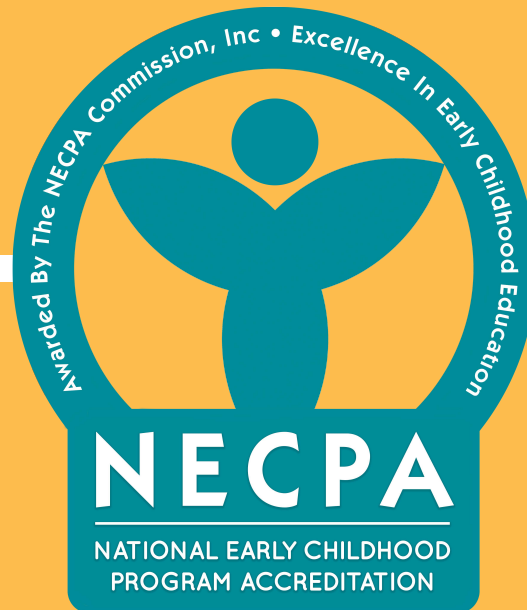


# NATIONAL EARLY CHILDHOOD PROGRAM ACCREDITATION



## Self Assessment Instrument

A voluntary, independent accreditation  
for Early Childhood Programs.

NECPA Office Use Only:

Site # \_\_\_\_\_

Visit Date \_\_\_\_\_

National Early  
Childhood  
Program  
Accreditation

NECPA

*A voluntary, independent Accreditation  
sponsored by the National Early  
Childhood Program Accreditation  
Commission, Inc.*

**The National Early Childhood Program Accreditation Commission, Inc.**

**NECPA  
P.O. Box 2948  
Merrifield, Virginia 22116**

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September, 2019 Edition 2

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2017 Standards researched and reviewed by Dr. Barbara Carl; approved and compiled by the NECPA Commission, Inc. All rights reserved.

## Program Contact Information

**Please PRINT all information.**  
**Ensure all information is current before verification visit.**

Program Name \_\_\_\_\_

Program Address \_\_\_\_\_

\_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Director First and Last Name \_\_\_\_\_

Program Phone Number \_\_\_\_\_

Program Fax Number \_\_\_\_\_

Program Email Address \_\_\_\_\_

State License Number \_\_\_\_\_ Licensed Capacity \_\_\_\_\_

Number of Families Currently Served (Not Number of Children) \_\_\_\_\_

Number of NECPA Surveys Anonymously Submitted by Parents/Guardians (Must be 50%) \_\_\_\_\_

Number of Infants Enrolled (1 Month to 14 Months) \_\_\_\_\_

Number of Toddlers/Two's Enrolled (15-35 Months) \_\_\_\_\_

Number of Preschoolers Enrolled (3-5 Years) \_\_\_\_\_

Number of School-Age Children Enrolled (6 Years+) \_\_\_\_\_

Number of Teaching Staff Employed (Part Time and Full Time) \_\_\_\_\_

Number of NECPA Surveys Anonymously Submitted by Teaching Staff (Must be 70%) \_\_\_\_\_

Date Program Was Established \_\_\_\_\_

Year Current Ownership Began \_\_\_\_\_

Date of Verification Visit \_\_\_\_\_

Assigned Verifier Name \_\_\_\_\_

# Verification Visit Understandings and Agreements

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*This page is to be completed by the NECPA Verifier and the Program Director during the Verification Visit Exit Interview at the end of the visit.*

## To Be Completed by the NECPA Verifier

Visit Start Time \_\_\_\_\_ AM      Visit End Time \_\_\_\_\_ PM

1. I attest that all verification items have been reviewed using an unbiased and objective method.
2. I attest that I have no conflict of interest with the program I have reviewed.
3. I attest that each comment (if any) in the comment sections of Part A and Part B references a specific verification item and describes in detail, any incident of non-compliance.
4. I attest that the Director has had an opportunity to reply to each comment in the comment sections during an Exit Interview and make copies of each comment page.
5. I attest that I have collected ALL staff and parent surveys that were provided by the Director.
6. I attest that I have included a copy of the program's state license as provided by the Director.

Verifier Name \_\_\_\_\_

Verifier Signature \_\_\_\_\_

## To Be Completed by the Program Director

1. I have presented all answers, documentation and staffing as accurately as possible.
2. I have been provided an opportunity to provide a written response to each Verifier comment.
3. I have been provided an opportunity to make copies of any comment pages and any pages in my Self Assessment Instrument.
4. I have provided the NECPA Verifier all the anonymously collected surveys from the families served and from the full-time and part-time staff.
5. I understand that the final review and result issuance process may take up to 60 days.
6. I understand and agree that any falsification of information provided in my Self Assessment Instrument is grounds for immediate revocation of any current or future Accreditation Award.

Director Name \_\_\_\_\_

Director Signature \_\_\_\_\_

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# Introduction to NECPA Accreditation

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The National Early Childhood Program Accreditation (NECPA) Commission is committed to improving the quality of early childhood care and education programs. The NECPA Commission is doing this in several ways. The primary way is through the development and implementation of the instrument based accreditation system, The National Early Childhood Program Accreditation (NECPA). NECPA Accreditation is valid for early care and education programs serving children age birth through eight, including school-age before and after care, serving children up to age 12. Family Child Care Homes and Child Care Programs, who are licensed for seven (7) children or more are eligible for accreditation.

This instrument based accreditation system is a systemic indicator monitoring approach in which the program director, staff and parents evaluate the overall quality of their program. The indicator approach developed by Dr. Richard Fiene is based upon the compilation of key predictor items or indicators that have been identified as predicting the overall quality of a program and/or positive developmental outcomes for children by being in compliance with these key indicators. This approach has been developed, implemented and refined over the past 25 years in research studies Dr. Fiene has conducted in states across the nation and provinces in Canada. The indicator approach has demonstrated its efficiency and effectiveness in the monitoring of early childhood programs. By using the key indicator approach, the number of discrete items to be evaluated is substantially reduced but the overall confidence in the evaluation is maintained.

## Content and Organization

The Self Assessment Instrument (SAI) is based upon NECPA standards in the following content areas: administration and general operations; professional development and work environment; indoor environment; outdoor environment; developmental program; parent and community involvement; and health and safety.

Administration and general operations criteria are designed to provide a concise overview of the program's organization and method of operation. Professional development and work environment criteria are designed to determine the type of environment the program has created for staff. Outdoor environment criteria are designed to explore the ways the program uses the outdoor environment to enhance the development of the children in care. Indoor environment criteria are designed to detail how the program creates a positive environment for learning and social interaction. Health and safety criteria are designed to determine the standards the program has established in order to maintain a safe and healthy environment for the children in care. The Developmental Program criteria are based upon key indicators of quality and developmentally appropriate practice. Community and parent involvement criteria expand to the specific relationships that the program has with parents and with the overall community.

This Instrument is divided into two sections, **Part A** and **Part B**. Both sections consist of a "Yes/No" self-evaluative questionnaire. Each question or **Verification Item** references a specific NECPA Standard from the NECPA Standards Book. All verification items must be answered by the Director with the assistance of the program's staff and parents to complete each question accurately.

# Introduction to NECPA Accreditation

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## Content and Organization Continued

**Part A** is dedicated to documentation review. To complete this section, the program must compile a well-organized box or file of labeled documentation. This documentation consists of program policies/procedures, records, and staff qualifications that reference each verification item in Part A. **Part B** is dedicated to classroom observations. The director should answer each item only after she or he has ensured that all observable standards are present in each classroom.

Some programs may be subject to additional standards based upon State QRIS Initiatives. If your program is in one of the following states, please reference the corresponding 'State Standards Section' in the back of Part A: **Colorado, Ohio and Pennsylvania.**

## Commonly Used Accreditation Terms

A full list of terms and references is located in the Glossary beginning on page 127. The below terms are most commonly used throughout the NECPA accreditation process:

**Program Site Number:** Your Site Number is important to the accreditation process. It enables the NECPA Office to anonymously present your program's verified Self Assessment Instrument to the NECPA Commission and the National Accreditation Council with no identifying information. Please reference your Site Number in any communication with NECPA. Your program Site Number may be found by logging into your 'Client Profile' at [www.necpa.net](http://www.necpa.net).

**Standards Book (SB):** The NECPA Standards Book (SB) is divided into 14 chapters which encompass all 219 numbered standards. The Standards Book provides additional references, resources, and guidance for implementing NECPA Standards and completing your Self Assessment instrument.

**Self Assessment Instrument (SAI):** The Self Assessment Instrument (SAI) is used to verify the NECPA Standards that have been implemented at your program. Each standard is directly referenced by a Verification Item located in the Self Assessment Instrument (SAI). The SAI is divided into two parts. **Part A** is dedicated to documentation review and **Part B** is dedicated to observable standards at the program.

**Enrollment/Self-Study Period:** This is the period of time allotted for programs to implement any necessary standards and make changes as needed before their verification visit. The enrollment/self-study period is valid for up to two years. On average, programs are able to implement any needed changes and complete their Self Assessment Instrument (SAI) within 6 to 12 months. New and renewing programs must be enrolled before they can request a verification visit.

**Verification Visit:** A program's answers in their Self Assessment Instrument are reviewed during their NECPA Verification Visit. The visit is conducted at the program by a NECPA Verifier. The Verifier's job is to review all documentation and observe all classrooms/areas and note each Verification Item as 'Verified' or 'Non-Verified.' These answers and all comments are presented to the NECPA National Accreditation Council and Commission for anonymous review and determination of Accreditation Result.

# Introduction to NECPA Accreditation

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## Accreditation Award Process

The following five step overview of the NECPA Accreditation process will help you plan and assess your program's progress as you seek accreditation. Additional resource materials, templates and checklists are available in the Resource Guide and Standards Book (SB).

### 1. Enrollment and Self-Study:

- Once enrolled, your program's first step towards accreditation is to review the NECPA Standards. Reviewing the standards enables you to evaluate the program and implement any standards which are not currently in place.
- The enrollment/self-study period is valid for up to two years. On average, programs implement any needed changes and complete the Self Assessment Instrument (SAI) within 6 to 10 months.

