part of a track ride.
- Rolling parts should be enclosed to prevent crush hazards.

5.3.2.7.1 Fall height

- The fall height of track ride equipment is the distance between the maximum height of the equipment and the protective surface beneath it.
- Equipment support posts with no designated play surfaces are exempt from this requirement.

5.3.3 Log rolls

Log rolls help older children master balance skills and increase strength. Children must balance on top of the log as they spin it with their feet. See Figure 14.

- Log rolls are not recommended for toddlers and preschool-age children. These children generally do not possess the balance, coordination, and strength to use a log roll safely.
- Log rolls should have handholds to assist with balance.
- The handholds should follow the guidelines in §5.2.2.
- The highest point of the rolling log should be a maximum of 18 inches above the protective surface below.
- When not part of a composite structure, the use zone may overlap with neighboring equipment if the other piece of equipment allows overlapping use zones (see §5.3.9) and
  - There is at least 6 feet between equipment when adjacent designated play surfaces are no more than 30 inches high; or
  - There is at least 9 feet between equipment when adjacent designated play surfaces are more than 30 inches high.

5.3.3.1.1 Fall height

The fall height of a log roll is the distance between the highest portion of the rolling log and the protective surfacing beneath it.



Figure 14. Log roll

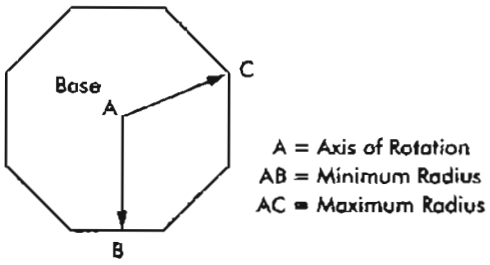
5.3.4 Merry-go-rounds

Merry-go-rounds are the most common rotating equipment found on public playgrounds. Children usually sit or stand on the platform while other children or adults push the merry-go-round to make it rotate. In addition, children often get on and off the merry-go-round while it is in motion. Merry-go-rounds may present a physical hazard to preschool-age children who have little or no control over such products once they are in motion. Therefore, children in this age group should always be supervised when using merry-go-rounds.

The following recommendations apply when the merry-go-round is at least 20 inches in diameter.

- Merry-go-rounds should not be used on playgrounds intended for toddlers.
- The standing/sitting surface of the platform should have a maximum height of:
  - Preschool: 14 inches above the protective surface.
  - School-age: 18 inches above the protective surface.
- The rotating platform should be continuous and approximately circular.
- The surface of the platform should not have any openings between the axis and the periphery that permit a rod having a diameter of 5/16 inch to penetrate completely through the surface.

- The difference between the minimum and maximum radii of a non-circular platform should not exceed 2.0 inches (Figure 15).



The difference between dimensions AC and AB should not exceed 2.0 inches.

Figure 15. Minimum and maximum radii of a merry-go-round platform

- The underside of the perimeter of the platform should be no less than 9 inches above the level of the protective surfacing beneath it.
- There should not be any accessible shearing or crushing mechanisms in the undercarriage of the equipment.
- Children should be provided with a secure means of holding on. Where handgrips are provided, they should conform to the general recommendations for hand gripping components in §5.2.2.
- No components of the apparatus, including handgrips, should extend beyond the perimeter of the platform.
- The rotating platform of a merry-go-round should not have any sharp edges.
- A means should be provided to limit the peripheral speed of rotation to a maximum of 13 ft/sec.
- Merry-go-round platforms should not have any up and down (oscillatory) motion.

5.3.4.1 Use zone

- The use zone should extend a minimum of 6 feet beyond the perimeter of the platform.
- The use zone may not overlap other use zones, unless the rotating equipment is less than 20 inches in diameter and the adjacent equipment allows overlap.

5.3.4.2 Fall height

The fall height for a merry-go-round is the distance between the perimeter of the platform where a child could sit or stand and the protective surfacing beneath it.

5.3.5 Seesaws

5.3.5.1 Fulcrum seesaws

The typical seesaw (also known as a "teeter totter") consists of a board or pole with a seat at each end supported at the center by a fulcrum. See Figure 16. Because of the complex way children are required to cooperate and combine their actions, fulcrum seesaws are not recommended for toddlers or preschool-age children.

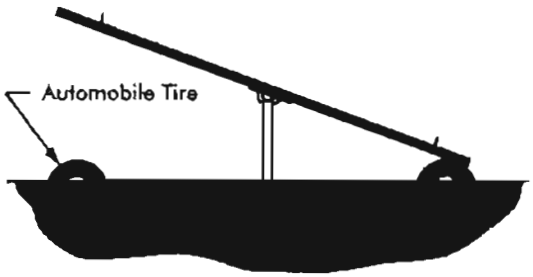


Figure 16. Typical Fulcrum Seesaw

- The fulcrum should not present a crush hazard.
- Partial car tires, or some other shock-absorbing material, should be embedded in the ground underneath the seats, or secured on the underside of the seats. This will help prevent limbs from being crushed between the seat and the ground, as well as cushion the impact.
- The maximum attainable angle between a line connecting the seats and the horizontal is 25°.
- There should not be any footrests.

5.3.5.2 Spring-centered seesaws

Preschool-age children are capable of using spring-centered seesaws because the centering device prevents abrupt contact with the ground if one child dismounts suddenly. Spring-centered seesaws also have the advantage of not requiring two children to coordinate their actions in order to play safely. Spring-centered seesaws should follow the recommendations for spring rockers including the use of footrests (§5.3.7).

5.3.5.3 Use zone for fulcrum and spring-centered seesaws

- The use zone should extend a minimum of 6 feet from each outside edge of the seesaw.
- The use zone may overlap with neighboring equipment if the other piece of equipment allows overlapping use zones and
  - There is at least 6 feet between equipment when adjacent designated play surfaces are no more than 30 inches high; or
  - There is at least 9 feet between equipment when adjacent designated play surfaces are more than 30 inches high.

5.3.5.4 Handholds

- Handholds should be provided at each seating position for gripping with both hands and should not turn when grasped.
- Handholds should not protrude beyond the sides of the seat.

5.3.5.5 Fall height

The fall height for a seesaw is the distance between the highest point any part of the seesaw can reach and the protective surfacing beneath it.

5.3.6 Slides



Children can be expected to descend slide chutes in many different positions, rather than always sitting and facing forward as they slide. These other positions should be discouraged at all times to minimize injuries.

Slides may provide a straight, wavy, or spiral descent either by means of a tube or an open slide chute. They may be either free-standing (Figure 17), part of a composite structure, or built on the grade of a natural or man-made slope (embankment slide). Regardless of the type of slide, avoid using bare metals on the platforms, chutes, and steps. When exposed to direct sunlight the bare metal may reach temperatures high enough to cause serious contact burn injuries in a matter of seconds. Provide shade for bare metal slides or use other materials that may reduce the surface temperature such as, but not limited to, plastic or coated metal.

5.3.6.1 Slide access

Access to a stand-alone slide generally is by means of a ladder with rungs, steps, or a stairway with steps. Slides may also be part of a composite play structure, so children will gain access from other parts of the structure. Embankment slides use the ground for access.

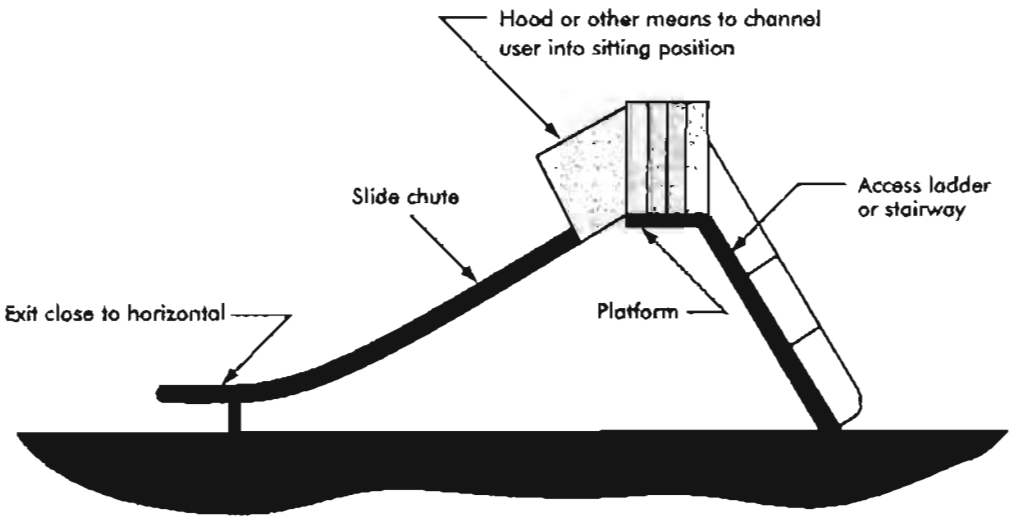


Figure 17. Typical Free-Standing Straight Slide

5.3.6.2 Slide platform

All slides should be provided with a platform with sufficient length to facilitate the transition from standing to sitting at the top of the inclined sliding surface. Embankment slides are exempt from platform requirements because they are on ground level; however, they should not have any spaces or gaps as noted below.

The platform should:

- Be at least 19 inches deep for toddlers.
- Be at least 14 inches deep for preschool-age and school-age children.
- Be horizontal.
- Be at least as wide as the slide chute.
- Be surrounded by guardrails or barriers.
- Conform to the same recommendations as general platforms given in §5.1.1.
- Not have any spaces or gaps that could trap strings, clothing, body parts, etc. between the platform and the start of the slide chute.
- Provide handholds to facilitate the transition from standing to sitting and decrease the risk of falls (except tube slides where the tube perimeter provides hand support). These should extend high enough to provide hand support for the largest child in a standing position, and low enough to provide hand support for the smallest child in a sitting position.
- Provide a means to channel a user into a sitting position at the entrance to the chute, such as a guardrail, hood, or other device that discourages climbing.

5.3.6.3 Slide chutes

5.3.6.3.1 Embankment slides

- The slide chute of an embankment slide should have a maximum height of 12 inches above the underlying ground surface. This design basically eliminates the hazard of falls from elevated heights.
- Embankment slides should follow all of the recommendations given for straight slides where applicable (e.g., side height, slope, use zone at exit, etc.).
- There should be some means provided at the slide chute entrance to minimize the use of embankment slides by children on skates, skateboards, or bicycles.

5.3.6.3.2 Roller slides

- Roller slides should meet applicable recommendations for other slides (e.g., side height, slope, use zone at exit, etc.).
- The space between adjacent rollers and between the ends of the rollers and the stationary structure should be less than 3/16 inch.
- Frequent inspections are recommended to insure that there are no missing rollers or broken bearings and that the rollers roll.

5.3.6.3.3 Spiral slides

- Spiral slides should follow the recommendations for straight slides where applicable (e.g., side height, slope, use zone at exit, etc.).
- Special attention should be given to design features which may present problems unique to spiral slides, such as lateral discharge of the user.
- Toddlers and preschool-age children have less ability to maintain balance and postural control, so only short spiral slides (one 360° turn or less) are recommended for these age groups.

5.3.6.3.4 Straight slides

- Flat open chutes should have sides at least 4 inches high extending along both sides of the chute for the entire length of the inclined sliding surface.
- The sides should be an integral part of the chute, without any gaps between the sides and the sliding surface. (This does not apply to roller slides).
- Slides may have an open chute with a circular, semicircular or curved cross section provided that:

  A. The vertical height of the sides is no less than 4 inches when measured at right angles to a horizontal line that is 8 inches long when the slide is intended for toddlers, 12 inches long when the slide is intended for preschool-age children, and 16 inches long when the slide is intended for school-age children (Figure 18); or

  B. For any age group, the vertical height of the sides is no less than 4 inches minus two times the width of the slide chute divided by the radius of the slide chute curvature (Figure 19).

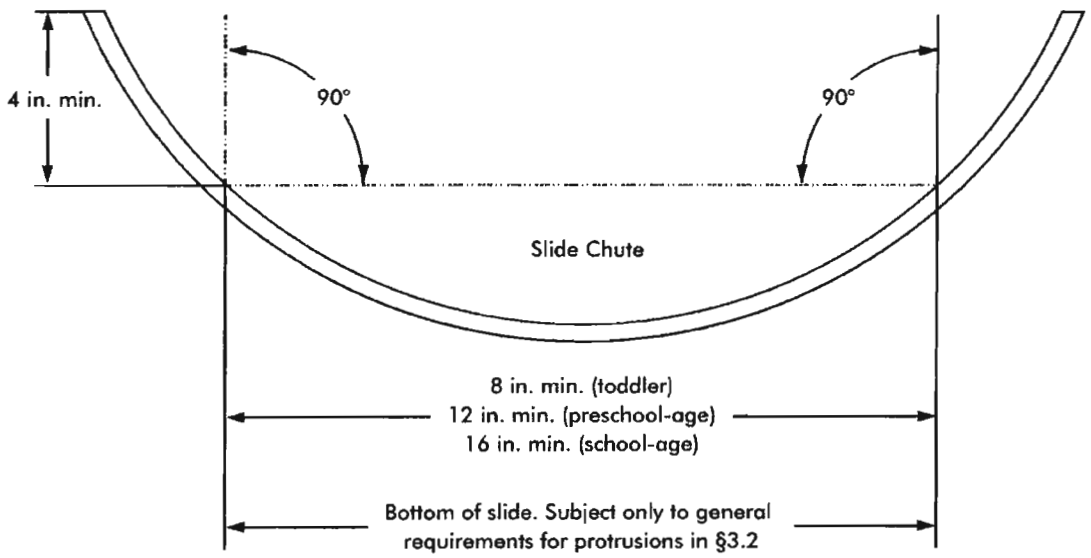
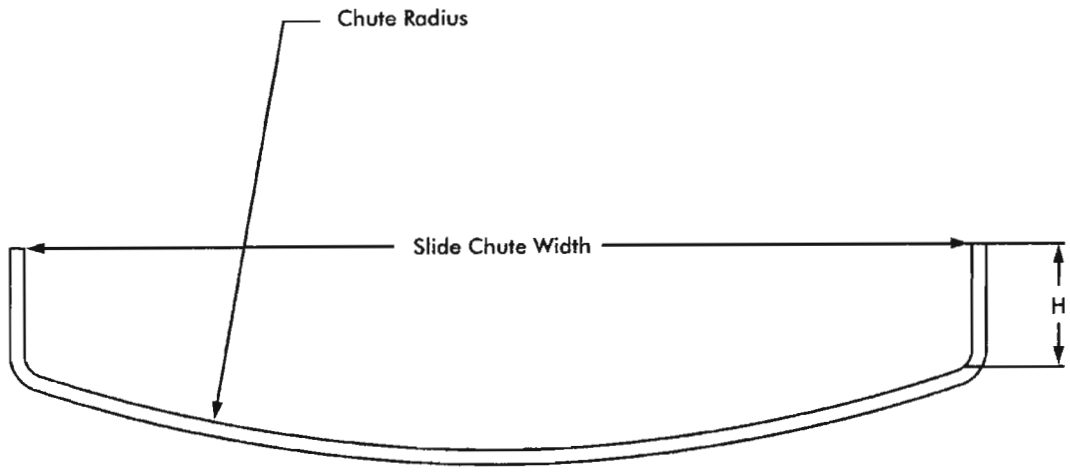


Figure 18. Minimum Side Height for Slide with Circular Cross Section



$$H = 4 - \frac{2 \times \text{Slide Chute Width}}{\text{Slide Chute Radius}}$$

Figure 19. Formula for Minimum Vertical Side Height for Slide with Curved Chute

- For toddlers:
  - The average incline of a slide chute should be no more than 24° (that is, the height to horizontal length ratio shown in Figure 20 does not exceed 0.445).
  - No section of the slide chute should have a slope greater than 30°.
  - The slide chute should be between 8 and 12 inches wide.
- For preschool- and school-age children:
  - The average incline of a slide chute should be no more than 30° (that is, the height to horizontal length ratio shown in Figure 20 does not exceed 0.577).
  - No section of the slide chute should have a slope greater than 50°.

5.3.6.3.5 Tube slides

- Tube slides should meet all the applicable recommendations for other slides (e.g., side height, slope, use zone at exit, etc.).
- Means, such as barriers or textured surfaces, should be provided to prevent sliding or climbing on the top (outside) of the tube.
- The minimum internal diameter of the tube should be no less than 23 inches.
- Supervisors should be aware of children using tube slides since the children are not always visible.

5.3.6.4 Chute exit region

All slides should have an exit region to help children maintain their balance and facilitate a smooth transition from sitting to standing when exiting. The chute exit region should:

- Be between 0 and -4° as measured from a plane parallel to the ground.
- Have edges that are rounded or curved to prevent lacerations or other injuries that could result from impact with a sharp or straight edge.
- For toddlers the chute exit region should:
  - Be between 7 and 10 inches long if any portion of the chute exceeds a 24° slope.
  - Be no more than 6 inches above the protective surfacing.
  - Have a transition from the sliding portion to the exit region with a radius of curvature of at least 18 inches.
- For preschool- and school-age the chute exit region should:
  - Be at least 11 inches long.
  - Be no more than 11 inches above the protective surfacing if the slide is no greater than 4 feet high.
  - Be at least 7 inches but not more than 15 inches above the protective surfacing if the slide is over 4 feet high.

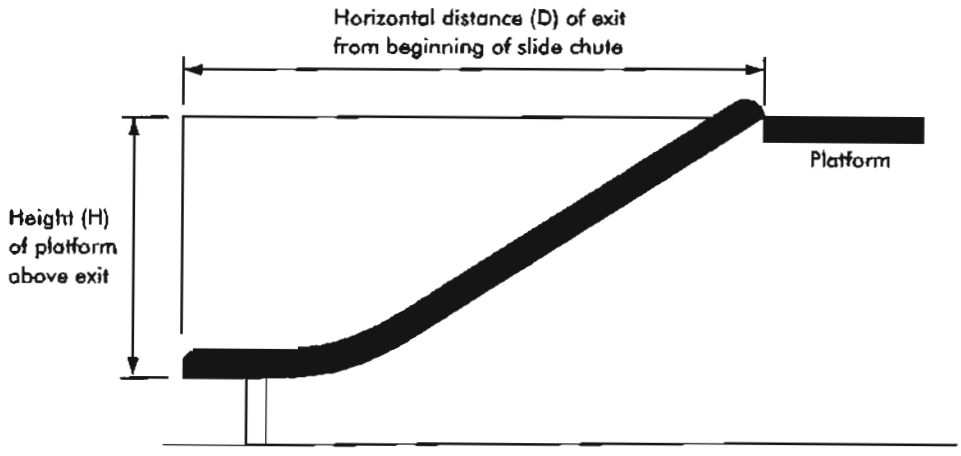


Figure 20. Slide Slope

5.3.6.5 Slide use zone

Toddlers:

- In a limited access environment
  - The use zone should be at least 3 feet around the perimeter of the slide.
  - The area at the end of the slide should not overlap with the use zone for any other equipment.
- In public areas with unlimited access
  - For a stand-alone slide, the use zone should be at least 6 feet around the perimeter.
  - For slides that are part of a composite structure, the minimum use zone between the access components and the side of the slide chute should be 3 feet.
  - The use zone at the end of the slide should be at least 6 feet from the end of the slide and not overlap with the use zone for any other equipment.

