

Iowa Quality Preschool Program Standards Report: Revisions and Recommendations

Introduction

History

The Iowa Department of Education (Department) had a long-standing Early Learning Work Team composed of Early Childhood Consultants responsible for assuring quality learning opportunities and environments for young children by developing, implementing, and monitoring quality programs and services. In 2004, the Early Learning Work Team was tasked to develop a set of preschool program standards to guide the implementation of high quality early learning programs operated by school districts as required by Iowa Administrative Code 279.49: Child Care Programs. The preschool program standards were instrumental in supporting the State Board of Education identified goal: “*All children will enter school ready to learn.*”

The Early Learning Work Team reviewed national research regarding outcomes for children as well as state and national program standards. The review included the Head Start Program Performance Standards, National Association for the Education of Young Children (NAEYC) Program Standards and Accreditation Criteria, and other state’s early childhood program standards. The work team selected the NAEYC Program Standards and Accreditation Criteria to guide the development of state program standards for early childhood. The Iowa Quality Preschool Program Standards (a portion of the NAEYC Program Standards and Accreditation Criteria) were piloted for two years and reviewed by the State Board in April 2005.

Subsequently in 2007, Iowa Administrative Code 281.16 identified three program standards as the following: 1) National Association for the Education of Young Children (NAEYC) Program Standards and Accreditation Criteria; 2) Head Start Program Performance Standards; and, 3) Iowa Quality Preschool Program Standards (IQPPS) and Criteria, or other approved program standards by the Department. Districts and community partners operating the Statewide Voluntary Preschool Program (SWVPP) and preschool classrooms serving children receiving early childhood special education (ECSE) are required to implement one of the three approved program standards. As a result, the Department’s Early Childhood Consultants collaborated with the Area Education Agencies (AEA) to support the implementation and monitoring of IQPPS in SWVPP and ECSE programs.

Purpose of the IQPPS

The initial purpose of the IQPPS was to reinforce a continuum of quality early learning experiences to support early childhood programs interested in implementing quality program standards with the potential of pursuing NAEYC Program Accreditation for early learning programs. While the IQPPS identify a standard of quality for early care and education programs serving preschool children, the Department’s resources to implement IQPPS shifted to support the increase of school districts and

community partners providing the SWVPP and ECSE services. Overwhelmingly school districts chose to implement the IQPPS as their program standard. Based on district early childhood reporting for the current school year (2016-2017), approximately 85 percent of the sessions reported by districts as providing SWVPP or ECSE services were implementing IQPPS.

Verification of the IQPPS

The Department Early Childhood Consultants, in collaboration with Area Education Agency (AEA) Early Childhood staff, conducted on-site monitoring of the IQPPS to ensure quality implementation in the SWVPP and preschool classrooms serving children receiving ECSE. The district and community partners demonstrated the implementation of the IQPPS and Criteria by providing evidence in the form of portfolios, observations, file reviews, and interviews. The results of the monitoring process were analyzed to guide future policy and professional development. Area Education Agency (AEA) Early Childhood staff provided professional development for school districts and community partners using the IQPPS as their chosen program standards, participated in monitoring visits, and provided ongoing implementation support in areas identified as needing improvement. Given the data from the IQPPS monitoring, feedback from local districts and AEA staff, and a commitment to program standards that reflect high quality evidence-based learning environments for preschool children, the Department engaged in a collaborative process to review and revise the IQPPS Criteria.

Purpose of the IQPPS Review and Revisions

Purpose of the IQPPS Review

The goal of the review was to align the IQPPS with the Department's Continuous Improvement Model as well as current NAEYC Program Standards and Accreditation Criteria, guidance, and practices. The ten identified NAEYC Program Standards have not been revised; therefore, the ten Iowa Quality Preschool Program Standards remain as follows:

- Relationships
- Curriculum
- Teaching
- Assessment of Child Progress
- Health
- Teachers
- Families
- Community Relationships
- Physical Environment
- Leadership and Management

However, the NAEYC Accreditation Criteria had been reviewed and revised to align with current research and evidence-based practices. Therefore, the Department decided it was essential to engage in a review and revision of IQPPS to ensure the criteria represented quality preschool program standards. The revised criteria are intended to:

- represent evidence of characteristics of quality;
- reflect research-based or evidence-based practices to effectively impact children's development

and learning;

- support teaching practices aligned with the Iowa Early Learning Standards;
- enhance quality preschool programming for each and every child and family;
- prepare children to successfully achieve social and academic challenges; and,
- produce positive outcomes as children enter kindergarten ready to learn.

