



# 2024

## **APPLE K – 12 Accreditation Standards**

Beginning with all accreditation applications received January 2024.  
Approved by the APPLE Commission.

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# Introduction



**2025 marks the 26th anniversary of APPLE Accreditation.** For the past quarter-century, APPLE Accreditation has recognized early child care and educational programs that strive to achieve the highest standards, inspiring meaningful and positive early learning experiences for young children by embedding best practices into daily operations.

APPLE Accreditation is a voluntary, self-directed process of intentional and sustained development in the early learning environment, focusing on advancement and progression. The goal of APPLE Accreditation is to provide programs with the tools needed to implement and maintain high standards of early care and educational practices for the benefit of the children and families they serve.

Programs beginning the APPLE Accreditation **process** should embody the spirit of continuous improvement by prioritizing the health and safety of children, ensuring significant learning outcomes through positive child-educator interactions, implementing research-based curriculum planning, and fostering thoughtful, purposeful communication among early learning professionals, families, and the broader community.

A program considering APPLE Accreditation should establish and share a clearly defined mission and timeframe for the accreditation process with all stakeholders, including its dedicated team, families, and community members who will play an integral role in achieving successful accreditation. Early learning programs should prepare for the accreditation journey by familiarizing themselves with the necessary resources and making enhancements to meet and sustain accreditation standards.

APPLE Accreditation is committed to helping programs reach their full potential by providing streamlined resources, a dedicated support team, continuous professional development, and a respectful partnership to promote success. We recognize that each early care and education program is unique and serves an equally distinctive community. APPLE Accreditation celebrates these differences and believes that achieving accreditation should be an opportunity for programs to highlight what makes them special. The **2025 APPLE Accreditation K – 12 Standards** were designed with that in mind.

On behalf of the entire team, thank you for considering APPLE Accreditation. We are honored to partner with you in achieving your program's goals and look forward to supporting you throughout the accreditation journey and beyond.

Sincerely,

Glen R. Mort, Ed.D., Executive Director  
APPLE Accreditation

## APPLE Accreditation Structure

The path to accreditation can look different for each early care and education program because no two programs start in the same place. This is intentional and encouraged. It is a good thing. The APPLE Accreditation process is meant to support a program by discovering ways to improve and enhance the experiences offered to the children and families served. This path may be completely different in each environment, depending on the unique characteristics of a program. APPLE Accreditation is not designed to stifle or change that uniqueness but rather guide the way for that individuality to be recognized and appreciated by the early learning community.

Below is the basic overview of steps through the process of APPLE Accreditation. For more detailed information, the resources section in the Membership Hub should be reviewed carefully. Programs can ensure pace with the selected timeline by logging into the Membership Hub to check the status and due dates, pay invoices, and access all available resources. It is highly recommended after reviewing to share any follow-up questions with our support team so that they can be answered clearly and directly. The APPLE Accreditation team offers support and guidance at every step of the way. A virtual meeting or on-site technical assistance is also available for an additional fee.

### APPLE Accreditation Application:

There are two paths available to APPLE Accreditation. One of the two needs to be selected when applying. An APPLE Accreditation application is valid for 18 months. The fee associated with each path is due upon application.

- ✓ The standard application path is the most cost-effective. It is designed for programs that are new to APPLE Accreditation and those engaged in reaccreditation that are

at least 12 months away from accreditation expiration.

- ✓ The expedited application path provides an accelerated timeframe at an increased cost. It is designed for new and reaccrediting programs that prefer a shorter portfolio and verification visit timeframe, undergo a Change of Ownership at an existing APPLE accredited program, a current APPLE accredited program that undergoes a Change of Location, or is a Change of Accreditation operating under another accrediting association.

### APPLE Accreditation Portfolio:

The self-study APPLE Accreditation Portfolio process is the building and submission of specific documentation, such as program policies and procedures, that show the APPLE Accreditation Standards are utilized in the program. The portfolio indicators are clearly marked and defined in the APPLE Standards Evidence Guide after each standard within the APPLE Accreditation Manual. The evidence to meet each indicator will be compiled and uploaded electronically. There is a fee associated with the portfolio submission that is required before team review and advancement to verification. Please refer to the APPLE Accreditation Portfolio Guidance in the Membership Hub for details.