Preschool- and school-age (see Figure 21):

- The use zone in front of the access and to the sides of a slide should extend a minimum of 6 feet from the perimeter of the equipment. This recommendation does not apply to embankment slides or slides that are part of a composite structure (see §5.3.9).
- The use zone in front of the exit of a slide should never overlap the use zone of any other equipment; however, two or more slide use zones may overlap if their sliding paths are parallel.
- For slides less than or equal to 6 feet high, the use zone in front of the exit should be at least 6 feet.
- For slides greater than 6 feet high, the use zone in front of the exit should be at least as long as the slide is high up to a maximum of 8 feet.

5.3.6.6 Fall height

The fall height for slides is the distance between the transition platform and the protective surfacing beneath it.

5.3.6.7 Entanglement hazard

Children have suffered serious injuries and died by getting parts of their clothing tangled on protrusions or gaps on slides.

To reduce the chance of clothing entanglement:

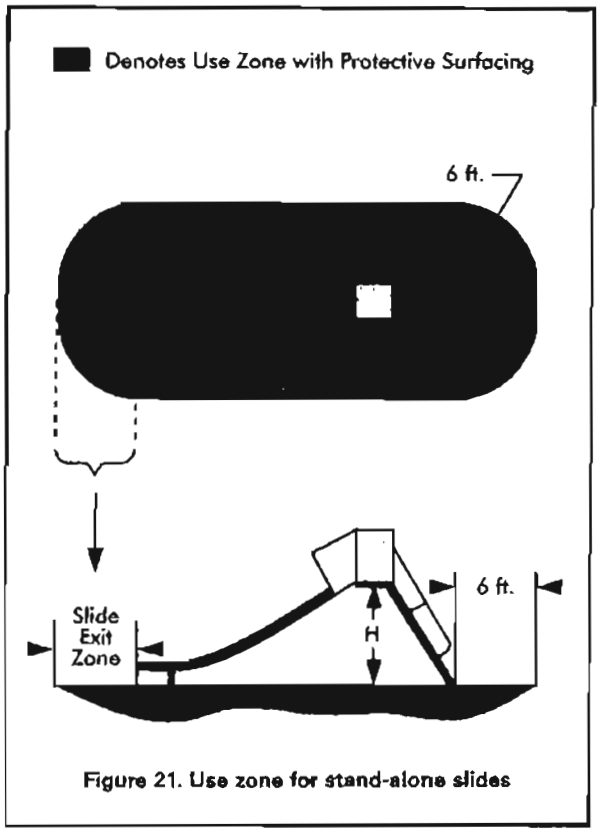


Figure 21. Use zone for stand-alone slides

- Projections up to 3 inches in diameter should not stick up more than 1/8 inch from the slide.
- There should be no gaps at the tops of slides where the slide chute connects with the platform that can entangle clothing or strings.
- See Appendix B for full recommendations and details of the protrusion test procedure.

5.3.6.8 Other sliding equipment

Equipment where it is foreseeable that a primary use of the component is sliding should follow the same guidelines for entanglement that are in 5.3.6.7.

5.3.7 Spring rockers

Toddlers and preschool-age children enjoy the bouncing and rocking activities presented by spring rockers, and they are the primary users of rocking equipment. See Figure 22. Older children may not find it challenging enough.

- Seat design should not allow the rocker to be used by more than the intended number of users.



Figure 22. Example of spring rocker

- For toddlers:
  - The seat should be between 12 and 16 inches high.
  - Spring rockers with opposing seats intended for more than one child should have at least 37 inches between the seat centers.
- For preschoolers:
  - The seat should be between 14 and 28 inches high.
- Each seating position should be equipped with handgrips and footrests. The diameter of handgrips should follow the recommendations for hand gripping components in §5.2.2.
- The springs of rocking equipment should minimize the possibility of children crushing their hands or their feet between coils or between the spring and a part of the rocker.
- The use zone should extend a minimum of 6 feet from the "at rest" perimeter of the equipment.
- The use zone may overlap with neighboring equipment if the other piece of equipment allows overlapping use zones and
  - There is at least 6 feet between equipment when adjacent designated play surfaces are no more than 30 inches high; or
  - There is at least 9 feet between equipment when adjacent designated play surfaces are more than 30 inches high; and
  - The spring rocker is designed to be used from a seated position.

5.3.7.1 Fall height

The fall height of spring rockers is the distance between either (1) the highest designated playing surface or (2) the seat, whichever is higher, and the protective surfacing beneath it.

5.3.8 Swings

Children of all ages generally enjoy the sensations created while swinging. Mostly they sit on the swings; however, it is common to see children jumping off swings. Younger children also tend to swing on their stomachs, and older children may stand on the seats. To prevent injuries, these behaviors should be discouraged.

Swings may be divided into two distinct types:

- Single axis: Sometimes called a to-fro swing. A single-axis swing is intended to swing back and forth in a single plane and generally consists of a seat supported by at least two suspending members, each of which is connected to a separate pivot on an overhead structure.
- Multi-axis: A multi-axis swing consists of a seat (generally a tire) suspended from a single pivot that permits it to swing in any direction.

5.3.8.1 General swing recommendations

- Hardware used to secure the suspending elements to the swing seat and to the supporting structure should not be removable without the use of tools.
- S-hooks are often part of a swing's suspension system, either attaching the suspending elements to the overhead support bar or to the swing seat. Open S-hooks can catch a child's clothing and present a strangulation hazard. S-hooks should be pinched closed. An S-hook is considered closed if there is no gap or space greater than 0.04 inches (about the thickness of a dime).
- Swings should be suspended from support structures that discourage climbing.
- A-frame support structures should not have horizontal cross-bars.

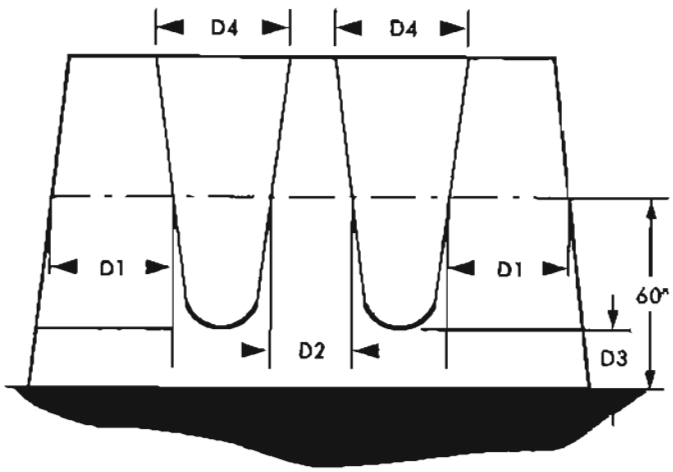


Figure 23. Minimum Clearances for Single-Axis Swings

Table 7. Minimum clearance dimensions for swings

Minimizes collisions between a swing and the supporting structure	D1	20 inches	30 inches	30 inches
Minimizes collisions between swings	D2	20 inches	24 inches	24 inches
Allows access	D3	24 inches	12 inches	12 inches
Reduces side-to-side motion	D4	20 inches	20 inches	20 inches

- Fiber ropes are not recommended as a means of suspending swings since they may degrade over time.
- Swing structures should be located away from other equipment or activities to help prevent young children from inadvertently running into the path of moving swings. Additional protection can be provided by means of a low blockade such as a fence or hedge around the perimeter of the swing area. The blockade should not be an obstacle within the use zone of a swing structure or hamper supervision by blocking visibility.

5.3.8.2 Fall height

The fall height for swings is the vertical distance between the pivot point and the protective surfacing beneath it.

5.3.8.3 Single-axis swings

5.3.8.3.1 Belt seats used without adult assistance

- The use zone to the front and rear of single-axis swings should never overlap the use zone of another piece of equipment.
- To minimize the likelihood of children being struck by a moving swing, it is recommended that no more than two single-axis swings be hung in each bay of the supporting structure.

- Swings should not be attached to composite structures.
- Swing seats should be designed to accommodate no more than one user at any time.
- Lightweight rubber or plastic swing seats are recommended to help reduce the severity of impact injuries. Wood or metal swing seats should be avoided.
- Edges of seats should have smoothly finished or rounded edges and should conform to the protrusion recommendations in 5.3.8.5.
- If loose-fill material is used as a protective surfacing, the height recommendations should be determined after the material has been compressed.

5.3.8.3.2 Full bucket seat swings

Full bucket seat swings are similar to single-axis swings since they move in a to-fro direction. However, full bucket seat swings are intended for children under 4 years of age to use with adult assistance.

- The seats and suspension systems of these swings, including the related hardware, should follow all of the criteria for conventional single axis swings.
- Full bucket seats are recommended to provide support on all sides of a child and between the legs of the occupant (see Figure 24).



Figure 24. Example of full bucket seat swings

- The full bucket seat materials should not present a strangulation hazard, such as might be presented with a rope or chain used as part of the seat.
- Openings in swing seats should conform to the entrapment criteria in §3.3.
- Full bucket seat swings should be suspended from structures that are separate from those for other swings, or at least suspended from a separate bay of the same structure.
- Full bucket seat swings should not allow the child to enter and exit alone.
- Pivot points should be more than 47 inches but no more than 96 inches above the protective surfacing.

5.3.8.3.3 Use zone for single-axis swings – belt and full bucket

The use zone in front of and behind the swing should be greater than to the sides of such a swing since children may deliberately attempt to exit from a single-axis swing while it is in motion. See Figure 25.

- The use zone for a belt swing should extend to the front and rear of a single-axis swing a minimum distance of twice the vertical distance from the pivot point and the top of the protective surface beneath it.
- The use zone for a full bucket swing should extend to the front and rear a minimum of twice the vertical distance from the top of the occupant's sitting surface to the pivot point.
- The use zone in front of and behind swings should never overlap with any other use zone.
- The use zone to the sides of a single-axis swing should extend a minimum of 6 feet from the perimeter of the swing. This 6-foot zone may overlap that of an adjacent swing structure or other playground equipment structure.

5.3.8.4 Multi-axis (tire) swings

Tire swings are usually suspended in a horizontal orientation using three suspension chains or cables connected to a single swivel mechanism that permits both rotation and swinging motion in any axis.

- A multi-axis tire swing should not be suspended from a structure having other swings in the same bay.
- Attaching multi-axis swings to composite structures is not recommended.

- To minimize the hazard of impact, heavy truck tires should be avoided. Further, if steel-belted radials are used, they should be closely examined to ensure that there are no exposed steel belts or wires that could be a potential protrusion or laceration hazard. Plastic materials can be used as an alternative to simulate actual automobile tires. Drainage holes should be provided in the underside of the tire.
- Pay special attention to maintenance of the hanger mechanism because the likelihood of failure is higher for tire swings due to the added stress of rotational movement and multiple occupants.
- The hanger mechanisms for multi-axis tire swings should not have any accessible crush points.
- The minimum clearance between the seating surface of a tire swing and the uprights of the supporting structure should be 30 inches when the tire is in a position closest to the support structure (Figure 26).
- The minimum clearance between the bottom of the seat and the protective surface should not be less than 12 inches.

5.3.8.4.1 Multi-axis swing use zones

- The use zone should extend in any direction from a point directly beneath the pivot point for a minimum distance of 6 feet plus the length of the suspending members (see Figure 27). This use zone should never overlap the use zone of any other equipment.

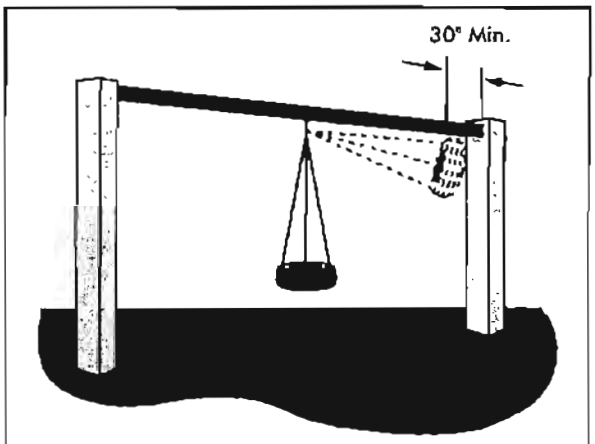


Figure 26. Multi-Axis Swing Clearance

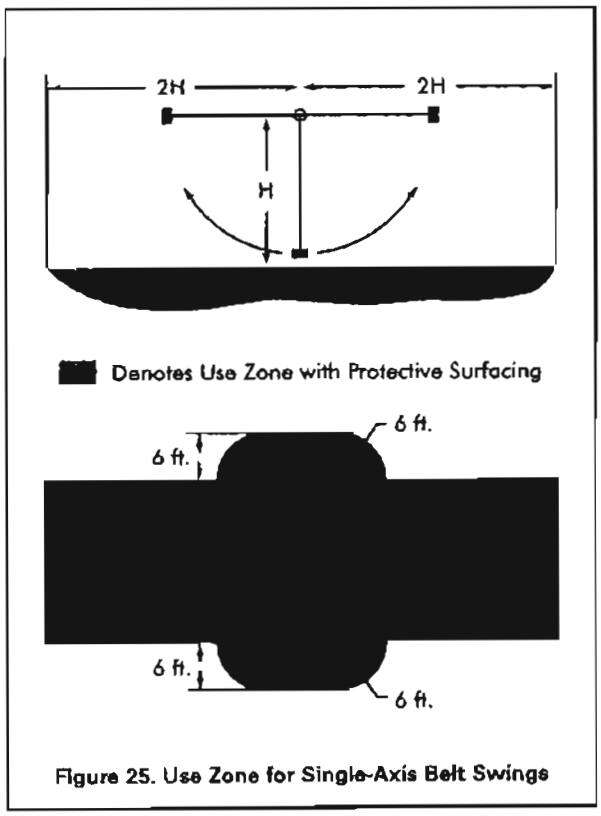


Figure 25. Use Zone for Single-Axis Belt Swings

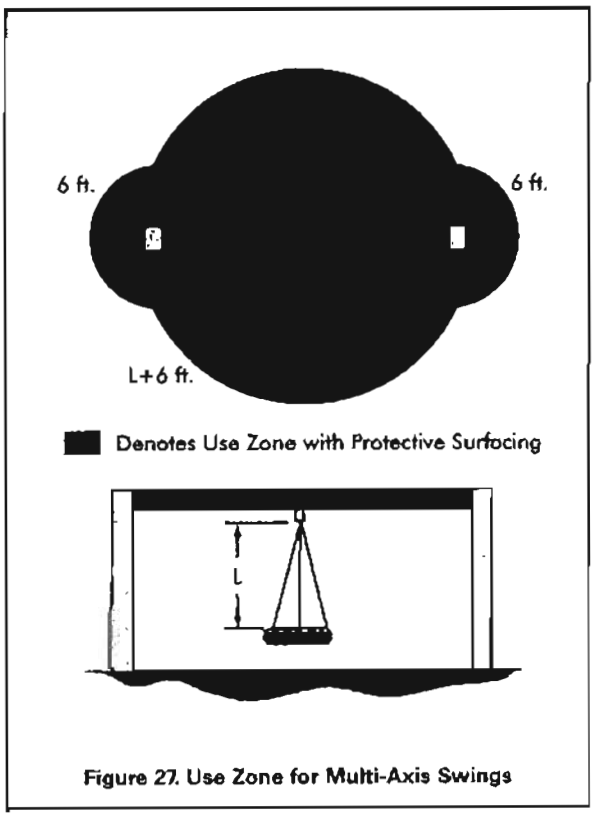


Figure 27. Use Zone for Multi-Axis Swings

- The use zone should extend a minimum of 6 feet from the perimeter of the supporting structure. This 6-foot zone may overlap that of an adjacent swing structure or other playground equipment structure.

5.3.8.5 Protrusions on suspended members of swing assemblies

Protrusions on swings are extremely hazardous because of the potential for impact incidents. Nothing, including bolts or other parts, on the front, back, or underside of a swing should stick out more than 1/8 of an inch. See test procedures in Appendix B.

5.3.9 Fall height and use zones for composite structure

When two or more complementary play components are linked together in a composite structure (e.g., combination climber, slide, and horizontal ladder), the use zone should extend a minimum of 6 feet from the external perimeter of the structure (see Figure 28). Where slides are attached to a platform higher than 6 feet from the protective surfacing, the use zone may need to extend further in front of the slide (see §5.3.6.5).

5.3.10 Fall height and use zones not specified elsewhere

Most playground equipment belongs in one of the categories listed above. If it does not, the following general recommendations should be applied:

- The fall height of a piece of playground equipment is the distance between the highest designated playing surface and the protective surface beneath it.
- The use zone should extend a minimum of 6 feet in all directions from the perimeter of the equipment.
- The use zones of two stationary pieces of playground equipment that are positioned adjacent to one another may overlap if the adjacent designated play surfaces of each structure are no more than 30 inches above the protective surface and the equipment is at least 6 feet apart.
- If adjacent designated play surfaces on either structure exceed a height of 30 inches, the minimum distance between the structures should be 9 feet.
- Use zones should be free of obstacles.

