

This document incorporates the language of all Iowa Quality Preschool Program Standards and Criteria. The Guidance column clarifies the intent of the criteria and explains how the criteria would be assessed during an onsite visit or as items on the Preschool Desk Audit. Note: Guidance for the Preschool Desk Audit may vary. Programs should use the Preschool Desk Audit guidance to determine the type and amount of IQPPS evidence to upload. For items marked as required, evidence must address each of the indicators.

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.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Building Positive Relationships Among Teachers and Families			
1.1	CP, FI	Teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication.	Evidence includes examples of TWO-WAY communication efforts by teaching staff with families of children in the classroom.
Building Positive Relationships Between Teachers and Children			
1.2	CO	Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to <ul style="list-style-type: none"> a. differing abilities, b. temperaments, c. activity levels, and d. cognitive and e. social development. 	Watch for teaching staff’s sensitivity to individual children (versus responding to all children the same way).
1.3	CO, PP Required	Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.	Evidence may include a program’s written discipline policy as communicated to staff and/or parents. Any instance of threats, derogatory remarks or the withholding of food is unacceptable.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
1.4	CO	Teaching staff talk frequently with children and listen to children with attention and respect. They... <ul style="list-style-type: none"> a. respond to children’s questions and requests. b. use strategies to communicate effectively and build relationships with every child. c. engage regularly in meaningful and extended conversations with each child. 	Evidence includes open-ended questions, wait time for child’s response, or providing positive emotional support. Written documentation includes adaptations and accommodations for individual children’s needs, personalities, and characteristics through planning, material selection, and topics of study. The experience of most of the children is assumed to be equivalent for every child unless there is evidence to the contrary.
Helping Children Make Friends			
1.5	CP, CO	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. 	Evidence includes staff who are trying to bring unengaged children into play, working with children to negotiate materials or rules, or making play more complex.
1.6	CP, CO	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. 	Evidence includes identification of emotions, assisting in identifying the problem and thinking of solutions to try while providing guided support. A non-example would be staff immediately solving conflicts for children without giving children a chance to resolve the issue first.

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Creating a Predictable, Consistent, and Harmonious Classroom			

1.7	CP, CO Required	<p>Teaching staff counter potential bias and discrimination by...</p> <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. 	<p>If no evidence contradictory to “a” is available, this portion of the criterion would be addressed. Evidence for “b” may include lesson plans. Indicator “c” would be addressed if no incidents of teasing or rejection are observed. Evidence for “d” may include diversity within the program itself or within classroom materials. Classroom materials should not generalize groups of people based upon ethnicity, gender, ability, geography, or age. Evidence includes images that are non-stereotypical and pictures of children and families (e.g., photos of classroom children and their families, photos showing other cultures or ethnicities, etc.) Providing equal opportunities for children to discuss and participate in a variety of roles and activities would serve as evidence for avoiding stereotypes in language references (“e”). Written evidence may include policies in the staff and/or parent handbooks regarding language used in the classroom, and/or how to choose materials for the program, lesson plans, pictures and in service or staff meeting notes or minutes.</p>
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IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Addressing Challenging Behaviors			

1.8	CP, CO	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.	Evidence may include use of preventative strategies such as control of number of children in a learning center; well-arranged centers with well-marked boundaries, classroom rules and routines; visual supports; and use of group projects and cooperative games to promote a cohesive social environment. A non-example would include if the teacher fails to respond or responds with verbal negative directives or suppresses the behavior without attempting to teach alternative behavior if challenging behaviors occur. Note that some challenging behavior (such as whining) may be deliberately ignored until an opportunity arises to positively reinforce alternative behavior.
Promoting Self-Regulation			
1.9	CO	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.	Evidence includes: *promoting children's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions, *encouraging children to initiate or sustain positive interactions, and *using problem-solving techniques during routines and activities through modeling, teaching, feedback, or other types of guided support. Watch for missed teaching opportunities in relation to this criterion.

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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.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Curriculum Essential Characteristics			
2.1	PP	The curriculum guides teachers' development and intentional implementation of learning opportunities consistent with the program's goals and objectives.	Evidence should demonstrate that the curriculum includes: goals for the knowledge and skills important to children's development; learning experiences linked to these goals; details about how learning experiences occur through the daily schedule and routines; and the availability and use of materials to children.
2.2	PP, FI	The curriculum can be implemented in a manner that reflects responsiveness to a. family home values, beliefs, experiences, and b. language.	Evidence should demonstrate how the program collects information about family values, beliefs, experiences and/or language (e.g., through questions on enrollment forms, family interviews, home visits) AND evidence should provide examples of how such information has been incorporated into curriculum (e.g., multi-language materials; curriculum units on grandparents, cultural traditions, adoption, or other topics reflecting the experiences and values of the families in care).