### 2. Verification Visit:

- Once your program's Self Assessment Instrument (SAI) is complete and if the program has been in operation for one year, you may request a verification visit at any time during your enrollment period. All items in Part A and Part B must be answered and documentation for Part A labeled with each SAI verification item number in a well-organized box or file prior to submitting a verification visit request.
- You may submit your visit request online, by email, fax or mail. Please allow up to 120 days for the visit to take place. An expedited visit may be requested, but is subject to an additional fee. You are required to disclose any conflict of interest the program may have with an assigned NECPA Verifier.
- On the day of the visit the NECPA Verifier will verify ALL answers to each verification item in program's the Self Assessment Instrument (SAI) by reviewing the documentation box/file and observing all classrooms and outdoor areas. **Do not leave any verification items unanswered.** At the end of the program's visit the Verifier will allot time to conduct an Exit Interview to review any comments in Part A and/or Part B. During the Exit Interview, the Director is able provide written responses to all comments made by the Verifier.

### 3. Accreditation Results

- Your program's Self Assessment Instrument is compiled by the NECPA Office into an anonymous profile which is submitted for review by the NECPA National Accreditation Council and Commission. Results are issued by email within 60 days of your program's verification visit. The NECPA Council and Commission may determine one of the following results:
  - Full Accreditation: This award of Accreditation is valid for three years with proper award maintenance through Annual and Self Reports.

# Introduction to NECPA Accreditation

---

## Accreditation Award Process Continued

- Pending: Pending requires submission of additional documentation for review before a program may attain full accreditation. Programs have up to 3 months to submit the required evidence. Evidence will be reviewed and results issued within 30 days of submission.
- Deferred with Items: This deferral requires substantial additional documentation to be submitted for review before a program may attain full accreditation. Programs have up to 6 months to submit the requested additional evidence. Evidence will be reviewed and results issued within 30 days of submission.
- Deferred with a Revisit: A Deferral with a Revisit requires an additional verification visit before a program may attain full accreditation. Programs have up to 6 months to request a Deferral Visit. The visit may take up to 120 days to schedule. Results will be issued within 60 days of the deferral visit.
  - Appeals: Appeals must be submitted in writing, clearly stating the reason for your appeal and must include documentation to support your appeal. Appeals will be reviewed within 30 days of submission.

## 4. Award Maintenance

- First and Second Annual Report
  - NECPA requires the submission of two Annual Reports in order to maintain accreditation for all three award years. These reports are due within the program's first and second anniversary months and must be submitted no later than the accreditation anniversary date.

## 5. Renewal Process

- Re-Enrollment: To prevent a lapse in accreditation, Accredited Programs should re-enroll at least one year prior to their current accreditation expiration date. This will allow your program enough time to complete a new Self Assessment Instrument, compile and organize supporting documentation, schedule the renewal visit, and receive your accreditation results.
- Renewal Visit: Accredited programs are encouraged to submit the verification visit request at least 8 months prior to their accreditation expiration date. This allows for the 120 days it may take the NECPA office to schedule a program's visit and the 60 days necessary for NECPA Council and Commission review.

# NECPA Self Assessment Instrument

## Part A – Documentation

To obtain verification of each item in Part A it is necessary to review the program's written documentation for varying policies, procedures and qualifications. All documents must be well-organized, easily accessible and labeled with each question/item number. It is best to utilize the 'NECPA Documentation Labels' provided in the program's Enrollment Packet to label your documentation. Additional copies are available for download online under 'Program Resources.'

**ANSWER ALL ITEMS by circling 'Yes,' 'No' or 'NA'.** If a verification item does not apply to the program, please circle "N/A" for "not applicable." Do not leave any items unanswered. "Reserved" indicates the item is reserved for a future update.

---

### **Pre-Verification Visit Documentation Checklist**

- All verification items have been answered 'Yes' or 'No' or 'NA' in Part A** of the Self Assessment Instrument.
- A well-organized system with labeled copies of written documentation for **ALL VERIFICATION ITEMS** is ready for review.
- The Program Contact Information on page 3 is complete with the most current information for the program and Director.
- A copy of the program's current state license (or exemption letter) is available for the Verifier to collect.
- Surveys have been anonymously collected from at least 70% of the full and part time staff members and at least 50% of the families served.
- All staff records are well-organized for verification item A-141.
  - Diplomas, degrees and credentials of staff members are well-documented. (A notarized statement of credentials will be accepted.)
  - All staff training hours from 12 months prior to your visit date are well-organized.

## Section 1: Director, Teacher, and Staff Qualifications and Development

---

A-1) Is the Director at least 21 years of age? Yes No

**VERIFICATION**

**V NV**

A-2) Does the Director meet the required qualifications\* for education/experience?  
(Circle "Yes" to all that apply, only one of the criteria is required to meet this standard.)

A) Holds a bachelor's degree in early childhood education, school-age care, elementary education, child development, social work, pediatric nursing, sociology, psychology, human development and family studies, or another child-related field, and one year of experience as a teacher?

Yes No N/A

**OR**

B) Holds an associate's degree in early childhood education or an above noted field and at least two years of experience as a teacher?

Yes No N/A

**OR**

C) Holds a Certified Childcare Professional® (CCP)® or Child Development Associate™ (CDA)™ or an approved higher-quality, comparable credential approved by the state\* and at least three years of experience as a teacher?

Yes No N/A

*Please Note: Transcripts, diplomas or registries for the highest level of education must be presented as evidence during the verification visit.*

*\*Please Note: NECPA recognizes 12 credits in early childhood education and/or development as equivalent or comparable to most state credentials; therefore, any Director who meets this alternative qualification will satisfy this portion of the education requirement.*

**VERIFICATION**

**V NV**

A-3) Does the education of the Director **ALSO** include **ONE** of the following:  
(Circle 'Yes' to all that apply, only one of the criteria is required to meet this standard.)

A) The National Administrator Credential® (NAC)® or an equivalent approved administrator credential?

Yes No N/A

**OR**

B) A course in early childhood administration or business administration?

Yes No N/A

**OR**

C) At least one-year experience as the administrator of an early childhood program?

Yes No N/A

**VERIFICATION**

**V NV**

A-4) Does the Director have documented leadership training, if they do not hold The National Administrator Credential® (NAC)® or an equivalent approved administrator credential?

Yes No N/A

*\*Please Note: Leadership training may be provided in-house or through an outside agency and must include topics such as delegation, communication, teamwork/team building, coaching, conflict management, and motivation. A certificate or agenda including the topics may be used as evidence.*

**VERIFICATION**

**V NV**

A-5) Does the Director have a valid certificate in infant and child First Aid and CPR?

Yes No

**VERIFICATION**

**V NV**

A-6) Are all Lead Teachers at least 21 years of age?

Yes No

**VERIFICATION**

**V NV**

A-7) Does each Lead Teacher meet the required qualifications\* for education and experience: (Circle 'Yes' to all that apply, only one of the criteria is required to meet this standard.)

A) Holds a bachelor's degree in early childhood education, school-age care, elementary education, child development, social work, nursing, sociology, psychology, human development and family studies, or another child-related field?

Yes No N/A

**OR**

B) Holds an associate's degree in early childhood education or an above noted field and at least and one year of experience as a teacher?

Yes No N/A

**OR**

C) Holds a Certified Childcare Professional® (CCP)® or Child Development Associate™ (CDA)™ or an approved higher-quality, comparable credential approved by the state\*\* and two years of experience as a teacher?

Yes No N/A

*\*Please Note: Transcripts, diplomas or registries for the highest level of education must be presented as evidence during the verification visit.*

*\*\*Please Note: NECPA recognizes 12 credits in early childhood education and/or development as equivalent or comparable to most state credentials; therefore, any Teachers who meet this alternative qualification will satisfy this portion of the education requirement.*

**VERIFICATION**

**V NV**

A-8) If in a supervisory role,\* does each supervisory Lead Teacher have documented leadership training\*\*?

Yes No N/A

*\*Please Note: Supervisory role refers to a lead teacher who mentors/instructs other teaching staff.*

*\*\*Please Note: Leadership training may be provided in-house or through an outside agency and must include topics such as delegation, communication, teamwork/team building, coaching, conflict management, and motivation. A certificate or agenda including the topics may be used as evidence.*

**VERIFICATION**

**V NV**

A-9) *RESERVED*

A-10) Are all Assistant Teachers at least 18 years old and hold a high school diploma or equivalent?

Yes No

**VERIFICATION**

**V NV**

A-11) **Do at least 33%** of the Assistant Teachers meet **ONE** of the following qualifications\* for education and experience? (*Circle ‘Yes’ to all that apply, only one of the criteria is required to meet this standard.*)

A) Do at least 33% of the Assistant Teachers have six credits in early childhood education or a related field and six months of experience serving the children of the age group(s) in care?

**OR**

Yes No N/A

B) Do at least 33% of the Assistant Teachers have three credits in early childhood education or a related field and one year of experience serving the children of the age group(s) in care?

**OR**

Yes No N/A

C) Do at least 33% of the Assistant Teachers hold a Certified Childcare Professional® (CCP) or Child Development Associate™ (CDA) or an approved higher-quality, comparable credential approved by the state,\* and one year of experience serving the children of the age group(s) in care?

**OR**

Yes No N/A

D) If the program does not currently meet this standard, is there a Statement of Intent or Plan of Action to meet the 33% education requirement for Assistant Teachers?

Yes No N/A

*\*Please Note: Transcripts, diplomas or registries for the highest level of education must be presented as evidence during the verification visit. NECPA recognizes 12 credits in early childhood education and/or development as equivalent or comparable to most state credentials; therefore, any Teachers who meet this alternative qualification will satisfy this portion of the education requirement.*

**VERIFICATION**

**V NV**

A-12) *RESERVED*

A-13) Does each Assistant Teacher work under the guidance of a Lead Teacher to ensure continuity of curriculum goals for the children in care as well as following health and safety policies?

Yes No

**VERIFICATION**

**V NV**

A-14) Are all Teacher Aides at least 18 years?

Yes No N/A

**VERIFICATION**

**V NV**

A-15) Are Teacher Aides counted in child:staff ratio but never left alone with children?

Yes No N/A

**VERIFICATION**

**V NV**

A-16) If substitute staff are used/available, do they:

A) At a minimum, meet the requirements of Assistant Teachers?