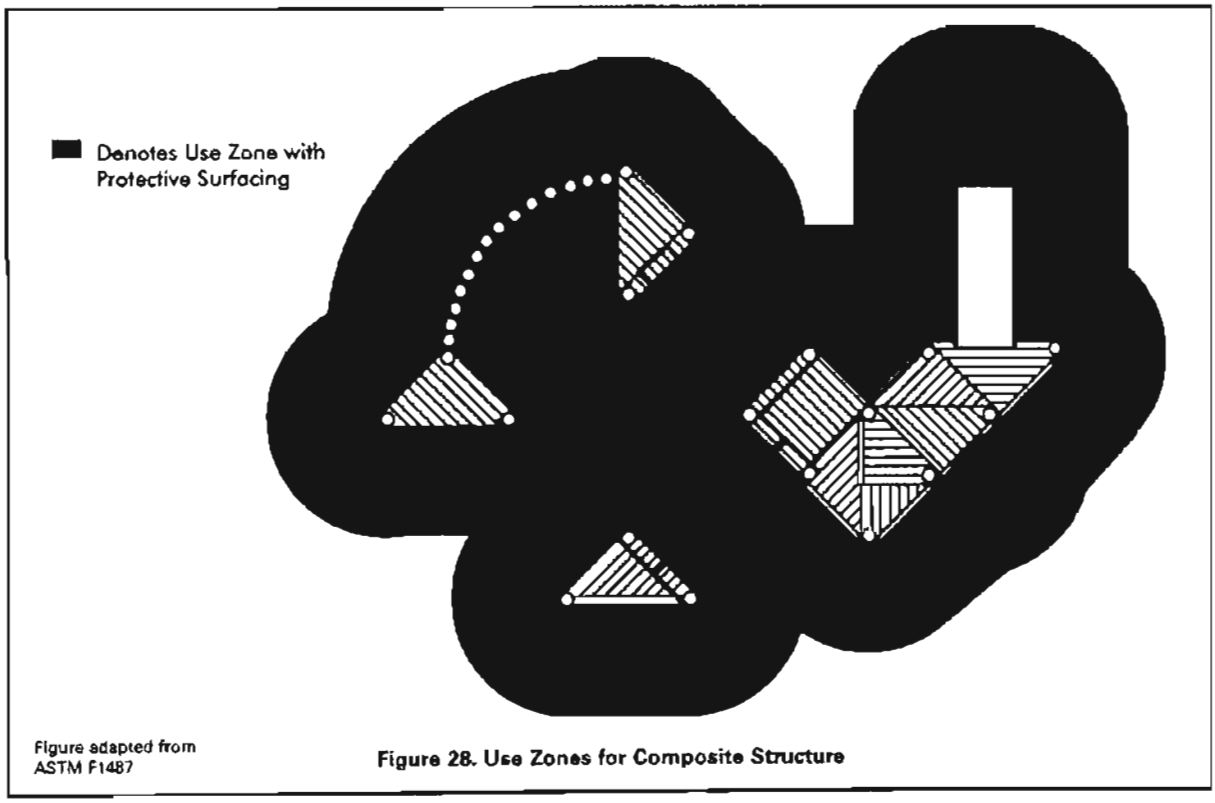


Figure adapted from ASTM F1487

Figure 28. Use Zones for Composite Structure

APPENDICES

APPENDIX A: SUGGESTED GENERAL MAINTENANCE CHECKLISTS

Surfacing (§2.4)

- ☐ Adequate protective surfacing under and around the equipment.
  - ☐ Install/replace surfacing
- ☐ Surfacing materials have not deteriorated.
  - ☐ Replace surfacing
  - ☐ Other maintenance: _____
- ☐ Loose-fill surfacing materials have no foreign objects or debris.
  - ☐ Remove trash and debris
- ☐ Loose-fill surfacing materials are not compacted.
  - ☐ Rake and fluff surfacing
- ☐ Loose-fill surfacing materials have not been displaced under heavy use areas such as under swings or at slide exits.
  - ☐ Rake and fluff surfacing

Drainage (§2.4)

- ☐ The entire play area has satisfactory drainage, especially in heavy use areas such as under swings and at slide exits.
  - ☐ Improve drainage
  - ☐ Other maintenance: _____

General Hazards

- ☐ There are no sharp points, corners or edges on the equipment (§3.4).
- ☐ There are no missing or damaged protective caps or plugs (§3.4).
- ☐ There are no hazardous protrusions (§3.2 and Appendix B).
- ☐ There are no potential clothing entanglement hazards, such as open S-hooks or protruding bolts (§2.5.2, §3.2, §5.3.8.1 and Appendix B).
- ☐ There are no crush and shearing points on exposed moving parts (§3.1).
- ☐ There are no trip hazards, such as exposed footings or anchoring devices and rocks, roots, or any other obstacles in a use zone (§3.6).

NOTES:

DATE OF INSPECTION:

Security of Hardware (§2.5)

- ☐ There are no loose fastening devices or worn connections.
  - ☐ Replace fasteners
  - ☐ Other maintenance: _____
- ☐ Moving parts, such as swing hangers, merry-go-round bearings, and track rides, are not worn.
  - ☐ Replace part
  - ☐ Other maintenance: _____

Durability of Equipment (§2.5)

- ☐ There are no rust, rot, cracks, or splinters on any equipment (check carefully where it comes in contact with the ground).
- ☐ There are no broken or missing components on the equipment (e.g., handrails, guardrails, protective barriers, steps, or rungs).
- ☐ There are no damaged fences, benches, or signs on the playground.
- ☐ All equipment is securely anchored.

Leaded Paint (§2.5.4)

- ☐ Paint (especially lead paint) is not peeling, cracking, chipping, or chalking.
- ☐ There are no areas of visible leaded paint chips or accumulation of lead dust.
  - ☐ Mitigate lead paint hazards

General Upkeep of Playgrounds (§4)

- ☐ There are no user modifications to the equipment, such as strings and ropes tied to equipment, swings looped over top rails, etc.
  - ☐ Remove string or rope
  - ☐ Correct other modification
- ☐ The entire playground is free from debris or litter such as tree branches, soda cans, bottles, glass, etc.
  - ☐ Clean playground
- ☐ There are no missing trash receptacles.
  - ☐ Replace trash receptacle
- ☐ Trash receptacles are not full.
  - ☐ Empty trash

INSPECTION BY:

Routine Inspection and Maintenance Issues

- ☐ Broken equipment such as loose bolts, missing end caps, cracks, etc.
- ☐ Broken glass & other trash
- ☐ Cracks in plastics
- ☐ Loose anchoring
- ☐ Hazardous or dangerous debris
- ☐ Insect damage
- ☐ Problems with surfacing
- ☐ Displaced loose-fill surfacing (see Section 4.3)
- ☐ Holes, flakes, and/or buckling of unitary surfacing
- ☐ User modifications (such as ropes tied to parts or equipment rearranged)
- ☐ Vandalism
- ☐ Worn, loose, damaged, or missing parts
- ☐ Wood splitting
- ☐ Rusted or corroded metals
- ☐ Rot

APPENDIX B: PLAYGROUND TESTING

B.1 Templates, Gauges, and Testing Tools

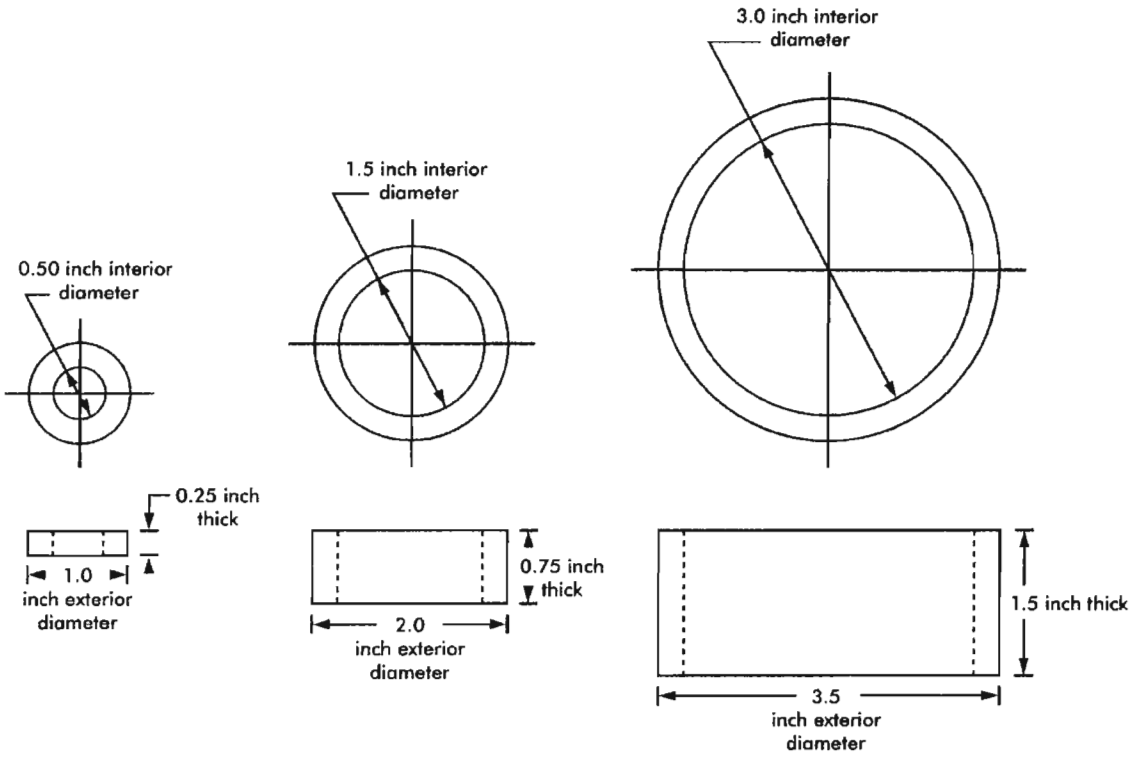
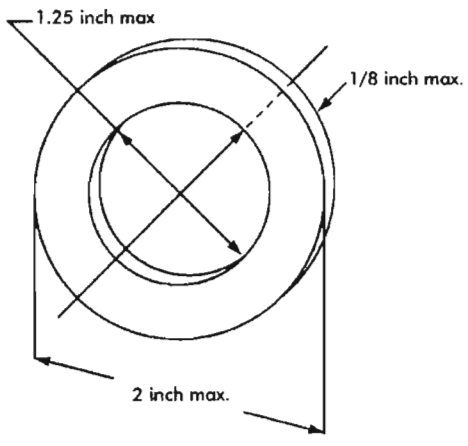


Figure B1. Projection test gauges



Note: gauge made of any rigid material

Figure B2. Projection test gauge for suspended swing assemblies and slides

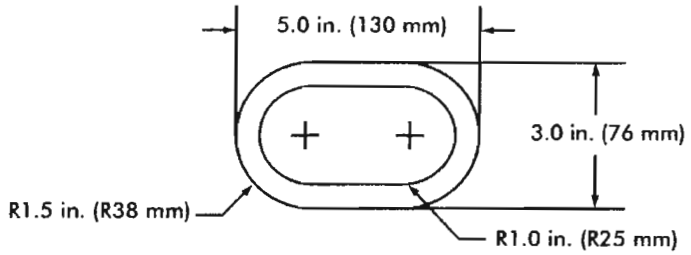


Figure B3. Toddler small torso template

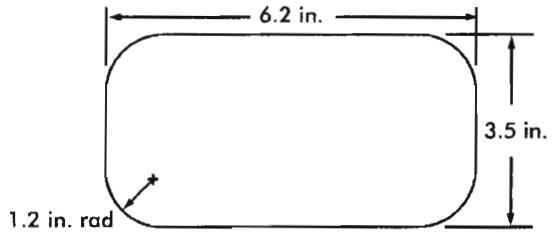


Figure B4. Preschool- and school-age small torso template

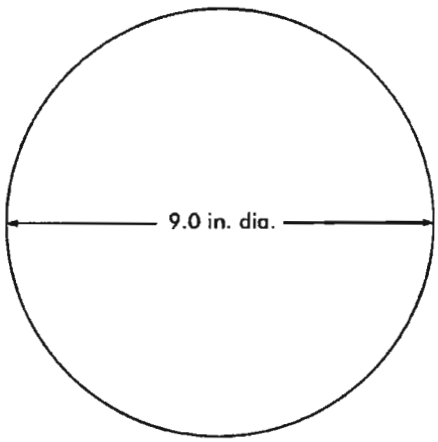


Figure B5. Large head template

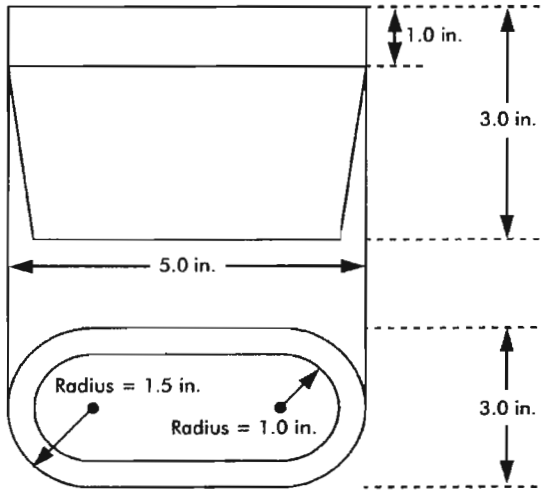


Figure B6. Toddler small torso probe

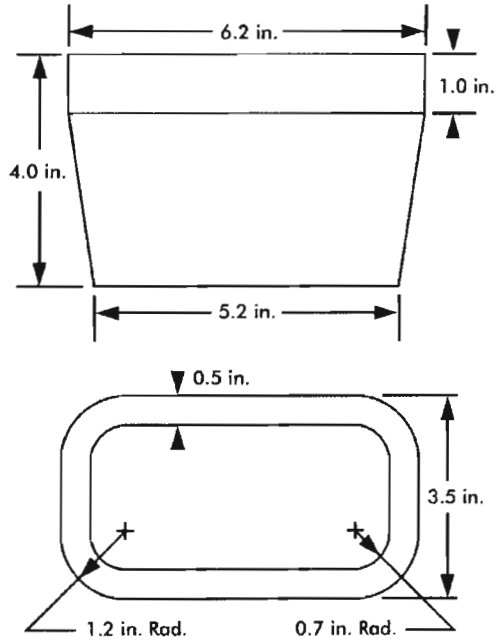


Figure B7. Preschool- and school-age small torso probe

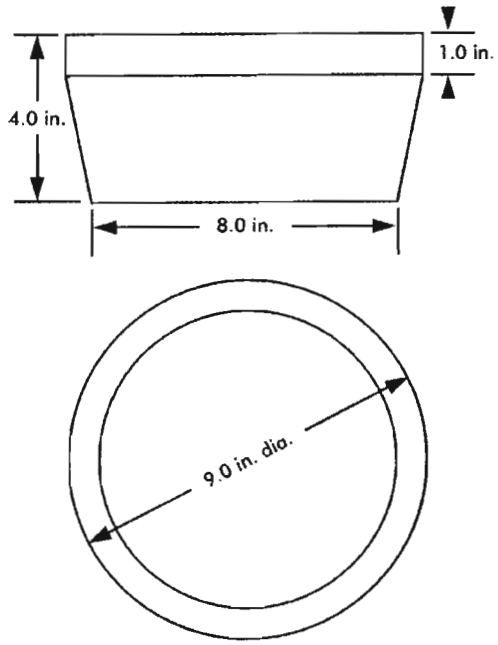


Figure B8. Large head probe

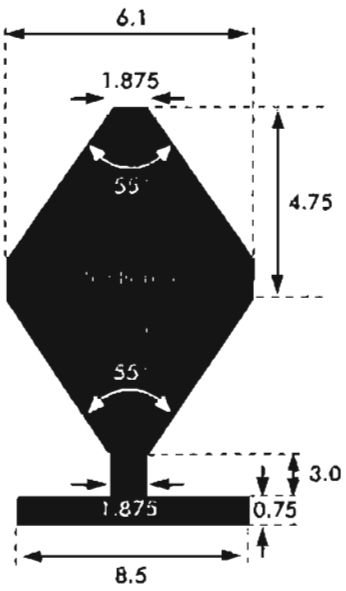


Figure B9. Preschool/School-age partially bound probe (dimensions in inches, template is 0.75 inches thick)

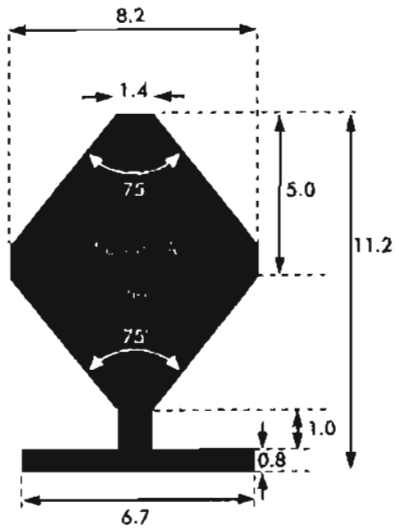


Figure B10. Toddler partially bound probe (dimensions in inches, template is 0.60 inches thick)

APPENDIX B: PLAYGROUND TESTING

B.2 Test Methods

B.2.1 Determining whether a projection is a protrusion

B.2.1.1 Test procedure

Step 1: Successively place each projection test gauge (see Figure B1) over any projection

Step 2: Visually determine if the projection penetrates through the hole and beyond the face of the gauge (see Figure B11 below).

Pass: A projection that does not extend beyond the face of the gauge passes.

Fail: A projection that extends beyond the face of any one of the gauges is considered a hazardous protrusion and should be eliminated.



Figure B11. Determining whether a projection is a protrusion

B.2.2 Projections on suspended members of swing assemblies

Given the potential for impact incidents, projections on swings can be extremely hazardous. A special test gauge (see Figure B2) and procedure are recommended. When tested, no bolts or components in the potential impact region on suspended members should extend through the hole beyond the face of the gauge.

B.2.2.1 Test procedure

Step 1: Hold the gauge (Figure B2) vertically with the axis through the hole parallel to the swing's path of travel.

Step 2: Place the gauge over any projections that are exposed during the swing's path of travel.

Step 3: Visually determine if the projection penetrates through the hole and beyond the face of the gauge.

Pass: A projection that does not extend beyond the face of the gauge passes.

Fail: A projection that extends beyond the face of the gauge is considered a hazardous protrusion and should be eliminated.

B.2.3 Projections on slides

To minimize the likelihood of clothing entanglement on slides, projections that (1) fit within any one of the three gauges shown in Figure B1 and (2) have a major axis that projects away from the slide bed should not have projections greater than 1/8 inch perpendicular to the plane of the surrounding surface (Figure B12).

