

Iowa Quality Preschool Program Standards (IQPPS) 2017 and 2026 Alignment Resource

Purpose

This alignment document offers a comparison of the 2017 IQPPS and the revised 2026 IQPPS. Programs may use this document to assist with updating documents, resources, policies and practices while transitioning to the updated 2026 IQPPS.

Standard Areas

The 2017 IQPPS had 10 Standard Areas as shown below. The 2026 IQPPS address the same areas but are organized within 9 Standard Areas. Two of the areas from 2017, Families and Community Relationships, were combined in the 2026 IQPPS to form Family and Community Connections.

2017 Standard Areas The standards are organized into ten areas:	2026 Standard Areas The standards are organized into nine areas:
<ul style="list-style-type: none"> ● Standard 1: Relationships ● Standard 2: Curriculum ● Standard 3: Teaching ● Standard 4: Assessment of Child Progress ● Standard 5: Health ● Standard 6: Teachers ● Standard 7: Families ● Standard 8: Community Relationships ● Standard 9: Physical Environment ● Standard 10: Leadership and Management 	<ul style="list-style-type: none"> ● Standard 1: Relationships ● Standard 2: Family and Community Connections ● Standard 3: Curricula ● Standard 4: Teaching Practices ● Standard 5: Assessment ● Standard 6: Learning Environments ● Standard 7: Health and Safety ● Standard 8: Professionalism ● Standard 9: Leadership and Management

Required Criteria

Required criteria identify the minimum essential practices, policies and conditions necessary to ensure a safe, developmentally appropriate and high-quality early learning environment. Preschool programs must demonstrate compliance with all required criteria for state accountability and IQPPS verification.

Required criteria are shaded gray in the below table. The 2017 IQPPS included 132 criteria with 21 required, while the 2026 IQPPS contain 111 criteria with 27 required.

Comparison of 2017 and 2026

Each 2017 IQPPS criterion is listed below along with the corresponding 2026 IQPPS criterion. This document follows the sequence of the 2017 Standard Areas and criteria. Therefore, the 2026 Standard Areas and criteria are not in the correct sequence.

The first number for each criterion corresponds to the Standard Area and the second number corresponds to the order it is listed within the Standard Area.

Standard 1: Relationships 2017 IQPPS Criterion		2026 IQPPS Criterion	
1.1	Teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication.	1.1	Teaching staff work in partnership with families to: <ol style="list-style-type: none"> establish and maintain regular ongoing, two-way communication create a positive, welcoming program environment that is contextually appropriate
1.2	Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to <ol style="list-style-type: none"> differing abilities, temperaments, activity levels, and cognitive and social development. 	1.4	Teaching staff evaluate and change their responses to children based on individual needs. Teaching staff vary their interactions to be sensitive and attentive to: <ol style="list-style-type: none"> differing abilities temperaments activity levels cognitive development social development
1.3	Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline	1.3R	Teaching staff follow written positive child guidance policies which: <ol style="list-style-type: none"> prohibit the use of physical punishment, psychological abuse or coercion address how disruptive and unsafe behaviors in children are handled limit or eliminate the use of suspension or expulsion
1.4	Teaching staff talk frequently with children and listen to children with attention and respect. They... <ol style="list-style-type: none"> respond to children's questions and requests. use strategies to communicate effectively and build relationships with every child. 	1.5	Teaching staff frequently talk with children and listen to children with attention and respect. They: <ol style="list-style-type: none"> respond to children's questions and requests use strategies to communicate effectively and build relationships with every child

	c. engage regularly in meaningful and extended conversations with each child.		c. help children increase conversational exchanges through meaningful conversations with each child
1.5	Teaching staff support children as they practice social skills and build friendships by helping them: <ul style="list-style-type: none"> a. enter into play, b. sustain play, and c. enhance play. 	1.7	Teaching staff intentionally support children as they practice social skills and build friendships by helping them: <ul style="list-style-type: none"> a. enter into play b. sustain play c. enhance play
1.6	Teaching staff assist children in resolving conflicts by helping them: <ul style="list-style-type: none"> a. identify feelings, b. describe problems, and c. try alternative solutions. 	1.8	Teaching staff assist children in resolving conflicts by helping them: <ul style="list-style-type: none"> a. recognize and label their own and other's feelings b. employ strategies to manage feelings c. describe problems d. try alternative solutions
1.7	Teaching staff counter potential bias and discrimination by... <ul style="list-style-type: none"> a. treating all children with equal respect and consideration. b. initiating activities and discussions that build positive self-identity and teach the valuing of differences. c. intervening when children tease or reject others. d. providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations. e. avoiding stereotypes in language references. 	1.2R	Teaching staff foster a respectful and positive learning environment by: <ul style="list-style-type: none"> a. considering and treating all children with respect b. implementing activities, discussions and teaching practices that build confidence and a positive sense of self as well as teach respect and encourage the valuing of differences c. intervening when children tease or exclude others d. providing materials, models and visual representations that reflect all adult roles, abilities and backgrounds using appropriate and respectful language in interactions
1.8	Rather than focus solely on reducing the challenging behavior, teachers focus on... <ul style="list-style-type: none"> a. teaching the child social, communication, and emotional regulation skills and b. using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior. 	1.6	Teaching staff will focus on supporting children's appropriate behavior by: <ul style="list-style-type: none"> a. teaching communication, interaction and executive functioning skills b. using environmental modifications, activity modifications, adult or peer support and other teaching strategies c. providing guidance that is consistent with the child's level of development

1.9	<p>Teaching staff help children manage their behavior by guiding and supporting children to...</p> <ol style="list-style-type: none"> persist when frustrated. play cooperatively with other children. use language to communicate needs. learn turn taking. gain control of physical impulses. express negative emotions in ways that do not harm others or themselves. use problem-solving techniques. learn about self and others. 	1.9	<p>Teaching staff help children manage their behavior by guiding and supporting children to:</p> <ol style="list-style-type: none"> persist when frustrated play cooperatively with other children use language to communicate needs learn turn taking gain control of physical impulses express negative emotions in ways that do not harm others or themselves use problem-solving techniques learn about self and others understand others may have different thoughts and opinions than their own
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Standard 2: Curriculum 2017 IQPPS Criterion		2026 IQPPS Criterion	
2.1	<p>The curriculum guides teachers' development and intentional implementation of learning opportunities consistent with the program's goals and objectives</p>	3.1	<p>The curriculum is aligned to the Iowa Early Learning Standards (IELS) and:</p> <ol style="list-style-type: none"> is guided by a scope and sequence that includes plans and materials based on developmental progressions is developmentally appropriate, research- or evidence-based, and utilizes child-directed play encompasses all areas of development guides teaching staff's intentional implementation of learning opportunities consistent with the program's goals and objectives
2.2	<p>The curriculum can be implemented in a manner that reflects responsiveness to</p> <ol style="list-style-type: none"> family home values, beliefs, experiences, and language. 	3.3	<p>The curriculum is implemented in a contextually appropriate manner which reflects responsiveness to:</p> <ol style="list-style-type: none"> family home values and beliefs children's experiences languages

2.3	<p>The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule</p> <ul style="list-style-type: none"> a. provides time and support for transitions. b. includes both indoor and outdoor experiences. c. is responsive to a child’s need to rest or be active. 	3.5	<p>The curriculum guides the development of a balanced daily schedule that is predictable yet flexible and aligned to individual needs of the children. The written schedule is posted and:</p> <ul style="list-style-type: none"> a. incorporates child-initiated activities b. includes both indoor and outdoor experiences c. provides time and support for transitions d. is structured to support rest and activity
		3.7	<p>For preschool age children in a program that operates for more than 6 hours per day:</p> <ul style="list-style-type: none"> a. A program must implement an intentional, age-appropriate approach to accommodate children’s need to nap or rest. b. Programs provide a regular time every day at which children are encouraged but not forced to rest or nap. c. Programs provide alternative quiet learning activities for children who do not need or want to rest or nap. d. During nap time, one teaching staff member may be replaced by a staff member or trained volunteer who does not meet the required teaching qualifications.
2.4	<p>Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including:</p> <ul style="list-style-type: none"> a. gender [diversity], b. age [diversity], c. language [diversity], and d. [diversity of] abilities. <p>Materials and equipment...</p> <ul style="list-style-type: none"> e. provide for children’s safety while being appropriately challenging. f. encourage exploration, experimentation and discovery. g. promote action and interaction. h. are organized to support independent use. i. are rotated to reflect changing curriculum and accommodate new interests and skill levels. 	3.4	<p>The curriculum guides the development of the learning environment to provide children with materials to study and explore, which reflect a variety of family structures representative of society.</p> <p>Materials and equipment:</p> <ul style="list-style-type: none"> a. encourage and allow for exploration, experimentation and discovery b. offer a broad variety to promote interaction and independent use c. are rotated to reflect changing curriculum, new interests and skill levels d. accommodate children’s individual needs and abilities