Yes No N/A

B) Work under direct supervision of an employed teacher?

Yes No N/A

**VERIFICATION**

**V NV**

A-17) If volunteers are used/available, are they:

A) At least 16 years of age?

Yes No N/A

B) Working under the direct supervision of an employed teacher?

Yes No N/A

C) Never left alone with children and not counted in child:staff ratio?

Yes No N/A

**VERIFICATION**

**V NV**

- A-18) Does the program provide substitute staff and volunteers with training in the following areas before beginning work with children:
- |  |     |    |     |
|--|-----|----|-----|
| A) The names and developmental needs of the children they are responsible for? | Yes | No | N/A |
| B) Routines and transitions?   | Yes | No | N/A |
| C) Acceptable methods of behavior management?                                  | Yes | No | N/A |
| D) Meal patterns and food handling policies?                                   | Yes | No | N/A |
| E) General and emergency health and safety procedures?                         | Yes | No | N/A |
| F) Handwashing procedures?   | Yes | No | N/A |
| G) Diapering procedures?   | Yes | No | N/A |
| H) Injury prevention and safety?   | Yes | No | N/A |

**VERIFICATION**

**V NV**

- A-19) Does the program have written job descriptions for **ALL** staff positions? Yes No

*Please Note: This may include the Director, Assistant Director, Lead Teacher, Assistant Teacher, Aide, Bus Driver, Cook, etc.*

**VERIFICATION**

**V NV**

- A-20) Prior to employment, does the Director/Administrator complete the following for all staff members, regardless of position, including substitutes:
- |  |     |    |
|--|-----|----|
| A) Check the applicant's references?   | Yes | No |
| B) Verify past employment?   | Yes | No |
| C) Complete all criminal background checks as required by state regulations?   | Yes | No |
| D) Review and sign the discipline/behavior management policy, which specifically identifies the consequences for not adhering to this policy?* | Yes | No |

*\*Please note: Item D) This item may be verified through a policy/statement in the employee/staff handbook or a sample of the signed agreement.*

**VERIFICATION**

**V NV**

- A-21) Upon completion of the hiring process and prior to assuming responsibilities, which orientation methods does the program use with new teachers:
- |  |     |    |
|--|-----|----|
| A) Reviewing all policies and procedures, including the staff handbook and/or orientation manual?  | Yes | No |
| B) Observing the classroom assigned?   | Yes | No |
| C) Meeting children, coworkers and administrators?   | Yes | No |
| D) Participating in a supervisory observation, so the Director may assess the new teacher's mental and physical ability to work effectively with young children? | Yes | No |
| E) Participating in "In-service training"?   | Yes | No |
| F) Other, please specify _____   | Yes | No |

**VERIFICATION** **V** **NV**

- A-22) Does the program have a staff handbook? Yes No

**VERIFICATION** **V** **NV**

- A-23) Has the staff handbook been reviewed and updated (if necessary based upon the review) in the last 12 months? Yes No

**VERIFICATION** **V** **NV**

- A-24) Does the program require at least 30 clock hours of job-related continuing education during the first year of employment and at least 24 clock hours of continuing education based on individual competency needs each year thereafter for all directors and teaching staff, including regularly scheduled substitutes?\*
- Yes No

*\*Please Note: For NECPA purposes, one college credit equals 45 clock hours.*

**VERIFICATION** **V** **NV**

A-25) The program requires all teaching staff to complete training in the following:

- |   |     |    |
|---|-----|----|
| A) Knowledge of typical and atypical physical, cognitive, and social-emotional child growth and development;  | Yes | No |
| B) Designing and implementing developmentally appropriate lesson plans and group activities;  | Yes | No |
| C) Discipline and behavioral management strategies, including positive guidance techniques;   | Yes | No |
| D) Mandated child abuse and neglect identification and reporting;   | Yes | No |
| E) Appropriate and positive touch;  | Yes | No |
| F) Appropriate care of infants, including shaken baby syndrome, safe sleep practices and conditions (if serving infants);   | Yes | No |
| G) Health practices and promotion, including: infectious disease control and prevention, proper handwashing, daily health checks, knowing the signs and symptoms of childhood illnesses and standard precautions; | Yes | No |
| H) Appropriate classroom management, including indoor and outdoor supervision and successful transition strategies;   | Yes | No |
| I) Cultural diversity and working with diverse families;  | Yes | No |
| J) Proper nutrition, including age appropriate serving sizes;   | Yes | No |
| K) Developmentally appropriate physical activities, aimed at lowering the risk of childhood obesity;  | Yes | No |
| L) Room arrangement and classroom planning, including accidental injury prevention strategies;  | Yes | No |
| M) Appropriate cleaning protocols for classroom environments;   | Yes | No |
| N) Management of job-related physical and mental health concerns;   | Yes | No |
| O) Effective child and parent/guardian communication strategies;  | Yes | No |
| P) Procedures and practice of handling emergency/disasters, including but not limited to: shelter in place, natural/weather related disasters, and intruder emergency situations;                                 | Yes | No |

**(A-25 Continued on Next Page)**

- |  |     |    |
|--|-----|----|
| Q) Knowledge of available community resources to address health and safety needs;    | Yes | No |
| R) Inclusion of children with developmental delays and/or special health care needs; | Yes | No |
| S) Implementation of child assessment measures in use.                               | Yes | No |

*Please note: This training may be completed during the orientation process. An orientation manual or training schedule may suffice as evidence.*

**VERIFICATION** **V** **NV**

- |  |     |    |
|--|-----|----|
| A-26) Do all supportive staff (cooks, bus drivers, administrators, etc.) and volunteers have documented training in the following? |     |    |
| A) Standard precautions and handwashing;   | Yes | No |
| B) Developmental characteristics of the children in care;  | Yes | No |
| C) Mandated child abuse and neglect reporting;   | Yes | No |
| D) The behavioral management philosophy of the program.  | Yes | No |

*\*Please note: This training may be completed during the orientation process. An orientation manual or training schedule may suffice as evidence.*

**VERIFICATION** **V** **NV**

- |   |     |    |
|---|-----|----|
| A-27) Does the program conduct an annual needs assessment to identify areas of training needs and create a professional development plan for staff? | Yes | No |
|---|-----|----|

**VERIFICATION** **V** **NV**

- |  |     |    |
|--|-----|----|
| A-28) Are the results of formal classroom observations* also used to create individual professional development plans? | Yes | No |
|--|-----|----|

*\*Please Note: Pennsylvania programs must provide evidence of bi-annual observations per Keystone STARS QRIS, STAR 4 requirements.*

**VERIFICATION** **V** **NV**

A-29) Do all staff who have food **handling** responsibilities, such as serving snack or meals, receive training in food protection/handling or equivalent? Yes No

*\*Please note: In-house food protection/handling training will suffice as evidence for this standard.*

**VERIFICATION** V NV

A-30) Does the designated food service supervisor or cook responsible for food **preparation** have a certificate in food service and food safety? Yes No

**VERIFICATION** V NV

A-31) *RESERVED*

A-32) Does the program have a teacher retention plan that includes the following:

A) Staff development plan or formal evaluation program, including a career ladder? Yes No

B) Training opportunities (*which may include coverage of dues for professional organizations and/or training courses*)? Yes No

C) Merit raises and promotions (*which may include bonuses*)? Yes No

D) Benefits (*which may include employee choice of health coverage or retirement savings plan*)? Yes No

E) Other: \_\_\_\_\_

**VERIFICATION** V NV

A-33) Does the program have an open door policy as well as other communication mechanisms in place which allow for regular and open communication between management and staff, that may include newsletters, individual staff/administrative meetings, and staff memos (paper or electronic)? Yes No

**VERIFICATION** V NV

A-34) Are weekly staff meetings held to ensure ongoing care is provided using a team concept, which meets the program's short term and long term goals for children? Yes No

*Please Note: Weekly staff meetings may include communication between the director and staff in a variety of means as referenced in item A-33. Evidence of continual weekly staff meetings must be provided for review in the program's labeled documentation.*

**VERIFICATION** V NV

A-35) Is there a system in place for teachers to request materials for classroom projects/activities and teaching supplies? Yes No

**VERIFICATION** V NV

## Section 2: Supervision

---

A-36) Is there a **policy** that states all children (including school-age) are always within sight and sound\* of a qualified teacher\*\*? Yes No

*\*Please Note: Children must be able to be seen and heard at all times by the teacher. For example, if the teacher is working momentarily one-on-one with a child, but is able to see all of the children by slightly moving their position, then this standard is met.*

*\*\*Qualified teacher is defined as a Lead Teacher, Assistant Teacher, Aide, and/or a Substitute Teacher who meets all NECPA requirements.*

**VERIFICATION** V NV

A-37) Does the program have a policy and procedure for maintaining age appropriate child:staff ratios at all times of operation?\* Yes No

*\*Please Note: This may include a procedure for calling-in a staff member early or requiring the Director or Assistant Director to join the classroom if attendance is higher than anticipated.*

**VERIFICATION** V NV

A-38) Does the program have a policy and procedure that ensures at any given time, (even during times of low enrollment and/or attendance), there are two staff members, (which may include the Director), present at the program during operational hours? Yes No

**VERIFICATION** V NV

- A-39) Does the program:
- |  |     |    |
|--|-----|----|
| A) Have an assigned Lead Teacher for each age group (including school-age)?                                | Yes | No |
| B) Have at least one qualified Lead Teacher working in the program at all times when children are in care? | Yes | No |

*Please Note: Lead teachers are not required to be present during the designated rest/nap period and the designated sleep period of evening and overnight care. Recommended age groups are defined on page 127 of the Glossary.*

**VERIFICATION** **V** **NV**

- A-40) Does the program's attendance policy require the following:
- |   |     |    |
|---|-----|----|
| A) An accessible document that provides parent/guardian contact information, (for example email address, cell and work phone numbers), so there is always a method of contacting the parent/guardian? | Yes | No |
| B) A printed roster of all children currently enrolled is accessible within 60 seconds in case of an emergency that requires evacuation?  | Yes | No |
| C) A daily attendance log that identifies the time of arrival and departure for each child?   | Yes | No |