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2.3	CP, CO	<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. 	<p>This criterion is about the enacted curriculum (what is taught), not the intended curriculum (what is planned for). Activities should not be strictly bound by the clock. Indicator “c” includes, but is not limited to, scheduled napping times in programs that offer them. “Rest” may also include opportunities for children to quietly rest in a soft and/or semi-private area that is away from active, noisy, or busy areas of the classroom. Examples include a quiet reading/puzzle area, cozy corner/nook, or other intentionally provided space/time for the purpose of resting or engaging in quiet play.</p>
2.4	CP, CO	<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. j. are rich in variety. k. accommodate children’s special needs. 	<p>Evidence may include 1-2 examples of how staff have changed classroom materials or equipment to accommodate the individual needs of a child in class or based on how children’s skill levels have changed over time. Materials and equipment should reflect the lives of families and society as a whole. Examples may include the following: Men and women in nontraditional roles; older and younger people doing the same jobs and/or a variety of jobs; visual images depicting diversity; bilingual labels in the classroom; bilingual communication; multilingual music selections and use of sign language; and materials referencing a range of abilities.</p>
2.5	CP	<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. 	<p>Evidence includes activities, materials, written plans and/or other documentation. Examples of written plans: written daily/weekly/monthly planning documents, curriculum webbing, reflection/evaluation documents.</p>

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
2.6	CP,CO	<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. 	<p>Evidence may include a written schedule or lesson plans. Play is characterized by children's active engagement and enjoyment and their ability to determine how the activity is carried out.</p>
Areas of Development: Social-Emotional			
2.7	CP,CO Required	<p>Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.</p>	<p>Evidence may include lesson plans, and narrative or evidence for how teachers are choosing activities and making choices about what to include in centers.</p>
Areas of Development: Physical Development			
2.8	CP,CO	<p>Children are provided varied opportunities and materials that support fine-motor development.</p>	<p>Varied means two or more examples of evidence. "Fine motor development" refers to the improvement of small muscle movements (usually in the fingers) that enable such functions as writing, grasping small objects, and fastening clothing.</p>
2.9	CP,CO,FT	<p>Children have varied opportunities and are provided equipment to engage in large motor experiences that:</p> <ul style="list-style-type: none"> 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. 	<p>Large motor experiences may include indoor and outdoor opportunities. Indicator "e"- Examples of new and challenging physical games include: traffic cone bike course, impromptu obstacle courses, sprinklers. Indicator "f"-Games with rules and structure include turn-taking and other expected behaviors (for example, Hokey Pokey or Simon Says or an activity invented by the children themselves). Evidence for this indicator may also be seen in lesson plans or photos, or indicated by game equipment such as bean bags, bowling sets, or hopscotch squares.</p>

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Areas of Development: Language Development			
2.10	CO	Children have varied opportunities to develop competence in verbal and nonverbal communication by... <ol style="list-style-type: none"> responding to questions. communicating needs, thoughts and experiences. describing things and events. 	No guidance needed.
2.11	CP,CO	Children have varied opportunities to develop vocabulary through <ol style="list-style-type: none"> conversations, experiences, field trips, and books. 	Evidence includes children’s access to age appropriate books and field trips or other experiences with follow-up activities that explore what was seen; for example, exploring leaves collected or worms observed in the play yard or on a neighborhood walk, trips to see (or visits from) farm and zoo animals, or visits with community service workers such as police or fire fighters. Other evidence might include dictated stories and documentation boards about children’s experiences. Field trips include walks (indicator “c”).
Curriculum Content Area for Cognitive Development: Early Literacy			
2.12	CP,CO	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: <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. 	Evidence may include two examples of ways you help children connect print to spoken word. Examples of print: Labels, classroom rules/routines, signs, posted letters, words, or sentences.

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IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
2.13	CP,CO Required	<p>Children have varied opportunities to</p> <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. 	<p>Provide evidence including at least 2 pieces of documentation (lesson plans, daily schedule, photos, lists of materials, etc.) for each component of this criterion to exemplify how this criterion is being met across all sites.</p>
2.14	CP,CO	<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> <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. 	<p>Evidence may include staff helping children write the words and messages they are trying to communicate. Evidence may also include printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards. Evidence may include two examples of how staff model the functional use of writing. Evidence may include an example of a lesson plan about how writing is used in daily life.</p>

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
2.15	CP,CO	<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. 	Evidence may include lesson plans, schedules, charts, and conversations.
Curriculum Content Area for Cognitive Development: Early Mathematics			
2.16	CP,CO Required	Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.	Provide at least 2 pieces of evidence (lesson plans, photos, lists of materials, etc.) for each of the three components listed within this criterion which exemplify how this criterion is being met across all sites. Examples of opportunities for learning number concepts include: Teachers counting out-loud, children counting, books, games, use of manipulatives, sequencing. Number words are the language representations of quantity (e.g., one, two, three...) or position (first, second, third...). Numerals are the symbolic representations of quantity (e.g., 1, 2, 3...) or position (1st, 2nd, 3rd...). Object quantity is the understanding of the measurable properties of objects. (e.g., how many of something, how much something weighs, or how much time has passed.).
2.17	CP,CO	Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.	Evidence may include things such as manipulative materials (e.g., counting bears, sea shells), lesson plans, curriculum webs, photographs, sorting bins, and classroom graphs or charts.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
2.18	CP,CO	<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. 	<p>Evidence to address indicator “a” may include such things as rulers, yard sticks, tape measures, measuring cups and spoons, and displays of measurements of children’s heights.</p> <p>Evidence to address indicator “b” may include things such as unit blocks, rods, counting manipulatives, squirt bottles, pitchers, or displays of cutouts of children’s feet used to count as units of measurement.</p>
2.19	CP,CO	<p>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.</p>	<p>Evidence may include lesson plans; photographs of materials; posters and other displays of shapes; unit blocks, legos, and other geometric play materials.</p>
2.20	CP,CO	<p>Children are provided varied opportunities and materials that help them recognize and name repeating patterns.</p>	<p>Evidence may include such things as: clapping or beating a drum LOUD-LOUD SOFT; lining up blocks in repeating color or shape sequences; or learning dance steps. Repeating patterns are sequences of colors, shapes, sounds or other attributes that occur repeatedly.</p>
Curriculum Content Area for Cognitive Development: Science			
2.21	CP,CO	<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). 	<p>Evidence would be available to address two or more principles of science. Examples include exploration of sound (loud/soft), speed (fast/slow), magnets, or light and shadows. Matter is defined as the substance of which a physical object is composed. Examples of matter: wood, dirt, rock, cork, water, oil, flesh.</p>