	<ul style="list-style-type: none"> j. are rich in variety. k. accommodate children’s special needs. 		
2.5	<p>The curriculum guides teachers to incorporate content, concepts, and activities that foster:</p> <ul style="list-style-type: none"> a. social [development], b. emotional [development], c. physical [development], d. language [development], and e. cognitive development and f. integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies. 	3.2	<p>The curriculum guides teaching staff to incorporate specific content, concepts, and activities which:</p> <ul style="list-style-type: none"> a. foster development in the following domains: <ul style="list-style-type: none"> i. emotional well-being ii. physical iii. language iv. cognitive b. integrate key areas of content including: <ul style="list-style-type: none"> i. literacy ii. mathematics iii. science iv. technology v. creative expression and the arts vi. health and safety vii. social studies
2.6	<p>The schedule</p> <ul style="list-style-type: none"> a. provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for b. play, c. creative expression, d. large-group, e. small-group, and f. child-initiated activity. 	3.6	<p>The schedule is incorporated into daily routines and conversations with children. It provides for learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for:</p> <ul style="list-style-type: none"> a. child-directed play b. creative expression c. large group d. small group
2.7	<p>Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery</p>	3.9R	<p>Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.</p>
2.8	<p>Children are provided varied opportunities and materials that support fine-motor development.</p>	3.12	<p>Children are provided varied opportunities and materials that support fine motor development to acquire:</p> <ul style="list-style-type: none"> a. hand strength b. grasp c. eye-hand coordination d. finger dexterity and control

			e. bi-lateral coordination
2.9	<p>Children have varied opportunities and are provided equipment to engage in large motor experiences that:</p> <ol style="list-style-type: none"> stimulate a variety of skills enhance sensory-motor integration. develop controlled movement (balance, strength, coordination) enable children with varying abilities to have large-motor experiences similar to those of their peers range from familiar to new and challenging help them learn physical games with rules and structure 	3.13	<p>Children have varied opportunities and are provided equipment to engage in large motor experiences which:</p> <ol style="list-style-type: none"> stimulate a variety of skills enhance sensory-motor integration develop controlled movement enable children with varying abilities to have large motor experiences similar to those of their peers range from familiar to new and challenging help them learn physical games with rules and structure
2.10	<p>Children have varied opportunities to develop competence in verbal and nonverbal communication by...</p> <ol style="list-style-type: none"> responding to questions. communicating needs, thoughts and experiences. describing things and events. 	3.10R	<p>Children have varied opportunities to develop competence in verbal and nonverbal communication by:</p> <ol style="list-style-type: none"> responding to questions communicating needs, thoughts and experiences describing things and events
2.11	<p>Children have varied opportunities to develop vocabulary through</p> <ol style="list-style-type: none"> conversations, experiences, field trips, and books. 	3.11	<p>Children develop vocabulary through varied opportunities which may include:</p> <ol style="list-style-type: none"> conversations experiences books
2.12	<p>Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:</p> <ol style="list-style-type: none"> Items belonging to a child are labeled with his or her name Materials are labeled Print is used to describe some rules and routines Teaching staff help children recognize print and connect it to spoken word 	3.16	<p>Children have varied opportunities to become familiar with and understand the purpose of print by:</p> <ol style="list-style-type: none"> labeling items belonging to a child with his or her name using print to describe rules and routines labeling materials throughout the classroom recognizing print and connecting it to spoken word with adult support
2.13	Children have varied opportunities to:	3.15R	Children have varied opportunities to:

	<ul style="list-style-type: none"> a. be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. b. be read to regularly in individualized ways including one-to-one or in small groups of two to six children. c. explore books on their own and have places that are conducive to the quiet enjoyment of books. d. have access to various types of books including storybooks, factual books, books with rhymes, alphabet books, and wordless books. e. be read the same book on repeated occasions. f. retell and reenact events in storybooks. g. engage in conversations that help them understand the content of the book. h. be assisted in linking books to other aspects of the curriculum. i. identify the parts of books and differentiate print from pictures. 	<ul style="list-style-type: none"> a. access various types of books including adaptive books, storybooks, factual books, books with rhymes, alphabet books and wordless books b. explore books on their own and have places that are conducive to the quiet enjoyment of books c. have books read to them in an engaging manner at least twice a day in full-day programs and at least once daily in half-day programs d. be read the same book on repeated occasions e. be read to regularly in individualized ways including one-on-one or in small groups of two to six children f. engage in conversations that help them understand the content of the book <p>Teaching staff provide children with opportunities to:</p> <ul style="list-style-type: none"> g. identify the parts of books and differentiate print from pictures h. ask and answer literal and inferential questions about books i. retell and reenact events in storybooks j. link books to other aspects of the curriculum
2.14	<p>Children have multiple and varied opportunities to write:</p> <ul style="list-style-type: none"> a. Writing materials and activities are readily available in art, dramatic play, and other learning centers. b. Various types of writing are supported including scribbling, letter-like marks, and developmental spelling. c. Children have daily opportunities to write or dictate their ideas. d. Children are provided needed assistance in writing the words and messages they are trying to communicate. <p>Children are given the support they need to write on their own, including access to the</p> <ul style="list-style-type: none"> e. alphabet and f. to printed words about topics of current interest, <p>both of which are made available at eye level or on laminated cards.</p>	<p>Children are provided multiple and varied opportunities to write which include:</p> <ul style="list-style-type: none"> a. writing materials and activities in all learning centers b. support to write on their own with access to the alphabet at eye level c. access to printed words around topics of current interest, environmental print and names of the children d. daily opportunities to write their own name with appropriate scaffolding e. supporting the developmental stages of writing f. daily opportunities to write words and messages or dictate their ideas g. teaching staff model functional use of writing h. discussing ways in which writing is used in daily life

	g. Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life		
2.15	<p>Children are regularly provided multiple and varied opportunities to develop phonological awareness:</p> <ul style="list-style-type: none"> a. Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays. b. Children are helped to identify letters and the sounds they represent. c. Children are helped to recognize and produce words that have the same beginning or ending sounds. d. Children's self-initiated efforts to write letters that represent the sounds of words are supported. 	3.14R	<p>Children have varied opportunities to develop phonological awareness by:</p> <ul style="list-style-type: none"> a. playing with the sounds of language b. learning letters and the sounds they represent c. recognizing and producing words which have the same beginning or ending sounds d. self-initiated efforts to write letters that represent the sounds of words are supported
2.16	Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.	3.18R	<p>Children are provided learning opportunities and materials to build an understanding of foundational math skills and practices related to:</p> <ul style="list-style-type: none"> a. number sense, counting and subitizing b. recognizing, creating and extending patterns c. beginning operations (joining and separating sets) d. measurement e. geometry and attributes
2.17	Children are provided with varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.	3.18R	<p>Children are provided learning opportunities and materials to build an understanding of foundational math skills and practices related to:</p> <ul style="list-style-type: none"> a. number sense, counting and subitizing b. recognizing, creating and extending patterns c. beginning operations (joining and separating sets) d. measurement e. geometry and attributes
2.18	<p>Children are provided varied opportunities and materials to help them understand the concept of measurement by using</p> <ul style="list-style-type: none"> a. standard and b. non-standard units of measurement. 	3.18R	<p>Children are provided learning opportunities and materials to build an understanding of foundational math skills and practices related to:</p> <ul style="list-style-type: none"> a. number sense, counting and subitizing b. recognizing, creating and extending patterns

			<ul style="list-style-type: none"> c. beginning operations (joining and separating sets) d. measurement e. geometry and attributes
2.19	Children are provided varied opportunities and materials to understand basic concepts of geometry by, for example, naming and recognizing two- and three- dimensional shapes and recognizing how figures are composed of different shapes.	3.18R	<p>Children are provided learning opportunities and materials to build an understanding of foundational math skills and practices related to:</p> <ul style="list-style-type: none"> a. number sense, counting and subitizing b. recognizing, creating and extending patterns c. beginning operations (joining and separating sets) d. measurement e. geometry and attributes
2.20	Children are provided varied opportunities and materials that help them recognize and name repeating patterns.	3.18R	<p>Children are provided learning opportunities and materials to build an understanding of foundational math skills and practices related to:</p> <ul style="list-style-type: none"> a. number sense, counting and subitizing b. recognizing, creating and extending patterns c. beginning operations (joining and separating sets) d. measurement e. geometry and attributes
2.21	<p>Children are provided varied opportunities and materials to learn key content and principles of science such as</p> <ul style="list-style-type: none"> a. the difference between living and non-living things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans). b. earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars). c. structure and property of matter (e.g., characteristics that include concepts like hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting) 	3.20	<p>Children are provided varied opportunities and materials to learn key content and principles of science such as:</p> <ul style="list-style-type: none"> a. the difference between living and non-living things b. life cycles of various organisms c. earth and sky d. structure and property of matter e. behavior of materials
2.22	<p>Children are provided varied opportunities and materials to</p> <ul style="list-style-type: none"> a. collect data and to b. represent and document their findings (e.g., through drawing or graphing). 	3.19	<p>Children are provided varied opportunities to think, question and reason while engaging in scientific practices including:</p> <ul style="list-style-type: none"> a. observation b. prediction