IQPPS Task Team

At the request of the Department, AEA early childhood staff members were selected to serve on an IQPPS Task Team based on their expertise regarding NAEYC Program Standards and Accreditation Criteria, IQPPS and Criteria, and IQPPS on-site monitoring visits. The IQPPS Task Team conducted a review and recommended revisions of the IQPPS Criteria to be consistent with NAEYC Accreditation Criteria and current research.

IQPPS Task Team Membership

Angie Squires; Keystone AEA
Deborah Molitor; AEA 267
Becky Coffelt; Prairie Lakes AEA
Jennifer Jansen; Mississippi Bend AEA
Mary Airy; Grant Wood AEA
Melanie Reese; Grant Wood AEA
Brianna Sayre Geiser; Heartland AEA
Missy Card; Heartland AEA
Joyce Vermeer; Northwest AEA
Mary Groen; Northwest AEA
Pam Elwood; Green Hills AEA
Vickie Parker; Great Prairie AEA

Iowa Department of Education Staff

Jennifer Adkins, Consultant and Co-Facilitator
Dee Gethmann, Consultant and Co-Facilitator
Kimberly Villotti, Administrative Consultant
Betsy Lin, Consultant
Penny Milburn, Consultant (retired)
Amy Stegeman, Consultant
Angie Van Polen, Consultant
Amanda Winslow, Consultant

IQPPS Task Team Meetings and Outcomes

The IQPPS Task Team met during 2015 – 2016 to conduct a review of the IQPPS and criteria and recommend revisions to support current research of quality standards as well as align with NAEYC Program Standards. The meetings and outcomes were as follows:

Date of Meeting	Outcome of Meeting
December 1 – 2, 2015	Orientation and Process for Review Review and Reach Consensus for Standard 4

Date of Meeting	Outcome of Meeting
December 9 – 10, 2015	Review and Reach Consensus for Standards 1, 2, 3, 6, and 10
February 5, 2016	Review Standard 5
March 2 – 3, 2016	Review and Reach Consensus for Standards 5, 7, 8, and 9
April 15, 2016	Implement Stakeholder Feedback Process for Standards and Criteria Revisions
August 4, 2016	Review Stakeholder Feedback, Reach Agreement, and Reaffirm Consensus

Guiding Principles for Standards and Criteria Review

The IQPPS Task Team was charged with reviewing the IQPPS Criteria to assure the following:

- alignment with current NAEYC Accreditation Criteria, guidance and practices;
- alignment with current research-based or evidence-based practices to effectively impact children’s development and learning; and,
- alignment with the Iowa Early Learning Standards.

Decision Making Process for Criteria Review

The IQPPS Task Team was not allowed to edit any of the ten IQPPS standards since the NAEYC Program Standards had not changed. The Team reviewed and edited the IQPPS Criteria based on a Department of Education guided decision-making process.

In reviewing the criteria the IQPPS Task Team used the following questions to facilitate discussion and make decisions regarding each criterion:

- Keep: Is this currently a NAEYC criterion; therefore, should it remain an IQPPS criterion?
- Edit: Has NAEYC edited this criterion; therefore, should the IQPPS criterion be edited to match the NAEYC criterion?
- Delete: Did NAEYC delete this criterion, or is this criterion similarly worded in another criterion so that it is redundant?
- Add: Has NAEYC added this criterion; therefore, is it appropriate to add this criterion to the IQPPS?

One exception to this decision making process was related to the Iowa Code. In circumstances where Iowa Code dictated specific requirements, IQPPS Criteria were edited to match Iowa Code and Administrative Code. For example, the wording of the NAEYC Accreditation Criterion regarding teacher qualifications was edited to reflect Iowa Teacher Licensure requirements. Finally, all decisions had to support the guiding principles and the purpose of preschool program standards.