2.22	CP,CO	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).	Evidence may include representations of data collection (e.g., through drawing or graphing) included in classroom displays. Evidence may also include lesson plans in which children collect data, then represent their findings (e.g., drawing or graphing).
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IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
2.23	CP,CO	Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.	Evidence includes such things as science experiments and materials that encourage children to ask questions such as “What would happen if,” as well as make predictions about natural and physical phenomena.
Curriculum Content Area for Cognitive Development: Technology			
2.24	CP,CO	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.	Technology is defined broadly to include knowledge and use of tools and machines, not simply computers and other forms of high technology but also things such as tape recorders, cameras, and video as well as simple tools like gears, wheels, and levers.
2.25	CP,CO	Technology is used to a. extend learning within the classroom. b. integrate and enrich the curriculum.	Evidence may include lesson plans in which technology is used to integrate and enrich the learning experience. Technology is defined as equipment and machinery developed from scientific knowledge. Examples: hand tools, microscopes, computers, clocks, keys, plumbing, wagons.

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IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts			
2.26	CP,CO	<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. 	<p>The intent of this criterion is that children have time and materials to openly explore these activities and for children to work with materials in a way that is not designed to achieve a specific product or goal.</p> <p>Evidence to address indicator “a” may include songs, CDs, tapes, musical instruments.</p> <p>For indicator “b,”-drama is defined in the broadest sense and may include dramatic or pretend play (ex. block people, foods in housekeeping, etc.).</p> <p>Evidence to address indicator “c” may include dance CDs, tapes, clapping or swaying, scarves or other dance props.</p> <p>Evidence to address indicator “d” may include sculptures, art supplies, or art projects.</p>
Curriculum Content Area for Cognitive Development: Health and Safety			
2.27	CP,CO	<p>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.</p>	<p>Evidence may include two or more examples of different health practices, such as exercise AND nutrition. Conversations about these things can be evidence of opportunity.</p> <p>Evidence may include such things as books, posters, lesson plans, posted schedules, and materials that address the benefits of good health practices.</p>
2.28	CP,CO	<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. 	<p>Evidence may include two or more examples of such things as lesson plans, books, posters, play foods, field trips to agricultural farms/orchards, growing a vegetable garden, etc. Conversations about these things can be evidence of opportunity.</p>

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Curriculum Content Area for Cognitive Development: Social Studies			
2.29	CP,CO	Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.	Evidence includes such things as lesson plans, job/responsibility charts, names on displays/artwork, activities that provide opportunities for all children to participate fully. Children have opportunities to provide input to determine materials, projects, and/or activities in the classroom.
2.30	CP,CO	Children are provided varied opportunities and materials to learn about the community in which they live.	Examples of community: Military bases; workplaces; academic campuses; local business; towns; neighborhoods; residential and recreational areas or landmarks. Opportunities and materials should include some specific to the actual community where children live. Evidence includes two or more examples of such things as information about community workers, visits by community workers, or opportunities to visit local libraries, parks or markets, or ride a bus. Generic books and posters about community resources and helpers/workers are insufficient to address this criterion.

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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.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Designing Enriched Learning Environments			
3.1	CO	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. 	The intent of this criterion is that teachers will be intentional when organizing and presenting materials in the classroom. Evidence may include: a variety of materials in all learning centers in the classroom; materials for core content areas are logically grouped together to convey concepts; materials are organized so that they are easy to access, explore, experiment, and discover.
3.2	CP,CO	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. 	Evidence may include but is not limited to schedules, lesson plans, and/or photos of classroom layouts.
Creating Caring Communities for Learning			
3.3	CO Required	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.	Non-examples may include books, materials, and teaching practices that reflect stereotypical characterizations of cultures and ethnicities, for example, cartoon caricatures, images that only depict male Caucasian executives and non-Caucasian workers, or images limited to two-parent families.
3.4	CO	Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child’s level of development.	Evidence may include staff members guiding children into social encounters, helping children understand how other children are feeling, using “please”, “thank you”, “excuse me”, how to be friends, and narrating events and feelings.
3.5	CO	Teachers: <ul style="list-style-type: none"> a. manage behavior and b. implement classroom rules and expectations in a manner that is consistent and predictable. 	Managing behavior means that teachers establish a harmonious environment without threats, bribes, or raised voices.