**VERIFICATION** **V** **NV**

- A-41) Is there an established procedure for verifying who is authorized to pick up a child from care that includes the following:
- |  |     |    |
|--|-----|----|
| A) Written authorization in the child's file (including bus transportation for school-age)?  | Yes | No |
| B) Verification of the identity of any new person picking up a child from care?  | Yes | No |
| C) Training for any staff member responsible for verifying identity and what to do in the case of having to deny the release of a child? | Yes | No |

**VERIFICATION** **V** **NV**

## Section 3: Behavior Management

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- A-42) Does the program's behavioral management policy:
- |  |     |    |
|--|-----|----|
| A) Include the program's expectations and responses to children's developmentally appropriate behaviors?                                 | Yes | No |
| B) Include preventative and reactive approaches and other positive methods of guidance appropriate to the ages of the children enrolled? | Yes | No |
| C) Clarify prohibited teacher behaviors?   | Yes | No |

**VERIFICATION** **V** **NV**

- A-43) Is the program's behavioral management policy:
- |  |     |    |
|--|-----|----|
| A) Discussed with families upon enrollment in the program?                     | Yes | No |
| B) Discussed with children of appropriate ages upon enrollment in the program? | Yes | No |

**VERIFICATION** **V** **NV**

- A-44) Are the following teacher/staff behaviors prohibited:
- |   |     |    |
|---|-----|----|
| A) The use of corporal punishment*?   | Yes | No |
| B) Any form of emotional abuse, including teasing, humiliating, ignoring, isolating, bullying or harassment?          | Yes | No |
| C) The withholding or use of food, meals, or snacks?  | Yes | No |
| D) Verbal abuse, including taunting, speaking harshly, or sarcastically that is meant to demean the child in any way? | Yes | No |

*\*Please Note: Corporal punishment is defined as physical punishment that intentionally causes pain and discomfort to children in response to undesired behavior.*

**VERIFICATION** **V** **NV**

## Section 4: Health Protection and Promotion

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A-45) Does the program have policies and procedures in the Parent and/or Staff Handbook on the following health protection and promotion topics:

A) Clear instructions for handling emergency and critical care situations?	Yes	No
B) Illness inclusion and exclusion policies for both children and staff that addresses reentry into the program after illness?	Yes	No
C) Guidelines that address seasonal and pandemic flu policies, including reporting designated infectious diseases to the CDC?	Yes	No
D) An explanation of common child care illnesses that includes a plan to handle sick children, as well as safety measures to protect the health of other children and staff?	Yes	No
E) Prevention protocol for communicable diseases?	Yes	No
<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>

A-46) Does the program have a written policy for reporting child abuse and neglect that includes the following:

A) Documented new hire and ongoing training for recognizing common symptoms and signs of child abuse?	Yes	No
B) Notification to parents or guardians that is given upon enrollment making them aware of the program's legal responsibility to report child abuse and neglect?	Yes	No
C) Requirement that any instance where there is reasonable cause to believe that child abuse, neglect, or exploitation may have occurred, it must be reported to the Department of Social Services, Child Protective Services Agency, or police?	Yes	No
<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>

A-47)	Does the program have a policy and procedure in place to ensure that at least annually children, excluding school-age, <u>are referred to</u> any needed screenings, including;		
	A) Vision?	Yes	No
	B) Speech/Language?	Yes	No
	C) Hearing?	Yes	No
	D) Special health care needs?	Yes	No
	E) Other _____	Yes	No

*\*Please Note: Screenings may be performed at the program or through an outside health organization.*

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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A-48) *RESERVED*

A-49) *RESERVED*

A-50)	Does the program conduct daily health screenings of the children which include:		
	A) Changes in usual behavior or appearance?	Yes	No
	B) Taking the child's temperature by the use of a thermometer, if there are changes in the child's behavior or appearance?	Yes	No
	C) Skin rashes, itchy skin, or lice/nits (during a lice outbreak)?	Yes	No
	D) Complaints of pain or not feeling well?	Yes	No
	E) Other signs or symptoms of illness (including drainage from eyes, vomiting, and diarrhea)?	Yes	No
	F) Reported illness or injury to child since last day of attendance?	Yes	No

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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A-51) Complete the chart below to verify the number of staff involved in the provision of care who are certified in infant and child First Aid and CPR:

Verification Item	# of Staff
A) Total number of full-time and part-time staff involved in the provision of care, including support staff that may assist or supervise children:	
B) Total number of staff certified in infant and child First Aid and CPR:	

**VERIFICATION**

**V      NV**

A-52) In accordance with item A-51, are 90% of staff involved in the provision of care, including support staff that may assist or supervise children, currently certified in infant and child First Aid and CPR?

Yes      No

*\*Please Note: First aid training, including rescue breathing and first aid for choking, must be consistent training developed by the American Red Cross, the American Heart Association, the National Safety Council for First Aid Training Institute, a state approved organization, or the equivalent of one of the four. Verifier must see the actual First Aid card issued by the trainer for each employee or a notarized copy. The original card or certificate are required as proof of verification. Photocopies and rosters are not acceptable evidence. Printed certificates or cards with a verifiable certificate number and/or barcode are accepted.*

**VERIFICATION**

**V      NV**

A-53) At a minimum, does the program ensure that at least one staff member certified in infant and child First Aid and CPR is present at the program at all times?

Yes      No

**VERIFICATION**

**V      NV**

A-54) Is there a designated staff member(s) who has responsibility for health and safety issues at the program?

Yes      No

**VERIFICATION**

**V      NV**

A-55) Who is that person(s)?

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Name(s)

<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>
A-56)	Which of the following are included in their responsibilities:		
	A) Oversees day-to-day program-level health and safety issues?	Yes	No
	B) Serves as an additional resource for families when they have health concerns or needs?	Yes	No
	C) Ensures that program-level health and safety concerns are addressed/resolved?	Yes	No

<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>
A-57)	<i>RESERVED</i>		

A-58)	Does the program administer medication?	Yes	No*	N/A*
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**\*(If No or N/A, please select N/A for Items A-59 and A-60.)**

*Please Note: Non-prescription sunscreen and insect repellent must have parental/guardian consent, but do not require instructions from a health professional.*

<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>
A-59)	If the program administers medication, is there a written medication policy that includes the following:		<b>N/A</b>
	A) Only designated persons, who are certified through Medication Administration Training (MAT) or a state approved, standardized competency-based training provided by a licensed health professional, are authorized to administer medications?	Yes	No
	B) Signed parental/guardian consent for the administration of a specified prescription or nonprescription medication?	Yes	No
	C) Prescription issued directly by a healthcare provider with specific dosage and administration instructions?	Yes	No
	D) Information on medication, including possible side effects, is provided to the program by parents/guardian(s)?	Yes	No
	E) Medication administration log?	Yes	No

<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>
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A-60)	Is there a medication administration log that contains the following information:	<b>N/A</b>	
	A) Child's first and last name?	Yes	No
	B) Expiration date of medication?	Yes	No
	C) Name of the medication?	Yes	No
	D) Age appropriate or provider specified dosage?	Yes	No
	E) The manufacturer's instructions or prescription label with specific, legible instructions for administration, storage and disposal?	Yes	No
	F) If a prescription, the name of the health care provider who wrote the prescription?	Yes	No
	G) Time(s) and date(s) to be administered?	Yes	No
	H) Parent/guardian(s) signature?	Yes	No
	I) Person who administered the medication, the dosage/amount and time administered?	Yes	No

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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A-61)	Is there a file or log in which all illnesses/communicable diseases are recorded at the program?	Yes	No
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<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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A-62)	Does the illness log include the following:		
	A) The date, time, and name of the person impacted?	Yes	No
	B) Identification of the symptoms?	Yes	No
	C) Detailed explanation of how the teacher/staff member responded to the symptoms?	Yes	No
	D) Person contacted, including a parent/guardian, emergency contact, nurse, or local health department (if warranted)?	Yes	No
	E) Name of the person who filled out the log?	Yes	No

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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- |       |   |     |    |
|-------|---|-----|----|
| A-63) | Does the program have a policy in all handbooks/manuals that requires:  |     |    |
|       | A) A child's parents be notified as soon as possible when the child's behavior indicates any sign or symptom of possible illness that may require exclusion from the program? | Yes | No |
|       | B) A separate area to care for children who are too ill to receive care in the regular group until a parent or guardian arrives to pick up the sick child?                    | Yes | No |

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
---------------------	----------	-----------

- |       |  |     |    |
|-------|--|-----|----|
| A-64) | Is there a file or log in which all injuries are recorded? | Yes | No |
|-------|--|-----|----|

**AND**

Does the injury log include the following:

- |    |   |     |    |
|----|---|-----|----|
| A) | Name, gender, and age of the injured person?  | Yes | No |
| B) | Description of the injury?  | Yes | No |
| C) | Date and time of injury?  | Yes | No |
| D) | Location where injury took place?   | Yes | No |
| E) | Body part(s) involved?  | Yes | No |
| F) | Description of any consumer product involved?   | Yes | No |
| G) | Name of the staff member responsible for supervising the child at the time of the injury? | Yes | No |
| H) | Actions taken on behalf of the injured following the injury?                              | Yes | No |
| I) | Name of person who completed the report?  | Yes | No |
| J) | Name and address of the program?  | Yes | No |

*Please Note: A blank sample of the form/log used in the injury file/log is sufficient as evidence for this standard.*

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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A-65) Does the program have a formal or informal relationship with a medical professional who is available as a resource regarding health and safety issues, including mental and behavioral wellness? Yes No

**VERIFICATION** V NV

A-66) *RESERVED*

A-67) *RESERVED*

A-68) *RESERVED*

A-69) *RESERVED*

A-70) Does the program's food and nutrition policy include the following:

A) Age-appropriate nutrition and food requirements that include healthy eating and the daily schedule for snacks and mealtimes? Yes No

B) Food handling protocol to prevent cross contamination? Yes No

C) Protocol for teachers working with families to introduce food? Yes No

D) Policy/guideline on food brought from home? Yes No

**VERIFICATION** V NV

## Section 5: Physical Environment, Equipment, Prohibited Supplies and Transportation

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A-71) *RESERVED*

A-72) Does the program have a policy to ensure the following criteria for the arts and crafts supplies/materials and area:

A) Are supplies/materials nontoxic? Yes No

B) Children and staff are not permitted to eat or drink while using materials? Yes No

C) Supplies/materials are only used in well-ventilated areas? Yes No

**VERIFICATION** V NV

A-73) Are the following **daily** cleaning tasks outlined to ensure a healthy and safe environment between major cleanings:

- |   |     |    |
|---|-----|----|
| A) Cleaning and disinfecting mouthed infant and toddler toys? | Yes | No |
| B) Cleaning general classroom areas?                          | Yes | No |
| C) Cleaning bathrooms?  | Yes | No |
| D) Cleaning dining areas?                                     | Yes | No |

**VERIFICATION**

**V NV**

A-74) Are the following **weekly** cleaning tasks outlined to ensure a healthy and safe environment between major cleanings:

- |  |     |    |
|--|-----|----|
| A) Cots, mats, and cribs are kept separate, notated for individual child's use, and cleaned and sanitized? | Yes | No |
| B) Sheets and blankets are kept separate, notated for individual child's use, and washed?                  | Yes | No |
| C) Non-mouthed toys are cleaned and sanitized?   | Yes | No |

**VERIFICATION**

**V NV**

A-75) Are major cleaning projects, including carpet cleaning, done on a scheduled and/or as needed basis in order to maintain a healthy and clean environment?