			<ul style="list-style-type: none"> c. collecting data d. analyzing results e. drawing and inferring conclusions f. representing information
2.23	Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.	3.19	<p>Children are provided varied opportunities to think, question and reason while engaging in scientific practices including:</p> <ul style="list-style-type: none"> a. observation b. prediction c. collecting data d. analyzing results e. drawing and inferring conclusions f. representing information
2.24	<p>All children have opportunities to access technology (e.g. tape recorders, microscopes, computers) that they can use</p> <ul style="list-style-type: none"> a. by themselves, b. collaboratively with their peers, c. with teaching staff or a parent. 	3.21	<p>Children have opportunities to access and use a broad range of technology tools individually and collaboratively to:</p> <ul style="list-style-type: none"> a. explore and inquire b. integrate and enrich the curriculum c. extend learning within the classroom
2.25	<p>Technology is used to</p> <ul style="list-style-type: none"> a. extend learning within the classroom. b. integrate and enrich the curriculum. 	3.21	<p>Children have opportunities to access and use a broad range of technology tools individually and collaboratively to:</p> <ul style="list-style-type: none"> a. explore and inquire b. integrate and enrich the curriculum c. extend learning within the classroom
2.26	<p>Children are provided many and varied open-ended opportunities and materials to express themselves creatively through</p> <ul style="list-style-type: none"> a. music, b. drama, c. dance and d. two- and three-dimensional art. 	3.22	<p>Children are provided many and varied open-ended, process-oriented opportunities and materials to express themselves creatively through:</p> <ul style="list-style-type: none"> a. music b. drama c. dance d. two- and three-dimensional art
2.27	Children are provided with varied opportunities and materials that encourage good health practices such as serving and feeding	3.23	Children are provided with varied opportunities and materials that encourage good health practices such as:

	themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.		<ul style="list-style-type: none"> a. serving and feeding themselves b. rest c. good nutrition d. exercise e. hand washing f. tooth brushing
2.28	<p>Children are provided varied opportunities and materials that help them learn about nutrition, including</p> <ul style="list-style-type: none"> a. identifying sources of food and b. recognizing, c. preparing, d. eating, and e. valuing healthy foods. 	3.23	<p>Children are provided with varied opportunities and materials that encourage good health practices such as:</p> <ul style="list-style-type: none"> a. serving and feeding themselves b. rest c. good nutrition d. exercise e. hand washing f. tooth brushing
2.29	Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.	3.8	Children are offered opportunities to decide what the class will do together (e.g., unit of study, interest areas, which book to read or song to sing as a group) and teaching staff incorporate the interests of children throughout daily activities and routines leading to children feeling accepted and developing a sense of belonging in the classroom community.
2.30	Children are provided varied opportunities and materials to learn about the community in which they live	2.10	Program staff use knowledge of the families and communities served to adapt the curriculum, environment and materials to provide varied learning experiences for children.

Standard 3: Teaching 2017 IQPPS Criterion		2026 IQPPS Criterion	
3.1	Teachers organize space and select materials in all content and developmental areas to stimulate <ul style="list-style-type: none"> a. exploration, experimentation, discovery, and b. conceptual learning. 	4.3	Teaching staff organize space and select materials in all content and developmental areas to stimulate: <ul style="list-style-type: none"> a. exploration b. experimentation c. discovery d. conceptual learning
3.2	Teachers work to prevent challenging or disruptive behaviors through <ul style="list-style-type: none"> a. environmental design. b. schedules that meet the needs and abilities of children. c. effective transitions. d. engaging activities. 	4.4	Teaching staff work to prevent challenging or disruptive behaviors at the universal level through: <ul style="list-style-type: none"> a. environmental design b. schedules that meet the needs and abilities of children c. implement classroom expectations and rules in a manner that is consistent and predictable d. visuals e. effective transitions f. engaging activities
3.3	Teaching staff are active in identifying and countering any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture.	1.2R	Teaching staff foster a respectful and positive learning environment by: <ul style="list-style-type: none"> a. considering and treating all children with respect b. implementing activities, discussions and teaching practices that build confidence and a positive sense of self as well as teach respect and encourage the valuing of differences c. intervening when children tease or exclude others d. providing materials, models and visual representations that reflect all adult roles, abilities and backgrounds using appropriate and respectful language in interactions
3.4	Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.	1.6	Teaching staff will focus on supporting children's appropriate behavior by: <ul style="list-style-type: none"> a. teaching communication, interaction and executive functioning skills

			<ul style="list-style-type: none"> b. using environmental modifications, activity modifications, adult or peer support and other teaching strategies c. providing guidance that is consistent with the child’s level of development
3.5	<p>Teachers:</p> <ul style="list-style-type: none"> a. manage behavior and b. implement classroom rules and expectations in a manner that is consistent and predictable. 	4.4	<p>Teaching staff work to prevent challenging or disruptive behaviors at the universal level through:</p> <ul style="list-style-type: none"> a. environmental design b. schedules that meet the needs and abilities of children c. implement classroom expectations and rules in a manner that is consistent and predictable d. visuals e. effective transitions f. engaging activities
3.6	<p>Teachers address challenging behavior by</p> <ul style="list-style-type: none"> a. assessing the function of the child’s behavior. b. convening families and professionals to develop individualized plans to address behavior. c. using positive behavior support strategies. 	4.5	<p>Teaching staff anticipate and take steps to address challenging behavior of individual children by:</p> <ul style="list-style-type: none"> a. using positive behavior support strategies b. assessing the function of the child’s behavior c. convening families and other early childhood professionals to develop individualized plans to address behavior
3.7	<p>Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in the library area, or who are napping).</p>	7.2R	<p>Teaching staff supervise all children by sight and sound at all times. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in the library area, or who are napping).</p>
3.8	<p>Teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom.</p>	4.10	<p>Teaching staff guide and support children as they learn to participate in daily cleanup and maintenance of the learning environment.</p>
3.9	<p>Teachers create opportunities for children to engage in group projects and to learn from one another.</p>	N/A	
3.10	<p>Teachers scaffold children’s learning by</p> <ul style="list-style-type: none"> a. modifying the schedule. 	4.9	<p>Teaching staff scaffold children’s learning to increase executive functioning skills and independence through:</p>

	<ul style="list-style-type: none"> b. intentionally arranging the equipment, and c. making themselves available to children. 		<ul style="list-style-type: none"> a. offering encouragement b. making themselves available to children c. using demonstrations d. intentionally arranging the equipment e. modifying routines, procedures and the schedule f. making activities more or less difficult as children refine skills or gain new skills and knowledge
3.11	<p>Teachers use their knowledge of children's</p> <ul style="list-style-type: none"> a. social relationships, b. interests, c. ideas, and d. skills <p>to tailor learning opportunities for groups and individuals.</p>	4.2	Teaching staff use their knowledge of children's relationships, interests, ideas and skills to tailor learning opportunities for individuals and groups.
3.12	Play is planned for each day.	4.1R	Daily schedules reflect intentional time for child-initiated play, exploration and creative self-expression.
3.13	<p>Teaching staff help children understand spoken language (particularly when children are learning a new language) by using:</p> <ul style="list-style-type: none"> a. pictures, b. familiar objects, c. body language, and physical cues. 	4.7	<p>Teaching staff help all children, especially dual language learners, understand spoken language by using:</p> <ul style="list-style-type: none"> a. pictures and labels b. familiar objects c. body language d. physical cues
3.14	Teaching staff support the development and maintenance of children's home language whenever possible.	4.8	Teaching staff support the development and maintenance of children's home language and English language acquisition.
3.15	Teachers use their knowledge of content to pose problems and ask questions that stimulate children's thinking. Teachers help children express their ideas and build on the meaning of their experiences.	4.6R	<p>Teaching staff help children:</p> <ul style="list-style-type: none"> a. identify and use prior knowledge b. express their ideas c. build on the meaning of their experiences d. reinforce learning e. extend current understandings
3.16	Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings.	4.6R	<p>Teaching staff help children:</p> <ul style="list-style-type: none"> a. identify and use prior knowledge b. express their ideas

			c. build on the meaning of their experiences d. reinforce learning e. extend current understandings
3.17	Teachers promote children’s engagement and learning by <ol style="list-style-type: none"> a. responding to their need for and interest in practicing emerging skills, and b. by enhancing and expanding activities that children choose to engage in repeatedly 	4.11	Teaching staff promote children’s engagement and learning by: <ol style="list-style-type: none"> a. responding to their need for and interest in practicing emerging skills b. guiding them in acquiring specific skills and explicitly teaching those skills c. enhancing and expanding activities that children choose to engage in repeatedly d. teaching self-help skills in meaningful and achievable parts
3.18	Teachers promote children’s engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.	4.11	Teaching staff promote children’s engagement and learning by: <ol style="list-style-type: none"> a. responding to their need for and interest in practicing emerging skills b. guiding them in acquiring specific skills and explicitly teaching those skills c. enhancing and expanding activities that children choose to engage in repeatedly d. teaching self-help skills in meaningful and achievable parts

Standard 4: Assessment of Child Progress 2017 IQPPS Criterion		2026 IQPPS Criterion	
4.1	<p>The program has a written plan for assessment that describes the assessment purposes, procedures, and uses of the results. The plan also includes:</p> <ol style="list-style-type: none"> conditions under which children will be assessed, timelines associated with assessments that occur throughout the year, procedures to keep individual child records confidential, ways to involve families in planning and implementing assessments, methods to effectively communicate assessment information to families. 	5.1	<p>The written assessment plan includes:</p> <ol style="list-style-type: none"> conditions under which children will be assessed using ongoing, authentic observations in their natural environment how familiar adults will observe and assess each child's interests, strengths and needs purposes for assessment timelines associated with assessments procedures for keeping child records confidential
4.2	<p>The program's written assessment plan includes the multiple purposes and uses of assessment, including</p> <ol style="list-style-type: none"> arranging for developmental screening and referral for diagnostic assessment when indicated, identifying children's interests and needs, describing the developmental progress and learning of children, improving curriculum and adapting teaching practices and the environment, planning program improvement, and, communicating with families. 	5.2	<p>The written assessment plan addresses annual screenings to evaluate child development, including a child's development of language, cognition, gross motor, fine motor and emotional well-being.</p> <p>Information shared with families includes:</p> <ol style="list-style-type: none"> all relevant data documentation and explanation of the concern potential next steps information for diagnostic evaluation or treatment
		5.3	<p>The written assessment plan describes how the program annually utilizes assessment results of children's development and learning to inform overall program or provider improvements.</p>
4.3	<p>Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children.</p>	5.4	<p>Programs use a variety of assessment methods that are:</p> <ol style="list-style-type: none"> valid and reliable meaningful and accurate used in settings familiar to the children contextually appropriate and informed by families sensitive to children's abilities and home language