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3.6	CO,PP, CF, FI	<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. 	<p>Evidence may include such things as policies, examples of how the program addressed a challenging behavior in the past, or notes between parents and teachers. Policy alone is not sufficient if challenging behaviors are present. The individualized plans do not have to be formal IEPs, but may consist of informal meetings, phone calls, emails, and/or other modes of communication to discuss plans to address the behaviors.</p>
Supervising Children			
3.7	CO,PP Required	<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>	<p>Teaching staff who are responsible for the care of the children enrolled in the group must be aware of where children are at all times. The structural design for any classroom, restroom or other program space must not interfere with teacher's ability to observe children. When an ancillary or allied professional (such as a music teacher, art teacher, or librarian, special education consultant) is working with one or more children, that person may be considered a member of the teaching staff for supervision purposes only related to this criterion. Preschool children may be momentarily out of sight and sound as long as the child is back in sight and sound within one minute. Note: It is permissible for staff members to supervise preschool children by sound for up to five minutes only before regaining both sight and sound observation.</p>

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Using Time, Grouping, and Routines to Achieve Learning Goals			
3.8	CO	Teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom.	Evidence may include observing children assisting with cleanup or classroom chores, job or chore charts posted in the classroom, interactions between teachers and children that encourage participation in cleanup, and adult modeling of how to perform daily cleanup and maintenance jobs in the classroom.
3.9	CP,CO	Teachers create opportunities for children to engage in group projects and to learn from one another.	The intent of the criterion is that teachers are intentional in providing group projects with cooperative learning opportunities for children.
Responding to Children's Interests and Needs			
3.10	CP,CO	Teachers scaffold children's learning by <ol style="list-style-type: none"> a. modifying the schedule. b. intentionally arranging the equipment, and c. making themselves available to children. 	Examples may include staff members working with a child in an activity center, assisting them with a process that they may not be able to complete without assistance. Evidence may include modifying the schedule and/or lesson plans to practice a skill or to revisit a topic, intentionally rearranging classroom equipment, or gradually decreasing teacher support and/or assistance. Evidence may also include written documentation of such practices in anecdotal notes, lesson plans, or child assessment plans.

3.11	CP,CO	<p>Teachers use their knowledge of children's</p> <ol 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>	<p>Evidence may include observation forms, developmental checklists, intake forms, anecdotal notes; as well as evidence that children's interests and skills are considered during lesson planning, such as a study, unit, or project that is planned around a child initiated interest. Evidence may also include teaching staff who have knowledge of the children and adapt teaching to meet the specific needs of each child and the group.</p>
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CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Making Learning Meaningful for All Children			
3.12	CP,CO	Play is planned for each day.	Play is not limited to outdoor or gross-motor play. Play is characterized by children's active engagement and enjoyment and their ability to determine how the activity is carried out. Teaching staff are expected to encourage and facilitate active play involving physical movement as well as pretend or dramatic play. Children are expected to have opportunities to play individually and with peers.
3.13	CP,CO	<p>Teaching staff help children understand spoken language (particularly when children are learning a new language) by using:</p> <ol style="list-style-type: none"> a. pictures, b. familiar objects, c. body language, and physical cues. 	Evidence may include things such as picture collections, labels on materials, narration and naming by teaching staff of routines and the materials involved in routines, and child dictations.
3.14	CP	Teaching staff support the development and maintenance of children's home language whenever possible.	Evidence may include such things as books and/or music in the child's home language or employment of staff or use of volunteers who speak the child's language.

Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge			
3.15	CO	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.	No guidance needed.
3.16	CP,CO	Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children’s current understandings.	Examples and evidence may include scaffolding, conversations, field trips, books created based on shared experiences, or lesson plans that show the use of prior knowledge.
3.17	CP	Teachers promote children’s engagement and learning by 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.	Evidence may include how materials and activities are provided to practice emerging skills and expanding activities in which children repeatedly engage.

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
3.18	CP,CO	Teachers promote children’s engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.	Evidence may include charts or posters showing routines such as hand washing broken into steps or other activities deconstructed into meaningful and achievable parts that are developmentally appropriate for the age being served. Non examples include activities such as: “drill & kill” and worksheets. Skills may include tooth brushing, assembling a puzzle, putting on a coat, holding a pencil or any other skill that the children are learning.

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

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.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Creating an Assessment Plan			
4.1	PP	<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> <ul 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. 	<p>Evidence should include a written plan that describes how children are assessed (e.g., by whom, in groups or individually, timeline, familiarity with adults involved). Current practice should align with the written plan.</p>
4.2	PP	<p>The program’s written assessment plan includes the multiple purposes and uses of assessment, including</p> <ul 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. 	<p>“Screening” is a quickly administered assessment used to identify children who may benefit from more in-depth assessment. “Diagnostic assessment” is a method used by a trained professional, for determining a child’s specific needs.</p>
Using Appropriate Assessment Methods			
4.3	PP	<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>	<p>Evidence may include two or more methods such as a published assessment instrument, family input, observations, home visit documentation, and child work samples. Evidence of various assessment methods through GOLD® implementation would be adequate evidence.</p>

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
4.4	PP,CF	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.	The intent of this criterion is to ensure that norm-referenced and standardized tests are primarily used in situations that require comparisons to norms (most often used when identifying children with potential delays or special needs) and to ensure the use of informal assessment methods to provide assessment that informs planning and teaching.
Identifying Children's Interests and Needs and Describing Children's Progress			
4.5	CF	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.	Evidence of a completed comprehensive assessment across developmental areas is required to address this criterion. A policy or assessment plan stating all teaching staff must use GOLD or other assessments is not sufficient.
4.6	CP,CF	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.	Evidence may include examples of how information from an observational assessment conducted by classroom staff was used to create an individualized activity or an individualized teaching approach.
4.7	PP	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.	Evidence may include but is not limited to scheduled meetings of teaching teams, sample meeting notes or meeting agendas which reflect discussions of children's skills, interests and progress to guide lesson plans.
4.8	PP,CF	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.	Evidence may include notes from meetings between teachers and other professionals (such as the program administrator, instructional coach, a specialist, or parents) where assessment data was used to guide curriculum planning and monitor progress. Evidence may also include lesson plans or other documents denoting goals designed based on assessments.