Yes No

**VERIFICATION**

**V NV**

A-76) If yes, what are the types of cleanings and the schedule for the major cleanings?

Yes No

*\*Please Note: A documented list of scheduled major cleaning may be used as evidence.*

**VERIFICATION**

**V NV**

A-77) Is there a system in place to order needed repairs or replacement of equipment in a timely fashion?

Yes No

**VERIFICATION**

**V NV**

A-78)	Does the program provide regular transportation as part of their service?			
	A) To and from home;	Yes	No*	N/A*
	B) To and from local schools;	Yes	No*	N/A*
	C) Field trips.	Yes	No*	N/A*

**\*(If No or N/A for all items, answer N/A to Items A-79 through A-80.)**

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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A-79)	If the program provides transportation, does it have the following in place:	<b>N/A</b>	
	A) Regularly scheduled maintenance of the vehicle(s) and a maintenance log for each vehicle?	Yes	No
	B) A policy and routine to protect children from being forgotten in vehicles, or being left unattended and unsupervised, both inside and outside of vehicles during times of entering or departing?	Yes	No
	C) A protocol that includes a final bus walkthrough by a lead teacher, bus driver, or bus monitor?	Yes	No
	D) Current liability and vehicle insurance?	Yes	No
	E) Transportation logs?	Yes	No
	F) The use of age appropriate restraint systems for all children, <i>(if available or required by the state)?</i>	Yes	No
	G) Adequate supervision for children being transported?*	Yes	No
	H) Emergency information for each child available on each vehicle?	Yes	No
	I) A first aid kit properly equipped for each vehicle.	Yes	No

*\*Please Note: Child:staff ratios must be maintained on all field trips and during transport.*

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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A-80)	Does the program require all employed drivers to meet the following criteria:	<b>N/A</b>	
A)	Are at least 21 years old?	Yes	No
B)	Possess a valid driver's license or commercial license ( <i>if required by the state</i> ) that authorizes them to operate the type of vehicle being driven?	Yes	No
C)	Have evidence of a safe driving record for more than three years?	Yes	No
D)	No medical condition that would compromise driving, supervision or evacuation capability and no use of alcohol or any prescription, nonprescription, or over the counter medications that may impair driving abilities?	Yes	No
E)	Have completed all state background checks?	Yes	No
<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>

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## Section 6: Teacher:Child Interactions and Care

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A-81)	To ensure continuity of care,* does the program have a policy which:		
A)	Limits the number of qualified teachers who care for any one child during a normal day?	Yes	No
B)	Assigns primary teachers to work with infants and toddlers for a period of no less than 9 months?	Yes	No
<p><i>*Please Note: This standard does not include staff members who relieve teachers for lunch breaks. This standard is referencing the specific team of teachers for this classroom and child in order to ensure continuity of care. Continuity of care is evident in both policy and scheduling.</i></p>			
<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>

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## Section 7: Infant and Toddler Care

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A-82)	Does the program allow the use of cloth diapers?	Yes	No	N/A
<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>	

- A-83) If the program allows the use of cloth diapers, are the following plans and procedures in place:
- |   |     |    |     |
|---|-----|----|-----|
| A) A written, articulated sanitation plan that includes disposal of waste and how to return diapers to parents/guardians?           | Yes | No | N/A |
| B) Training for any staff member who will have contact with that child, including substitutes, on the care of soiled cloth diapers? | Yes | No | N/A |
| C) A requirement that cloth diapers have an absorbent liner as well as an outer cover that is waterproof?                           | Yes | No | N/A |

**VERIFICATION**

**V NV**

- A-84) Does the program have a policy stating that infants are always put to sleep using current American Academy of Pediatrics' (AAP) Guidelines for Infant Sleep Safety and SIDS Risk Reduction\*, including:

- |  |     |    |     |
|--|-----|----|-----|
| A) On their back?                                    | Yes | No | N/A |
| B) On flat, firm mattress with tight fitting sheets? | Yes | No | N/A |

**AND** are the following items prohibited:

- |   |     |    |     |
|---|-----|----|-----|
| C) Soft toys?                           | Yes | No | N/A |
| D) Blankets?                            | Yes | No | N/A |
| E) Bumpers?                             | Yes | No | N/A |
| F) Pillows or boppies?                  | Yes | No | N/A |
| G) Swaddling?                           | Yes | No | N/A |
| H) Necklaces?                           | Yes | No | N/A |
| I) Bibs?                                | Yes | No | N/A |
| J) Strings or attachments to pacifiers? | Yes | No | N/A |

*\*Please Note: If there is a medical reason for any exceptions to the current safe sleep plan, a physician's note must be on file and documentation of a care plan must be present in the classroom.*

**VERIFICATION**

**V NV**

A-85)	Does the program have a policy to support breastfeeding at the program and proper care for breast milk brought from home?	Yes	No	N/A
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<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>	
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A-86)	Does the program provide teachers with appropriate training on the proper handling, storing, and serving of breast milk?	Yes	No	N/A
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<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>	
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## Section 8: Curriculum

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A-87)	Does the program have a <b><u>written statement of its mission, philosophy, principles and developmental goals for children</u></b> that is included in the staff handbook, parent handbook, and orientation materials?	Yes	No	
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<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>	
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A-88)	Does the program have a <b><u>written comprehensive, coordinated, and planned curriculum</u></b> based on the program's philosophy, principles, goals for children's development, that if applicable, aligns with state guidelines or principles?	Yes	No	
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<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>	
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A-89)	Does the program have an internal committee(s), which includes program administration, teachers, program staff, and parents/guardians which annually:	Yes	No	
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A)	Reviews the curriculum plan and developmental program?	Yes	No	
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B)	Recommends changes in writing, (if necessary), based upon the review?	Yes	No	
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<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>	
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A-90) Reserved

A-91) Are curriculum choices made using the following:

- |  |     |    |
|--|-----|----|
| A) Individual needs of children?             | Yes | No |
| B) Developmentally appropriate practice?     | Yes | No |
| C) Reliable & valid assessments of children? | Yes | No |
| D) Teacher's input?                          | Yes | No |
| E) Ages of children?                         | Yes | No |
| F) Special needs of children?                | Yes | No |
| G) Cultural sensitivity?                     | Yes | No |
| H) Progress reports?                         | Yes | No |
| I) Social development of child?              | Yes | No |
| J) Emotional development of child?           | Yes | No |
| K) Cognitive development of child?           | Yes | No |
| L) Language development of child?            | Yes | No |
| M) Physical development of child?            | Yes | No |

**VERIFICATION**

**V NV**

A-92) Does the daily schedule and routine:

- |  |     |    |
|--|-----|----|
| A) Ensure children are able to meet their developmentally appropriate learning goals as based off the curriculum plan? | Yes | No |
| B) Allow for children to revisit experiences/concepts over time?   | Yes | No |

**VERIFICATION**

**V NV**

A-93) Does the program require written indoor and outdoor lesson plans?

Yes No

**VERIFICATION**

**V NV**

A-94) Are indoor and outdoor lesson plans reviewed weekly? Yes No

**VERIFICATION** **V** **NV**

A-95) Does the program have a written policy to promote physical activity? Yes No

**VERIFICATION** **V** **NV**

A-96) Does the written physical activity policy:

A) Address the benefits of physical activity? Yes No

B) Outline the duration of physical activity required? Yes No

C) Require that each child have at least one change of weather appropriate clothing in case of accidents? Yes No

**VERIFICATION** **V** **NV**

A-97) Does the program currently serve any children with special needs? Yes No

*Please Note: NECPA defers to the Individuals with Disabilities Education Act (IDEA) and the U.S. Department of Education's Office for Civil Rights (OCR) to define children with special needs.*

**VERIFICATION** **V** **NV**

A-98) If the program currently serves children with special needs, does it provide or ensure the following:

A) An individualized program plan? Yes No N/A

B) Professional evaluation(s)? Yes No N/A

C) A referral system that the program has access to? Yes No N/A

D) Ongoing reviews of the child's progress using a team concept with available community service providers/professionals, teaching staff and families? Yes No N/A

**VERIFICATION** **V** **NV**

A-99) If the program does not currently serve a child with special needs, does the program have a plan and procedure in place for enrolling a child with special needs and their continued care? Yes No

**VERIFICATION** **V** **NV**

A-100) Does the program use a research based assessment tool to evaluate and monitor children’s development (including sensory, cognitive, gross motor, fine motor, socio-emotional, and language)?

Yes No

*Please Note: Refer to the Glossary on page 127 for examples of assessment tools. This item is not assessed for school-age children.*

**VERIFICATION**

**V NV**

A-101) Does the assessment tool align with the program’s curriculum goals?

Yes No

**VERIFICATION**

**V NV**

A-102) Does the tool require at least observation and documentation of children’s work, play, behaviors and interactions?

Yes No

**VERIFICATION**

**V NV**

A-103) Does the program take into account families’ needs, traditions and language when choosing, evaluating and communicating child assessments AND are parents/guardians encouraged to participate in and share their at-home observations in order to influence children’s ongoing assessments at the program?