Stakeholder Feedback Process for Standards and Criteria Revisions

Upon completion of the IQPPS Task Team’s review, the Department sought stakeholder input from April to May 2016. The vetting process included awareness building opportunities as well as invitations to respond to a survey to provide feedback on the proposed changes. The Department Consultants

shared the rationale for the revisions and alerted stakeholders to a survey regarding the revised IQPPS Criteria. Stakeholders included the Early Childhood Iowa Technical Assistance State Team, Urban Education Network: Early Childhood Network, Head Start Directors, Child Development Coordinating Council, Iowa Chapter of the Division for Early Childhood, AEA Early Childhood Leadership, Quality Rating System Oversight Team, Department of Human Services Child Care Team, Institutes of Higher Education, Iowa Association for the Education of Young Children Executive Director and staff, and the Department's Division of Learning and Results Leadership. Information about the revised IQPPS Criteria, including the survey link, was published in the Department's School Leader Update distributed to local school districts. A survey link was provided upon request to stakeholders. In addition, a survey link was provided to a random group of school districts across Iowa. This included Statewide Voluntary Preschool Program teachers and administrators, child care teachers and administrators participating in the Statewide Voluntary Preschool Program, as well as teachers and administrators providing Early Childhood Special Education services.

The survey garnered feedback related to the criteria in each of the ten standards. Respondents were asked to indicate their agreement with each criterion that was proposed for addition or deletion. Finally, respondents could provide additional feedback about the criteria within each standard. Survey results were analyzed by the Department Consultants and the criteria was revised as needed. In addition, the revised criteria were reviewed by the IQPPS Task Team for final considerations based on survey results.

Iowa Quality Preschool Program Standards Summary of Revisions

The revised IQPPS and Criteria provide descriptive statements that allow preschool programs to continuously affirm, modify, and establish effective practices to support young children's learning. The Iowa Quality Preschool Program Standards and Criteria continue to support the implementation of early learning experiences by promoting the use of research-based practices.

Comparison with Original Standards and Criteria

As a result of the IQPPS Task Team's work the revised IQPPS Criteria were reduced from 172 criteria to 132. The table below reflects the number of original criteria in each standard as well as the number of newly revised criteria.

IQPPS Version Comparison

Iowa Quality Preschool Program Standards	Revised IQPPS Criteria	Original IQPPS Criteria
<p>Standard 1: Relationships</p> <p>The program promotes positive relationships among all children and adults to encourage each child’s sense of individual worth and belonging as part of a community, and to foster each child’s ability to contribute as a responsible community member.</p>	9	11
<p>Standard 2: Curriculum</p> <p>The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the areas: social, emotional, physical, language and cognitive.</p>	30	40
<p>Standard 3: Teaching</p> <p>The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.</p>	18	20
<p>Standard 4: Assessment</p> <p>The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children’s learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing teachers about sound decisions, teaching, and program improvement.</p>	9	14
<p>Standard 5: Health</p> <p>The program promotes the nutrition and health of all children and staff and protects them from preventable illness and injury.</p>	19	26
<p>Standard 6: Teachers</p> <p>The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse needs and interests.</p>	6	6
<p>Standard 7: Families</p> <p>The program establishes and maintains collaborative relationships with each child’s family to foster children’s development in all settings. These relationships are sensitive to family composition, language, and culture</p>	7	10
<p>Standard 8: Community Relationships</p> <p>The program establishes relationships with and uses the resources of the children’s communities to support the achievement of program goals.</p>	4	6

Iowa Quality Preschool Program Standards	Revised IQPPS Criteria	Original IQPPS Criteria
Standard 9: Physical Environment The program provides appropriate and well-maintained indoor and outdoor physical environments including facilities, equipment, and materials, to facilitate child and staff learning and development. To this end, a program structures a safe and healthful environment.	15	19
Standard 10: Leadership and Management The program effectively implements policies, procedures, and systems in support of stable staff and strong personnel, fiscal, and program management so that all children, families and staff have high-quality experiences.	15	20
TOTAL CRITERIA	132	172

Note: For a complete list of the IQPPS and Criteria see the Appendix.

Recommendations for Iowa Quality Preschool Program Standards

The Department staff and IQPPS Task Team recommend the revised Iowa Quality Preschool Program Standards and Criteria (2016) be approved as one of Iowa’s preschool program standards. The IQPPS is one of three program standards approved by the Department to be implemented by districts and community partners operating the Statewide Voluntary Preschool Program and preschool classrooms serving children receiving early childhood special education services. The revised IQPPS Criteria combine content from the core areas of early childhood development and learning, cross-cutting curriculum, instruction, and assessment that occurs in early childhood classrooms and settings.