B.2.3.1 Test procedure

Step 1: Identify all projections within the shaded area shown in Figure B13.

Step 2: Determine which, if any, fit inside the projection test gauges (Figure B1).

Step 3: Place the swing and slide projection gauge (Figure B2) next to the projection to check the height of the projection.

Step 4: Visually determine if the projection extends beyond the face of the slide projection gauge.

Pass: A projection that does not extend beyond the face of the gauge passes.

Fail: A projection that extends beyond the face of the gauge is considered a hazardous protrusion and should be eliminated.

NOTE: This test procedure is not applicable to the underside of a slide chute. For a slide chute with a circular cross section, the portion of the underside not subject to this projection recommendation is shown in Figure 18. The general recommendations for projections in §B.2.1 are applicable to the underside of the slide.

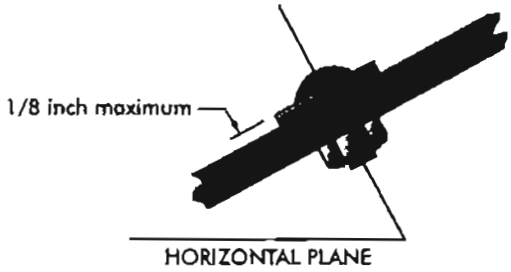


Figure B12. Upward facing projection

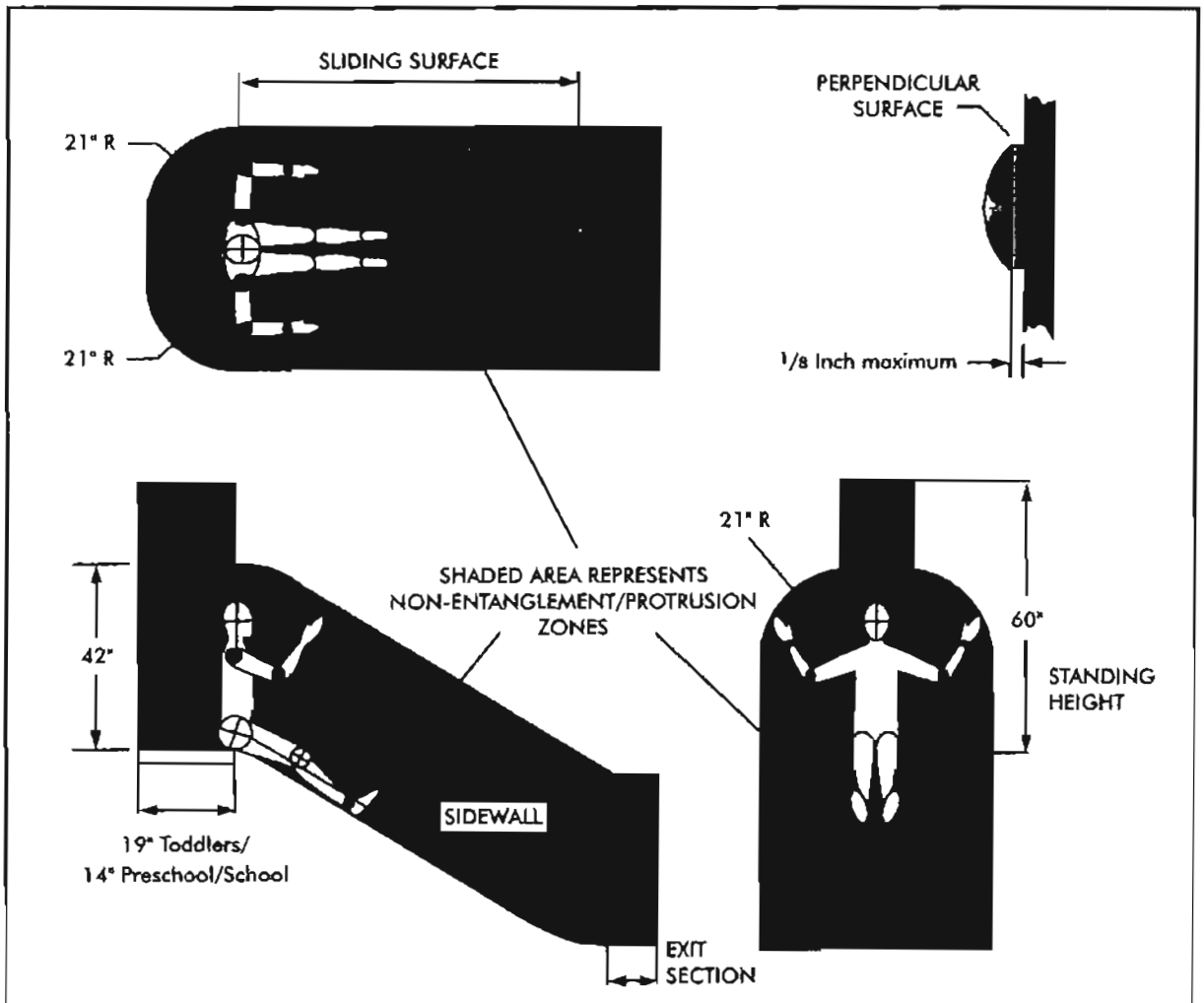
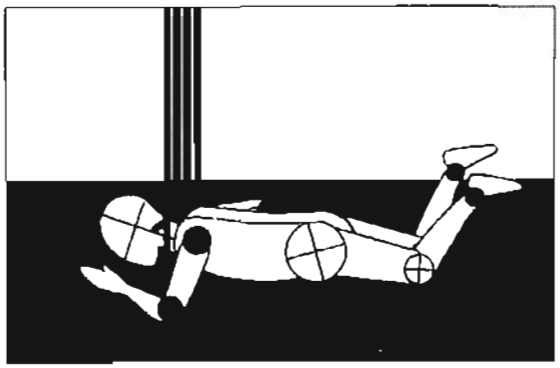
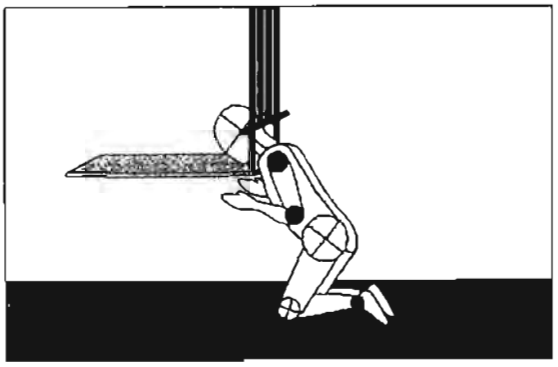


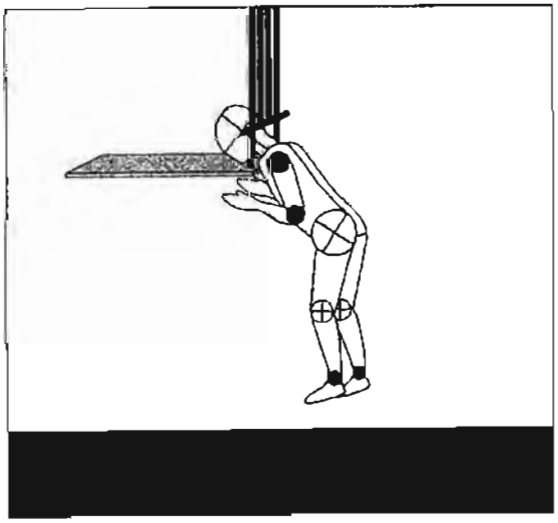
Figure B13. Recommended areas to test for slide entanglement protrusions



Ground-bounded: Not subject to entrapment recommendations.



Low entrapment



High entrapment

Figure B14. Examples of completely bounded openings

B.2.4 Entrapment

B.2.4.1 General

Any completely-bounded opening (Figure B14) that is not bounded by the ground may be a potential head entrapment hazard. Even those openings which are low enough to permit a child's feet to touch the ground present a risk of strangulation to an entrapped child, because younger children may not have the necessary intellectual ability and motor skills to withdraw their heads, especially if scared or panicked. An opening may present an entrapment hazard if the distance between any interior opposing surfaces is greater than 3.5 inches and less than 9 inches. If one dimension of an opening is within this potentially hazardous range, all dimensions of the opening should be considered together to fully evaluate the possibility of entrapment. The most appropriate method to determine whether an opening is hazardous is to test it using the following fixtures, methods, and performance criteria.

These recommendations apply to all playground equipment, i.e., toddler, preschool-age, and school-age children. Fixed equipment as well as moving equipment (in its stationary position) should be tested for entrapment hazards. There are two special cases for which separate procedures are given: (1) completely-bounded openings where depth of penetration is a critical issue (see Figure B15) and (2) openings formed by flexible climbing components.

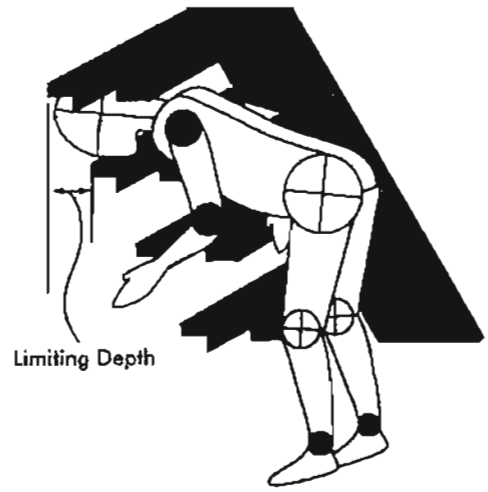


Figure B15. Completely bounded opening with limited depth

B.2.5 Test fixtures

Two templates are required to determine if completely bounded openings in rigid structures present an entrapment hazard. These templates can easily be fabricated from cardboard, plywood, or sheet metal.

B.2.5.1 Small torso template

The dimensions (see Figure B3 and Figure B4) of this template are based on the size of the torso of the smallest user at risk (5th percentile 6-month-old child for Figure B3 and 2-year-old child for Figure B4). If an opening is too small to admit the template, it is also too small to permit feet first entry by a child. Because children's heads are larger than their torsos, an opening that does not admit the small torso template will also prevent head first entry into an opening by a child.

B.2.5.2 Large head template

The dimensions (see Figure B5) of this template are based on the largest dimension on the head of the largest child at risk (95th percentile 5-year-old child). If an opening is large enough to permit free passage of the template, it is large enough to permit free passage of the head of the largest child at risk in any orientation. Openings large enough to permit free passage of the large head template will not entrap the chest of the largest child at risk.

B.2.5.3 Completely bounded openings with unlimited depth

B.2.5.3.1 Test procedure

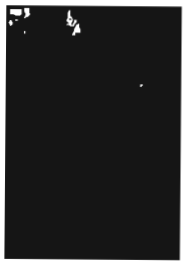
Step 1: Select the appropriate small torso template based on the intended users of the playground (Figure B3 for toddler playgrounds, Figure B4 for preschool- and school-age playgrounds).

Step 2: Identify all completely bounded openings.

Step 3: Attempt to place the small torso template in the opening with the plane of the template parallel to the plane of the opening. While keeping it parallel to the plane of the opening, the template should be rotated to its most adverse orientation (i.e., major axis of template oriented parallel to the major axis of the opening.)

Step 4: Determine if the small torso template can freely pass through the opening.

No: Pass. Stop



Yes: Continue



Step 5: Place the large head template in the opening, again with the plane of the template parallel to the plane of the opening, and try to insert it through the opening.

Pass: The large head template can be freely inserted through the opening

Fail: The opening admits the small torso template but does not admit the large head template.





B.2.5.4 Completely bounded openings with limited depth of penetration

The configuration of some openings may be such that the depth of penetration is a critical issue for determining the entrapment potential. For example, consider a vertical wall or some other barrier behind a step ladder. The entrapment potential depends not only on the dimensions of the opening between adjacent steps but also on the horizontal space between the lower boundary of the opening and the barrier. A child may enter the opening between adjacent steps feet first and may proceed to pass through the space between the rear of the lower step and the barrier and become entrapped when the child's head is unable to pass through either of these two openings. In effect, there are openings in two different planes, and each has the potential for head entrapment and should be tested.

Figure B16 illustrates these two planes for a step ladder as well as for a generic opening. Plane A is the plane of the completely bounded opening in question, and Plane B is the plane of the opening encompassing the horizontal space between the lower boundary of the opening in Plane A and the barrier that should also be tested for entrapment hazards.

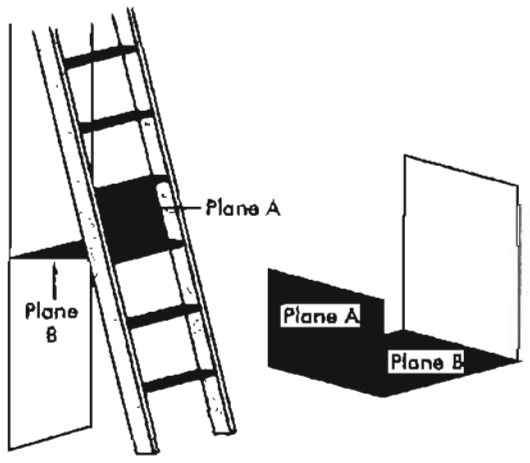


Figure B16. Example of a completely bounded opening with limited depth of penetration

B.2.5.4.1 Test procedure

Step 1: Select the appropriate small torso template based on the intended users of the playground (Figure B3 for toddler playgrounds, Figure B4 for preschool-age and school-age playgrounds).

Step 2: Identify all completely bounded openings with limited depth of penetration.

Step 3: Place the small torso template in the opening in Plane A with its plane parallel to Plane A; rotate the template to its most adverse orientation with respect to the opening while keeping it parallel to Plane A.

Step 4: Determine if the opening in Plane A admits the small torso template in any orientation when rotated about its own axis.

No: **Pass.** The opening is small enough to prevent either head first or feet first entry by the smallest user at risk and is not an entrapment hazard.

Yes: Continue.

Step 5: Place the small torso template in the opening in Plane B with its plane parallel to Plane B; rotate the template to its most adverse orientation with respect to the opening while keeping it parallel to Plane B.

Step 6: Determine if the opening in Plane B admits the small torso template.

No: **Pass.** The depth of penetration into the opening in Plane A is insufficient to result in entrapment of the smallest user at risk.

Yes: Continue.

Step 7: Place the large head template (Figure B5) in the opening in Plane A with its plane parallel to Plane A. Determine if the opening in Plane A admits the large head template.

No: **Fail.** A child, whose torso can enter the opening in Plane A as well as the opening in Plane B, may become entrapped by the head in the opening in Plane A.

Yes: Continue.

Step 8: With the plane of the large head template parallel to the opening in Plane B, determine if the opening in Plane B admits the large head template.

No: **Fail.** The largest user at risk cannot exit the opening in Plane B.

Yes: **Pass.** The openings in Plane A and Plane B do not pose an entrapment risk.

B.2.5.5 Flexible openings

Climbing components such as flexible nets are also a special case for the entrapment tests because the size and shape of openings on this equipment can be altered when force is applied, either intentionally or simply when a child climbs on or falls through the openings. Children are then potentially at risk of entrapment in these distorted openings.

The procedure for determining conformance to the entrapment recommendations for flexible openings requires two three-dimensional test probes which are illustrated in Figure B6, Figure B7, and Figure B8 are applied to an opening in a flexible component with a force of up to 50 pounds.

B.2.5.5.1 Test procedure

Step 1: Select the appropriate small torso template based on the intended users of the playground (Figure B3 for toddler playgrounds, Figure B4 for preschool-age and school-age playgrounds).

Step 2: Identify all completely bounded openings with flexible sides.

Step 3: Place the small torso probes (Figures B6 and B7) in the opening, tapered end first, with the plane of its base parallel to the plane of the opening.

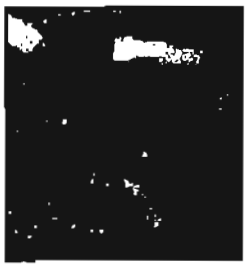
Step 4: Rotate the probe to its most adverse orientation (major axis of probe parallel to major axis of opening) while keeping the base parallel to the plane of the opening.

Step 5: Determine if the probe can be pushed or pulled completely through the opening by a force no greater than 30 pounds on toddler playgrounds or 50 pounds on preschool-age and school-age playgrounds.

No: Pass. Stop



Yes: Continue.



Step 6: Place the large head probe (Figure B8) in the opening with the plane of its base parallel to the plane of the opening.

Step 7: Determine if the large head probe can be pushed or pulled completely through the opening by a force no greater than 30 pounds on toddler playgrounds or 50 pounds on preschool-age and school-age playgrounds.

Yes: Pass. Stop.



No: Fail.



8.2.5.6 Partially bound openings

A partially bound opening is any opening which has at least one side or portion open, such as a U- or V-shaped opening. These openings can still pose an entrapment hazard by allowing the neck to enter but not allowing the head to slip out. A partially bound opening can be any part of the playground equipment where a child could get his or her neck caught, so it includes not only two- or three-sided openings, but also areas of large openings (large enough for the head template to enter) that have the characteristics that can entrap a child's neck. Several examples outlines of this situation are shown in the figures below. Openings that have an outline similar to these figures are often found when two parts of a playground meet, for example, the top of a slide and the side of a guardrail.