### APPLE Accreditation Verification Visit:

The APPLE Accreditation Verification Visit is an on-site observation by a certified APPLE Accreditation Verifier to authenticate that the APPLE Accreditation Standards are implemented in the program. The verification visit indicators are clearly marked and defined in the APPLE Standards Evidence Guide after each standard within the APPLE Accreditation Manual. The verification visit occurs once the self-study APPLE Accreditation Portfolio has been successfully submitted and reviewed by

the APPLE team. Notification will be sent to the program indicating that it has been moved to the verification stage. Please refer to the APPLE Accreditation Verification Visit Guidance in the Membership Hub for details.

## APPLE Accreditation Program of Distinction

APPLE Accreditation recognizes outstanding dedication to early care and education within the APPLE accredited programs through an opportunity to become a Program of Distinction. This recognition of excellence is determined by demonstrating consistently high standards exhibiting the characteristics essential to serving as an exemplary early care and education program. Please contact the APPLE team for more information on how to apply and the benefits of becoming a Program of Distinction.

## APPLE Accreditation Guidelines

It is important to be informed and prepared for the APPLE Accreditation process. Please consider the following APPLE Accreditation Guidelines:

- ✓ APPLE Accreditation is available to all early care and education programs in the United States of America that meet the APPLE Accreditation criteria.
- ✓ All FACCM Membership and APPLE Accreditation fees are non-refundable.
- ✓ APPLE Accreditation is not transferable.
- ✓ The program candidate must be located on a site that is operational and is attended by children to begin the APPLE Accreditation process.
- ✓ The program candidate must provide an early learning program. This may include infants, toddlers, two-year-olds,

preschool, kindergarten, and/or before and after school care.

- ✓ The program candidate must be regulated by licensing or civil authorities or voluntarily comply with jurisdictional public health and safety governing requirements.
- ✓ An initial APPLE Accreditation is valid for 3 years.
- ✓ An APPLE Accreditation reaccreditation is valid for 5 years to a program candidate that remains in good standing.
- ✓ Program candidates considering reaccreditation must follow the suggested timelines provided by the APPLE team. The inability to adhere to suggested timelines may result in a lapse in accreditation.
- ✓ There is no guarantee that a lapse will be avoided. A successful reaccreditation that lapses will be awarded a 3-year accreditation and become ineligible for the Program of Distinction until the next reaccreditation.
- ✓ A FACCM Membership fee is required to remain in good standing with APPLE Accreditation (Florida Schools Only). This is an early care and education business association membership that is renewed annually. It is due each year in the membership anniversary month. If the renewal is not received within the anniversary month, a late fee will be assessed on the first day of the next month. Negligence of membership renewal after sixty (60) days from the first day of the FACCM Membership renewal month may result in a revocation of the APPLE Accreditation
- ✓ APPLE Accreditation extension request is considered on a case-by-case basis.
- ✓ An APPLE Accreditation Annual Report, updated license, and fee submission is

required annually to remain in good standing with APPLE Accreditation. The Annual Report provides an update of the program for the APPLE office. It is due each year in the accreditation anniversary month. If the submission is not received within the anniversary month, a late fee will be assessed on the first day of the next month. Negligence of submission after sixty (60) days from the first day of the accreditation anniversary month may result in a revocation of the APPLE Accreditation. Please refer to the APPLE Accreditation Annual Report located in the Membership Hub.

- ✓ An APPLE Accreditation Change of Owner (COO), Change of Location (COL), or Change of Accrediting Body (COAB) has specific requirements and guidelines to adhere to ensure a provisional accreditation for 12 months is issued from the license effective date. Please refer to the APPLE Accreditation COO/ COL/COAB Process information located in the Membership Hub.
- ✓ All program candidates who present opportunities for growth during the verification visit will be issued a program action plan to complete. The Program Action Plan will be provided at the same time as the verification visit results report. The program will have 15 days from notification to submit the response(s) to the program's action plan.
- ✓ Upon completion of the APPLE Accreditation process, the final determination for each candidate's accreditation designation, deferral, probation, or denial of APPLE Accreditation is made by the APPLE Commission.