Appendix

Iowa Quality Preschool Program Standards and Criteria 2016

PROGRAM STANDARD 1 — RELATIONSHIPS

The program promotes positive relationships among all children and adults to encourage each child’s sense of individual worth and belonging as part of a community, and to foster each child’s ability to contribute as a responsible community member.

PROGRAM STANDARD 1 — RELATIONSHIPS	
Building Positive Relationships Among Teachers and Families	
1.	Teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication.
Building Positive Relationships Between Teachers and Children	
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, andcognitive andsocial development.
3.	Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.
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.engage regularly in meaningful and extended conversations with each child.
Helping Children Make Friends	
5.	Teaching staff support children as they practice social skills and build friendships by helping them: <ol style="list-style-type: none">enter into play,sustain play, andenhance play.

PROGRAM STANDARD 1 — RELATIONSHIPS

6. Teaching staff assist children in resolving conflicts by helping them:
- a. identify feelings,
 - b. describe problems, and
 - c. try alternative solutions.

Creating a Predictable, Consistent, and Harmonious Classroom

7. Teaching staff counter potential bias and discrimination by...
- 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.

Addressing Challenging Behaviors

8. Rather than focus solely on reducing the challenging behavior, teachers focus on...
- 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.

Promoting Self-Regulation

9. Teaching staff help children manage their behavior by guiding and supporting children to...
- a. persist when frustrated
 - b. play cooperatively with other children.
 - c. use language to communicate needs.
 - d. learn turn taking.
 - e. gain control of physical impulses.
 - f. express negative emotions in ways that do not harm others or themselves.
 - g. use problem-solving techniques.
 - h. learn about self and others.

PROGRAM STANDARD 2 — CURRICULUM

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the areas: social, emotional, physical, language and cognitive.

PROGRAM STANDARD 2 — CURRICULUM	
Curriculum: Essential Characteristics	
1.	The curriculum guides teachers’ development and intentional implementation of learning opportunities consistent with the program’s goals and objectives.
2.	The curriculum can be implemented in a manner that reflects responsiveness to <ol style="list-style-type: none"> a. family home values, beliefs, experiences, and b. language.
3.	The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule <ol 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.
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> <ol style="list-style-type: none"> a. gender [diversity], b. age [diversity], c. language [diversity], and d. [diversity of] abilities. <p>Materials and equipment...</p> <ol 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. j. are rich in variety. k. accommodate children’s special needs.
5.	The curriculum guides teachers to incorporate content, concepts, and activities that foster: <ol 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.

PROGRAM STANDARD 2 — CURRICULUM

6. The schedule
- 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.

Areas of Development: Social-Emotional

7. Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.

Areas of Development: Physical Development

8. Children are provided varied opportunities and materials that support fine-motor development.

9. Children have varied opportunities and are provided equipment to engage in large motor experiences that:
- a. stimulate a variety of skills.
 - b. enhance sensory-motor integration.
 - c. develop controlled movement (balance, strength, coordination).
 - d. enable children with varying abilities to have large-motor experiences similar to those of their peers.
 - e. range from familiar to new and challenging.
 - f. help them learn physical games with rules and structure.

Areas of Development: Language Development

10. Children have varied opportunities to develop competence in verbal and nonverbal communication by...
- a. responding to questions.
 - b. communicating needs, thoughts and experiences.
 - c. describing things and events.

11. Children have varied opportunities to develop vocabulary through
- a. conversations,
 - b. experiences,
 - c. field trips, and
 - d. books.

Curriculum Content Area for Cognitive Development: Early Literacy

PROGRAM STANDARD 2 — CURRICULUM

12.	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: <ul style="list-style-type: none">a. Items belonging to a child are labeled with his or her name.b. Materials are labeled.c. Print is used to describe some rules and routines.d. Teaching staff help children recognize print and connect it to spoken word.
13.	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.
14.	Children have multiple and varied opportunities to write: <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. Children are given the support they need to write on their own, including access to the <ul style="list-style-type: none">e. alphabet andf. to printed words about topics of current interest, both of which are made available at eye level or on laminated cards. <ul style="list-style-type: none">g. Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life.
15.	Children are regularly provided multiple and varied opportunities to develop phonological awareness: <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.

PROGRAM STANDARD 2 — CURRICULUM

- 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.

Curriculum Content Area for Cognitive Development: Early Mathematics

- 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.
- 17. Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.
- 18. Children are provided varied opportunities and materials to help them understand the concept of measurement by using
 - a. standard and
 - b. non-standard units of measurement.
- 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.
- 20. Children are provided varied opportunities and materials that help them recognize and name repeating patterns.