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Communicating With Families and Involving Families in the Assessment Process			
4.9	PP Required	Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process.	Evidence should include at least 2 examples of ongoing opportunities for families to contribute home observations to the assessment process. Information collected from the family may include strengths, progress, growth in skill development, changes in development or behavior, interests, or needs of the child. Information solicited one time only is not considered to be “on going.”

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PROGRAM STANDARD 5—HEALTH

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

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
CRITERIA — HEALTH			

5.1	CF	<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]. 	<p>Upon review of child files, files may be in various locations or systems which may include child file, nursing file, or the student information system. Programs need to follow IDPH Chapter 7 and 139A for requirements related to immunization and exclusion.</p>
5.2	PP,SF Required	<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>	<p>Evidence for each classroom should include: 1. That a pediatric first-aid course has been completed by at least one person, and 2. That at least one staff</p>

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
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			<p>member is currently certified in CPR (including a pediatric and/or child component). The documentation must be issued from the course or course instructor and can include an agenda, course description, letter from the trainer or issuing organization, etc.</p> <p>Documentation must be specific to individuals and could be in the form of individual cards or certificates, documentation of an individual's successful completion of an online training course, or a record of staff that attended and successfully completed a suitable training course. The trainer should be able to provide evidence of their certification as a certified CPR and/or First-Aid Trainer. A blanket policy that all staff are required to hold current and appropriate cards/certificates is not sufficient.</p>
5.3	PP	<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>	<p>Evidence may include communication with families such as emails, letters, or postings of communicable disease. Posting of communicable disease should not identify a particular child.</p>

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
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5.4	PP,CF	<p>To protect against cold, heat, sun injury, and insect-borne disease, the program ensures that:</p> <p>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).</p> <p>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.</p>	<p>Evidence may include policy addressing “a”, “b,” and “c” and/or child files including permission provided by guardians for sunscreen and insect repellent to be applied as needed.</p>
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CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
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5.5	CO,PP,FT	<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. 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. 	<p>Designated Changing Area: An area of space prepared for the purpose of changing soiled diapers, training pants, or underwear and in which all changing related materials are readily available. Changing procedures outline the basic procedures for organizing the changing area; placing children on the changing table; cleaning the child; disposing of the soiled diaper and materials; applying the clean diaper and redressing the child; hand hygiene; and cleaning of the changing table. All elements must be included in posted changing procedures. If the program does not currently have children in diapers or are toilet training the program should still have policies to address this criterion. Programs may not have policies that exclude children who are not toilet trained.</p>
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IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
5.6	CO,PP	<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. <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>A program policy should represent all of the indicators for this criterion. Demonstrated practices should align with program policy. If alcohol-based sanitizers are used, the manufacturer's instructions must be followed and kept out of the reach of children.</p>

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
		<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> <p>q. Staff wear gloves when contamination with blood may occur.</p> <p>r. Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.</p> <p>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.</p> <p>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.</p>	
5.7	CO,PP	<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 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>	<p>“A new group of children" is a different group of children in the room (for example, an afternoon class versus the morning class), NOT a new subgroup of children within the existing group. There should be policy or evidence addressing communal water play.</p>

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance

5.8	PP,CF	<p>Safeguards are used with all medications for children:</p> <ol 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. 	<p>All indicators should be represented by policy. If applicable (a child has prescription medication such as an EPI pen), medication administration certification is required. It is assumed that the school nurse has certification. A program cannot have a blanket policy stating the program would not administer medication as this would be in contradiction to ADA and/or the Iowa Civil Rights Act.</p>
Ensuring Children’s Nutritional Well-being			
5.9	PP	<p>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.</p>	<p>If districts are only serving lunch or breakfast through the school food service according to USDA guidelines, this criterion is addressed. If the program is serving a snack in addition to other meals or only a snack, evidence or policy of following CACFP guidelines is needed.</p>

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
5.10	CO,PP	<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. 	Policy or evidence to support safety of food brought from home.
5.11	PP	<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. 	Policy or evidence addressing food safety.
5.12	FT,CF	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.	Record keeping and/or plan aligns with the special health care plan per child (as applicable).
5.13	FT,CF	<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>	This criterion refers specifically to children with diagnosed food allergies or special nutritional needs because of medical conditions. A program may choose to honor family preferences regarding food (for example, vegetarian or kosher diet) in the absence of a diagnosed food allergy or medical condition without obtaining an individualized care plan by the physician as long as the request conforms with the nutritional guidelines of the US Department of Agriculture's Child and Adult Care Food Program.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
5.14	CO,FT	Clean sanitary drinking water is made available to children throughout the day.	Evidence may include that water is readily available via cups by a sink, a drinking fountain, or a pitcher of water and/or cups is available, or children are offered drinking water during the observation. A sink or drinking fountain is not required to be in each classroom.
5.15	CO,PP	<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>	This criterion is applicable to both food provided by the program, as well as food brought from home. If the program is only serving children four-years of age or older, this criterion is not applicable. Evidence may include a policy from the staff and/or parent handbook, memo, posted notice, email, and staff meetings notes or minutes.
5.16	FT	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.	Written menus should be posted where families can see them. A daily revision or post may be made to indicate menu changes or food served for the day.
5.17	CP	<p>The program serves meals and snacks at regularly established times.</p> <p>Meals and snacks are at least two hours apart but not more than three hours apart.</p>	The time span is measured from the ending time of the previous meal or snack and the beginning time of the next meal or snack.
Maintaining a Healthful Environment			