4.4	Norm-referenced and standardized tests are used primarily when seeking information on eligibility for special services or when collecting information for overall program effectiveness. When formal assessments are used, they are combined with informal methods such as observation, checklists, rating scales, and work sampling.	5.6	Educators, families, other program/provider staff or specialized consultants have worked as a team to develop and implement individualized care or learning plans. This process may include: <ul style="list-style-type: none"> a. formal and informal assessment methods b. using positive behavior support strategies c. assessing function of the child's behavior d. creating a plan for progress monitoring e. determining eligibility for special education services
4.5	Teachers assess the developmental progress of each child across developmental areas, using a variety of instruments and multiple data sources that address the program's curriculum areas. Staff with diverse expertise and skills collect information across the full range of children's experiences.	5.7R	The program uses an ongoing assessment process to evaluate all areas of children's development and learning. The assessment results are used at least weekly by teaching staff to: <ul style="list-style-type: none"> a. identify children's interests, strengths and needs b. adjust instructional practices, the curriculum and the environment c. adjust teaching practices to inform classroom instruction for large groups, small groups and individual children
4.6	Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions.	5.7R	The program uses an ongoing assessment process to evaluate all areas of children's development and learning. The assessment results are used at least weekly by teaching staff to: <ul style="list-style-type: none"> a. identify children's interests, strengths and needs b. adjust instructional practices, the curriculum and the environment c. adjust teaching practices to inform classroom instruction for large groups, small groups and individual children
4.7	Teaching teams meet at least weekly to interpret and use assessment results to align curriculum and teaching practices to the interests and needs of the children.	9.7	The program has a written policy outlining weekly planning time for teaching staff to include: <ul style="list-style-type: none"> a. a minimum of 60 minutes for collaborative planning during which staff are not supervising children b. review of assessment data, instructional planning and making environmental changes to support individual needs and learning goals

			c. accessing curricular resources for planning activities
4.8	Teachers and other professionals associated with the program use assessment methods and information to design goals for individual children as well as to guide curriculum planning and monitor progress.	5.6	<p>Educators, families, other program/provider staff or specialized consultants have worked as a team to develop and implement individualized care or learning plans. This process may include:</p> <ul style="list-style-type: none"> a. formal and informal assessment methods b. using positive behavior support strategies c. assessing function of the child's behavior d. creating a plan for progress monitoring e. determining eligibility for special education services
4.9	Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.	5.5	<p>The program provides families opportunities to take an active role in the assessment of their child's development and learning through:</p> <ul style="list-style-type: none"> a. communication of assessment information to families b. multiple and on-going opportunities for families to share observations from home to be included in the assessment process c. ongoing family involvement in planning and implementing assessments to inform educational goals

Standard 5: Health 2017 IQPPS Criterion		2026 IQPPS Criterion	
5.1	<p>The program maintains current health records for each child:</p> <ul style="list-style-type: none"> a. The program must follow the requirements for enrollment related to immunizations established by the Iowa Department of Public Health [IAC 641-7]. b. When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunization for which parents are using religious exemption. <p>Child health records include:</p> <ul style="list-style-type: none"> c. Current information about any health insurance coverage required for treatment in an emergency; d. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results; e. Current emergency contact information for each child, that is kept up to date by a specified method during the year; f. Names of individuals authorized by the family to have access to health information about the child; g. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes); h. The program must follow the requirements for exclusions related to immunizations established by the Iowa Department of Public Health [IAC 641-7.3]. 	7.1	<p>The program maintains current health records for each child:</p> <ul style="list-style-type: none"> a. The program must follow the requirements for enrollment related to immunizations established by the Iowa Department of Health and Human Services. [IAC 641-7] b. When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunizations for which parents are using an allowable exemption. c. The program must follow the requirements for exclusions related to immunizations established by the Iowa Department of Health and Human Services. [IAC 641-7.3] <p>Child health records are kept current by updating as needed, but at least annually, and include:</p> <ul style="list-style-type: none"> d. current information about any health insurance coverage required for treatment in an emergency e. results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results f. current emergency contact information for each child that is kept up to date by a specified method during the year g. names of individuals authorized by the family to have access to health information about the child h. instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding

			needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes)
5.2	At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR is always present with each class of children.	7.3R	At least one staff member with current pediatric CPR and pediatric first-aid training is always present with each class of children.
5.3	<p>Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home.</p> <p>The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.</p>	7.11	<p>Program staff provide information to families in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home.</p> <p>The program collaborates with local health authorities and, at least annually:</p> <ol style="list-style-type: none"> makes contact to keep current on relevant health information maintains communication and obtains guidance when outbreaks of communicable disease occur
5.4	<p>To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that:</p> <ol style="list-style-type: none"> Children wear clothing that is dry and layered for warmth in cold weather. Children have the opportunity to play in the shade. When in the sun, they wear sun-protective clothing, applied skin protection, or both. Applied skin protection will be either sunscreen or sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin (only with written parental permission to do so). When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used, and these are only applied on children older than 2 months of age. Staff apply insect repellent no more than once a day and only with written parental permission. 	7.12	<p>To protect against cold, heat, sun injury, and insect-borne disease, the program ensures:</p> <ol style="list-style-type: none"> Children wear clothing that is dry and layered for warmth in cold weather. Children have the opportunity to play in the shade. When in the sun, they wear sun-protective clothing, applied skin protection, or both. Applied skin protection will be either sunscreen or sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin per the manufacturer's label and only with written parental permission. When public health authorities recommend use of insect repellents, staff apply insect repellent per the manufacturer's label no more than once a day and only with written parental permission.

<p>5.5</p> <p>For children who are unable to use the toilet consistently, the program makes sure that:</p> <ul style="list-style-type: none"> a. For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit. b. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering. <p>Staff check children for signs that diapers or pull-ups are wet or contain feces:</p> <ul style="list-style-type: none"> c. at least every two hours when children are awake and d. when children awaken. e. Diapers are changed when wet or soiled. f. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility. g. Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children. For kindergartners, the program may use an underclothing changing area designated for and used only by this age group. h. At all times, caregivers have a hand on the child when being changed on an elevated surface. <p>In the changing area, staff:</p> <ul style="list-style-type: none"> i. post changing procedures and j. follow changing procedures k. These procedures are used to evaluate teaching staff who change diapers. l. Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding. 	<p>7.14</p> <p>For children who are unable to use the toilet consistently, the program makes sure that:</p> <ul style="list-style-type: none"> a. Steps for diapering and incontinence as outlined for student health services in Iowa are followed. b. For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit. c. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering. d. Staff check children for signs that diapers or pull-ups are wet or contain feces at least every two hours when children are awake and when children awaken from rest. e. Diapers are changed when wet or soiled. f. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility. g. Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children. The program may use an underclothing changing area designated for this purpose. h. At all times, caregivers have a hand on the child when being changed on an elevated surface. i. Changing procedures are posted in the changing area and followed. j. The changing procedures are used to evaluate teaching staff who change diapers. k. Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding. l. Diaper changing areas must be easily cleanable and should be in good repair with no tears.
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	<ul style="list-style-type: none"> m. Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). n. Containers are kept closed and o. are not accessible to children. p. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day. 		<ul style="list-style-type: none"> m. Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). n. Containers are kept closed and are not accessible to children. o. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.
5.6	<p>The program follows these practices regarding hand washing:</p> <ul style="list-style-type: none"> a. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored. b. Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others. c. Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance. <p>Children and adults wash their hands:</p> <ul style="list-style-type: none"> d. on arrival for the day; e. after diapering or using the toilet (use of wet wipes is acceptable for infants); f. after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit); g. before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry); h. after playing in water that that is shared by two or more people; i. after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and, j. when moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos. 	7.9	<p>The program follows these practices regarding handwashing:</p> <ul style="list-style-type: none"> a. Guidelines established by the Centers for Disease Control and Prevention (CDC) are followed. b. Staff members and those children who are developmentally able to learn personal hygiene, are taught handwashing procedures and are periodically monitored. c. Handwashing is required by all staff, volunteers and children when handwashing reduces the risk of transmission of infectious diseases to themselves and to others. d. Staff assist children with handwashing as needed to successfully complete the task. Children wash either independently or with staff assistance.