Curriculum Content Area for Cognitive Development: Science

- 21. Children are provided varied opportunities and materials to learn key content and principles of science such as
 - 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).
- 22. Children are provided varied opportunities and materials to
 - a. collect data and to
 - b. represent and document their findings (e.g., through drawing or graphing).
- 23. Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

Curriculum Content Area for Cognitive Development: Technology

PROGRAM STANDARD 2 — CURRICULUM

24. All children have opportunities to access technology (e.g. tape recorders, microscopes, computers) that they can use
- a. by themselves.
 - b. collaboratively with their peers.
 - c. with teaching staff or a parent.

25. Technology is used to
- a. extend learning within the classroom.
 - b. integrate and enrich the curriculum.

Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts

26. Children are provided many and varied open-ended opportunities and materials to express themselves creatively through
- a. music,
 - b. drama,
 - c. dance and
 - d. two- and three-dimensional art.

Curriculum Content Area for Cognitive Development: Health and Safety

27. Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
28. Children are provided varied opportunities and materials that help them learn about nutrition, including
- a. identifying sources of food and
 - b. recognizing,
 - c. preparing,
 - d. eating, and
 - e. valuing healthy foods.

Curriculum Content Area for Cognitive Development: Social Studies

29. Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.
30. Children are provided varied opportunities and materials to learn about the community in which they live.

PROGRAM STANDARD 3—TEACHING

The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.

PROGRAM STANDARD 3 — TEACHING	
Designing Enriched Learning Environments	
1.	Teachers organize space and select materials in all content and developmental areas to stimulate <ol style="list-style-type: none">exploration, experimentation, discovery, andconceptual learning.
2.	Teachers work to prevent challenging or disruptive behaviors through <ol style="list-style-type: none">environmental design.schedules that meet the needs and abilities of children.effective transitions.engaging activities.
Creating Caring Communities for Learning	
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.
4.	Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.
5.	Teachers: <ol style="list-style-type: none">manage behavior andimplement classroom rules and expectations in a manner that is consistent and predictable.
6.	Teachers address challenging behavior by <ol style="list-style-type: none">assessing the function of the child’s behavior.convening families and professionals to develop individualized plans to address behavior.using positive behavior support strategies.
Supervising Children	
7.	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).
Using Time, Grouping, and Routines to Achieve Learning Goals	

PROGRAM STANDARD 3 — TEACHING

8.	Teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom.
9.	Teachers create opportunities for children to engage in group projects and to learn from one another.
Responding to Children’s Interests and Needs	
10.	Teachers scaffold children’s learning by a. modifying the schedule. b. intentionally arranging the equipment, and c. making themselves available to children.
11.	Teachers use their knowledge of children’s a. social relationships, b. interests, c. ideas, and d. skills to tailor learning opportunities for groups and individuals.
Making Learning Meaningful for All Children	
12.	Play is planned for each day.
13.	Teaching staff help children understand spoken language (particularly when children are learning a new language) by using: a. pictures, b. familiar objects, c. body language, and physical cues.
14.	Teaching staff support the development and maintenance of children’s home language whenever possible.
Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge	
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.
16.	Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children’s current understandings.
17.	Teachers promote children’s engagement and learning by a. responding to their need for and interest in practicing emerging skills, and

PROGRAM STANDARD 3 — TEACHING

b. by enhancing and expanding activities that children choose to engage in repeatedly.

18. Teachers promote children’s engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.

PROGRAM STANDARD 4—ASSESSMENT OF CHILD PROGRESS

The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children’s learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing teachers about sound decisions, teaching, and program improvement.

PROGRAM STANDARD 4 — ASSESSMENT OF CHILD PROGRESS	
Creating an Assessment Plan	
1.	The program has a written plan for assessment that describes the assessment purposes, procedures, and uses of the results. The plan also includes: <ol style="list-style-type: none"> a. conditions under which children will be assessed, b. timelines associated with assessments that occur throughout the year, c. procedures to keep individual child records confidential, d. ways to involve families in planning and implementing assessments, e. methods to effectively communicate assessment information to families.
2.	The program’s written assessment plan includes the multiple purposes and uses of assessment, including <ol style="list-style-type: none"> a. arranging for developmental screening and referral for diagnostic assessment when indicated, b. identifying children’s interests and needs, c. describing the developmental progress and learning of children, d. improving curriculum and adapting teaching practices and the environment, e. planning program improvement, and, f. communicating with families.
Using Appropriate Assessment Methods	
3.	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.
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.
Identifying Children’s Interests and Needs and Describing Children’s Progress	
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.