Yes No

**VERIFICATION**

**V NV**

A-104) Is the written assessment used during teacher/parent conferences and shared at any other time as needed to keep parents/guardians abreast of their child’s milestones and to plan for future learning opportunities for the child?

Yes No

**VERIFICATION**

**V NV**

## Section 9: Developmental Program

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A-105) Does the curriculum include units on nutrition, health and safety? Yes    No

**VERIFICATION** **V**    **NV**

A-106) Do teachers provide developmentally appropriate opportunities for children to build an understanding of mathematics and numbers through:

A) Naming and recognizing different shapes and patterns? Yes    No

B) Counting objects and materials? Yes    No

C) Recognizing quantity and number symbols? Yes    No

D) Using measurements and sorting? Yes    No

E) Integrating mathematical terms and concepts, including time, into everyday use? Yes    No

**VERIFICATION** **V**    **NV**

A-107) Do teachers provide developmentally appropriate opportunities for children to build an understanding of science and nature through:

A) Introducing, exploring and discussing varying scientific concepts and principles? Yes    No

B) Using the senses and simple tools to observe scientific features? Yes    No

C) Collecting and documenting materials? Yes    No

D) Integrating scientific terms and concepts into everyday use? Yes    No

**VERIFICATION** **V**    **NV**

A-108) Do teachers provide children many opportunities to explore cause and effect and how things work? Yes    No

**VERIFICATION** **V**    **NV**

A-109) Do teachers provide developmentally appropriate opportunities for children to build an understanding of technology? Yes No

*\*Please Note: Although not prohibited, this standard is not assessed for children under the age of three. Technology may include computers, tablets, listening centers and other forms of high technology and/or gears or wheels and other forms of age-appropriate simple tools.*

**VERIFICATION** **V** **NV**

A-110) If media is used, such as television, computers and other high forms of technology, is it:

A) Limited to 30 minutes per week for educational materials/activities that are suitable to the developmental level of the children? Yes No N/A

B) Used interactively with the children through teacher initiated conversations and the use of open-ended questions? Yes No N/A

**VERIFICATION** **V** **NV**

A-111) Do teachers provide developmentally appropriate opportunities for children to build an understanding and appreciation of culturally diverse art, music, drama, and dance through:

A) Encouraging and engaging in creative expression and play? Yes No

B) Expanding artistic skills by manipulating age appropriate materials and child-sized tools? Yes No

C) Reviewing personal art and others art? Yes No

D) Integrating artistic terms into everyday use? Yes No

**VERIFICATION** **V** **NV**

A-112)	Do teachers provide developmentally appropriate opportunities for children to build an understanding of social studies through:		
	A) Participating in group and community activities (including interactions with children of various ages)?	Yes	No
	B) Exploring diversity in non-stereotypical cultures, family structures, abilities, language, ages and genders?	Yes	No
	C) Discussing fairness, friendship, responsibility, authority and differences?	Yes	No
	D) Reviewing local geography and the varying communities at large?	Yes	No
	E) Exploring positive and negative environmental effects?	Yes	No
	F) Contributing to the well-being of the classroom and community?	Yes	No
	G) Engaging in economic concepts (for children ages three and above)?*	Yes	No
	H) Connecting personal experiences to broader world concepts?	Yes	No

*\*Please Note: Economic concepts is defined on page 130 of the Glossary.*

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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A-113)	Does the program have a policy and practice of incorporating the family language whenever possible, into a child's opportunities for language acquisition and communication development, if a child speaks a different language?	Yes	No
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<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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## Section 10: Outdoor Play Area

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A-114)	Does the program have a daily playground inspection log that is kept up to date?	Yes	No
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<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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A-115) Is the playground checked on a daily basis for the following:			
A) Surfacing is free from broken glass, nails, trash, and animal excrement, and if applicable check for compressed/packed areas, prior to allowing children to enter the play area?	Yes	No	N/A
B) Visible cracks, bending or warping, rusting or breakage of any equipment?	Yes	No	N/A
C) Deformation of open hooks, shackles, rings, and links?	Yes	No	N/A
D) Worn swing hangers and chains?	Yes	No	N/A
E) Missing, damaged, or loose swing seats?	Yes	No	N/A
F) Broken supports or anchors?	Yes	No	N/A
G) Cement support footings that are exposed, cracked, or loose in the ground?	Yes	No	N/A
H) Accessible sharp edges or points?	Yes	No	N/A
I) Protruding bolt ends that have lost caps or covers?	Yes	No	N/A
J) Loose bolts, nuts, and so forth that require tightening?	Yes	No	N/A
K) Nails that have worked loose?	Yes	No	N/A
L) Splintered, cracked, or otherwise deteriorating wood?	Yes	No	N/A
M) Lack of lubrication on moving parts?	Yes	No	N/A
N) Worn bearings or other mechanical parts?	Yes	No	N/A
O) Broken or missing rails, steps, rungs, or seats?	Yes	No	N/A
P) Worn or scattered surfacing material?	Yes	No	N/A
Q) Hard surfaces under swings and slides, checking places where resilient material has shifted away from any surface underneath play equipment?	Yes	No	N/A
R) Chipped or peeling paint?	Yes	No	N/A
S) Pinch or crush points, exposed mechanisms, juncture, and moving components?	Yes	No	N/A

**VERIFICATION**

**V NV**

## Section 11: Staff-Family-Community Partnerships

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A-116) Does the program have an orientation process for newly enrolled families? Yes    No

**VERIFICATION** **V**    **NV**

A-117) Does the program have a parent handbook? Yes    No

**VERIFICATION** **V**    **NV**

A-118) Does the parent handbook contain the following:

A) The ages of children in care? Yes    No

B) Services offered to children including daily activities, sleep positioning policies and arrangements, napping routines, guidance and discipline policies, diaper changing and toilet learning/training methods, and child hand-washing. Any special requirements for a child shall be clearly defined in writing before enrollment? Yes    No

C) Hours and days of operation? Yes    No

D) Admissions criteria, enrollment procedures, and daily sign-in/out policies, including forms that must be completed? Yes    No

E) Policies regarding entrance fees, tuition payments, refunds, and termination and notice by the parent or the program? Yes    No

F) A policy detailing the need for each child to have one change of clothing that is weather appropriate? Yes    No

G) A policy regarding active communication between teachers, as well as planned methods, schedules and expectations for conferences? Yes    No

H) Policies on staffing ensuring continuous supervision of children at all times? Yes    No

I) Policy on smoking, tobacco use, and prohibited substances on the premises? Yes    No

**VERIFICATION** **V**    **NV**

A-119) Is social services information available to parents/guardians regarding the following resources in the community:

A) Health care services?	Yes	No
B) Assistance with basic and emergency family needs?	Yes	No
C) Payment alternatives?	Yes	No
<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>

A-120) Does the program have an "open door" policy for parents/guardians which:

A) Encourages visiting the program at any time their child is in care?	Yes	No
B) Encourages participation in classroom activities/events and to volunteer for various program opportunities through a posted schedule?	Yes	No
<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>

A-121) Are parents/guardians given the opportunity to provide information about their culture and family traditions during enrollment and throughout their child's care at the program?

	Yes	No
<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>

A-122) Are teachers encouraged to speak to each child's parents/guardians on a regular basis, (no less than weekly), to discuss the child's day and/or to report any unusual occurrence or special success?

	Yes	No
<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>

A-123) At least biannually, do teachers hold and document conferences with parents/guardians regarding each child's development, health care needs, and, if necessary, any referrals made?

	Yes	No
<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>

A-124) *Reserved*

- A-125) Is the parent/guardian education:
- A) Culturally sensitive and inclusive of the families being served? Yes No
- B) Provided in a language understood by families, whenever possible? Yes No

**VERIFICATION** **V** **NV**

- A-126) Does the program have a procedure for transitioning the child to another classroom, program, or elementary school that includes the following:
- A) Review and final preparation of the child's needs? Yes No
- B) A child and family needs assessment? Yes No
- C) A mechanism to share summary information on the child's needs, learning styles, supports, progress and recommendations? Yes No
- D) Signed, informed parental/guardian consent to share information? Yes No

**VERIFICATION** **V** **NV**

- A-127) Does the program have a written process (parent/guardian or community newsletter, newspaper ad, or web site) for reaching out to the community to make it aware of the program and its needs\* and services? Yes No

*\*Please Note: Program needs may include opportunities which support cost savings initiatives, operations efficiency and program quality.*

**VERIFICATION** **V** **NV**

## Section 12: Health and Safety

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- A-128) Is there one person who is designated as being in charge in the event of an emergency, including providing emergency contact information\* on each child? Yes No
- A) Who is that person? \_\_\_\_\_  
(Name)
- B) Is there a second person designated, in writing, should the primary person be absent during an emergency? Yes No

*\*Please Note: Emergency contact information is easily accessible to staff, meaning the information is unlocked, labeled, and accessible in less than 60 seconds.*

**VERIFICATION** **V** **NV**

- A-129) Is there a written plan in the staff and parent handbooks for handling the following types of incidents;
- |  |     |    |
|--|-----|----|
| A) Lost or missing child?  | Yes | No |
| B) Suspected maltreatment of a child?  | Yes | No |
| C) Suspected sexual, physical, or emotional maltreatment or abuse of staff, volunteers, or parents/guardians that occur at the program?  | Yes | No |
| D) Medical, dental, and mental health emergencies?   | Yes | No |
| E) Child or staff deaths, both as a result of an accident or a prolonged illness? (These should include plans that address deaths at the program, as well as those that occur off site.) | Yes | No |
| F) Unauthorized, contentious, or intoxicated/impaired parents/guardians/family members?  | Yes | No |
| G) Dangerous intruders who try to gain admittance to the program?  | Yes | No |

**VERIFICATION**

**V NV**

- A-130) Does the program have an emergency/disaster plan that includes the following:
- |   |     |    |
|---|-----|----|
| A) Knowledge of potential regional disaster situations that may impact the program and will need future planning and preparedness?  | Yes | No |
| B) Identification and contact information for the agencies that are the first point of contact in the event of emergency or disaster?   | Yes | No |
| C) Program based, routinely scheduled emergency drills that occur with participation of community emergency preparedness exercises (such as, tornado drills accompanied by community air raid sirens)?  | Yes | No |
| D) Joint planning that occurs with community partners, such as the Red Cross, local hospitals and physicians, the emergency management agency, first responders and emergency personnel, and others that will provide services during crisis situation? | Yes | No |