## APPLE Commission Review

The APPLE Commission meets once a month to evaluate the portfolio submission results report, verification visit results report, and program action plan (if applicable) of each accreditation program candidate. The members of the APPLE Commission will determine the status of a program's accreditation by vote. The APPLE Commission consists of 3 or 5 Board of Directors Members. Each APPLE Commission member has one (1) vote. The majority of the Commission vote determines the outcome. The APPLE Commission votes on one of the following options for each program:

- ✓ **Accreditation in Good Standing:** The program is awarded a 3-year new accreditation or 5-year reaccreditation.
- ✓ **Accreditation Deferral:** The program accreditation is deferred and an unannounced second verification visit at the expense of the program is recommended.
- ✓ **Accreditation with Probation:** The program is awarded a 3-year accreditation upon successful completion of a Program Action Plan and unannounced second verification visit at the expense of the program.
- ✓ **Denied Accreditation:** Rejection of accreditation after a failed attempt at the completion of the Accreditation Deferral process.

A program candidate will be presented to the APPLE Commission with a portfolio submission results report and a verification visit results report. These reports are exclusive of each other and are not combined for an average result. Standard indicators that are required to earn accreditation must be met for a successful accreditation. These required indicators are clearly marked within the standards. If it is



determined that a required indicator is not met or a program environment poses a potential threat to the health and/or safety of the children, the program may be issued an Accreditation Deferral.

#### **Automatic Accreditation Deferral:**

- Failure to produce valid employee background screenings in accordance with state requirements.
- Repeated severe licensing violations.
- Submission of inaccurate or fraudulent information.
- Observed a child left unattended or without supervision.
- Observed failure to properly account for the children in care.
- Observed physical punishment, psychological or emotional abuse, or coercion of a child.

The determination of an Accreditation Deferral requires a program to decide to engage in the process of making the recommended improvements and committing to an unannounced second verification visit at the expense of the program within four (4) months of the second visit assessed invoice due date. It is recommended that the program consider technical assistance and/or training that is offered directly by the APPLE Team for an additional fee to assist the program in achieving accreditation. If an Accreditation Deferral is issued a second time to a program, it is a Denied Accreditation.

The program candidate will be notified of the decision by the APPLE Commission within ten (10) days of the APPLE Commission meeting adjournment. The hard copy of the APPLE Accreditation certificate will be processed and mailed within thirty (30) days of the APPLE Commission meeting.

## **APPLE Accreditation Appeals Process**

If an APPLE Accreditation program candidate wishes to appeal an APPLE Commission Accreditation decision, a detailed written request to the FACCM Board of Directors is required to be submitted to the Executive Director by the program candidate within ten (10) days from receipt of the decision. The FACCM Executive Director will present the appeal request to the FACCM Board of Directors within ten (10) days of receipt. The FACCM Board of Directors reserves the right to request additional information and evidence from the Executive Director, APPLE Commission, APPLE team, or program candidate before deciding. The FACCM Board of Directors will review the written evidence and will have thirty (30) days from the date of appeal to provide the program with a decision.

## **APPLE Accreditation Disclaimer**

It is understood that an early care and education program that is pursuing APPLE Accreditation is committed to the process of earning the accreditation in a professional manner. It is the expectation that all communications, documentation, and observations of and by the program are done to the best of their ability in a truthful, accurate, and transparent representation of the program.

The APPLE Accreditation office reserves the right to make unannounced visits to APPLE accredited programs for the purpose of ensuring compliance with the APPLE Accreditation Standards throughout the duration of the accreditation. The APPLE Accreditation office will take necessary action if the program does not maintain the same policies, procedures, and daily operations that were confirmed during the accreditation process.

The APPLE Accreditation office will cooperate with all government entities that have a vested interest in ensuring that a program maintains a commitment to ensuring APPLE Accreditation Standards. The APPLE Accreditation office will provide the requested information to these entities as a result of an inquiry or investigation.

The APPLE Accreditation office reserves the right to suspend or revoke accreditation if a program fails to remain in good standing with APPLE Accreditation, fails to maintain APPLE Accreditation Standards, exhibits unprofessional conduct, has a state or local license removed, neglects Annual Report obligations, and/or presents FACCM membership delinquency (Florida Schools Only). The APPLE Accreditation office will notify the appropriate state agencies if there is a revocation of APPLE Accreditation.

## Rationale

The nature of APPLE accredited schools is to provide educational opportunities unimpeded by political considerations. Private Schools,

including not-for-profit, non-profit, and for-profit schools, add to the variety of educational choices in this country and enrich the quality of educational programs available to our youth.