	<p>Adults also wash their hands:</p> <ul style="list-style-type: none"> k. before and after feeding a child, l. before and after administering medication, m. after assisting a child with toileting, and, n. after handling garbage or cleaning. <p>Proper hand-washing procedures are followed by adults and children and include:</p> <ul style="list-style-type: none"> o. using liquid soap and running water; p. rubbing hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water). <p>Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute for, hand washing in any required hand-washing situation listed above.</p> <ul style="list-style-type: none"> q. Staff wear gloves when contamination with blood may occur. r. Staff do not use hand-washing sinks for bathing children or removing smeared fecal material. s. In situations where sinks used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food. t. Hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to traditional hand-washing (for children over 24 months and adults) with soap and water when visible soiling is not present. 		
5.7	<p>Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play</p>	7.13	<p>Programs must take the following precautions for communal water play:</p> <ul style="list-style-type: none"> a. fresh potable water is used b. children must wash their hands before and after water play

	<p>activity. When the activity period is completed with a group of children, the water is drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.</p>		<ul style="list-style-type: none"> c. children are not allowed to drink the water d. children with sores on their hands are not permitted to participate in communal water play e. when the activity period is completed with a class of children, the water is drained
5.8	<p>Safeguards are used with all medications for children:</p> <ul style="list-style-type: none"> a. Staff administer both prescription and over-the-counter medications to a child only if the child’s record documents that the parent or legal guardian has given the program written permission. b. The child’s record includes instructions from the licensed health provider who has prescribed or recommended the medication for that child. c. Any administrator or teaching staff who administers medication has (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the six right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. (6) The person giving the medication signs documentation of items (1) through (5) above. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider. d. Medications are labeled with the child’s first and last names, the date that either the prescription was filled or the recommendation was obtained from the child’s licensed health care provider, the name of the medication or the period of use of the medication, the manufacturer’s instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it. e. All medications are kept in a locked container. 	7.5	<p>Safeguards are used with all medications for children:</p> <ul style="list-style-type: none"> a. Staff administer both prescription and over-the-counter medications to a child only if the child’s record documents that the parent or legal guardian has given the program written permission. b. The child’s record includes instructions from the prescribing licensed health provider who has prescribed or recommended the medication for that child. c. Any administrator or teaching staff who administers medication has: <ul style="list-style-type: none"> i. specific training ii. a written performance evaluation updated annually by a health professional on the practice of the six right practices of medication administration Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider. d. Medications are labeled with the child’s first and last names, the date that either the prescription was filled or the recommendation was obtained from the child’s licensed health care provider, the name of the medication or the period of use of the medication, the manufacturer’s instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.

			<ul style="list-style-type: none"> e. The procedures and protocols related to medication receipt, storage, waste and minimization are followed to include all medications being properly secured.
5.9	If the program provides food for meals and snacks (whether catered or prepared on-site), the food is prepared, served, and stored in accordance with the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines.	7.16	If the program provides food for meals and snacks (whether catered or prepared on-site), the food is prepared, served, and stored in accordance with the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines.
5.10	<p>Staff take steps to ensure the safety of food brought from home:</p> <ul style="list-style-type: none"> a. They work with families to ensure that foods brought from home meet the USDA's CACFP food guidelines. b. All foods and beverages brought from home are labeled with the child's name and the date. c. Staff make sure that food requiring refrigeration stays cold until served. d. Food is provided to supplement food brought from home, if necessary. e. Food that comes from home for sharing among the children are either whole fruits or commercially prepared packaged foods in factory-sealed containers. 	7.20	<p>Staff take steps to ensure the safety of food brought from home to include:</p> <ul style="list-style-type: none"> a. working with families to ensure foods meet the USDA's CACFP food guidelines b. providing food to supplement, if necessary c. making sure food requiring refrigeration stays cold until served d. ensuring food for sharing among the children are either whole fruits or commercially prepared packaged foods in factory-sealed containers e. labeling food or beverages for individual children with the child's name and date
5.11	<p>The program takes steps to ensure food safety in its provision of meals and snacks.</p> <ul style="list-style-type: none"> a. Staff discards foods with expired dates. b. The program documents compliance and any corrections that it has made according to the recommendations of the program's health consultant, nutrition consultant, or a sanitarian that reflect consideration of federal and other applicable food safety standards. 	7.18	<p>The program takes steps to ensure food safety in its provision of meals and snacks:</p> <ul style="list-style-type: none"> a. Program staff discards foods with expired dates. b. The program documents compliance and any corrections that it has made according to the recommendations of the program's health consultant, nutrition consultant, or a sanitarian that reflect consideration of federal and other applicable food safety standards. c. The program does not use plastic or polystyrene (Styrofoam) containers, plates, bags or wraps when microwaving children's food or beverages. d. In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

5.12	<p>For all children with disabilities who have special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information.</p>	7.4	<p>The program or provider works with families in developing care plans for children who require specialized medical care who have special dietary, medical, religious or cultural feeding needs. This at minimum includes how:</p> <ul style="list-style-type: none"> a. an appropriately trained staff member is always present when children who require specialized medical care are in attendance b. for each child with special health care needs, food allergies or special nutrition needs, the child's health provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care c. for children with special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information d. staff are informed of and trained on medical care and/or special feeding needs e. programs are held accountable to following established plans f. families are provided necessary information to know that their child's needs are being met g. families of a child with food allergies or special health needs are asked to give consent for posting information about that child's allergy or health needs h. food allergy and/or health information is posted in a confidential and accessible area, if consent is given, in the food preparation area and in the areas of the facility the child uses
5.13	<p>For each child with special health care needs or food allergies or special nutrition needs, the child's health provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care.</p> <p>The program protects children with food allergies from contact with the problem food. The program asks families of a child with food allergies to give consent for posting information about that child's food allergy and, if consent is given, then posts that information in the food</p>	7.4	<p>The program or provider works with families in developing care plans for children who require specialized medical care who have special dietary, medical, religious or cultural feeding needs. This at minimum includes how:</p> <ul style="list-style-type: none"> a. an appropriately trained staff member is always present when children who require specialized medical care are in attendance b. for each child with special health care needs, food allergies or special nutrition needs, the child's health

	preparation area and in the areas of the facility the child uses so it is a visual reminder to all those who interact with the child during the program day.		<p>provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care</p> <ul style="list-style-type: none"> c. for children with special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information d. staff are informed of and trained on medical care and/or special feeding needs e. programs are held accountable to following established plans f. families are provided necessary information to know that their child's needs are being met g. families of a child with food allergies or special health needs are asked to give consent for posting information about that child's allergy or health needs h. food allergy and/or health information is posted in a confidential and accessible area, if consent is given, in the food preparation area and in the areas of the facility the child uses
5.14	Clean sanitary drinking water is made available to children throughout the day.	7.15	Clean sanitary drinking water is made available to children throughout the day including during prolonged heat exposure.
5.15	<p>Staff do not offer children younger than four years these foods: hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.</p> <p>Staff cut foods into pieces no larger than ¼ inch square for infants and ½ inch square for toddlers/twos, according to each child's chewing and swallowing capability.</p>	7.21	<p>Staff do not offer children younger than four years these foods: hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas or hard pretzels; chunks of raw carrots or meat larger than can be swallowed whole.</p> <p>Staff cut foods into pieces no larger than ½ inch square for toddlers/twos, according to each child's chewing and swallowing capability.</p>
5.16	The program prepares written menus, posts them where families can see them, and has copies available for families. Menus are kept on file for review by a program consultant.	7.19	<p>The program:</p> <ul style="list-style-type: none"> a. prepares written menus b. posts menus where families can see them c. provides copies of menus to families d. keeps menus on file for review as needed

5.17	The program serves meals and snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart.	7.17	The program serves meals and snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart.
5.18	<p>The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table.</p> <p>Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets.</p>	7.10	<p>Recommended procedures for standard precautions and the routine frequency of cleaning, sanitizing and disinfecting all surfaces in the facility are followed and include the following:</p> <ol style="list-style-type: none"> a. Regular cleaning, sanitizing and disinfecting schedules must be established and implemented. b. When strong odors occur in the air, they are controlled using ventilation (not air freshening sprays or diffusers). c. Scented products and aromatherapy are not used in any learning environments. d. Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized. e. Programs follow all OSHA requirements. f. Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and reduce the spread of infectious disease. g. When spills of bodily fluids occur, staff immediately clean and sanitize the affected area. h. After cleaning, staff follow recommended sanitization procedures. i. Staff clean rugs, carpeting and other soft materials or furnishings by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning. j. Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container. k. If a child has mouthed an object with saliva or other body secretion or excretion, the object is set aside for washing in a labeled bin or in another location created for that purpose. l. Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.