***(A-130 Continued on Next Page)***

- |   |     |    |
|---|-----|----|
| E) Communication strategies to be implemented during times of emergency and disaster, such website and email notifications, the use of texts and text alerts, or posting of information either at the program or some other location?   | Yes | No |
| F) A system of communicating with emergency management personnel (such as, alternatives to cell phones if service is unavailable)?  | Yes | No |
| G) Emergency management plans and practices that include responding to an intruder or threat, handling shelter in place situations, evacuation procedures, and arranging for any special health care needs of children in care?   | Yes | No |
| H) Identification and arrangement of a primary and secondary meeting location for parents/guardians to pick up their children?  | Yes | No |
| I) Organizational continuity plans that address how the program will continue to operate in time of crisis or emergency? (This includes making sure that all records are backed up and able to be accessed if needed. There should also be plans for how the program will continue to pay their bills, including paying staff.) | Yes | No |
| J) Plans should be developed for a variety of emergencies and scenarios, and should make provisions for inclusion of the following:   |     |    |
| 1) Ensuring each child's emergency contact information is readily available?  | Yes | No |
| 2) A plan for caring for children until their parents/guardians are able to reach them?   | Yes | No |
| 3) Provisions for emergency food/water/supplies that may be needed by children and staff in the event of shelter in place or some other emergency?  | Yes | No |
| 4) Plans for medication administrations that are identified in children's medical plans?  | Yes | No |
| 5) Protocols that should be implemented in case of an infectious disease outbreak?  | Yes | No |

**(A-130 Continued on Next Page)**

- |  |     |           |
|--|-----|-----------|
| 6) Protocols that should be followed if a disaster or emergency occurs during a field trip or other times when the children are away from the program, including walks?* | Yes | No<br>N/A |
| 7) Clearly defined staff roles, responsibilities and tasks during varying emergencies?   | Yes | No        |

*\*Please Note: Item J.6) If the program does not conduct off-premises activities, including walks, this item may be answered N/A and a supporting policy provided as evidence.*

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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|--|-----|----|
| A-131) Are the details of the emergency/disaster plans reviewed and updated immediately after any relevant event and at least bi-annually? | Yes | No |
|--|-----|----|

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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A-132) Are the following procedures addressed in the plan for urgent care:

- |   |     |    |
|---|-----|----|
| A) Parent/guardian signed authorization for the teacher to seek emergency medical treatment;  | Yes | No |
| B) Parent/guardian signed consent forms allowing the program to share children’s health information with emergency medical professionals and other necessary service providers; | Yes | No |
| C) Procedures to inform parents/guardians of the emergency situation;   | Yes | No |
| D) Parent/guardian identification of their preferred hospital, medical and/or dental provider;  | Yes | No |
| E) A written incident/injury report;  | Yes | No |
| F) Protocols to refill and restock the first aid kit if any supplies were used?   | Yes | No |

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
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A-133) Does the program conduct fire drills and record them in a log/record? Yes No

**VERIFICATION** V NV

A-134) Does the record show a drill between the following times:

A) 6:00 am and 9:59 am? Yes No N/A

B) 10:00 am and 1:59 pm? Yes No N/A

C) 2:00 pm and 5:59 pm? Yes No N/A

D) 6:00 pm and 11:59 pm? Yes No N/A

E) 12:00 am and 5:59 am? Yes No N/A

*\*Please Note: Fire drills must encompass all time periods that the program is open.*

**VERIFICATION** V NV

## Section 13: Program Evaluation

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A-135) Does the director, program staff, and parents/guardians evaluate the program annually? Yes No

**VERIFICATION** V NV

A-136) Is parent/guardian input gathered for the annual program evaluation using at least one of the following methods (circle all that apply):

A) Holding forums; Yes No N/A

B) Small group meetings; Yes No N/A

C) Written surveys; Yes No N/A

D) Anonymous methods, including surveys or drop box? Yes No N/A

**VERIFICATION** V NV

A-137)	Are results from the annual program evaluation:		
	A) Used to update the program's continuous quality improvement plan?	Yes	No
	B) Used to identify two goals for the next year, including any specific action steps towards completing those two goals, and identifies the program staff member responsible for its completion?	Yes	No
	C) Used as a training opportunity for teaching staff to ensure proper use and implementation of any changes to the curriculum?		
	D) Shared with the program staff, parents and stakeholders?	Yes	No
<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>

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## Section 14: Program Administration and Staff Relations

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A-138)	Does the program hold a license in good standing OR a formal letter of exemption issued by the licensing agency?	Yes	No
<b>VERIFICATION</b>		<b>V</b>	<b>NV</b>

A-139)	Does the program have the following in effect that can be found in the parent or staff handbook and/or a policy manual:		
	A) Inclusion of children with developmental delays and special health care needs;	Yes	No
	B) Nondiscrimination in the classroom; based on race, color, national origin, family structure, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, etc.;	Yes	No
	C) Required health and immunization schedules, including time frames that they are to be completed;	Yes	No
	D) Protocols in case of emergency medical situations, including accidents and crisis situations;	Yes	No

***(A-139 Continued on Next Page)***

E) When to use the services of child care health consultants (including mental/behavior health);	Yes	No	
F) Confidentiality of individual information and records;*	Yes	No	
G) Ensuring safety while sleeping, including supervision requirements, areas and materials used for sleeping as well as defining infant safe sleeping practices;	Yes	No	
H) Universal precautions, cleanliness, sanitation and hygiene requirements that include the policy on handwashing and expectations of child and staff handwashing procedures;	Yes	No	
I) Diaper changing and toilet training;	Yes	No	N/A
J) Evening, weekend, and night care plans (if the program offers);	Yes	No	N/A
K) The storage and use of any toxic materials inside and outside of the program;	Yes	No	
L) Care, feeding, handling and hygiene requirements for any pets that may be on site, including fish, insects and reptiles (if applicable);	Yes	No	N/A
M) Parent conflict resolution procedure;	Yes	No	
N) Prevention of unauthorized persons from observing in or entering the toileting area;	Yes	No	
O) Transportation and activities that occur off site, such as field trips;	Yes	No	N/A
P) Schedule for reviewing all policies, plans and operations of the program?	Yes	No	N/A

*\*Please Note: Item F) This policy includes ensuring that program staff do not discuss children or their families with one another except in private and only when necessary to plan for the best interest of the child.*

**VERIFICATION**

**V NV**

A-140) Does the program have a policy stating that the following items are included in the children's records\*:

A) Names, addresses, and phone numbers of parents or guardians;	Yes	No	
B) Emergency contact information;	Yes	No	
C) Emergency medical treatment authorization/permission form;	Yes	No	
D) Physician's name and phone number;	Yes	No	
E) Allergies;	Yes	No	
F) Authorization release to other than parent/guardian(s);	Yes	No	
G) Immunizations or immunization exemptions;	Yes	No	
H) Developmental history;	Yes	No	
I) Health status, which includes results of health exam and screenings indicating typical or atypical results and any necessary follow-up documented;	Yes	No	
J) Instructions for any special needs or chronic illness;	Yes	No	
K) Progress report;	Yes	No	
L) Parent/guardian(s) conference reports;	Yes	No	
M) Field trip permission forms;	Yes	No	N/A
N) Regular/recurring transportation permission form?	Yes	No	N/A

*\*Please Note: Please provide one sample copy of a complete record OR a policy which includes all required documentation listed above.*

**VERIFICATION**

**V NV**

## Staffing and Teacher Qualifications

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A-141) Complete the 'Teaching Staff Qualifications and Continuing Education Report' on the following pages for each member of the teaching staff, including directors/administrators AND regularly scheduled substitutes.

1. Complete all questions on education and training. Record the necessary 24-30 hours of continuing education on the lines provided. If you have more than 10 teaching staff members or need additional lines to record a staff member's continuing education, please utilize the blank reports in the back of the instrument.

Designate each classroom with a 'Room Number' such as #1, #2, #3, etc.

2. beginning with the youngest children/age group. Leave room number blank for forms dedicated to directors/administrators.

3. Continuing education records are subject to verification. Verifiers may request to review certificates for any staff members. Please ensure staff records of continuing education training are complete.

























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## Colorado SHINES QRIS Standards

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*The following section is for **COLORADO PROGRAMS ONLY** who wish to pursue the Colorado SHINES Level 4 Standing. The burden of proof falls entirely on the program. All evidence must be prepared and organized in the program's documentation box/file.*

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Benefits:

CO-1) Does the program offer full-time staff a compensation package with benefit options that include paid holidays, paid time off, health/dental insurance and at least three additional benefits such as:

- |    |                         |     |    |
|----|-------------------------|-----|----|
| A) | Life Insurance          | Yes | No |
| B) | Employee Child Discount | Yes | No |
| C) | Retirement Plan         | Yes | No |
| D) | Disability Insurance    | Yes | No |
| E) | Other _____             | Yes | No |

**VERIFICATION**

**V      NV**

Business Administration:

CO-2) Does the program have a current business plan and/or strategic plan, created or revised in the past 36 months? Yes      No

**VERIFICATION**

**V      NV**

CO-3) Does the program have a current year operations budget and quarterly income and expense statements that show revenues, expenses, and budget compared to actual? Yes      No

**VERIFICATION**

**V      NV**

CO-4) Does the program have documentation of a certified financial review? Yes      No

**VERIFICATION**

**V      NV**

# Ohio Step Up To Quality (SUTQ) QRIS Standards

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**The following section is for OHIO PROGRAMS ONLY who wish to pursue the Step Up To Quality Level Three Standing and/or additional points for Level 4 or 5 Standing. The burden of proof falls entirely on the program. All evidence must be prepared and organized in the program's documentation box/file.**

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## Curriculum and Planning

- OH-1) Does the program's curriculum and plan of activities align with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served)?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|

### **VERIFICATION**

**V NV**

## Child Screening and Assessment

- OH-2) Does the program have policies and procedures in place to ensure the following:
- A) All children (except school-age children) receive a comprehensive, developmental screening that is valid and reliable within 60 business days of entry into the program and annually thereafter?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|
- B) Necessary referrals are completed within 90 days of identification of need?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|
- C) Parents are provided information on screening results?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|
- D) Administered assessments meet state requirements for all enrolled preschool-aged children?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|