APPLE accredited schools are varied in their purposes and programs, but they all emphasize educational fundamentals while tailoring their programs to meet the needs, capabilities, and interests of their students. APPLE accredited schools are committed to furthering their stated philosophies and objectives.

The purpose of this Association is to improve private education throughout the United States by monitoring its accredited and provisional members to maintain the accreditation standards, by fostering relations with the public, other schools and associations, and local, state, regional, and national educational authorities by promoting in-service education of teachers and administrators. Each school member shall complete the Association's Self-study as required by the Association.



# APPLE Standards for Accreditation Success

## Standard 1: Foundation and Philosophy

- 1.1 Evidence of educational philosophy.
- 1.2 Evidence of educational objectives.
- 1.3 Evidence that schools convey and disseminate their philosophies and educational objectives to the public that adequately notify the community of such information.
- 1.4 Evidence of K-12 organizational structure.
- 1.5 Evidence of job descriptions for each position within the school.
- 1.6 Evidence that tuition and other revenues shall sustain the educational program and services of the school. (The Association may periodically require a school to submit professionally constructed financial statements.)
- 1.7 Evidence of an annual budget used as a guide for financial stability.
- 1.8 Evidence of any technology-based management systems used within the school.
- 1.9 Evidence the school maintains and displays all licenses and certifications required by any applicable governmental agency.

## Standard 2: Governance and Organization

- 2.1 Evidence of good standing with all applicable regulatory bodies as required by law.
- 2.2 Evidence of all required inspections as required by law.
- 2.3 Evidence of insurance as required by law. (i.e. workers comp, liability, transportation, etc...)
- 2.4 Evidence the school conveys and disseminates its philosophies and educational objectives to the public in order to adequately notify the community of such information.

## Standard 3: Child Well-Being and Physical Environment

- 3.1 Evidence that buildings comply with all applicable zoning and structural codes and other governmental regulations.
- 3.2 Evidence school meets or exceeds all appropriate local, state, and federal laws relating to fire protection, safety, sanitation, and health.
- 3.3 Evidence the school maintains play area equipment inspection forms indicating the date of inspection, person conducting the inspection, equipment inspected, and deficiencies found. (Provide the most recent inspection).
- 3.4 Evidence of inspection of all play area equipment is conducted at least four times per year.
- 3.5 Evidence that school is in session a minimum of 170 days per school year while also meeting the requirement of at least:

540 instructional hours for kindergarten,  
720 instructional hours for grades 1-3,  
900 instructional hours for grades 4-12.

**3.6** Evidence of, with exceptions as provided by law, that any student or staff member who suffers an infectious disease is removed from the premises until certified by a physician to be non-infectious and able to return.

**3.7** Evidence that all appropriate health and athletic eligibility forms are maintained by the school. (Provide 1 completed example)

**3.8** Evidence buildings are of sufficient size for groups served.

**3.9** Evidence grounds have proper drainage.

**3.10** Evidence buildings and structures are safe and of stable construction.

**3.11** Evidence of adequate, unobstructed exits is provided and identified.

**3.12** Evidence all equipment and furniture are appropriate for the ages being served and sufficiently provide for the students' needs and the school's instructional objectives.

**3.13** Evidence of adequate supplies for students.

**3.14** Evidence classes have sufficient display areas including bulletin boards and whiteboard/chalkboard (or the equivalent).

**3.15** Evidence areas provided for organized play are appropriate for the student age range and any sports program(s) the school may offer.

**3.16** Evidence of adequate student/teacher storage space.

**3.17** Evidence the school's main office is well marked and accessible to students, parents, faculty, and visitors.

**3.18** Evidence sanitary drinking conditions are maintained and available to all ages of children served by the school.

**3.19** Evidence that the size and number of lavatory facilities comply with applicable regulations including sufficient in number, centrally located, clean, well-ventilated, and meet student needs.

**3.20** Evidence of clean and properly maintained facilities.

**3.21** Evidence meal and kitchen areas are clean, adequately equipped, and well-supervised in accordance with all applicable regulations.

**3.22** Evidence first aid kits are well-stocked, accessible, and inspected regularly.

**3.23** Evidence an isolation area is provided for students or staff members who fall ill on the premises.

**3.24** Evidence of manual and/or automatic fire alarm systems that can be heard throughout the buildings.

**3.25** Evidence fire extinguishers are visibly distributed throughout the school and updated as recommended by the manufacturer and local fire authorities.