5.19	<p>Procedures for standard precautions are used and include the following:</p> <ol style="list-style-type: none"> a. Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized. b. Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and reduce the spread of infectious disease. c. When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing. d. After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation Frequency Table. e. Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning. f. Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container. 	7.10	<p>Recommended procedures for standard precautions and the routine frequency of cleaning, sanitizing and disinfecting all surfaces in the facility are followed and include the following:</p> <ol style="list-style-type: none"> a. Regular cleaning, sanitizing and disinfecting schedules must be established and implemented. b. When strong odors occur in the air, they are controlled using ventilation (not air freshening sprays or diffusers). c. Scented products and aromatherapy are not used in any learning environments. d. Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized. e. Programs follow all OSHA requirements. f. Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and reduce the spread of infectious disease. g. When spills of bodily fluids occur, staff immediately clean and sanitize the affected area. h. After cleaning, staff follow recommended sanitization procedures. i. Staff clean rugs, carpeting and other soft materials or furnishings by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning. j. Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container. k. If a child has mouthed an object with saliva or other body secretion or excretion, the object is set aside for washing in a labeled bin or in another location created for that purpose. l. Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.
N/A		7.8	<p>The program uses pest management strategies to remove visible pests (e.g., cockroaches, rodents, ants, and stinging insects) and eliminate conditions that promote pest</p>

			infestations. Pesticides are only used as a last resort and applications occur when children are not present.
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Standard 6: Teaching 2017 IQPPS Criterion		2026 IQPPS Criterion	
6.1	<p>Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation including:</p> <ul style="list-style-type: none"> a. program philosophy, values, and goals; b. expectations for ethical conduct; c. health, safety, and emergency procedures; d. individual needs of children they will be teaching or caring for; e. accepted guidance and classroom management techniques; f. daily activities and routines of the program; g. program curriculum; h. child abuse and neglect reporting procedures; i. program policies and procedures; j. Iowa Quality Preschool Program Standards and Criteria; and, k. regulatory requirements. <p>Follow-up training expands on the initial orientation.</p>	8.4	<p>Before working alone with children and on an annual basis, all teaching staff are provided an orientation or updates to the program that address the fundamental aspects of program operation including:</p> <ul style="list-style-type: none"> a. program philosophy, values and goals b. expectations for ethical conduct c. health, safety and emergency procedures d. individual needs of children they will be teaching e. accepted guidance and classroom management techniques f. daily activities and routines of the program g. Iowa Early Learning Standards h. program curriculum and assessment i. child abuse and neglect reporting procedures j. program policies and procedures k. Iowa Quality Preschool Program Standards and Criteria l. regulatory requirements m. identifying and reporting child abuse and neglect
6.2	<p>Teachers hold an Iowa teaching license issued by the Iowa Board of Educational Examiners (BOEE) and must hold an early childhood endorsement that reflects their current teaching assignment.</p>	8.1R	<p>Teachers hold an Iowa teaching license issued by the Iowa Board of Educational Examiners (BOEE) and must hold an early childhood endorsement that reflects their current teaching assignment.</p>
6.3	<p>Assistant Teachers-teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and:</p> <ul style="list-style-type: none"> a. 50% of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent. b. 100% of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a 	8.2R	<p>Assistant teachers/teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and:</p> <ul style="list-style-type: none"> a. 25% of assistant teachers/teacher aides have at least a paraeducator certificate with an early childhood concentration, Child Development Associate Credential (CDA) or equivalent

	<p>CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent.</p> <p>College-level course work is from regionally accredited institutions of higher education may include distance learning or online coursework.</p> <p>If there is only one assistant teacher-teacher aide, then either of the requirements can be met.</p>	<p>b. 100% of assistant teachers/teacher aides who do not meet the above qualifications:</p> <ul style="list-style-type: none"> i. are enrolled in a program leading to a paraeducator certificate with an early childhood concentration or CDA <li style="text-align: center;">AND ii. are actively participating and demonstrating progress toward the paraeducator certificate with an early childhood concentration or CDA <p>College-level course work is from regionally accredited institutions of higher education and may include distance learning or online coursework.</p> <p>If there is only one assistant teacher/teacher aide, then either of the requirements can be met.</p>
6.4	<p>All teaching staff have specialized coursework or professional development training in the program's curriculum as well as in communication and collaboration skills that prepare them to participate as a member of a team.</p>	<p>8.5</p> <p>All teaching staff have coursework or professional development specific to early childhood which may include training in:</p> <ul style="list-style-type: none"> a. the Iowa Early Learning Standards b. the program's curriculum and learning approaches c. how to use the program's assessment procedures for child progress and program quality d. child development or developmentally appropriate practice <p>Programs are encouraged to consider joint and collaborative training opportunities with neighboring early childhood programs and other community service agencies.</p>
6.5	<p>All teachers and assistant teachers-teacher aides have specialized professional development training in how to accurately use the program's assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities.</p>	<p>8.5</p> <p>All teaching staff have coursework or professional development specific to early childhood which may include training in:</p> <ul style="list-style-type: none"> a. the Iowa Early Learning Standards b. the program's curriculum and learning approaches c. how to use the program's assessment procedures for child progress and program quality

			<p>d. child development or developmentally appropriate practice</p> <p>Programs are encouraged to consider joint and collaborative training opportunities with neighboring early childhood programs and other community service agencies.</p>
6.6	All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers, and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.	8.3	All teaching staff are evaluated by an appropriate supervisor and improve performance based on ongoing reflection and feedback from supervisors, peers, and families. Performance feedback is used to develop an annual individualized professional development plan between staff and supervisor.
N/A		8.6	Teaching staff are offered continuous job-embedded coaching either within the program by pairing newer staff with those who are more seasoned, or through outside supports.

Standard 7: Families 2017 IQPPS Criterion		2026 IQPPS Criterion	
7.1	Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.	2.1R	Program staff use a variety of formal and informal strategies and routines (including conversations) to become acquainted with and learn from families about their family structure; their child-rearing practices; and information families wish to share about their backgrounds.
7.2	Program staff ensure that all families regardless of family structure, socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider family's interests and skills and the needs of program staff.	2.2	<p>The program provides information to families on volunteer opportunities including but not limited to:</p> <ul style="list-style-type: none"> a. how to be involved in their child's learning environment or program b. options for participating in learning experiences c. opportunities that align with the family's interests and skills d. maintaining confidentiality of participating children and their families

7.3	Program staff inform families about the program’s systems for formally and informally assessing children’s progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families, and the ways the program will use the information.	5.5	<p>The program provides families opportunities to take an active role in the assessment of their child’s development and learning through:</p> <ul style="list-style-type: none"> a. communication of assessment information to families b. multiple and on-going opportunities for families to share observations from home to be included in the assessment process c. ongoing family involvement in planning and implementing assessments to inform educational goals
7.4	Program staff communicate with families on at least a weekly basis regarding children’s activities and developmental milestones, shared caregiving issues, and other information that affects the wellbeing and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.	2.3	Program staff routinely communicate with the families of preschoolers about each child's progress and growth, individual activities and shared caregiving issues.
7.5	Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.	2.4	The program addresses family concerns and outlines the steps families can take to ask questions, raise concerns or provide feedback on an ongoing basis.
7.6	Program staff provide families with information about programs and services from other organizations. Staff support and encourage families’ efforts to negotiate health, mental health, assessment, and educational services for their children.	2.7	<p>Program staff provide access to a current list of child and family support services available in the community to support families’ efforts to connect with resources (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention/special education, screening assessment services, and basic needs such as housing and child care subsidies).</p> <p>Resources should be contextually appropriate for enrolled families, based on the pattern of needs observed among families, and in response to families’ requests.</p>
		2.9	The program routinely shares information about local child-centered events with families.
7.7	Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children’s transitions between programs, including	2.5	Program staff collaborate with families to prepare for and manage their children’s transitions between programs, including special education programs. Staff provide

special education programs. Staff provide information to families that can assist them in communicating with other programs.	information to families that can assist in advocating for and promoting a successful transition for their child.
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Standard 8: Community Relationships 2017 IQPPS Criterion		2026 IQPPS Criterion	
8.1	Program staff maintain a current list of child and family support services available in the community based on the pattern of needs they observe among families and on a families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention/special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the list with families and assist them in locating, contacting, and using community resources that support children’s and families’ well-being and development.	2.7	Program staff provide access to a current list of child and family support services available in the community to support families’ efforts to connect with resources (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention/special education, screening assessment services, and basic needs such as housing and child care subsidies). Resources should be contextually appropriate for enrolled families, based on the pattern of needs observed among families, and in response to families’ requests.
8.2	Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program’s capacity to meet the needs and interests of the children and families that they serve.	2.8	Program staff develop partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program’s capacity to meet the needs and interests of the children and families they serve.
8.3	Program staff use their knowledge of the community and the families it serves as an integral part of the curriculum and children’s learning experiences.	2.10	Program staff use knowledge of the families and communities served to adapt the curriculum, environment and materials to provide varied learning experiences for children.
8.4	The program encourages staff to participate in joint and collaborative training activities or events with neighboring early childhood programs and other community service agencies.	8.5	All teaching staff have coursework or professional development specific to early childhood which may include training in: <ul style="list-style-type: none"> a. the Iowa Early Learning Standards b. the program’s curriculum and learning approaches c. how to use the program’s assessment procedures for child progress and program quality d. child development or developmentally appropriate practice