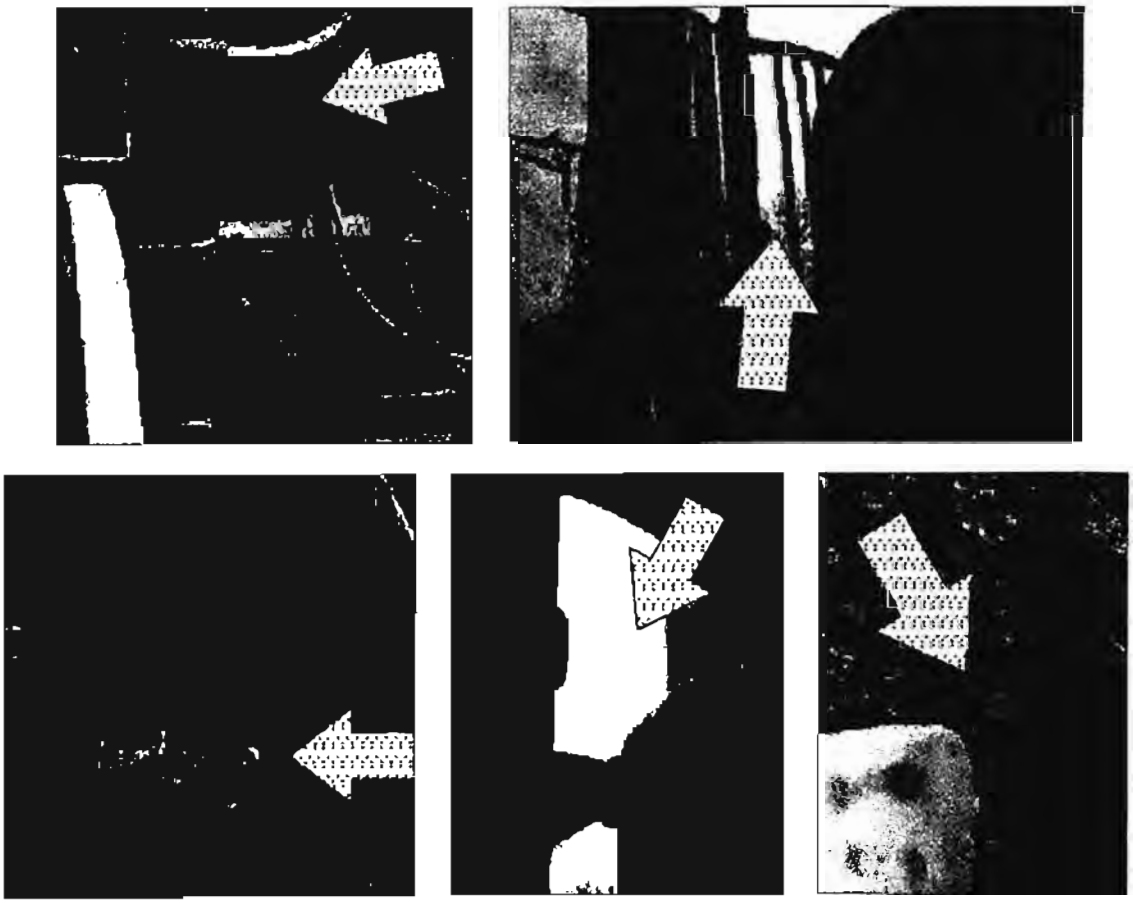
Identifying partially bound openings varies depending on the age range of the playground. Openings that should be tested include any opening where:

For toddlers:

- The perimeter of the opening is not closed
- The lowest leg of the opening is tilted upward (i.e. above horizontal) or 45 degrees below horizontal.

For preschool- and school-age:

- The perimeter of the opening is not closed
- The lowest leg of the opening is tilted upward (i.e. above horizontal)



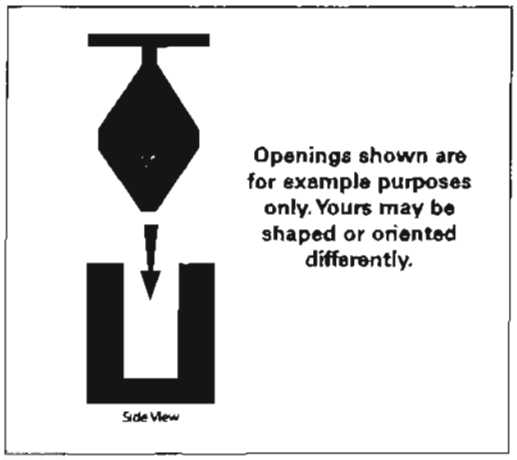
Examples of partially bound openings. Note, these examples are intended to illustrate the principle of partially bound openings and may or may not require testing.

B.2.5.6.1 Test procedure

Step 1: Select the appropriate Partially Bound Template based on the intended users of the playground (Figure B10 for toddler playgrounds, Figure B9 for preschool and school-age playground).

Step 2: Identify partially bound openings.

Step 3: Align the template so that the face of the template is parallel to the plane of the opening and the narrow tip of the A section is pointing toward the opening.



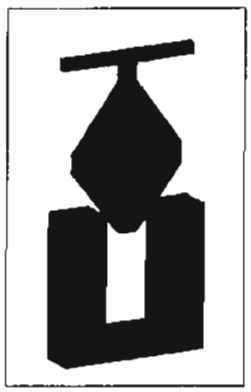
Step 4: Insert the A portion of the template into the opening following the centerline of the opening.

Step 5: Once inserted as far as possible, determine if there is simultaneous contact between the sides of the opening and both of the top corners at the narrow tip of section A.

Yes: Pass. Stop



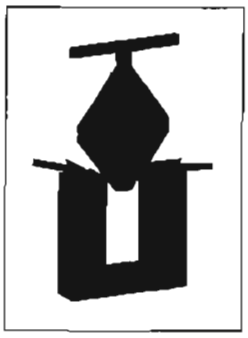
No: continue



Step 6: While still inserted as far as possible, determine if there is simultaneous contact between both of the angled sides of section A and the sides of the opening.

Yes: Note the points on the sides of opening where contact was made and continue

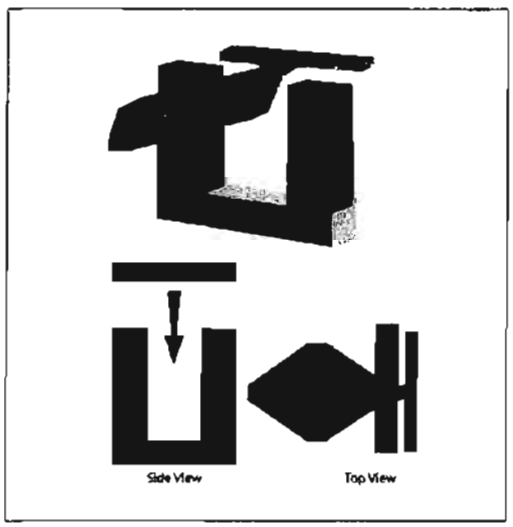
No: Pass. The narrow tip should be resting on the lower boundary of the opening with no contact with the sides of the opening. Stop





Step 7: Remove the template and turn the template so that the face of the template is perpendicular to the opening.

Step 8: Following the plane of the opening, insert the B portion of the template into the opening so that the narrow part of the B portion is between the sides of the opening.



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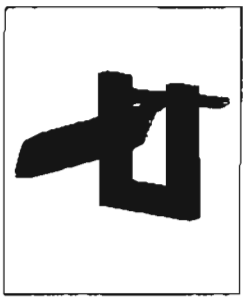
Step 9: Once inserted as far as possible, determine if the B portion is completely past the points where contact was made on the sides of the opening with the A portion.

No: Pass. Stop

Yes: Toddlers: Fail. Stop

Preschool and School-age: Continue





Step 10: Determine if the B portion can reach a point where the opening increases in size.

No: Fail. Stop

Yes: continue





Step 11: Determine if the Large Head Template passes freely through the larger opening.

Yes: Pass

No: Fail





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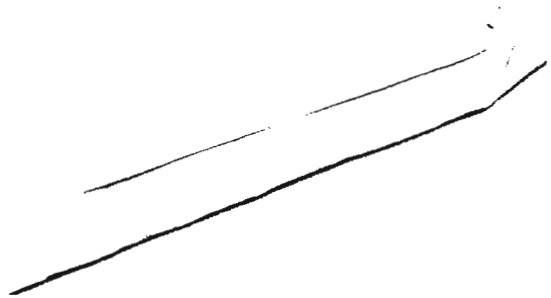

MINA TRENTAI UNU NA LIHESLATURAN GUAHAN
2011 (FIRST) Regular Session

2011 FEB -7 AM 11:

BILL NO. 70-31 (COR)

Introduced by: D. G. RODRIGUEZ, JR.
ALINE A. YAMASHITA

AN ACT TO ESTABLISH THE ADMINISTRATIVE RULES AND REGULATIONS OF THE DEPARTMENT OF PUBLIC HEALTH& SOCIAL SERVICES RELATIVE TO CHILD CARE CENTERS AND GROUP CHILD CARE HOMES, UNDER ARTICLE 1 OF CHAPTER 1, DIVISION 1, TITLE 26, GUAM ADMINISTRATIVE RULES AND REGULATIONS, AND IN CONFORMANCE WITH ARTICLE 4 – CHILD WELFARE SERVICES ACT, CHAPTER 4, TITLE 10, GUAM CODE ANNOTATED.

BE IT ENACTED BY THE PEOPLE OF GUAM:

Section 1. Legislative Findings and Intent.

I Liheslaturan Guahan finds that the administrative rules and regulations for Child Care Facilities are antiquated. The Department of Public Health & Social Service is currently utilizing Social Services Rules and Regulations No. 10 which were initially established pursuant to Section 9120.7 of Chapter X, Government Code of Guam on December 12, 1972, as amended and promulgated pursuant to Executive Order 78-27 on September 8, 1978. Though the amended rules and regulations went

through the public hearing process, the revised Standards "Social Services Rules and Regulations No.10 were ultimately approved and promulgated pursuant to Executive Order No. 1978-10, but not subsequently transmitted to *I Liheslaturan Guahan.* Consequently, the current rules and regulations being utilized have not been duly revised and fully promulgated for the past thirty-three years.

I Liheslaturan Guahan finds that the proposed administrative rules and regulations pursuant to this Act for Child Care Centers and Group Child Care Homes, as provided and required pursuant to Article 4- Child Welfare Services Act, of Chapter 4, Title 10, Guam Code Annotated (P.L. 11-99), is appropriate and necessary.

Further, *I Liheslaturan Guahan* takes due note that the Department of Public Health & Social Services, in the development of the proposed guidelines addressed herein, made a good faith effort to be inclusive of the affected stakeholders in the child care industry. The proposed rules and regulations is a work product which has to great extent incorporated impute from stakeholders in the field -albeit perhaps without universal approval - but with the widespread recognition that the existing rules are antiquated and significant revision is necessary.

It is the intent of *I Liheslaturan Guahan* to provide for the initial establishment of the administrative rules and regulations for Child Care Centers and Group Child Care Homes.

Further, so as to insure that the rules adopted pursuant to this Act

remain pertinent to and consistent with the needs of the community, it is the intent of *I Liheslaturan Guahan* to provide an authorization and mandate for the Department of Public Health & Social Services to regularly review the rules adopted pursuant to this Act, and as appropriate promulgate amendments thereto pursuant to Article 3 - Rule Making Procedures, of Chapter 9, Title 5, Guam Code Annotated.

Section 2. Adoption of Rules. Notwithstanding any other provision of law, rule, regulation and Executive Order, the rules and regulations of the Department of Public Health & Social Services for Child Care Centers and Group Child Care Homes, and attached hereto as Exhibit "A", are hereby adopted by *I Mina'Trenta Na Liheslaturan Guahan,* and shall be codified under Article 1- Child Welfare Services Act, of Chapter 1, Division 1, Title 26, Guam Administrative Rules and Regulations.

Section 3. Amendment of Rules. The Department of Public Health & Social Services *shall,* at a minimum of every five years, and pursuant to Article 3- Rule Making Procedures, of Chapter 9, Title 5, Guam Code Annotated, review and amend the administrative rules and regulations adopted pursuant to Section 2 of this Act.

Section 4. Effective Date. The administrative rules and regulations adopted pursuant to Section 2 of this Act shall become effective upon enactment.

Exhibit "A"

Title 26 Guam Administrative Rules and Regulations

Chapter 1

Article 1 - Child Welfare Services Act

RULES AND REGULATIONS FOR LICENSED CHILD CARE CENTERS AND GROUP CHILD CARE HOMES

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Section 1101.0
GENERAL PROVISIONS

§1101.1 Purpose. The purpose of these rules and regulations is to formulate standards for licensed child care centers and group child care homes that will protect and promote the welfare and positive development of children being served.

§1101.2 Applicability.

(a) These rules and regulations are applicable to the following child care facilities, public and private: 1) Child Care Center and 2) Group Child Care Home.

(b) These rules and regulations do not apply to Group Family Home, Family Child Care Home, Family Foster Home, and Residential Treatment Facility.

§1101.3 Authority. The Government Code of Guam authorizes the Department to adopt rules and regulations for licensing all child care facilities, to issue licenses, and to ensure that all provisions of §2407 of Title 10 GCA, Chapter 2, Article 4 (Public Law 11-99) regarding licensing are carried out. The Department shall inspect all child care facilities as defined in §1101.5(g).

§1101.4 Title. These rules and regulations shall be known and may be cited as the "Rules and Regulations for Licensed Child Care Centers and Group Child Care Homes."

§1101.5 Definitions. Wherever the following words appear in these rules and regulations, they shall have the following definition:

(a) *APPEAL* means a written, signed and dated statement requesting

reconsideration or modification of a Departmental decision that negatively affects the License of the child care facility. An appeal is made by the Licensee or by the facility's legal entity.

(b) *CHILD* means a person under eighteen (18) years of age or a child with a disability up to twenty-one (21) years of age.

(c) *CHILD CARE ASSISTANT* means any person that provides assistance to the teacher who provides primary care for children.

(d) *CHILD CARE ASSISTANT DIRECTOR* means a person who assists the Child Care Director in the management of a child care facility and/or who has the responsibility to administer the facility and to develop the total program in the absence of the Child Care Director.

(e) *CHILD CARE CENTER* means a facility which provides child care for twelve (12) or more children during a portion of a twenty-four (24) hour day.

(f) *CHILD CARE DIRECTOR* means a person having responsibility in the management and administration of the facility and to develop the total program.

(g) *CHILD CARE FACILITY* means any center or home licensed by the Department to provide care, education, and supervision for a child for all or part of the twenty-four (24) hour day, whether or not the facility is operated for profit, or charges for the services it offers.

(h) *COOK* means any person who prepares meals for children enrolled in a child care facility.

(i) *DEPARTMENT* means the Guam Department of Public Health and Social Services.

(j) *DENIAL* means refusal by the Director to issue a License on a new or renewal application.

(k) *DIRECTOR* means the Director of Public Health and Social Services or his/her authorized representative.

(l) *DIVISION* means the Division of Public Welfare, Department of Public Health and Social Services.

(m) *EARLY CHILDHOOD PROVIDER* means a person employed with compensation and with knowledge, skills, and abilities in early childhood education and is responsible for the physical well-being, direct care, health, safety, supervision, and guidance of children in child care. Education and experience in working with children birth to five differentiate the various levels of Initial, Lead and Master Provider. (refer to Appendix A)

(n) *GROUP CHILD CARE HOME* means a home or facility which provides child care for at least seven (7) and not more than twelve (12) children during a portion of a twenty-four (24) hour day.

(o) *GUAM EARLY LEARNING GUIDELINES FOR YOUNG CHILDREN BIRTH TO 36 MONTHS AND AGES THREE TO FIVE* means the voluntary early learning guidelines of what young children birth to five years old should know and be able to do. (Appendix B)

(p) *GUAM'S PLAN FOR PROFESSIONAL DEVELOPMENT* means the early childhood education plan, as required by Executive Order 2004-14 (Appendix C) and part of Guam's Comprehensive Plan for the Care & Education of Young Children. (Appendix A).

(q) *INDIVIDUALIZED EDUCATION PROGRAM* means the document, commonly referred to as an IEP, describing the child's educational program as required by the Guam Department of Education, Division of Special Education under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part B to develop for every student with a disability who is found to meet the federal and state requirements for special education, designed to provide the child with a free and appropriate public education.

(r) *INDIVIDUALIZED FAMILY SERVICE PLAN* means the document,

commonly referred to as an IFSP, that identifies the child's and family's individualized supports and early intervention services that will enhance the child's overall development, as required by the Guam Department of Education, Division of Special Education under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part C for infants and toddlers with disabilities and their families.

(s) *INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004* means the United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

(t) *INFANT* means a child from birth thru 12 months of age.

(u) *LICENSE* means a License to Operate a Child Care Facility.

(v) *LICENSE TO OPERATE A CHILD CARE FACILITY* (hereafter referred to as "License") means the official document issued by the Department authorizing the operation of a child care facility as defined under the terms of the License. This is issued to a child care facility that has met compliance with the minimum requirements as defined in the licensing laws, rules and regulations for the duration of two (2) calendar years.

(w) *LICENSEE* means any entity that is issued a License by the Department.

(x) *MAINTENANCE PERSONNEL* means any person who provides general maintenance or upkeep of the child care facility.

(y) *PRACTICUM STUDENT* means any person officially enrolled in any higher education institution as a student in education, nursing, psychology, social work, early childhood, or related fields with approved practicum under supervision by an instructor and who adheres to a child care center's policies and procedures.

(z) *PRESCHOOLER* means a child who is 3 years to 5 years of age.

(aa) *PROVISIONAL LICENSE* means a temporary license issued by the Department at the time of new application or renewal when the center does not meet all licensing laws, rules and regulations for the duration not to exceed six (6) months unless determined by the Director.

(bb) *REVOCATION* means immediate retraction of a License when the center exhibits a pattern of non-compliance or an imminent concern arises that jeopardizes the well-being of children.

(cc) *SCHOOL AGE* means a child who is between the ages of 5 years and 12 years.

(dd) *STAFF MEMBER* means any person that is employed for compensation or otherwise by the child care facility and is on the premises while children are provided care. This includes, but is not limited to: Child Care Director, Child Care Assistant Director, Teachers, Early childhood providers, Teachers' Aides, Cooks, and Maintenance Personnel.

(ee) *SUSPENSION* means the deferment of a license for an issue of non-compliance that may be temporary.

(ff) *TODDLER* means a child who is 13 months thru 36 months of age.

(gg) *VISITOR* means a person visiting for a brief period of time and who follows the center's policies and procedures.

(hh) *VOLUNTEER* means a person offering services to a child care facility without remuneration, except for a reimbursable personal expenses allowed by the early childhood providers.

Section 1102.0

LICENSE TO OPERATE A CHILD CARE FACILITY

§1102. 1 License Required.

(a) Any person, association, corporation, or partnership shall first obtain a License from the Department to operate a child care facility, providing services either with or without compensation.

(b) Any person, association, corporation, or partnership found to be operating or conducting a child care facility without a License shall be found in violation of these rules and regulations and must cease operations immediately *until compliance is met.*

(c) Before a License is granted, the applicant must certify its compliance with local officials according to all applicable health, safety, fire, building, and sanitation regulations using a Certification of Compliance Form provided by the Department.

§1102.2 Exclusions.

