

Building Relationships and Community

Opportunities for POSITIVE PEER INTERACTIONS	What is currently happening in your classroom to promote this?
The classroom environment and activities are designed to encourage peer interaction for the major part of the child's day.	
Staff model and encourage cooperation and responsible behaviors among children.	
Interactions and activities are designed to foster children's self-esteem and positive feelings toward learning.	
Staff encourages group cohesiveness while respecting individual members.	
Children are given opportunities to choose from a variety of activities in which they can play alone or with one or several peers.	
Children appear comfortable, relaxed, happy, and involved in play and other activities.	
Staff assist children in dealing with emotions such as anger, sadness, and frustration by comforting, identifying feelings and helping children use words to solve their problems.	
Staff encourage pro-social behaviors among children including cooperating, helping, taking turns and talking to solve problems.	
Staff assist children with disabilities to interact according to individual needs.	

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POSITIVE STAFF/CHILD INTERACTIONS	What is currently happening in your classroom to promote this?
Staff greet children and parents warmly.	
Staff assist children and encourages them to be involved, and to share experiences, ideas, and feelings.	
Staff have meaningful conversations with children and are responsive to their needs, temperaments, learning styles and interests.	
Staff frequently use open-ended questions and statements when conversing with children.	
Staff talk with individual children as opposed to the whole group most of the time.	
Staff physically at the child's eyes level when communicating with them most of the time.	
Staff interact frequently with children showing affection, interest and respect.	
Staff speak with children in a friendly and courteous manner.	
Staff encourage children of all ages to use language.	

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Fostering Independence, relating FAIRLY and EQUITABLY to everyone, and communicating with families	What is currently happening in your classroom to promote this?
Staff provide guidance to assist children to solve problems and make decisions.	
Opportunities are provided to all children to develop self-help skills such as dressing and undressing, personal hygiene and using eating utensils appropriately, with accommodation for child with disabilities when needed.	
Materials and equipment are arranged in a manner that is visible and readily accessible to children so that children, including those with disabilities, may select, remove and replace the materials independently, or with minimum assistance.	
Staff treat children and adults with equal respect, regardless of gender, race, age, language, religion, culture or family composition.	
Staff provide all children, including those with disabilities or whose first language is not English, with equal opportunities to take part in all activities.	
There is a process that enables the program to learn about the each child's and families interests and needs.	
There is a verbal and/or written system of communication in the parent's preferred language, when reasonable, for sharing information between staff and parents.	
Changes in a child's physical or emotional state, special problems or significant developments are brought to the parent's attention as soon as they arise.	
Parents are informed about the program through regular means such as newsletters, postings on bulletin boards, frequent notes, telephone calls and other similar measures.	