			Programs are encouraged to consider joint and collaborative training opportunities with neighboring early childhood programs and other community service agencies.
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Standard 9: Physical Environments 2017 IQPPS Criterion		2026 IQPPS Criterion	
9.1	<p>A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes:</p> <ul style="list-style-type: none"> a. dramatic play equipment; b. sensory materials such as sand, water, play dough, paint, and blocks; c. materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and, d. gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding. 	6.5R	<p>A variety of age and developmentally appropriate materials are rotated as preschoolers' skill level changes over time and are available indoors and outdoors for children throughout the day. This equipment includes:</p> <ul style="list-style-type: none"> a. dramatic play equipment b. sensory materials c. materials which support curriculum goals and objectives in all developmental domains and content areas d. gross motor equipment for activities
9.2	<p>The indoor environment is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices.</p> <p>In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.</p>	6.4	<p>The indoor and outdoor environments are designed so teaching staff can supervise children by sight and sound at all times. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.</p>
9.3	<p>Materials and equipment are available</p> <ul style="list-style-type: none"> a. to facilitate focused individual play or play with peers. b. in sufficient quantities to occupy each child in activities that meet his or her interests. 	6.6	<p>There are adequate learning materials in all environments:</p> <ul style="list-style-type: none"> a. to facilitate focused individual play or play with peers b. to engage each child in activities that meet individual interests c. for children with disabilities and those who need individual accommodations to provide equitable access
9.4	<p>Indoor space is designed and arranged to...</p> <ul style="list-style-type: none"> a. accommodate children individually, in small groups and in a large group. 	6.8	<p>The indoor learning environment is designed, furnished and arranged to:</p> <ul style="list-style-type: none"> a. align with principles for universal design

	<ul style="list-style-type: none"> b. divide space into areas that are supplied with materials organized in a manner to support children’s play and learning. c. provide semiprivate areas where children can play or work alone or with a friend. d. provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space. 		<ul style="list-style-type: none"> b. provide learning centers with clear boundaries that are supplied with materials organized in a manner to support children’s play and learning c. accommodate children individually, in small groups and in a large group d. provide semiprivate areas where children can play or work alone or with a friend e. provide children with disabilities full access (making adaptations as necessary) to move freely from one area to another without assistance or disturbing other children’s work and play
9.5	<p>Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semiprivate areas where children can play alone or with a friend, accommodate...</p> <ul style="list-style-type: none"> a. motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging. b. activities such as dramatic play, block building, manipulative play, or art activities. c. exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees. d. The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities. 	6.11	<p>Outdoor learning environments are designed and arranged to include:</p> <ul style="list-style-type: none"> a. equipment that is age and developmentally appropriate, located in clearly defined spaces b. semiprivate areas where children can play alone or with a friend c. opportunities for motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging d. activities such as dramatic play, block building, manipulative play, or art activities e. three or more natural materials such as grass, sand, rocks, non-poisonous plants, trees and variations in ground elevation, to promote exploration of the natural environment f. accommodations so children with disabilities have opportunities to fully participate in the outdoor curriculum and activities
9.6	<p>Program staff provide for an outdoor play area that is protected by fences or by natural barriers to prevent access to streets and to avoid other dangers, such as pits, water hazards, or wells.</p>	6.9R	<p>Program staff provide for an outdoor play area that is protected by a fence that:</p> <ul style="list-style-type: none"> a. is fully enclosed b. has childproof gates c. is at least four feet in height d. prevents entry to bodies of water, traffic, or other such dangers

9.7	The outdoor play area is arranged so that staff can supervise children by sight and sound.	6.4	The indoor and outdoor environments are designed so teaching staff can supervise children by sight and sound at all times. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.
9.8	<p>The outdoor play area protects children from...</p> <ul style="list-style-type: none"> a. injury from falls (resilient surfacing should extend six feet beyond the limits of stationary equipment). b. [protects children from] catch points, sharp points, and protruding hardware. c. [protects children from] entrapment (openings should measure less than 3.5 inches or more than 9 inches). d. [protects children from] tripping hazards. e. [protects children from] excessive wind and direct sunlight. 	6.10R	<p>The outdoor play area protects children from:</p> <ul style="list-style-type: none"> a. injury from falls b. catch points, sharp points, and protruding hardware c. entrapment d. tripping hazards e. excessive wind and direct sunlight
9.9	There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas.	6.1R	There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas and at least 75 square feet of outdoor gross motor environment play space for each child playing at any time.
9.10	Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas.	6.2R	Facilities meet Americans with Disabilities Act (ADA) accessibility requirements. Accessibility includes but is not limited to access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas.
9.11	<p>Program staff protect children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping.</p> <p>The program excludes baby walkers.</p>	6.7R	The indoor learning environment is designed to protect children and adults from hazards, including but not limited to sufficient lighting, electrical shock, burns or scalding, slipping, tripping, or falling. Floor coverings are secured to keep program staff and children from tripping or slipping.
9.12	<p>Fully equipped first-aid kits are readily available and maintained for each group of children.</p> <p>Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site.</p>	6.3R	Fully equipped first-aid kits are readily available and maintained for each group of children. Teaching staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site.

9.13	<p>Fully working fire extinguishers and fire alarms are installed in each classroom and are tagged and serviced annually.</p> <p>Fully working carbon monoxide detectors are installed in each classroom and are tagged and serviced annually.</p> <p>Smoke detectors, fire alarms and carbon monoxide detectors are tested monthly, and a written log of testing dates and battery changes is maintained and available.</p>	7.6R	<p>The program follows these practices regarding environmental safety:</p> <ul style="list-style-type: none"> a. current fire certificate on file b. fire extinguishers are serviced and tagged c. fire alarms are installed in each classroom and are tagged and serviced annually d. measurement of radon concentrations as applicable e. fully working carbon monoxide detectors are installed on each floor and tagged and serviced annually f. smoke detectors, fire alarms and carbon monoxide detectors are tested monthly and a written log of battery changes and testing dates is maintained and available
9.14	<p>Any body of water, including swimming pools, built-in wading pools, ponds, and irrigation ditches, is enclosed by a fence at least four feet in height, with any gates childproofed to prevent entry by unattended children. To prevent drowning accidents, staff supervise all children by sight and sound in all areas with access to water in tubs, pails, and water tables.</p>	6.9R	<p>Program staff provide for an outdoor play area that is protected by a fence that:</p> <ul style="list-style-type: none"> a. is fully enclosed b. has childproof gates c. is at least four feet in height d. prevents entry to bodies of water, traffic, or other such dangers
9.15	<p>The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.</p>	7.7R	<p>The facility, outdoor play areas, and vehicles used to transport children are entirely tobacco- and nicotine-free. Smoking or vaping is not permitted in the presence of children.</p>

Standard 10: Leadership and Management 2017 IQPPS Criterion		2026 IQPPS Criterion	
10.1	<p>The program has a well-articulated mission and philosophy of program excellence that guide its operation.</p> <p>The goals and objectives relate to the mission, philosophy, and all program operations and include child and family desired outcomes.</p>	N/A	

<p>10.2</p>	<p>The program administrator has the educational qualifications and personal commitment required to serve as the program’s operational and pedagogical leader. This criterion can be met in one of three ways:</p> <p>a. The administrator...</p> <ul style="list-style-type: none"> ● has at least a baccalaureate degree. [AND] ● has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management. (which can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.) [AND] ● has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children’s learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development. <p>OR</p> <p>b. The administrator documents that a plan is in place to meet the above qualifications within five years.</p> <p>OR</p> <p>c. The administrator can provide documentation of having achieved a combination of relevant formal education and experience as specified in the table titled, “Alternative Pathways to Achieve Educational Qualifications as a Program Administrator.”</p>	<p>9.1R</p> <p>The program administrator has the educational qualifications and personal commitment required to serve as the program’s operational and pedagogical leader. This criterion can be met in one of four ways:</p> <p>a. The administrator holds a current Iowa administrative license issued by the Iowa Board of Educational Examiners (BOEE).</p> <p>b. The administrator:</p> <ul style="list-style-type: none"> i. has at least a baccalaureate degree AND ii. has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership and management (which can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas) AND iii. has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education or early childhood special education that encompasses child development and children’s learning from birth through kindergarten; family and community relationships; the practices of observing, documenting and assessing young children; teaching and learning processes; and professional practices and development. <p>c. The administrator documents that a plan is in place to meet the above qualifications within five years.</p> <p>d. The administrator can provide documentation of having achieved a combination of relevant formal</p>
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			education and experience as specified in the table titled Alternative Pathways to Achieve Educational Qualifications as a Program Administrator.
10.3	<p>The program, regardless of its size or funding auspices, has a designated program administrator with the educational qualifications detailed in Criterion 10.2.</p> <ol style="list-style-type: none"> When a program has a total enrollment of fewer than 60 full-time equivalent (FTE) children, employs fewer than eight FTE staff, or both, the program may have a part-time administrator or an administrator who fulfills a dual role (e.g. teacher-administrator), and [OR] In multi-site programs, the sites may share an off-site administrator. When a program has a total enrollment of 60 or more FTE children and employs eight or more FTE staff the program has a full-time administrator, OR In multi-site programs with 60 or more FTE children and 8 or more FTE staff, individual facilities have on-site a full-time administrator or full-time manager under the direct supervision of an individual who meets the qualifications outlined for the program administrator. 	9.2	<p>The program has a designated program administrator with the educational qualifications detailed in criterion 9.1R.</p> <p>When a program has a total enrollment of fewer than 60 full-time equivalent (FTE) children, employs fewer than eight FTE staff, or both:</p> <ol style="list-style-type: none"> The program may have a part-time administrator or an administrator who fulfills a dual role (e.g. teacher administrator). OR In multi-site programs, the sites may share an off-site administrator. <p>When a program has a total enrollment of 60 or more FTE children and employs eight or more FTE staff:</p> <ol style="list-style-type: none"> The program has a full-time administrator. OR In multi-site programs, individual facilities have on-site a full-time administrator or full-time manager under the direct supervision of an individual who meets the qualifications outlined for the program administrator.
10.4	<p>Written procedures address the maintenance of developmentally appropriate teaching staff-child ratios within group size to facilitate adult-child interaction and constructive activity among children. Teaching staff-child ratios within group size (see Table: Teacher-Child Ratios Within Group Size) are maintained during all hours of operation, including:</p> <ol style="list-style-type: none"> indoor time, outdoor time, and during transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio). <p>Groups of children may be limited to one age or may include multiple ages. (A group or classroom consists of the children</p>	9.9R	<p>The program has written procedures addressing the maintenance of developmentally appropriate staff-child ratios within group size to facilitate adult-child interaction and constructive activities among children. Staff-child ratios within group size are maintained during all hours of operation, including:</p> <ol style="list-style-type: none"> indoor time outdoor time field trips which require at least one adult above the standard classroom ratio