PROGRAM STANDARD 4 — ASSESSMENT OF CHILD PROGRESS

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.
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.
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.
Communicating With Families and Involving Families in the Assessment Process	
9.	Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.

PROGRAM STANDARD 5—HEALTH

The program promotes the nutrition and health of all children and staff and protects them from preventable illness and injury.

PROGRAM STANDARD 5 — HEALTH	
Promoting and Protecting Children’s Health and Controlling Infectious Disease	
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].
2.	<p>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.</p>
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>

PROGRAM STANDARD 5 — HEALTH

4. To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that:
- a. Children wear clothing that is dry and layered for warmth in cold weather.
 - b. 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).
 - c. 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.

5. For children who are unable to use the toilet consistently, the program makes sure that:
- 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.

Staff check children for signs that diapers or pull-ups are wet or contain feces

- 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.

In the changing area, staff

- 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.
- 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.

PROGRAM STANDARD 5 — HEALTH

- p. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

6.

The program follows these practices regarding hand washing:

- 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.

Children and adults wash their hands:

- 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.

Adults also wash their hands:

- 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.

Proper hand-washing procedures are followed by adults and children and include:

- 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).

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.

- 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.

PROGRAM STANDARD 5 — HEALTH

- 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.

7. 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 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.

8. Safeguards are used with all medications for children:

- 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.

Ensuring Children’s Nutritional Well-being

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.

PROGRAM STANDARD 5 — HEALTH

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.
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.
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>
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 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>
14.	<p>Clean sanitary drinking water is made available to children throughout the day.</p>
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>
16.	<p>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.</p>
17.	<p>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.</p>

PROGRAM STANDARD 5 — HEALTH

Maintaining a Healthful Environment

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| 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> |
| 19. | <p>Procedures for standard precautions are used and include the following:</p> <ul 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. |

PROGRAM STANDARD 6—TEACHERS

The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse needs and interests.

PROGRAM STANDARD 6 — TEACHERS	
Preparation, Knowledge, and Skills of Teaching Staff	
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>
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>
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 CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent. <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>
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>

PROGRAM STANDARD 6 — TEACHERS

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| 5. | 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. |
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Teacher’s Dispositions and Professional Commitment

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| 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. |
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PROGRAM STANDARD 7—FAMILIES

The program establishes and maintains collaborative relationships with each child’s family to foster children’s development in all settings. These relationships are sensitive to family composition, language, and culture.

PROGRAM STANDARD 7 — FAMILIES	
Knowing and Understanding the Program’s Families	
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.	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.
Sharing Information Between Staff and Families	
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.
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.
Nurturing Families as Advocates for Their Children	
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.
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.
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 special education programs. Staff provide information to families that can assist them in communicating with other programs.

PROGRAM STANDARD 8—COMMUNITY RELATIONSHIPS

The program establishes relationships with and uses the resources of the children’s communities to support the achievement of program goals.

PROGRAM STANDARD 8 — COMMUNITY RELATIONSHIPS	
Linking with the Community	
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.	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.
Accessing Community Resources	
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.
Acting as a Citizen in the Neighborhood and the Early Childhood Community	
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.

PROGRAM STANDARD 9—PHYSICAL ENVIRONMENT

The program provides appropriate and well-maintained indoor and outdoor physical environments including facilities, equipment, and materials, to facilitate child and staff learning and development. To this end, a program structures a safe and healthful environment.

PROGRAM STANDARD 9 — PHYSICAL ENVIRONMENT	
Indoor and Outdoor Equipment, Materials, and Furnishings	
1.	A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes: <ol 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.
2.	The indoor environment is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.
3.	Materials and equipment are available <ol 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.
4.	Indoor space is designed and arranged to... <ol style="list-style-type: none"> a. accommodate children individually, in small groups and in a large group. 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.
Outdoor Environmental Design	
5.	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... <ol 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.