5.18	FT,PP	<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>	<p>Refer to the Cleaning, Sanitizing and Disinfecting Frequency Table on NAEYC.org (Revised October 2016). In order to address this criterion, all items on the Cleaning, Sanitizing, and Disinfecting Frequency Table must be complete. If the program utilizes a cleaning service, a contract documenting the responsibilities and frequencies for cleaning, sanitizing, and disinfecting is acceptable to demonstrate that some of the components on the table are addressed.</p>
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IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
5.19	CO,PP	<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. 	<p>Policy or evidence of standard precautions.</p>

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

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.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Preparation, Knowledge, and Skills of Teaching Staff			
6.1	PP	<p>Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation including a. program philosophy, values, and goals;</p> <ul style="list-style-type: none"> 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>	Teaching staff includes associates; “new teaching staff” includes all staff new (transfer or hire) to the preschool program. Evidence may include a completed agenda or checklist of what the initial orientation included for the hiring of the most recent early childhood staff, such as a paraeducator or teaching staff.

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
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6.2	SF Required	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>If the teacher has a Class B and is teaching general education, the Class B must be the conditional that is for both general education and special education. Note: There are 2 Class B endorsements, one is special education and one is special education and general education.</p> <p>SWVPP teacher must have a prekindergarten endorsement (can be PK K, PK-3, PK-3 regular/special education).</p> <p>Appropriate licensure and endorsements will be validated through Fall BEDS Staff.</p> <p>A substitute license allows a teacher to teach for 90 days in the same setting. If the teacher is in the setting longer, the district must write to the BOEE for an extension.</p> <p>Any session serving a child receiving early childhood special education instructional services must have an appropriately licensed and endorsed teacher providing special education services.</p> <p>An ECSE only endorsement is not appropriate to the SWVPP because it does not include PK general education.</p>
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CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
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6.3	SF Required	<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>	<p>Verification visits include a review of ALL ASSOCIATES working in classrooms following IQPPS. One on one associates do not have to meet these qualifications.</p> <p>A CDA credential must be granted from the Center for Professional Recognition, hours alone do not count.</p> <p>A Paraeducator license must be granted from the BOEE. The qualification for paraeducator is Level I Generalist AND Level II Early Childhood.</p> <p>Once an appropriate CDA credential or Paraeducator certificate have been achieved, it is not required for them to be maintained or renewed. However, this may vary based on local policies.</p> <p>Two years of college must be from an accredited college or university and be equal to 48 semester hours.</p> <p>Program level data will be used in determining percentages of staff meeting the teacher assistant qualifications.</p> <p>If there is a one-on-one paraeducator, (who may be assigned to 2 or 3 children) they do not need to meet the requirements. *The one-on-one may not count in the ratio but the child counts in the group numbers.</p>
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CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
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6.4	PP,SF	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.	Teaching staff includes associates. A general curriculum course that addresses an approach consistent with the program's curriculum meets the intent of this criterion. Evidence may include a program-wide training policy and a schedule describing how the program maintains trainings. Examples of topics may include working with children and families of diverse races, cultures, and languages; communication and collaboration skills; knowledge and skills relevant to specific ages or specific needs of children taught; knowledge and skills related to the adopted curriculum; accurate use of program assessment procedures and using assessment to inform classroom practices and curriculum; and working with children with special needs.
6.5	PP,SF	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.	The intent of this criterion is to ensure that programs have systems in place to ensure staff training over time. Evidence may include documentation of training in assessment procedures, even if the training is not specific to the program's primary assessment method. For example, if a teacher has taken a college course in ECE assessment and the program uses GOLD ® online, the teacher meets the criterion. Evidence may include a program-wide training policy and schedule describing how the program keeps all staff trained in the area of assessment.

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
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Teacher's Dispositions and Professional Commitment			
6.6	SF	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.	Evidence may include a staff evaluation that also includes an annual individualized professional development plan. This could be a result of conversation with their supervisor.