(a) No License is required for the following:

(1) For the care by a relative, with or without compensation, where the person furnishing such care does not regularly engage in such activity and does not advertise or hold him/herself out as conducting a child care facility;

(2) For the care by parents who, on a mutually cooperative basis, exchange one another's children;

(3) For the care of children in their own home;

(4) For the care of children in a hospital or clinic;

(5) For the care of children in the following educational-type facilities:

(A) An accredited public or private educational institution that operates primarily for educational purposes for those children

grades kindergarten through twelfth (12th) grade. In the event such accreditation does not include early childhood classrooms for those children below kindergarten (i.e., birth to five years), then the educational institution must comply with these rules and regulations and will fall under the jurisdiction of these rules and regulations;

(B) A preschool classroom that is regulated by the Guam Department of Education or the Administration for Children and Families that adhere to federal guidelines and/or mandates, such as the Head Start Performance Standards.

(C) An after-school care program operated directly by an accredited public or private educational facility; or

(D) An after-school care program operated by another entity under contract with the educational facility and the curriculum content of the after-school program is approved by the Guam Department of Education;

(6) For the temporary care of children in facilities operating in a shopping center, fitness center, hotel, or establishments during any part of a twenty-four (24) hour day while parents or persons responsible for the children are attending services or engaging in other activities who remain and are on the premises and care is not on a regular basis;

(7) For the temporary care of children during any part of a twenty-four (24) hour day while parents remain and are on the premises participating in religious functions and care is not on a regular basis; and

(8) For camps held on a seasonal basis where children are in temporary care during any part of a twenty-four (24) hour day.

(9) For the care of children in child care facilities regulated by the U.S. Department of Defense. (i.e., Military Child Care Facilities)

(b) The exclusions of this section does not affect the authority of state and federal governments to inspect any child care facilities and/or private property for compliance.

(c) Child care facilities that meet the criteria for exclusions as stated in §1102.2 shall provide the Department with documentation, such as the most current monitoring report, assuring that their facility has passed inspection and/or requirements by their respective accrediting institution or regulatory agency, as applicable.

§1102.3 Application for License.

(a) The application to obtain a License or Renewal License shall be made on forms approved and supplied by the Department and shall be completed and submitted within a minimum of sixty (60) business days prior to the proposed opening date or date of expiration of License.

§1102.4 Application Packet

(a) The application packet shall include, but is not limited to the following:

(1) Application Form which shall include information on Owner or Licensee. The following information shall be supplied to the Division:

(a) The business name, mailing and physical address, and telephone number of the child care facility;

(b) The name, date of birth, business mailing and physical address, and business telephone number of the person(s) bearing the responsibility for the child care facility;

(c) The name, date of birth, business mailing and physical address, and business telephone number of the person(s)

having specific authority and responsibility for overall administration and the services offered;

(d) The name of the owner or sponsoring agency, date of birth (i.e., privately owned, church or agency owned) of the child care facility; and

(e) Other information as required by the Division

(2) Current Copy of the "Rules and Regulations for Licensed Child Care Centers and Group Child Care Homes";

(3) Copy of applicable child care laws (i.e., Title 10 Guam Code Annotated, Chapter 2, Article 4 – Child Welfare Services Act);

(4) Staffing Pattern Form;

(5) Medical History Report Form;

(6) Documentation, to include Police and Court Clearances for each staff member in the child care facility and a Signed Consent of Release Form for the Department to conduct checks in local and national registries to include, but not limited to: Child Abuse and Neglect Registry, Sex Offender Registry, and any other National Background Checks as deemed necessary by the Department to ensure the staffs' or prospective staff's capacity to provide safe and constructive child care. For Group Child Care Homes, all other adult members living in the home must also comply with these clearances and background checks.

(7) Three (3) separate Character Reference letters for Child Care Directors; and

(8) Certification of Compliance Form.

(b) The applicant shall provide and submit documents, not limited to the following:

(1) Early Childhood Education Transcripts (for the Child Care

Director and Assistant Director);

(2) Verification of early childhood training for staff (i.e., training certificates transcripts)

(3) A copy of the child care facility's policies and procedures;

(4) A copy of the floor plan layout of the child care facility;

(5) A copy of the parent's handbook;

(6) Resume for the Early Childhood Director and Assistant Director;

(7) Pediatric Cardio Pulmonary Resuscitation (CPR) and Pediatric First Aid Certificates;

(8) A copy of each staff member's Health Certificates (issued by the Division of Environmental Health of this Department);

(9) A copy of the Job-Site Inspection report issued by the Division of Environmental Health of this Department;

(10) A copy of the Sanitary Permit(s) for the child care facility upon issuance by the Division of Environmental Health of this Department; and

(11) Copy of immunization records for children enrolled.

(c) At no time shall an incomplete application package (for new, renewal, or amendment, Licenses) be received by any staff of the Department.

(d) Applicants shall seek and comply with required applicable rules and regulations concerning fire, building, sanitation, plumbing, electrical, mechanical and zoning provided by the appropriate personnel from the Department's Division of Environmental Health, Guam Fire Department, Department of Public Works, Department of Land Management, and Department of Revenue and Taxation.

(e) Applicants shall maintain accurate records of all information and documents submitted to the Department which shall be readily available

for review by the Department upon request during inspection.

(f) New applicants shall be responsible for ensuring that all documents and compliance reports, in addition to the application packet described in §1102.4 are submitted to the Department no later than 60 business days prior to the proposed opening date of the child care facility.

(g) The Department shall provide reminder notices to the Licensee at least four (4) months prior to expiration of the License.

(h) Renewal applicants shall submit all documents and compliance reports no less than 60 business days prior to the expiration of the License. Failure to do so shall result in non-renewal of License and closure of operation.

(i) The Department shall conduct a licensing evaluation only after receiving a completed application and all required documents and reports to allow sufficient time of 30 days for the licensing worker to conduct inspections and reviews and complete a written report.

§1102.5 General Information Requirements.

(a) Admission procedures shall require that sufficient information and instruction from the parents or guardians be furnished to enable the staff member to make decisions or act on behalf of the child.

The child care facility shall require a completed application with at least one (1) parent's or guardian's signature for each child to be kept on file. Prior to admission of a child to a child care facility, the Licensee shall obtain in writing from the child's parents or guardians the following information:

(1) Completed application form for each child and copy of child's birth certificate;

(2) The child's full legal name, birth date, ethnic background,

primary language spoken, current mailing and physical address, and preferred names;

(3) The name and address of the parents or guardians who are legally responsible for the child;

(4) Telephone numbers or instructions as to how the parents or guardians may be reached during the hours the child is in the child care facility;

(5) The name, mailing and physical address, and telephone number of three (3) person(s) who shall assume responsibility for the child if for some reason the parents or guardians cannot be reached immediately in an emergency;

(6) Name, clinic, and telephone number of child's physician;

(7) Written consent to call another physician, when deemed necessary;

(8) Written authorization for emergency care, including provision of health insurance information;

(9) Child health report, that includes the child's immunization record, and other pertinent information regarding the health of the child (i.e., last physical examination report, TB test);

(10) The name of parents' or guardians' current place of employment, address and phone number;

(11) Plan for health care in case of an emergency (i.e., insurance provider, insurance number, doctor);

(12) Authorization for medical treatment in case of an emergency when parent or guardian can not be contacted;

(13) Date of enrollment in child care facility;

(14) Written medical reports and health information shall be on file

for each child, including a report of an annual physical examination, up-to-date immunization records, pertinent information regarding any particular health problems, or any specific instructions regarding care or feeding for the child. These records shall be kept confidential and information provided only to the Child Care Director or the Child Care Director's authorized representatives operating the facility or other staff with a need to know, in the event of an emergency or other staff with the written consent of the parents.

(A) Conditional admissions may be granted provided that the following conditions are met:

1. The date of each appointment and name of the physician or health institution providing the physical examination must be placed in the child's health folder; and

2. Proof of medical examination and/or administration of medical services are provided to the child care facility.

3. Failure to complete the immunizations and clearances within one (1) month of enrollment shall result in the expulsion of the child until such time as the child is in compliance.

(15) Eating and sleeping habits;

(16) Toileting habits;

(17) Allergies;

(18) Fears and preferences;

(19) Permission to administer medications, indicating frequency and dosage must be submitted in writing by parents/guardians; and

(20) Other information as required by the Division.

(b) The child care facility shall conduct a personal interview with the parent or guardian to verify other pertinent information provided on the child's overall behavior and to acquaint the parent or guardian with the child care facility's policies and procedures.

(c) The child care facility shall secure written permission from at least one (1) parent or guardian before taking children on excursions out of the facility.

(d) The child care facility shall require a "Parent/Guardian Authorization Form to Pick-Up Child" for each child and keep it current and on file.

(e) Information pertaining to an individual child or parents or guardians of the child shall not be disclosed to persons other than the Early Childhood Director or authorized staff members, unless the parents or guardians of the child submit a signed consent form granting written permission for the disclosure or when an emergency arises necessitating release of the information.

(f) The parents or guardians shall be informed in writing of the child care facility's policy regarding disclosure of information.

§1102.6 Issuance of License.

(a) Upon completion of examination and satisfaction that the Licensee and the child care facility has reasonably met all qualifications and standards prescribed for the specific category of child care facility, the Department shall issue a License.

(b) The License shall clearly state:

(1) The business name of the child care facility;

(2) The name(s) of the owner(s);

(3) The type of License issued;

(4) The category of the child care facility;

(5) The mailing address and physical location of the child care

facility;

(6) Contact telephone numbers

(7) The age and gender of children to be served;

(8) The capacity of the child care facility;

(9) The issuance and expiration date of the License;

(10) The License number; and

(11) Other conditions or limitations, as deemed necessary by the Department for the License.

(c) The License is non-transferable and shall be valid only with respect to the person, and physical location specified. It shall also be subject to review when there is a significant change in operating policies that affects the health, safety, and care of children and any changes in §1102.6(b) above.

(d) The Department shall issue the following types of License:

(1) **License.** A License shall be issued to a facility which is found to be in conformity with child care rules and regulations.

(2) **Provisional License.** A Provisional License shall be issued to a newly established or existing child care facility when the center does not meet all licensing laws, rules and regulations. The center must conform to the requirements on or before six (6) months for a License to be issued. A Provisional License may be extended or issued for more than six (6) months upon approval by the Director. In the event that the conditions are not met by the expiration date of the Provisional License, the License shall be revoked, and the operations of the child care facility shall cease immediately.

§1102.7 Effective Date of License.

(a) The effective date for a License shall be as follows:

(1) **License.**

(A) A License shall expire no later than two (2) years after the date of issuance.

(B) When a License is issued after a Provisional License, the expiration date of the License shall be two (2) years from the issuance date of the Provisional License.

(C) The License shall be renewed only upon satisfactorily meeting the requirements for application and the Department's approval.

(2) **Provisional License.**

The expiration date for Provisional License may vary as determined by the Director based on a reasonable time for compliance with these rules and regulations, and shall not exceed more than six (6) months from the date of issuance, unless otherwise approved by the Director as previously stated in §1102.6(d)(2).

§1102.8 Changes to Operation of the Child Care Center or Group Child Care Home.

(a) The Licensee must notify the Division in writing within twenty-four (24) hours or by the next working day, whichever comes first, of any significant changes planned in the operation of the child care facility, including services and staffing that directly or indirectly affects the operation of the program. No changes shall be made unless approved by the Division and all requirements for changes have been met as determined by the Department. If change affects continued operation of the child care facility, then necessary corrective action must be completed within the prescribed timeframe to come into compliance or sooner as determined by the Director. Significant changes include, but are not limited to, the following: Relocation of Child Care facility, Renovation to Existing Structure,

Increase/Decrease in Child Capacity, Changes in Staffing Pattern, Changes in Policies and Procedures, Changes in Ownership, Changes in the Name of Business Operation and Changes to Center Layout. Such changes shall be taken into consideration at the discretion of the Department to determine status of the License for continued or discontinued operation of services upon meeting requirements and qualifications in accordance to these rules and regulations as deemed necessary.

§1102.9 Advertising.

(a) A child care facility licensed by the Department may publish advertisements of the services for which it is specifically licensed. All advertisements shall include the child care facility's license number.

(b) All child care facilities that are required to be licensed and have failed to do so are prohibited from advertising such services.

§1102.10 Displaying License. The License shall be displayed at the child care facility in a prominent and conspicuous location as designated by the Director to be viewed by the public at all times.

§1102.11 Right of Entry, Inspection, and Investigation.

(a) In exercising its authority to license child care facilities, the Department's designated personnel shall have the right of entry, inspection and investigation.

(b) The Division shall conduct inspections and investigation to ensure compliance with these rules and regulations and to ensure the quality of care of children in child care facilities.

(c) The Division shall review the qualifications of all staff members, review written policies and program provisions, and conduct inspections of the

child care facility.

(d) In the event of a complaint or reason to believe that an unlicensed child care facility operation is being conducted, authorized representatives of the Department shall have the right to enter private property to verify and validate the allegations. The Guam Police Department shall render assistance to the Department in these cases, as needed.

(e) Authorized representatives of the Department shall be authorized to visit a child care facility at any time during the hours of child care operation for purposes of observing, monitoring and inspecting the facilities, activities, staffing and other aspects of the child care facility.

(f) The Licensee shall cooperate with the Department by providing access to its facilities, records, staff, and children in care. Failure to comply with reasonable requests may constitute grounds for denial, suspension or revocation of the License.

§1102.12 Inspection Frequency. An inspection of a child care facility shall be conducted at least once every six (6) months Additional inspections shall be conducted as often as necessary for the enforcement of these rules and regulations.

§1102.13 Report of Inspections.

(a) Whenever an inspection of a child care facility is made, identified deficiencies shall be recorded on the inspection report as approved by the Director or his/her authorized representative. The inspection report shall summarize the requirements of these rules and regulations. Inspection remarks shall be written to reference, by section number, the section violated, shall state the correction to be made, indicating the time period(s) for correction which shall be reasonable depending on the nature of the non-compliance and the time required for correction.

(b) A copy of the inspection report shall be furnished to the person in charge of the child care facility at the conclusion of the inspection.

(c) The inspection report is a public document that shall be made available for public disclosure to any person who requests the documents pursuant to §1113.0.

§1102.14 Posting. Copies of the most current inspection report shall be posted adjacent to the License in a prominent and conspicuous location as designated by the Director or the Director's authorized representative to be viewed by the public at all times.

§1102.15 License Fees. The Department shall charge non-refundable fees as prescribed by the Department for the following:

(a) New License

(b) Renewal License

(c) Duplicate License

(d) Amended License

(e) Provisional License

Fee schedule shall be promulgated pursuant to Article 3- Rule Making Procedures, of Chapter 9, Title 5, Guam Code Annotated.

Section 1103.0
ORGANIZATION

§1103.1 General.

(a) Each Licensee which is a person, partnership, corporation, limited liability corporation, limited liability partnership, or association shall be organized according to its legal status as required by local law and applicable rules and regulations.

(b) There shall be an internal structure which provides for an appropriate governing authority which is:

(1) Responsible for the development and enforcement of operating policies, procedures of child care staff employment, finances and the total organization of child care services; and

(2) Located so as to be familiar with, and accountable for, all aspects of the operation of the child care facility for and reasonably accessible to the Division.

Section 1104.0
HEALTH AND SAFETY

§1104.1 General. The requirements for sanitation, health and safety shall be adopted and in compliance with the Division of Environmental Health, Department of Public Health and Social Services' applicable mandates and rules and regulations pertaining to child care facilities.

Section 1105.0
PROGRAM REQUIREMENTS

§1105.1 General

(a) Child care facilities shall implement developmentally appropriate practices. The Department has developed voluntary early learning guidelines that facilities may use as a guide in developing and/or adopting a developmentally appropriate curriculum. (Appendix B: The *Guam Early Learning Guidelines for Young Children Birth to 36 Months* and the *Guam Early Learning Guidelines for Young Children Ages Three to Five)*;

(b) Child care facilities that provide after school programs for older children shall implement age-appropriate curriculum;

(c) The program shall promote building positive relationships among children and adults to increase and/or maintain a sense of self-worth and responsibility to a community;

(d) The program shall implement a curriculum that is in harmony with goals that promote learning and development in the cognitive, social, emotional, language, aesthetic and physical areas;

(e) The program shall promote effective teaching strategies within its curriculum that reflect culture, language and developmental needs of children to increase learning and development;

(f) The program shall have in place, different assessments, formal or informal, that provide information on individual learning and development to ensure appropriate instruction, intervention, and/or evaluation that meet individual needs and program goals;

(g) The program shall promote health, safety, and nutrition where children and adults are protected from illness and harm;

(h) The program shall employ staff with the knowledge, skills, and abilities to foster children's learning and development and support families' needs and interests;

(i) The program shall build partnerships with families to support active involvement in their children's growth and development;

(j) The program shall connect with community resources to support program goals such as health, curriculum, transitions, diversity, and inclusion;

(k) The program shall have well-maintained indoor and outdoor physical environments that are appropriate, safe, and accessible;

(l) The program shall have well-managed policies and procedures promoting a system where children, families, and staff receive high-quality experiences;

(m) The Early Childhood Director shall seek authorization from the parent or guardian of a child who has an Individualized Family Service Plan or Individualized Education Plan to assist in meeting the developmental and educational needs of a child with a disability.

Section 1106.0
STAFF TO CHILD RATIO

§1106.1 General.

(a) The number of children per staff member shall not exceed:

Age of Child	Child:Staff Ratio	Effective Date of Compliance For Existing Child Care Facilities
Birth to 12 months	4:1	January 1, 2012
13 months to 2 years	7:1	January 1, 2012
13 months to 2 years	6:1	January 1, 2013

25 months to 3 years	10:1	January 1, 2012
37 months to 4 years	15:1	January 1, 2012
4 years and up	20:1	January 1, 2012

(b) Other hired staff who do not provide direct care and education to children shall not be counted under the staff to child ratio (i.e. cooks, maintenance, and housekeeping).

(c) Early Childhood Directors are not counted in the child staff ratio.

(d) No child shall be left without adult supervision at any time. Staff to child ratio shall be maintained during all hours of operation. Staff shall be within sight and sound of each child in the child care facility at all times. Staff who provide direct care and education to children shall not engage in other activities while performing their regular duties, unless used for educational purposes (e.g. light housekeeping duties).

(e) During nap time, staff to child ratio must be maintained and physically present in the same space as the children's sleeping area.