**3.26** Evidence each science lab is equipped with a fire extinguisher.

**3.27** Evidence the school provides supervision and assistance for students crossing busy streets near the school grounds at appropriate times.

**3.28** Evidence-appropriate safety precautions are taken when students are transported such as using age-appropriate restraint devices and the vehicle is equipped with a first aid kit.

**3.29** Evidence each chemistry lab is equipped with a shower and an eye bath.

**3.30** Evidence the school always maintains a safe and secure environment with adequate supervision.

- 3.31** Evidence outdoor equipment is scaled appropriately and is sufficient to provide physical activities, social development, and imaginative expression. (These might include blocks, climbing apparatuses, sandboxes, monkey bars, outdoor tables and benches, slides, swings, and wheeled toys).
- 3.32** Evidence outdoor play areas have a balance of shade and sun.
- 3.33** Evidence art materials are available in varied modalities and are age-appropriate.
- 3.34** Evidence music equipment is sufficient to allow students to experiment with and appreciate various forms of music.
- 3.35** Evidence science equipment and materials are available throughout the school.
- 3.36** Evidence physical education equipment is both age and skill-appropriate for both fine and gross motor skill development.
- 3.37** Evidence sufficient equipment is available for rest time if applicable.

## Standard 4: Resources and Relationships

**4.1** Evidence of Student Data and Record-Keeping includes:

- Evidence of current student cumulative record files are kept in a secure location in the school and are kept up to date. (Provide 1 completed example)
- Evidence records of former students are maintained for a minimum of 15 years from the last date of attendance. (provide 1 completed example, if the school has not been operational for 15 years, provide the earliest completed record example)

**4.2** Evidence that K-11th Grade records meet student data and record keeping with the following additions:

- Cumulative and, at a minimum, include grades received, attendance and tardy information, standardized test results, and dates of entrance and withdrawal.

**4.3** Evidence that High school records meet student data and record keeping with the following additions:

- Maintained indefinitely; and
- Stored on-site or off-site so that files are secured physically and/or digitally, and
- Secured from natural disasters, theft, or other losses.

**4.4** Evidence of accurate daily attendance and tardiness records. (Provide 1 completed example)

**4.5** Evidence students' progress reports are issued at least twice per year. (Provide 1 completed example)

**4.6** Evidence parent-teacher communication is available. (Provide 1 completed example)

**4.7** Evidence of parent-teacher conferences are maintained at a minimum, through the current school year.

**4.8** Evidence of a strategic plan for transferring student records to the appropriate jurisdiction in the event of the school's permanent closure.

**4.9** Evidence that national standardized tests are administered in accordance with federal, state, and local guidelines.

**4.10** Evidence the school makes test results available in a confidential manner to students, parents, and teachers.

**4.11** Evidence all data is dated and recorded in the students' cumulative records within two months of its availability.

**4.12** Evidence-qualified school personnel are available to help parents and age-appropriate students interpret the results.

**4.13** Evidence that students are generally taught in a class and not in a tutorial manner.

**4.14** Evidence the school admits students who can benefit from its programs and has a policy of admission without discrimination on the basis of race, ethnic origin, color, or national origin.

**4.15** Evidence the school shall set standards for admission, dismissal, and re-enrollment based on the philosophy and objectives of the school.

**4.16** Evidence the school shall determine class sizes based on the school's philosophy and objectives, buildings and grounds, and student needs.

**4.17** Evidence the school adheres to the following guidelines in each class:

Kindergarten -- 25:1

Grades 1 - 5 -- 28:1

Grades 6 - 8 -- 30:1

Grades 9 - 12 -- 35:1

**4.18** Evidence student data and records are a current student cumulative record.

**4.19** Evidence that students files are kept in a secure location in the school, secured on or off-site, physically or electronically and secured from natural disaster, fire, theft, or other losses.

**4.20** Evidence records of former students are maintained for a minimum of 15 years from the last date of attendance or dating back to first date of operations, whichever is longer.

**4.21** Evidence that cumulative records, at minimum, include grades received, attendance and tardy information, standardized test results, and dates of entrance and withdrawal.