PROGRAM STANDARD 9 — PHYSICAL ENVIRONMENT

	d. The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.
6.	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.
7.	The outdoor play area is arranged so that staff can supervise children by sight and sound.
8.	The outdoor play area protects children from... <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.
Building and Physical Design	
9.	There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas.
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.
11.	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. The program excludes baby walkers.
12.	Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site.
13.	Fully working fire extinguishers and fire alarms are installed in each classroom and are tagged and serviced annually. Fully working carbon monoxide detectors are installed in each classroom and are tagged and serviced annually. 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.

PROGRAM STANDARD 9 — PHYSICAL ENVIRONMENT

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| 14. | 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. |
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Environmental Health

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| 15. | The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children. |
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Program Standard 10—Leadership and Management

The program effectively implements policies, procedures, and systems in support of stable staff and strong personnel, fiscal, and program management so that all children, families and staff have high-quality experiences.

PROGRAM STANDARD 10 — LEADERSHIP AND MANAGEMENT	
Leadership	
1.	The program has a well-articulated mission and philosophy of program excellence that guide its operation. The goals and objectives relate to the mission, philosophy, and all program operations and include child and family desired outcomes.
2.	<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 style="margin-left: 20px;">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] <p style="margin-left: 40px;">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> <p style="margin-left: 20px;">OR</p> <p style="margin-left: 40px;">b. The administrator documents that a plan is in place to meet the above qualifications within five years.</p> <p style="margin-left: 20px;">OR</p> <p style="margin-left: 40px;">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>
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> <p style="margin-left: 20px;">a. 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]</p>

PROGRAM STANDARD 10 — LEADERSHIP AND MANAGEMENT

- b. In multi-site programs, the sites may share an off-site administrator.
- c. 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
- d. 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.

Management Policies and Procedures

4. 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:
- a. indoor time,
 - b. outdoor time, and
 - c. during transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio).

Groups of children may be limited to one age or may include multiple ages. (A group or classroom consists of the children 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.)

Health, Nutrition, and Safety Policies and Procedures

5. The program has written policies to promote wellness and safeguard the health and safety of children and adults. Procedures are in place that address:
- a. 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);
 - b. management plans and reporting requirements for staff and children with illness, including medication administration, and inclusion/exclusion;
 - c. supervision of children in instances when teaching staff are assigned to specific areas that are near equipment where injury could occur;
 - d. the providing of space, supervision, and comfort for a child waiting for pick-up because of illness;
 - e. the providing of adequate nutrition for children and adults;
 - f. sleeping and napping arrangements;
 - g. sanitation and hygiene, including food handling and feeding;
 - h. maintenance of the facility and equipment;
 - i. prohibition of smoking, firearms, and other significant hazards that pose risks to children and adults; and,
 - j. the providing of referrals for staff to resources that support them in wellness, prevention and treatment of depression, and stress management.

PROGRAM STANDARD 10 — LEADERSHIP AND MANAGEMENT

6.	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 disciplinary action for that reason alone unless it is proven that the report is malicious.
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.
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 <ol style="list-style-type: none">administrators or teaching staff who have consent from a parent or legal guardian for access to records,the child’s parents or legal guardian, and,regulatory authorities, upon request.
9.	Written procedures address all aspects of the arrival, departure, and transportation of children. The procedures <ol style="list-style-type: none">facilitate family-staff interaction.ensure that all children transported during the program day are accounted for before, during, and after transport.ensure the safety of all children as pedestrians and as passengers.address specific procedures for children with disabilities.address special circumstances in picking up children at the end of the day.
10.	The program has written and posted disaster preparedness and emergency evacuation policies and procedures. The procedures <ol style="list-style-type: none">designate an appropriate person to assume authority and take action in an emergency when the administrator is not on site. The procedures include <ol style="list-style-type: none">plans that designate how and when to either shelter in place or evacuate and that specify a location for the evacuation;plans for handling lost or missing children, security threats, utility failure, and natural disasters;arrangements for emergency transport and escort from the program; and,monthly practice of evacuation procedures with yearly practice of other emergency procedures.
Personnel Policies	
11.	The program has written personnel policies that define the <ol style="list-style-type: none">roles and responsibilities,

PROGRAM STANDARD 10 — LEADERSHIP AND MANAGEMENT

	<ul style="list-style-type: none"> b. qualifications, and c. specialized training required of 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.
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.
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>
14.	<p>All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the governing body.</p>
<p>Program Evaluation, Accountability, and Continuous Improvement</p>	
15.	<p>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.</p>