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

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.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Knowing and Understanding the Program's Families			
7.1	PP,CF,FI	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.	Policy or evidence of multiple ways to engage families through ongoing, TWO WAY communication. Families do not need to share information with the program, but should have the opportunities to do so.
7.2	PP,FI	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.	Examples of evidence may include policies from the family handbook and family orientation materials describing how volunteer opportunities are open to all and volunteers are selected in an unbiased way. Family members <u>may</u> be surveyed on special skills/interests and this information may be used to match family volunteers with opportunities that are a good match.
Sharing Information Between Staff and Families			

7.3	PP,FI	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.	Written evidence may include written policies from the family and/or staff handbook, as well as information provided to families upon enrollment, during family conferences and/or home visits regarding assessment or throughout the year.
7.4	CP,FI	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.	Evidence may include examples of weekly communication regarding preschoolers’ activities, developmental milestones, and shared caregiving issues, either in person or through alternative ways.
Nurturing Families as Advocates for Their Children			

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
7.5	PP/FI	Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.	Evidence may include an “open door” policy; documentation demonstrating that the program encourages families to email, call, write or talk to program staff members in person; how staff changed a classroom practice in response to a family’s concern about their child’s care or education; or a family and teacher greeting area in the program for private discussions.
7.6	PP/FI	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.	Policy or evidence of multiple ways to engage families through communication about community resources and services.

7.7	PP/FI	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.	Policy or evidence of multiple ways to engage families through ongoing two way communication to prepare for transition. Examples may include (but are not limited to) communicating with the child's future teacher(s) or specialists in person, by telephone or by email, providing families with information about their child to share with future teachers or specialists (for example, providing parents with written assessments, developmental checklists, informal observations, etc. about their child to share with future schools).
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CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

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.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Linking with the Community			
8.1	FT,PP	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.	Evidence may include examples of support services information available in the classroom and/or in the shared spaces of the program. Evidence may also include a description of how families were assisted with using community child and family support services, as applicable.

8.2	PP	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.	Evidence may include such things as visits to the library or visits by doctors, dentist or other community workers. Written evidence may include letters of correspondence, contracts, or other information about professional relationships with agencies, consultants and other organizations in the community included in the family handbook or parent newsletters. The program should develop relationships based on the needs of the families served.
Accessing Community Resources			
8.3	CP	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.	No guidance needed.

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Acting as a Citizen in the Neighborhood and the Early Childhood Community			
8.4	PP	The program encourages staff to participate in joint and collaborative training activities or events with neighboring early childhood programs and other community service agencies.	Neighboring doesn't have to be physically in the same neighborhood. This criterion is about being part of the broader early childhood community, so participation in conferences, PLCs, or other events that bring together early learning professionals from various programs within the state or community would be acceptable evidence.

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

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.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Indoor and Outdoor Equipment, Materials, and Furnishings			
9.1	CP,FT Required	A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes: 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.	Evidence may include photos, lists of materials, and schedules that identify when children have access to materials. Some combinations of each type of equipment are needed indoors and outdoors, but not all are needed both indoors and outdoors. “Available...throughout the day” is defined as accessible to children most of the day.
9.2	CO	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.	This criterion is about the physical design of the space, not about the teaching staff placement in the indoor environment.
9.3	CO	Materials and equipment are available 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.	Evidence includes students engaged in activities as opposed to wandering around unoccupied and sufficient supplies of materials.
9.4	CO,FT	Indoor space is designed and arranged to... 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.	No guidance needed.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Outdoor Environmental Design			
9.5	CP,FT	<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> <ol style="list-style-type: none"> motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging. activities such as dramatic play, block building, manipulative play, or art activities. exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees. The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities. 	<p>Examples of natural elements: grass, sand, rocks, plants (including gardens), trees, shrubs, and/ or variations in ground elevation. A non-example would be use of elementary-aged playground equipment for preschool children.</p>
9.6	FT Required	<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>	<p>Evidence would include a permanent fence (vs. a temporary snow fence, etc.) enclosing the identified outdoor learning area. It is acceptable for additional outdoor play areas that are used occasionally (e.g., once a month) to not have permanent fencing.</p>
9.7	FT	<p>The outdoor play area is arranged so that staff can supervise children by sight and sound.</p>	<p>No guidance needed.</p>
9.8	FT Required	<p>The outdoor play area protects children from...</p> <ol style="list-style-type: none"> injury from falls (resilient surfacing should extend six feet beyond the limits of stationary equipment). [protects children from] catch points, sharp points, and protruding hardware. [protects children from] entrapment (openings should measure less than 3.5 inches or more than 9 inches). [protects children from] tripping hazards. [protects children from] excessive wind and direct sunlight. 	<p>Indicators “a” and “b” are specific to stationary play equipment. Indicator “d”: There should be no exposed concrete footings, abrupt changes in surface elevations, or other man-made elements which can trip children or adults. Natural features such as tree roots, tree stumps, or rocks are NOT rated as tripping hazards.</p>
Building and Physical Design			
9.9	PP Required	<p>There is a minimum of 35 square feet of usable space per child in each of the primary indoor activity areas.</p>	<p>No guidance needed.</p>

9.10	FT,PP Required	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.	Evidence may include board policy or artifacts addressing ADA compliance. Observations or facility tours must align with program policy.
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IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
9.11	FT,PP Required	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.	A statement or evidence of protection from hazards. Evidence, including observation, must align with program policy.
9.12	FT,PP Required	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.	A statement and evidence of a first aid kit that is accessible at all times, including outdoors or offsite.
9.13	FT,PP	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.	A completed log of monthly testing of fire extinguisher, carbon monoxide detector, and smoke detectors must be available. A fire extinguisher and carbon monoxide detector (when applicable) must be in the classroom. If a sprinkler system is in the classroom or the facility otherwise meets the current standards of the National Fire Protection Association (http://www.nfpa.org) regarding placement of fire extinguishers, no fire extinguisher is required. A “Tundra” is an acceptable replacement for a fire extinguisher. No carbon monoxide detector necessary if the site has geothermal or electric heating.