**4.22** Evidence that accurate daily attendance and tardiness are maintained.

**4.23** Evidence teacher and student schedules are maintained in an administrative office.

**4.24** Evidence students are generally taught in a class and not in a tutorial manner.

**4.25** Evidence the school adheres to the following student to teacher ratios in each class:

Kindergarten -- 25:1

Grades 1 - 5 -- 28:1

Grades 6 - 8 -- 30:1

Grades 9 - 12 -- 35:1

## Standard 5: Experiences and Learning

**5.1** Evidence Principal or Equivalent in accordance with federal, state, and local guidelines:

- Holds all appropriate qualifications, experience, and competencies for their position including all licenses and certificates the law requires.
- Has appropriate training and experience to perform the duties of the position; and
- Is of sound moral character.

**5.2** Evidence Teachers in accordance with federal, state, and local guidelines:

- Hold all appropriate qualifications, experience and competencies for their position including all licenses and certificates the law requires.
- Is Encouraged to participate in community and in-service educational experiences and educational workshops.
- Is of sound moral character.

**5.3** Evidence Non-instructional personnel in accordance with federal, state, and local guidelines:

- Selection is based on job-related qualifications and experience; and
- Holds current and appropriate licenses and certificates as the law requires; and
- Is of sound moral character.

**5.4** Evidence the principal or principal's designee has primary responsibility for supervising the school's academic offerings.

- 5.4** Faculty has regularly scheduled meetings. (provide sign-in sheets)
- 5.5** Evidence faculty is consulted in the process of curriculum development.
- 5.6** Evidence, when applicable, there is a correlation among guidance, students' selection of courses, and the creation of student schedules.
- 5.7** Evidence curriculum is organized sequentially and described in current written curriculum guides.
- 5.8** Evidence curriculum emphasizes the responsibilities of citizenship and rights of the individual.
- 5.9** Evidence curriculum provides for the needs, interests, and talents of the students served by the school.
- 5.10** Evidence learning experiences provide for cognitive, social, physical, and emotional development.
- 5.11** Evidence of a variety of instructional resources are implemented including the use of technology to support the curriculum.
- 5.12** Evidence the school provides for an effective transition between school levels (i.e., from early childhood to elementary, from elementary to middle school, from middle school to high school).
- 5.13** Evidence textbooks and other teaching materials are selected to support the schools' philosophy and objectives, course content, and the needs and abilities of the student body.
- 5.14** Evidence curriculum is assessed at least annually to determine needed changes.
- 5.15** Evidence of the availability of appropriate remedial and/or advanced programs.
- 5.16** Evidence schools with students in grades 11 and/or 12 will provide college and career counseling from a guidance counselor, or equivalent.
- 5.17** Evidence that in all grades, the school provides learning experiences in reading, language arts, mathematics, social studies, science, physical education, fine arts, and health education and the school's required coursework meets or exceeds the minimum state requirements for core academic courses needed to receive a graduation diploma.
- \*\*The school provides for continuous development in these subject areas.\*\**
- 5.18** Evidence the school provides for intellectual development.
- 5.19** Evidence the school provides for creative expression and development.
- 5.20** Evidence the school curriculum reflects current technologies.
- 5.21** Evidence teachers respect the student's right to hold individual viewpoints.
- 5.22** Evidence the school provides a supportive and positive environment.
- 5.23** Evidence the educational atmosphere is one of building on children's strengths in a non-threatening environment.
- 5.24** Evidence children are given positive encouragement and support.
- 5.25** Evidence children are encouraged to cooperate and help one another.
- 5.26** Evidence children are taught from written, prepared lesson plans in all classes.
- 5.27** Evidence educational materials are in good condition and reflect current information.
- 5.28** Evidence-free play is supervised, providing indoor and outdoor opportunities for growth through physical and social experiences.
- 5.29** Evidence learning experiences and activities are varied and age-appropriate to include activities such as Art, Computer activities, Handwriting, Mathematics Readiness, Music, Dramatic Play, Gross/Fine Motor Physical Development, Reading/Language Development including Linguistic, Auditory, and Visual, Listening to and Reading Stories, Science, Social Development, Social studies, and Tactile Development.
- 5.30** Evidence learning experiences and activities are varied and age-appropriate.
- 5.31** Evidence routines are followed.
- 5.32** Evidence children have time for self-selected tasks.

- 5.33** Evidence children are provided with opportunities to work as a class, in small groups, and alone.
- 5.34** Evidence children are involved in lessons engaging them in active exploration.
- 5.35** Evidence children are given opportunities for creative expression.