	assigned to a teacher or a team of teaching staff for most of the day and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.)		
10.5	<p>The program has written policies to promote wellness and safeguard the health and safety of children and adults. Procedures are in place that address:</p> <ol style="list-style-type: none"> steps to reduce occupational hazards such as infectious diseases (e.g. exposure of pregnant staff to CMV (cytomegalovirus), chicken pox), injuries (e.g. back strain, falls), environmental exposure (e.g. indoor air pollution, noise stress); management plans and reporting requirements for staff and children with illness, including medication administration, and inclusion/exclusion; supervision of children in instances when teaching staff are assigned to specific areas that are near equipment where injury could occur; the providing of space, supervision, and comfort for a child waiting for pick-up because of illness; the providing of adequate nutrition for children and adults; sleeping and napping arrangements; sanitation and hygiene, including food handling and feeding; maintenance of the facility and equipment; prohibition of smoking, firearms, and other significant hazards that pose risks to children and adults; and, the providing of referrals for staff to resources that support them in wellness, prevention and treatment of depression, and stress management. 	9.8	<p>The program has written policies to promote wellness and safeguard the health and safety of children and adults. Procedures are in place that address:</p> <ol style="list-style-type: none"> steps to reduce occupational hazards such as infectious diseases (e.g. exposure of pregnant staff to CMV (cytomegalovirus), chicken pox), injuries (e.g. back strain, falls), environmental exposure (e.g. indoor air pollution, noise stress) management plans and reporting requirements for staff and children with illness, including medication administration, and inclusion/exclusion supervision of children in instances when teaching staff are assigned to specific areas that are near equipment where injury could occur the providing of space, supervision and comfort for a child waiting for pick-up due to illness the providing of adequate nutrition for children and adults sleeping and napping arrangements sanitation and hygiene, including food handling and feeding maintenance of the facility and equipment prohibition of smoking, firearms and other significant hazards that pose risks to children and adults providing staff with access to resources that support wellness, including stress management and mental health supports
10.6	<p>The program has a written policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other</p>	9.10R	<p>The program has a written policy and procedures in place for child abuse and neglect which comply with applicable federal, state and local laws.</p> <p>Required policies include:</p>

	disciplinary action for that reason alone unless it is proven that the report is malicious.		<ul style="list-style-type: none"> a. Staff report all suspected incidents of child abuse and/or neglect by families, staff, volunteers or others to the appropriate local agencies. b. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation or other disciplinary action for that reason alone unless it is proven that the report is malicious. c. Procedures to be followed if a staff member is accused of abuse or neglect of a child in the program protect the rights of the accused staff member as well as protect the children in the program.
10.7	The program has written procedures to be followed if a staff member is accused of abuse or neglect of a child in the program that protect the rights of the accused staff person as well as protect the children in the program.	9.10R	<p>The program has a written policy and procedures in place for child abuse and neglect which comply with applicable federal, state and local laws.</p> <p>Required policies include:</p> <ul style="list-style-type: none"> a. Staff report all suspected incidents of child abuse and/or neglect by families, staff, volunteers or others to the appropriate local agencies. b. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation or other disciplinary action for that reason alone unless it is proven that the report is malicious. c. Procedures to be followed if a staff member is accused of abuse or neglect of a child in the program protect the rights of the accused staff member as well as protect the children in the program.
10.8	The program has written procedures that outline the health and safety information to be collected from families and to be maintained on file for each child in one central location within the facility. The files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to	9.13	<p>The program has a written policy outlining expectations of confidentiality regarding information about enrolled children and their families. The policy addresses how the content of the child's file is immediately available to:</p> <ul style="list-style-type: none"> a. administrators or teaching staff who have consent from a parent or legal guardian for access to records b. the child's parents or legal guardian

	<ul style="list-style-type: none"> a. administrators or teaching staff who have consent from a parent or legal guardian for access to records, b. the child's parents or legal guardian, and c. regulatory authorities, upon request. 		<ul style="list-style-type: none"> c. regulatory authorities upon request
10.9	<p>Written procedures address all aspects of the arrival, departure, and transportation of children.</p> <p>The procedures:</p> <ul style="list-style-type: none"> a. facilitate family-staff interaction b. ensure that all children transported during the program day are accounted for before, during, and after transport c. ensure the safety of all children as pedestrians and as passengers d. address specific procedures for children with disabilities e. address special circumstances in picking up children at the end of the day 	9.11	<p>Written procedures in the staff handbook address all aspects of the arrival, departure and transportation of children. The procedures:</p> <ul style="list-style-type: none"> a. facilitate family-staff interaction b. ensure that all children transported during the program day are accounted for before, during and after transport c. ensure the safety of all children as pedestrians and as passengers d. address specific procedures for children with disabilities e. address special/unusual circumstances at arrival and departure
10.10	<p>The program has written and posted disaster preparedness and emergency evacuation policies and procedures. The procedures:</p> <ul style="list-style-type: none"> a. designate an appropriate person to assume authority and take action in an emergency when the administrator is not on site. <p>The procedures include:</p> <ul style="list-style-type: none"> b. plans that designate how and when to either shelter in place or evacuate and that specify a location for the evacuation; c. plans for handling lost or missing children, security threats, utility failure, and natural disasters; d. arrangements for emergency transport and escort from the program; and, e. monthly practice of evacuation procedures with yearly practice of other emergency procedures. 	9.12	<p>The program has written and posted disaster preparedness and emergency evacuation policies and procedures. The procedures:</p> <ul style="list-style-type: none"> a. designate an appropriate person to assume authority and take action in an emergency when the administrator is not on site b. designate how and when to either shelter-in-place or evacuate and specify a location for the evacuation c. include plans for handling lost or missing children, security threats, utility failure and natural disasters d. include arrangements for emergency transport and escort from the program e. require documentation of monthly practice of evacuation procedures with yearly practice of other emergency procedures
10.11	<p>The program has written personnel policies that define the</p> <ul style="list-style-type: none"> a. roles and responsibilities, b. qualifications, and c. specialized training required of 	9.5	<p>Upon hire, the program provides written personnel policies that outline and define employee:</p> <ul style="list-style-type: none"> a. qualifications and specialized training required of staff and volunteer position

	<ul style="list-style-type: none"> d. staff and e. volunteer positions. <p>The policies outline:</p> <ul style="list-style-type: none"> f. nondiscriminatory hiring procedures and g. policies for staff evaluation. <p>Policies detail:</p> <ul style="list-style-type: none"> h. job descriptions for each position, including reporting relationships; i. salary scales with increments based on professional qualification, length of employment, and performance evaluation; j. Benefits; and k. resignation, termination, and grievance procedures. l. Personnel policies provide for incentives based on participation in professional development opportunities. m. The policies are provided to each employee upon hiring. 		<ul style="list-style-type: none"> b. roles and responsibilities c. salary and benefits packages d. resignation, termination and grievance procedures
10.12	<p>Hiring procedures ensure that all employees in the program (including bus drivers, bus monitors, custodians, cooks, clerical, and other support staff) who come in contact with children in the program or who have responsibility for children</p> <ul style="list-style-type: none"> a. have passed a criminal-record check. b. are free from any history of substantiated child abuse or neglect. c. are at least 18 years old (except vehicle drivers who must be at least 21). d. have completed high school or the equivalent. e. have provided personal references that attests to the prospective employee's ability to perform the tasks required to carry out the responsibilities of their position. 	9.4	<p>Hiring procedures ensure all employees who come in contact with children in the program or who have responsibility for children meet state and federal requirements.</p>
10.13	<p>Staff are provided space and time away from children during the day. When staff work directly with children for more than four hours, staff are provided breaks of at least 15 minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.</p>	9.6	<p>The program has written policies outlining staff breaks:</p> <ul style="list-style-type: none"> a. Staff receive a minimum of a 15-minute break after 4 hours of working directly with children. b. Staff may request immediate breaks for brief periods of a few minutes when unable to perform their duties safely and appropriately.

10.14	All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the governing body.	8.3	All teaching staff are evaluated by an appropriate supervisor and improve performance based on ongoing reflection and feedback from supervisors, peers, and families. Performance feedback is used to develop an annual individualized professional development plan between staff and supervisor.
10.15	The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations.	2.6	Families are provided opportunities to share information used to inform decisions related to ongoing program improvement.
N/A		9.3	<p>The professional development plan for administrators and leaders has been developed to include annual training which may include the following:</p> <ul style="list-style-type: none"> a. current early childhood evidence-based or best practices b. leadership development (adult learning, conducting performance evaluations, adhering to personnel policies) c. fiscal management (budgeting, software training, payroll)