§1106.2 Existing Child Care Facilities. All existing child care facilities currently in operation shall be required to come into compliance with §1106.1 on the effective dates of compliance as stated in §1106.1 (a).

§1106.3 New Child Care Facilities. A new child care facility is any person or entity that is issued a new license to operate a child care facility after the promulgation of these Rules and Regulations. A new child care facility shall be required to come into compliance with §1106.1 upon issuance of a license to operate and the effective dates of compliance stipulated in §1106.1(a) are

applicable to the new licensee.

Section 1107.0
ADMISSIONS

§1107.1 General.

(a) Operators of child care facilities shall provide appropriate care to help the child grow and develop physically, mentally, socially, emotionally, and spiritually at his or her own pace, ensuring the child's overall welfare.

§1107.2 Illness and Communicable Disease Control.

(a) A general health screening and inspection shall be conducted daily on each child as soon as possible after the child enters the child care facility and whenever a change occurs while that child is in care. Information on each child shall be gathered by completing the health screening and inspection, by inquiring with the child's parents, and when possible, through a conversation with the child. A written record of any and all concerns shall be documented in writing. The *health screening and inspection shall address:*

(1) Observed changes in behavior or appearance from behaviors observed *during the previous day's attendance;*

(2) Other signs or symptoms of illness (such as drainage from eyes, vomiting, diarrhea, etc.)

(b) **Isolation Area.** Each child care facility shall have a designated isolation area for a child who becomes ill at the facility. Such area shall be adequately ventilated and equipped with a bed, mat, or cot and materials that can be easily sanitized. Linens and disposables shall be changed after each use with

used linens and disposables contained in a closed container in the isolation area until it can be cleaned or disposed of properly.

(c) Any children showing signs of infectious illness must be sent to the isolation area to be kept separate and apart from the other children. The parent or guardian must be notified immediately to arrange alternative measures for the child's care. A staff member shall stay with the child at all times. The Early Childhood Director shall ensure that the staff to child ratio is in compliance at all times.

(d) The rules and regulations of the Department on communicable diseases shall be followed where children show symptoms of communicable diseases. The child care facility shall post a Communicable Disease placard subject to the provisions of §2414 of Title 10 GCA, Chapter 2, Article 4 on communicable diseases. (www.guamcourts.org/justicedocs/index.html)

(e) Children who have been determined to have an infectious illness or communicable disease shall not return to the child care facility without medical authorization, or until the signs and symptoms of the disease are no longer present.

(f) A child may be excluded from the child care facility (i.e. sent home) as soon as possible if the child exhibits any condition or illness as listed in the current communicable disease report or illnesses as recommended and listed in guidelines developed by the American Academy of Pediatrics for exclusion of children from the child care facility. (www.aap.org)

§1107.3 Immunizations.

(a) All children attending a child care facility shall receive immunizations according to the Department's requirements in conformity with the Advisory Committee on Immunization Practices (ACIP), U.S. Center for Disease Control (CDC), Department of Health and Human Services, and the American Academy of

Pediatrics (AAP), unless excluded from the immunization requirements due to religious exemptions (as approved by the Department) or medical contraindications (as certified by a Guam licensed medical physician). (See Appendix D for Recommended Immunization Schedules)

(b) Exemption from immunization for religious belief shall be documented by a written, signed and dated statement from the child's parent or guardian, that such vaccination or immunization would be against their religious belief and would not constitute a contagious health risk for the public at large, as certified by the Director. (P.L. 24-154, §3322.a.)

(c) Exemption from immunization for any medical reason shall be documented by a written, signed, and dated statement by a Guam licensed medical physician, that said child should be exempt from this section where such medical contraindication to his or her receiving a specific vaccine exists. (P.L. 24-154, §3322.a.) The child care facility has the right to exclude children who do not meet the immunization requirements as stated under §1123.3 (a).

(d) Original statements (not copies) shall be kept in the child's record at the Bureau of Communicable Disease Control of the Department for compliance purposes. A copy of the certificate for medical and religious exemptions shall be included in the child's record in the center.

(e) Child care facilities shall require parents or guardians to ensure their children receive all follow-up immunizations needed to complete the recommended series. A copy of the immunization records shall be filed in the child's record at the Bureau of Communicable Disease Control of the Department.

(f) Parents or guardians shall be given a grace period, not to exceed thirty (30) calendar days from the last assessment of the child's immunization record, to obtain required immunization(s) in the recommended series.

§1107.4 Testing for Tuberculosis

No child shall be permitted to attend a child care facility unless they have on file with the Child Care Director of the child care facility a report of a Tuberculosis (TB) Skin Test result.

(a) If the child is entering from the United States (its states or its territories), such test must have been conducted within one year prior to enrollment. If the child is entering from an area other than the United States (its states or territories), such test must have been conducted within six (6) months prior to enrollment.

(b) If a child has had a positive TB Skin Test, a Certificate of TB Evaluation must be obtained from the Department. If this certificate indicates that the child is TB contagious, the child shall be permitted entrance to the child care facility only after he or she is certified as non contagious by the Department.

§1107.5 CPR and First Aid.

(a) **CPR.** At least two (2) staff involved in providing direct care and education of children shall complete and maintain certification requirements in pediatric first aid and safety and management of blocked airway and rescue breathing, including Cardio Pulmonary Resuscitation (CPR). At least one (1) certified staff shall be on the premises at all times children are in care.

(b) **First Aid kit.** At least one (1) first aid kit containing materials to administer first aid must be maintained on the premises of all child care facilities at all times and wherever children are in care, including field trips and outings away from the facility. A complete first aid kit must also be present in vehicles used in the transportation of children during field trips and outings away from the facility.

(1) Each kit shall be in a closed container and labeled "First Aid."

(2) The kits shall be accessible to the staff members at all times and

kept out of the reach of children.

(3) Each first aid kit shall be replenished and updated on a regular basis. Contents with elapsed expiration dates shall be discarded in a proper manner.

§1107.6 Medication. No medication shall be given without the signed consent of a parent and prescription drugs shall be given only when prescribed for a child by a licensed physician.

(a) Prescription and non-prescription medication brought to the child care facility by the parent or guardian shall:

(1) Be in the original container;

(2) Be properly labeled;

(3) Be dispensed according to written directions on the prescription label or printed manufacturer's label;

(4) Be stored separately and locked or placed out of children's reach; and

(5) Be stored at proper temperature as required by the manufacturer.

(b) Prescription medication must have a label stating the name of the physician, child's name, name of the medication, and medication directions.

(c) For the purposes of dispensing non-prescription medication that is not brought in by the parent, in the event of an emergency, non-prescription medication can only be dispensed if the facility has prior written authorization from the parent or guardian to do so. Any medication dispensed under these conditions must be documented in the child's file and the parent or guardian must be notified on the day of occurrence.

(d) If the parent or guardian notifies the child care facility of any known allergies to medication, written documentation must be maintained in the child's

file and must be shared with staff and must be posted with stored medication.

(e) Any medication administered by any staff of the child care facility shall be documented and recorded in a Medication Administration Log.

§1107.7 Food and Nutrition.

(a) **Food and Nutrition Policies and Plans**

(1) The facility shall have a food handling, feeding, and nutrition plan that address the following items and delegates responsibility for each:

a. Food handling, preparation, and service;

b. Staffing;

c. Nutrition education for parents, staff, and children.

(b) **Meals Prepared and/or Served On-Site.**

(1) A child care facility that prepares and cooks meals for children shall provide adequate nutritious food appropriate to the age of the child at normal meal time intervals, and shall follow the U.S. Department of Agriculture's (U.S.D.A.) Food and Nutrition Guidelines and Food Guide Pyramid for Young Children (Appendix E) based on the latest recommendations adopted by U.S.D.A. For current and updated information on nutrition guidelines recommended by the U.S.D.A., please refer to their website at www.usda.gov.

(2) Meal and snack menus shall be planned, written and posted at the beginning of each week. Menus shall be dated and posted in the food service area and in a conspicuous area easily accessible to parents or guardians. Any menu substitution shall be noted on the menu.

(c) A child care facility where parents or guardians provide meals for their children should promote an understanding of the importance of nutritious meals and snacks as recommended by the U.S.D.A. Food and Nutrition Guidelines.

(Appendix F)

(d) If a special diet is required for a child by a physician, a copy of the physician's order, a copy of the diet and a sample meal plan for the special diet shall be maintained in the child's file. If the parent or guardian notifies the child care facility of any known food allergies, written documentation must be maintained in the child's file. Special food restrictions must be shared with staff and must be posted in a conspicuous location in the kitchen area to serve as a reminder for staff members.

(e) **Food Service.**

(1) Children shall be supervised during all meal times. All food shall be served in individual containers for each child.

(2) Infants shall be fed by a staff member and at no time shall propped bottles be permitted when feeding infants. There shall be no automatic feeding devices unless medically prescribed. All bottles shall be individually labeled with the child's name.

(3) Heated foods and bottles must be tested before feeding to ensure heat is evenly distributed and to prevent injury to children.

(4) Child care facilities shall provide sufficient seating so that children are seated at tables for meals.

(5) Food shall not be used as a reward or punishment.

Section 1108.0
MATERIALS AND EQUIPMENT

§1108.1 General.

(a) The selection, quantity, arrangement and use of available materials

and equipment shall be age-appropriate, durable, meet recommendations of the U.S. Consumer Product Safety Commission (CPSC), including the CPSC *Handbook for Public Playground Safety* (Appendix G), meet recommendations from the Americans with Disabilities Act (ADA) for all children, including children with special needs.

(b) The materials and equipment shall:

(1) Provide opportunities for indoor and outdoor play, exploration, expression, experimentation and discovery;

(2) Provide opportunities for learning concepts and skills in different developmental domains;

(3) Represent the diversity of children, families, culture, age, gender, language and abilities;

(4) Provide safe, but challenging learning opportunities where problem solving is practiced; and

(5) Support curriculum, meet goals and objectives of program, and foster desired outcomes for children.

§1108.2 Storage Spaces.

(a) Storage spaces for individual storage of children's clothing and personal belongings shall be available and labeled;

(b) Storage spaces for accessible play materials and equipment used by the children shall be available; and

(c) Storage spaces for other equipment, materials, and supplies used by staff shall be available but secure and out of children's reach.

§1108.3 Sleeping Equipment and Bedding. The following sleeping equipment shall be safe, sturdy, clean, age-appropriate and available:

(a) Individual bed, cot, crib, sleeping bag, mat, or pad, for each child who rests; and

(b) A clean sheet or cover to be used on the sleeping equipment for each child.

Section 1109.0
PERSONNEL

§1109.1 General.

(a) There shall be sufficient number of qualified staff to carry out the program of the child care facility at all times.

(b) Child care facilities shall develop and record policies pertaining to personnel practices.

(c) The child care facility shall ensure that all new employee hires, including submission of clearance documents, are reported to the Division prior to their employment.

§1109.2 Information on Current Staff Members.

(a) The following information shall be supplied to the Division for all staff members:

(1) Name, date of birth, age, home address and telephone number;

(2) Education transcripts and/or Early Childhood Care and Education (ECCE) certificate;

(3) Experience;

(4) Health records;

(5) Health Certificate(s);

(6) Police and Criminal Court Clearance;

(7) Child Abuse and Neglect Registry Clearance; and

(8) Other information as requested by the Division.

(b) A listing of all practicum students and/or volunteers who serve twenty (20) or more hours per week.

§1109.3 Responsibilities and Qualifications for Early Childhood Director.

(a) **Responsibilities of Early Childhood Director.**

(1) There shall be a responsible Early Childhood Director, or their designee, in charge of the child care center at all times during hours of operation. To be in charge means that the responsible person is on the premises, available to staff, parents or guardians, and children. It precludes outside employment which interferes with these duties.

(2) The Early Childhood Director shall not be a full-time teacher or early childhood provider.

(3) The Early Childhood Director shall be responsible for the overall administration of the child care center's policies and procedures.

(4) When the Early Childhood Director is required to be absent temporarily from the child care facility, arrangements shall be made for the Early Childhood Assistant Director or a staff who is at least 21 years of age and meets the requirements of no less than an Early Childhood Lead Provider, to act as a substitute for a maximum of one (1) month. After one (1) month, the Early Childhood Director shall hire an Acting Director if prolonged absence is necessary.

(b) **Qualifications of Early Childhood Director.** The qualifications for the Early Childhood Director shall be as follows:

(1) The Early Childhood Director shall be at least twenty-one (21)

years of age.

(2) The Early Childhood Director shall have education and experience which will provide the knowledge, skills, and attributes and qualities necessary to carry out an effective program of quality child care set forth to these Laws, Rules and Regulations.

(3) The minimum education and training requirement for an Early Childhood Director is Level 3 Early Childhood Master Provider/Early Childhood Director as indicated in Guam's Plan for Professional Development. (See Appendix A).

§1109.4 Responsibilities and Qualifications of Early Childhood Assistant Director.

(a) **Responsibilities of Early Childhood Assistant Director.** The Early Childhood Assistant Director shall be responsible and works with or alongside the Early Childhood Director to carry out the program of the center under the guidance of the Early Childhood Director.

(b) ***Qualifications of Early Childhood Assistant Director.*** The Early Childhood Assistant Director shall meet the same minimum education and training requirements as an Early Childhood Director as stated in §1109.3(b)(3).

(1) The Early Childhood Assistant Director shall be at least twenty-one (21) years of age.

§1109.5 Requirements of Staff Members. Each staff member shall be qualified through training, experience, skills, and education, as indicated in Guam's Plan for Professional Development. (Appendix A)

(a) Educational requirements of staff shall be as follows: (as referenced in the Guam's Plan for Professional Development):

1) By 2013, twenty-five percent (25%) of early childhood providers employed by the child care facility shall meet the requirements of a Level 2 Early Childhood Lead Provider;

(b) All staff members should have a physical examination from a licensed physician indicating that the individual is in good health, free from highly contagious diseases and any disability which would limit his/her ability to adequately care for children. This physical examination report shall be renewed annually and shall be kept on file in the facility.

(c) All staff members should have a valid Health Certificate pursuant to Title 10 GCA Chapter 22 and applicable rules and regulations. These documents shall be renewed annually with copies prominently posted in the facility as required. Each staff member must comply with having their Health Certificate on their person at all times while working as required by applicable rules and regulations.

(d) Operators of child care facilities must obtain a valid Sanitary Permit pursuant to Title 10 GCA Chapter 21 and applicable rules and regulations. This permit shall be renewed annually, and prominently posted in the facility as required.

(e) The Early Childhood Director shall provide information on workshops, seminars, training sessions or courses available to all staff members to encourage staff growth and development.

(1) Training topics should include, but is not limited to, one or more of the following topical/competency areas (as referenced in Guam's Plan for Professional Development):

(A) Child Development Theory and Practical Application;

(B) Healthy and Safe Environments;

(C) Adaptations and Modifications;

(D) Working with Families;

(E) Observation and Assessment; and

(F) Professional Conduct and Ethics.

(f) Volunteers and Practicum Students who serve more than twenty (20) hours a week, are required to have a valid Health Certificate and physical examination prior to providing services.

(g) Licensees shall be responsible for ensuring that Licensees and all staff members *are free of serious emotional problems which limit their* ability to care for children and that they demonstrate evidence of the ability to deal effectively *with practical problems of daily living and of child care.*

(h) Licensees and all staff members shall be of reputable and responsible character and shall not have a criminal history record, employment history or background which poses a risk to children in care such as the following:

(1) Conviction of a crime involving violence, alcohol or drug abuse, sex offense, offense involving children and any other conviction, the circumstances of which indicate that the applicant or employee may pose a danger to children;

(2) Type of criminal offense, when it occurred, and evidence of rehabilitation may be considered in determining whether the criminal history record poses a risk to the health, safety or well-being of children in care;

(3) An employment history indicating violence, alcohol or drug abuse and any other violation of employer rule or policy, the circumstances of which indicate that the applicant or employee may pose a danger to children; and

(4) *A documented history of an individual who was found to be in* non-compliance and violation of licensing laws, rules and regulations and *failed to conform to standards.*

(5) Background information which shows that the individual has been identified as the substantiated perpetrator of child abuse or neglect.

(i) Staff members directly responsible for the care and education of children shall have the following minimum qualifications:

(1) Be at least eighteen (18) years of age or older;

(2) Complete requirements for a Level 1 Initial Early Childhood Provider within 12 months of employment as indicated in the Guam's Plan for Professional Development; and

(j) Staff members shall demonstrate the:

(1) Capacity to perform the duties required for the care and education of the children.

(2) Ability to respect the individual child's uniqueness and level of adjustment into the child care facility.

(3) Ability to work positively with children, co-workers and parents, and deal effectively with practical problems of daily living.

Section 1110.0
GROUP CHILD CARE HOMES

§1110.1 Group Child Care Homes

(1) Applicability. The provisions of §1102 to §1111 shall apply to all group child care homes.

(2) Requirements for Group Child Care Home Providers. The requirements for group child care home providers shall be as follows:

(a) Demonstrate and maintain the capacity to perform the duties required for the care and education of the children.

(b) Demonstrate and maintain the ability to respect the individual child's uniqueness and level of adjustment.

(c) Demonstrate and maintain the ability to work harmoniously with parents and other co-workers.

(d) Demonstrate and maintain an understanding of developmentally appropriate practices in early childhood education.

(3) *Qualifications of Group Child Care Home Providers.* The qualifications for the group child care home providers shall be as follows:

(a) Child care providers shall be free of serious emotional problems that interfere with their ability to care for children and must demonstrate evidence of ability to deal effectively with practical problems of daily living, child care, and work positively with children, co-workers and parents.

(b) Child care providers shall have the following minimum qualifications:

(1) Be at least 21 years of age or older (each additional provider in a Group Child Care Home shall be at least 18 years of age);

(2) Receive 15 hours of annual training in the areas of, but not limited to, Health, Safety, Nutrition, and Child Development; and

(3) Maintain Certification in Pediatric CPR and Pediatric First Aid.

(c) Child care providers in contact with the children must have a physical examination from a licensed physician indicating that the individual is in good health and free from highly contagious

diseases and any disability which would limit his/her ability to care for children. This physical examination report shall be renewed annually and shall be kept on file in the group home facility.

(d) Child care providers should have a a valid health certificate pursuant to Title 10 GCA Chapter 22 and applicable rules and regulations. These documents shall be renewed annually and kept on file and/or prominently posted in the facility as required.