9.14	FT	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.	No guidance needed.
Environmental Health			
9.15	FT,PP Required	The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.	No guidance needed.

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

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.

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Leadership			
10.1	PP	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.	A copy of a program mission(s) and philosophy(ies).

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
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10.2	SF Required	<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] <p>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>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>Evidence should include documentation to address (a), (b), OR (c). Administrator endorsement which includes PK is acceptable.</p>
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IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
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10.3	PP,SF	<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>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> <p>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.</p>	<p>Only one of the four indicators would apply (a-d). This criterion is about the association between a, full-time or part time, designated program administrator and the total number of staff and enrolled children within the program. In programs of 60 or more FTE children and 8 or more FTE staff, someone must perform administrative duties full time – not, for example, work in a classroom part-time. Evidence may include a job description detailing the full-time or part-time status of the designated program administrator. A full-time administrator is defined as having 75% or more time devoted to program administration. For programs that operate on a part-day and/or part year basis, full-time is defined as the time that the program is in operation. For this criterion, the number of FTE children equals the maximum number of children present AT ANY ONE TIME (across all sites for multi-site programs). Number of FTE staff equals the maximum number of staff needed to serve the FTE children across all sites, not including the designated program administrator. When more than one person share administrative responsibilities, at least one person must meet the qualifications detailed in criterion 10.2. This person is considered the designated administrator, and her or his contributions will be included in the assessment of criteria within the Leadership topic area. If it is a multi-site program, an onsite full-time manager is required when the site has 60 or more FTE children and 8 or more FTE staff.</p>
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IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
Management Policies and Procedures			
10.4	CO,PP Required	<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 are maintained during all hours of operation, including:</p> <ul style="list-style-type: none"> 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). <p>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.)</p>	<p>Refer to the Preschool Ratio and Class Size Maximum by Program Standards (Dec. 2020) on the DE Early Childhood Standards website. This criterion would be addressed through policies and observation of maintenance of child: staff ratios and group size. The ratio remains in compliance when a staff member leaves the class without being replaced by a substitute for no more than five minutes. If teaching staff are absent for more than five minutes but less than 20 minutes, the ratio remains in compliance when another adult who is not part of the teaching staff substitutes for the staff member.</p>
Health, Nutrition, and Safety Policies and Procedures			
10.5	PP	<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> <ul style="list-style-type: none"> 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. 	<p>Evidence would include policies or procedures to protect children and adults, which address the indicators of this criterion.</p>

CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
10.6	PP	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.	Evidence may take the form of policies included in the program or staff handbook. Ensure the full criterion is addressed, including the last sentence. It is acceptable if the policy states staff are “protected to the greatest extent possible.”
10.7	PP	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.	Evidence may include a written policy and procedure for reporting child abuse and neglect that includes addressing confidentiality as well as information about how you deal with a staff member who is accused of abusing or neglecting a child in the program. The procedures protect both the rights of the accused staff person and the children in the program.
10.8	FT,PP	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 <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. 	Ensure child health and safety information is present in the facility and kept in a central location that is secure. Evidence may include written policies/procedures outlining how access to the health and safety information is controlled, as well as how it is collected, used, and updated.

10.9	PP	<p>Written procedures address all aspects of the arrival, departure, and transportation of children. The procedures</p> <ol 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. 	<p>Evidence may include procedures for managing the arrival, departure, and transportation of children are designed to facilitate family-staff interaction. If children are transported during the program day, show or describe your procedures for ensuring that all children are accounted for before, during, and after transport. Evidence may also include written arrival, departure, and transportation policies and procedures that address special circumstances in picking up children at the end of the day.</p>
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IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
10.10	FT,PP	<p>The program has written and posted disaster preparedness and emergency evacuation policies and procedures. The procedures</p> <ol 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> <ol 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. 	<p>Evacuation procedures should be posted in rooms in which children or adults may gather (e.g., office, staff lounge, library or indoor play area). Emergency plans must also be documented.</p>
Personnel Policies			

10.11	PP	<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 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. 	Evidence may include personnel policies, master contracts, and/or staff handbooks.
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CO – Class Observation; CP – Class Portfolio; FT – Facility Tour; CF –Child File; SF – Staff File; FI – Family Interview; PP – Program Portfolio

IQPPS Number (2017)	Location of Evidence	Criteria	Guidance
10.12	SF	<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. 	If a staff member is licensed by the Board of Educational Examiners, they would have background checks and a criminal record check.

10.13	PP	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.	Evidence may include break schedules, policies, and relevant pages from a staff handbook. Temporary relief refers to an unforeseen short and immediate break away from children, for instance when a staff member becomes stressed, overwhelmed, or needs a bathroom break.
10.14	SF	All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the governing body.	Evidence may include a PD plan that is a result of a conversation with a supervisor, documentation of annual review, or documentation of a formal evaluation.
Program Evaluation, Accountability, and Continuous Improvement			
10.15	PP,FI	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.	Evidence would include documentation illustrating annual collaboration, data collection, and shared decision making among staff and families (Examples: written policies, meeting schedules, agendas, newsletters or memos communicating an invitation). Information could be collected through scheduled events, meetings, or surveys.