(e) Child Care Providers, and all other adult members in the home, shall obtain a Police Clearance, Criminal Court Clearance listing the types of criminal convictions, if any, and Clearance from the Child Abuse and Neglect and Sex Offender Registries.

Section 1111.0
REPORTING REQUIREMENTS

§1111.1 Reporting Child Abuse and Neglect.

(a) Pursuant to the Child Abuse and Neglect Reporting Act (Title 19 GCA, Chapter 13, Article 2 §13201), a person required to report suspected child abuse or neglect is defined as: "Any person who in the course of his or her employment, occupation, or practice of his or her profession, comes into contact with children. Such persons shall report when they have reason to suspect on the basis of their medical, professional, or other training and experience that a child is an abused or neglected child."

(b) No person may claim "privileged communication" as a basis for his or her neglect or failure to report suspected child abuse or neglect or to provide Child Protective Services Section of the Bureau of Social Services Administration under

the Division of the Department or the Guam Police Department with required information. Such privileges are specifically abrogated with respect to reporting suspected child abuse or neglect and providing information to the Department.

(c) The child care facility shall require each staff member to be knowledgeable and informed of their individual mandatory responsibility to report all incidents of child abuse or neglect to the Division's Child Protective Services Section accordingly.

(d) At the time of admission, the child care facility shall provide to the child's parent or guardian information that explains how to report suspected child abuse or neglect and that the facility is mandated to report any suspected child abuse or neglect to the proper authorities.

§1111.2 Reporting Licensing Complaints

The child care facility shall provide written information detailing the steps to report any licensing, health, and safety violations against a child care facility at the time of admission, to the child's parent or guardian and to potential staff members prior to recruitment. The information must include the name, mailing address, and telephone numbers of the Division's Child Licensing Program.

Section 1112.0
DISPLAY OF DOCUMENTS

§1112.1 General. The following documents shall be posted in a prominent and conspicuous location as designated by the Director by the public at all times in the child care facility:

(a) License to Operate a Child Care Facility;

(b) Sanitary Permit;

(c) Copy of Health Certificates;

(d) Daily Schedule;

(e) Fire Evacuation Plan;

(f) Fire Extinguisher Signs;

(g) Earthquake Preparedness Procedures;

(h) Exit Signs;

(i) *Daily Menu (If applicable)*;

(j) Inspection reports conducted by the Department of Public Health & Social Services, Guam Fire Department, Department of Public Works, and Department of Land Management;

(k) Grading Placards issued by the Division of Environmental Health;

(l) Non-Smoking Signs;

(m) First Aid Kit Signs;

(n) Communicable Disease Prevention Poster; and

(o) Emergency phone numbers, to include, but not limited to the fire department, police, emergency medical services and placed conspicuously next to all operating phone lines; and

(p) Other emergency procedures established by the child care facility.

Section 1113.0
RECORDS OPEN TO THE PUBLIC

§1113.1 Public Documents.

(a) The Division's licensing records are considered open records and are available to the public.

(b) Requests for records are conducted by the Division in conformance with the guidelines of the Sunshine Reform Act of 1999 (Title 5 GCA, Chapter 10, Article 1).

(c) Exceptions are:

(1) The name and identifying information about a reporter of alleged violation of the Laws, Rules and Regulations or people who make allegations during an investigation unrelated to the original report;

(2) *Information identifying children's names;*

(3) Criminal history information;

(4) *Reports and records received from other agencies including* police, court clearances and child protection reports;

(5) Certain confidential information from other agencies;

(6) Personal references requested by the Division;

(7) Scholastic records, health reports, physical, social or psychological;

(8) Information about pending court cases; and

(9) Information about an abuse or neglect investigation that has not been completed.

Section 1114.0
TRANSPORTATION PROVISIONS

§1114.1 General. When transportation is provided by a child care facility, children shall be protected by adequate supervision, safety precautions, and liability and medical insurance coverage as follows:

(a) The vehicle and driver providing transportation shall be in compliance

with all relevant motor vehicle and traffic laws.

(b) During any field trip or excursion operated or planned by the child care facility, the staff to child ratios as provided in §1106.1(a) shall apply.

(c) Children shall be instructed in safe transportation conduct as appropriate for age and stage of development.

(d) Infants, toddlers, and preschoolers transported in vehicles by staff members, either to and from the child care facility or for any program activities, shall be properly secured in an age and size appropriate child passenger restraint system, approved safety belts, or safety harnesses, which meets federal motor vehicle safety standards and in accordance with the manufacturer's operating instructions as mandated by Guam law.

(e) Children shall not be allowed to ride in the back of pick-up trucks, jeeps, or other open-air vehicles that are not fully enclosed.

(f) Children shall be supervised in any vehicle at all times.

Section 1115.0
COMMUNICATION BETWEEN PARENTS AND EARLY CHILDHOOD PROVIDERS

§1115.1 General.

(a) Early childhood providers shall communicate and maintain an open door policy with parents or guardians including, but not limited to the following information:

(1) Information and instructions related to the child; and

(2) Health, safety, child development, or behavior of the child to the parents or guardians.

(b) Parents or guardians are encouraged to notify the child care facility immediately of a concern which should be addressed immediately and expect feedback from the child care facility in a timely manner, no later than two (2) business days.

Section 1116.0
PARENTAL ACCESSIBILITY

§1116.1 General.

a) During hours of operation, a child care facility shall allow access by parents or guardians having legal custody of a child in care to those areas of the child care facility that is licensed for child care. This is to allow parents or guardians the opportunity to observe their child and the operation of the child care facility. Access to a child care facility by parents or guardians with legal custody of children in care does not have to be arranged in advance with the child care facility.

§1116.2 Refraining from Releasing Children to Family.

a) If a parent or authorized person is found to be behaving in a way that impairs the person's ability to care for the child (i.e., drunken behavior, belligerent) or lack suitable equipment (i.e., appropriate child passenger restraint system), the child care providers shall refrain from releasing the child to the family. Child care providers shall contact appropriate law enforcement agents, as needed.

Section 1117.0
NON-DISCRIMINATION

§1117.1 General. A child care facility shall not discriminate against any person on the ground of race, color, national origin, age, sex, religion or disability in admission to, participation in, or receipt of the services and benefits of any of its programs and activities or in employment. Furthermore, a child care facility shall not deny or provide for the access and accommodation of persons with disabilities in compliance with the Americans with Disabilities Act of 1990 (Title 42 United States Code, Section 12101). Child care facilities shall also conform to any territorial laws and applicable rules and regulations governing persons with disabilities and other protected groups.

Section 1118.0
ADMINISTRATIVE PENALTIES

§1118.1 Administrative Penalties.

(a) The Director shall impose a fine for any child care facility whenever the Division finds upon inspection or through information in its possession that a person operating a child care facility is not in compliance with these rules and regulations. Before imposing an administrative penalty, the Director shall issue a notice of its intent to impose the penalty and provide the child care facility with an opportunity to request a hearing on the proposed penalty. It is the Department's responsibility to schedule such fair hearings. The hearing will be conducted in accordance with **§1121.0.**

(b) Any person or child care facility may seek review of any administrative penalty imposed before the Superior Court of Guam. Such review

shall be upon the record established before the Director and *not de novo*. The Superior Court may sustain, modify or vacate any administrative penalty it reviews.

(c) If any person, or child care facility fails to comply with an administrative penalty order after it has becomes final, the Attorney General shall bring a civil action to enforce the order and to recover the amount ordered or assessed, plus current interest from the date of the final order or decision. To prevail in such an action, the Director need establish only that:

1) Notice was given as required;

2) A hearing was granted to the defendant or that the defendant requested no hearing; and

The penalty was imposed and has become final either because the administrative order was not appealed to the Superior Court, or that after judicial review the administrative order remains an unsatisfied obligation.

(d) Fines will be determined according to the following classifications:

1) Class I violations are subject to a fine of $250 for each violation cited. A Class I violation is defined as:

i. the operation of a child care facility without a License;

ii. any violation of a regulatory requirement contained in these rules and regulations which harms a child or places a child at risk of death, serious, or protracted disfigurement, or protracted impairment of physical illness or emotional health, including, but not limited to the following:

1. the existence of any condition which constitutes or creates a serious fire, safety or health risk, including, but not limited to, a substantial failure of the child care facility's fire detection or prevention system or conditions which would prevent or impede emergency evacuation procedures;

2. the use of corporal punishment or frightening or humiliating methods of control or discipline;

3. no supervision;

4. repeated findings that the child care facility has exceeded its maximum permitted capacity;

5. the abuse of a child who is receiving care at the child care facility by the owner, director, or staff of the child care facility;

6. the intentional failure to report instances of alleged child abuse or maltreatment to the Child Protective Services Section of the Division and/or take appropriate action to protect children when an allegation of such abuse or maltreatment is reported to the child care facility; and

7. the refusal or failure to provide access to the child care facility to the Director or his/her authorized representative for the purpose of conducting inspection or child care investigation.

2) Class II violations are subject to a fine of $100 for each violation cited. A Class II violation is defined as any violation of a regulatory requirement contained in the rules and regulations which places a child at risk of physical, mental or emotional harm, including, but not limited to the following:

iii. inadequate or inappropriate supervision;

iv. inadequate light, ventilation, sanitation, food, water or heating; and

v. first violation for providing care for more than the maximum number of children permitted by its license.

3) Class III violations are subject to a fine of $50 for each violation cited. A Class III violation is defined as any violation of a regulatory requirement contained in these rules and regulations other than those included under Class I or II violations, including but not limited to the following:

vi. Incomplete personnel and child enrollment files;

vii. Absence of Child Care Director and Assistant Director on child care facility;

viii. Child Care Director providing direct care of children;

ix. Outdated first aid kit and other safety equipment/supplies.

(e) Any violation noted in more than one written inspection report prepared by the department and sent to the child care center so that corrective action could be taken shall be considered a repeat violation.

Section 1119.0
DENIAL, SUSPENSION, OR REVOCATION OF LICENSE

§1119.1 Denial, Suspension, and Revocation of License.

a) The Department may suspend any License to operate a child care facility under, but not limited, to the following conditions:

(1) Any environmental health violation under Title 10 of the Guam Code Annotated, Chapters 20 through 40 and those applicable rules and regulations. The Director has general supervision of environmental health and shall be responsible for carrying out the provisions of this Code. When the demerit score of the establishment is more than forty (40), the sanitary permit shall be immediately suspended; and in the case of temporary food service establishments, violations must be corrected within a specified period of time not to exceed twenty-four (24) hours. Failure to comply with such notice shall result in immediate suspension of the sanitary permit;

(2) If the operation of the child care facility otherwise constitutes a substantial or serious hazard to public health;

(3) The applicant or Licensee failed to comply with these rules and regulations, the corrective action in the inspection report, Notice of Adverse Action, and suspension;

(4) The applicant or Licensee failed to pay a fine after either failing to appeal the assessment of a fine within the prescribed time or after a hearing where assessment of a fine was upheld;

(5) The applicant or Licensee submitted any misleading or false statement or report required in these rules and regulations;

b) The Department may deny or revoke any License to operate a child care facility under, but not limited to the following conditions:

1) Violating the provisions of §2408 of the Child Welfare Services Act (Title 10 GCA, Chapter 2 Article 4);

2) Upon a substantial or serious violation under these rules and regulations, which affects the health and safety of children in care by a child care facility or by any of its employees;

3) Any substantiated charge of child abuse or neglect;

4) The applicant or Licensee submitted any misleading or false statement or report required in these rules and regulations;

5) The applicant or Licensee refused to submit any report or make available any records required under §1102.0 of these rules and regulations;

6) The applicant or Licensee refused to admit, at a reasonable time, any employee of the Department authorized by the Director to investigate or inspect, in accordance with §1102.11 of these regulations; or

7) The applicant or Licensee failed to obtain a license prior to opening child care facility.

§1119.2 Effect.

(a) Upon suspension or revocation, the Licensee shall immediately return the License to the Division and the Licensee shall immediately cease all operations. The Licensee must provide its roster of enrolled children and emergency contact numbers to the Division's inspector who shall ensure that all measures are taken to contact the parents/guardians of all the children to be picked up.

(b) Whenever a License is suspended, a Provisional License may be issued to resume operation. The child care facility must submit a corrective action

plan within the prescribed time frame to come into compliance. When the child care facility submits documentation or all corrective actions have been taken, the License will be upgraded back from its Provisional License to License status.

(c) When a Licensee fails to come in to compliance after being issued a provisional license, the License shall be revoked. A Licensee shall not qualify for a license from the Department for one (1) year after a final decision has been rendered to revoke the license. Thereafter, Licensee shall be eligible to operate a child care facility only if compliance of these rules and regulations can be demonstrated.

(d) The Licensee shall not be eligible to operate a child care facility if convicted of crime against persons and/ or listed in the Child Abuse Registry and / or Sex Offender Registry as indicated in Section 1109.5 (h).

§1119.3 Suspension in an Emergency.

(a) The Department may suspend any License without a prior hearing if failure of the Licensee to comply with any these rules and regulations results in an emergency situation which endangers the life, health, or safety of children or staff present in the child care facility. The Licensee shall be notified of any such suspension of a License by written notice that is either hand delivered, mailed via first class mail, certified or registered, return receipt requested, or delivered by courier requiring a signed receipt.

(b) If the Department receives a request for hearing within five (5) business days following the Licensee's receipt of such notice, a hearing shall be held within ten (10) business days of the receipt of such request for hearing. The suspension shall remain in effect pending such a hearing.

(c) The sole issue at the fair hearing shall be whether the Department has reasonable cause to believe that the Licensee's failure to comply with these rules

and regulations resulted in an emergency situation which endangered the life, health, or safety of children or staff present in the child care facility. If a report indicates that any abuse or neglect occurred in a licensed child care facility or during participation in a licensed child care facility related activity, it shall be prima facie evidence that an emergency existed.

(d) The Licensee shall notify the parents or guardians of all children enrolled in the child care facility and all funding agencies of any such suspension of a License within two (2) business days of receipt of notice from the Department.

(e) Upon suspension, the Licensee shall immediately return the License to the Division and cease providing services.

§1119.4 Follow-up to Enforcement Action.

(a) Upon the expiration of the time frame(s) prescribed in a Corrective Action Plan for compliance, inspection report, or Notice of Adverse Action, the Division staff will determine compliance by visiting the child care facility or program, reviewing documents, and/or verifying compliance through whatever other means the Division deems suitable.

(b) If a determination of non-compliance is made, the Division shall request an additional corrective action plan or Notice of Adverse Action. The Department may, in addition to any of the actions listed above, levy an administrative penalty; or deny, suspend or revoke a license.

(c) These rules and regulations shall in no way limit the Department's authority to visit any child care facility, subject to licensure or approval by the Department to determine compliance with these rules and regulations, nor do these regulations limit the Department's authority to deny, suspend, or revoke a license.

Section 1120.0
RIGHT TO APPEAL

§1120.1 General. Any child care facility receiving a notice indicating that the Director has initiated an action to deny, suspend, or revoke its License, shall result in the Licensee being informed of its right to appeal and the procedures to file an appeal. Except for a suspension in an emergency as outlined in §1119.3 of these rules and regulations, a child care facility affected by an adverse action may initiate an appeal by means of a written request to the Department within ten (10) working days after the Licensee has been served by written notice that is either hand delivered, mailed via first class mail, certified or registered, return receipt requested, or delivered by courier requiring a signed receipt. Failure to request within the timeframe will constitute a waiver of right to a hearing.

Section 1121.0
HEARING

§1121.1 General.

a) Except for a suspension in an emergency as outlined in §1119.3 of these rules and regulations, whenever a License is to be denied, suspended, or revoked, the Licensee shall be notified in writing through a Notice of Adverse Action by the Director ten (10) days prior to the effective date of the agency's action to deny, suspend or revoke the License. An opportunity for a hearing will

also be provided upon service of the Notice of Adverse Action for an administrative penalty. A child care facility may request for a hearing on any actions taken of denial, suspension and revocation taken by the agency.

(b) Upon receipt of a request for a hearing, the Director shall arrange to hear the appeal of the child care facility within 20 working days following receipt of the written request. The Director shall make final determination to repeal or stay any denial, suspension or revocation described in §1119.0 upon the completion of a hearing.

(c) If no written request for hearing is filed within ten (10) working days of receipt of the notice, the Department's disciplinary action is sustained as noted in the Notice of Adverse Action and the child care facility will be notified of the decision in writing.

Section 1122.0
SERVING OF NOTICES

§1122.1 General. A notice provided for in these rules and regulations is properly served when it is delivered to the Licensee or to the person in charge of the child care facility, or when it is hand delivered, or mailed to the licensee via first class mail, certified or registered, return receipt requested, or delivered by courier requiring a signed receipt to the last known address of the Licensee. A copy of the notice shall be filed in the records of the Bureau of Social Services Administration, Division of Public Welfare, Department of Public Health and Social Services.

Section 1123.0
SEPARABILITY

§1123.1 General. If any phrases, clauses, sentence, section, subsection, provision or part of these rules and regulations or its applicability to any person or circumstance, if for any reason is held to be unconstitutional or invalid, the remaining portions of these rules and regulations, or the application of these rules and regulations to other persons or circumstances shall not be affected.

Section 1124.0
CHILD CARE FUND

§1124.1 Creation of Child Care Reserve Fund; No Commingling. There is hereby created, separate and apart from other funds of the government of Guam, a reserve fund known as the Child Care Fund (the Fund). The Fund shall not be commingled with the General Fund or any other funds of the government of Guam and shall be deposited into a separate account

§1124.2 Expenditures from the Fund. All proceeds from fees and fines collected pursuant to these rules and regulations shall be deposited into the Fund and shall be expended upon legislative appropriation solely in support of the functions of the Division of Public Welfare of the Department of Public Health and Social Services including but not limited to: recruitment of child care licensing staff, professional development, training and technical assistance for child care professionals and licensing staff, and quality care and education of children. Any

unexpended balance of the Fund shall be carried over to the next fiscal year and shall not decrease the local budget based on the fees and fines in collected in this Fund from previous budget year.

§1124.3 No Transfer Authority. The money placed in the Fund is not subject to any transfer authority of I Maga'lahen Guåhan [Governor of Guam].

Section 1125.0
REVIEW

§1125.1 General. The Department shall review and update these regulations as needed, but in no event longer than five (5) years after the date of the promulgation of these Rules and Regulations.