### **VERIFICATION**

**V NV**

## Staff Education

- OH-3) Does the program's teaching staff meet the following qualifications:
- A) Director/Administrator has an AA in ECE (or approved related field for schoolage-only programs) or CPL 3?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|
- B) 50% of Early Childhood Lead Teachers have an AA in ECE or an approved related field or a CPL 3?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|
- C) 50% of School-Age Lead Teachers have an AA in an approved related field or a CPL 3?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|

### **VERIFICATION**

**V NV**

# Pennsylvania Keystone STARS QRIS Standards

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***The following section is for PENNSYLVANIA PROGRAMS ONLY to achieve the Keystone STARS, STAR 4 level. The burden of proof falls entirely on the program. All evidence must be prepared and organized in the program's documentation box/file.***

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## Early Care and Education Program

PA-1) Does the program have policies and procedures in place to ensure that all children (except school age children) receive a comprehensive, developmental screening that is valid and reliable within 45 business days of entry into the program and annually thereafter? Yes No

**VERIFICATION** V NV

## Staff Qualifications and Professional Development – All Staff

PA-2) Is a member of the program's on-site leadership team enrolled in or currently hold a PA Director's Credential or another state approved Director Credential? Yes No

**VERIFICATION** V NV

## Staff Qualifications and Professional Development – All Staff

PA-3) Do all teaching staff and program leadership have documented training, within one year of hire, in working with young children who have special needs? Yes No

**VERIFICATION** V NV

# NECPA Self Assessment Instrument

## Part B - Observation

The questions/items in this section are used to verify how well the program meets observable NECPA Standards. The health and safety, the professional and work environments, indoor and outdoor environments, developmental program, and community involvement are assessed by the director using this observation section. Each classroom should be assessed by the respective teachers in the classroom in order to assist the director's observations.

**ANSWER ALL ITEMS by circling 'Yes,' 'No' or 'NA'.** If a verification item does not apply to the program, please circle "N/A" for "not applicable." **Do not leave any items unanswered.** "Reserved" indicates the item is reserved for a future update.

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### **Pre-Verification Visit Observation Checklist**

- All verification items have been answered 'Yes' or 'No' or 'NA' in Part B** of the Self Assessment Instrument.
- Any items requiring necessary supporting written documentation is labeled and included in the well-organized system and is ready for review.

## Section 1: Director, Teacher, and Staff Qualifications and Development

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*No verification items; all standards located in SAI Part A – Documentation.*

## Section 2: Supervision

---

B-1) Are all children (including school-age) within sight and sound\* of a qualified teacher\*\* at all times? Yes No

*Please Note: \*Children must be able to be seen and heard at all times by the teacher. For example, if the teacher is working momentarily one-on-one with a child, but is able to see all of the children by slightly moving their position, then this standard is met.*

*\*\* Qualified teacher is defined as a Lead Teacher, Assistant Teacher, Aide, and/or a Substitute Teacher who meets all NECPA requirements.*

**VERIFICATION** V NV

B-2) Do all teachers use a visual attendance (name to face) process to document child identification? Yes No

**VERIFICATION** V NV

B-3) How often is attendance taken using the name to face process:

A) When children arrive at and depart from the program? Yes No

B) During any transitions (ex: when going indoors to outdoors or moving from one play area to another)? Yes No

C) During any off-site activities, including field trips and walks? Yes No N/A

D) When getting off vehicles both on field trips and regular transportation routes? Yes No N/A

E) Emergency evacuations? Yes No

**VERIFICATION** V NV

B-4) When asked, are all teachers able to accurately state how many children are in their care at any given time? Yes No

**VERIFICATION** V NV

B-5) Are developmentally appropriate child:staff ratios maintained at all times, including during naptime? Yes No

*\*Please Note: NECPA will defer to state ratios **only if** teacher to child interactions are of high quality. This will be observed, verified and reviewed through NECPA Standards regarding teacher to child interactions. When infants and toddlers are in a mixed age group, the child:staff ratio and group size for infants and toddlers must be maintained.*

*The ratios do not include personnel who have other responsibilities that they must carry out simultaneously while watching children, such as cooks, maintenance workers, or bus drivers. When transporting children, child:staff ratios must be maintained. No person under the age of 18 will be considered for the purposes of determining child:staff ratios.*

<b><u>FOR NECPA VERIFIER USE ONLY</u></b>							
Please make additional copies as necessary. Please use the corresponding Room Number for each classroom as assigned by the program for Item A-141 on pages 54-63.							
Room #	Ages	Time AM	Children	Staff	Time PM	Children	Staff
		:	# _____	# _____	:	# _____	# _____
		:	# _____	# _____	:	# _____	# _____
		:	# _____	# _____	:	# _____	# _____
		:	# _____	# _____	:	# _____	# _____
		:	# _____	# _____	:	# _____	# _____
		:	# _____	# _____	:	# _____	# _____
		:	# _____	# _____	:	# _____	# _____
		:	# _____	# _____	:	# _____	# _____
		:	# _____	# _____	:	# _____	# _____

**VERIFICATION**

**V NV**

B-6)	Do all teachers practice active and positive supervision, both indoors and outdoors, which includes:		
	A) Being aware of children’s activities at all times by scanning play activities, circulating around the area, and standing in strategic positions?	Yes	No
	B) Monitoring children’s behavior to help ensure children’s safety and being aware of and scanning for potential safety hazards?	Yes	No
	C) Establishing clear and simple safety rules and teaching children how to use playground equipment appropriately and safely?	Yes	No
	D) Knowledge of the skills and abilities of the children in care?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>

### Section 3: Behavior Management

---

B-7)	Do teachers use age-appropriate, positive guidance techniques with children that emphasize self-control on the part of the child?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
B-8)	When teachers redirect a child's behavior, do they provide a brief explanation of limits and rationale?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
B-9)	Do teachers provide sincere, descriptive encouragement and attention for children’s behaviors they would like to see again?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>

B-10) Do teachers respond quickly and calmly to prevent children from hurting each other while showing understanding of the children's needs and feelings? Yes No

**VERIFICATION** V NV

B-11) Do teachers focus on the positive rather than the negative to teach a child what is safe and appropriate for the child and other children? Yes No

**VERIFICATION** V NV

B-12) Do teachers address the specific behavior or situation rather than labeling the child 'good' or 'bad'?\* Yes No

*\*Please Note: This item refers to calling/labeling a child 'good' or 'bad' for a particular behavior or action, this does not refer to praising a child's work.*

**VERIFICATION** V NV

B-13) RESERVED

## Section 4: Health Protection and Promotion

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B-14) Is there always a readily accessible first aid kit at the program? Yes No

**VERIFICATION** V NV

B-15) Is there an additional first aid kit available when children (including school-age) are taken on field trips and for off-premises outdoor play, including walks, etc.? Yes No N/A

*Please Note: If the program does not conduct activities off-premises, this item may be answered N/A. A supporting policy must be provided as evidence in the labeled documentation box/file for item B-15.*

**VERIFICATION** V NV

B-16)	Does each first aid kit contain the following*:		
	A) Bandage tape;	Yes	No
	B) Cell phone or coins for use at a pay phone;**	Yes	No
	C) Cold pack;	Yes	No
	D) Current American Academy of Pediatrics or American Red Cross standard first aid text or equivalent first aid guide;	Yes	No
	E) Disposable nonporous gloves and sealable nonporous plastic bags for disposal of bloody materials;	Yes	No
	F) Emergency numbers;	Yes	No
	G) Eye dressing;	Yes	No
	H) Flashlight;	Yes	No
	I) Flexible roller gauze;	Yes	No
	J) Insect sting preparation (if allowed by state regulations);	Yes	No
	K) Pen/pencil and notepad;	Yes	No
	L) Poison control center telephone number;	Yes	No
	M) Safety pins;	Yes	No
	N) Scissors;	Yes	No
	O) Sealed packages of alcohol wipes/wound cleaning solution;	Yes	No
	P) Small plastic or metal splints, or rolled magazine, or newspaper;	Yes	No
	Q) Soap;	Yes	No
	R) Sterile gauze pads and 'Band-Aids';	Yes	No
	S) Thermometer;	Yes	No
	T) Triangular bandage or arm-sling;	Yes	No
	U) Tweezers;	Yes	No
	V) Whistle.	Yes	No

*\*Please Note: If your state licensing/regulations prohibit any of the above, please answer 'No' and include a copy of the rule/regulation in your labeled documentation box/file for Item B-16. Item O) A cell phone does not have to be kept in the first aid kit, however it must be accessible for emergency use.*

**VERIFICATION**

**V NV**

B-17)	Do <b><u>all staff and children</u></b> wash their hands at the following times:*		
A)	<b>Before</b> and <b>after</b> any food service activity (including preparation, handling, setting the table, or serving);	Yes	No
B)	<b>Before</b> and <b>after</b> eating meals or snacks;	Yes	No
C)	<b>Before</b> toileting and/or changing diapers/pull-ups ( <b>for STAFF ONLY</b> );	Yes	No
D)	<b>After</b> toileting and/or changing diapers/pull-ups	Yes	No
E)	<b>After</b> assisting a child with toilet use and/or toileting accidents;	Yes	No
F)	<b>After</b> having any contact with bodily fluids (including blood and mucous);	Yes	No
G)	<b>Upon arrival</b> to the classroom, including coming in from outdoor play;	Yes	No
H)	<b>After</b> handling and/or feeding animals (including fish, insects and reptiles)?	Yes	N/A

*\*Please Note: All staff, children and volunteers must use a state approved handwashing procedure or the following handwashing procedure:*

- 1. Thoroughly rub damp hands with liquid soap, optimally for 20 seconds but no less than 10, and rinse off hands with warm, clean, running water.*
- 2. Dry hands with a single-use paper towel or dryer and turn off faucet with the paper towel or other hands-free method to prevent re-contamination.*
- 3. Deposit used paper towel into hands-free trash receptacle.*

**\*\*ONLY when clean, running water is unavailable, the use of hand sanitizers by children over twenty-four months of age and adults in child care programs is an appropriate alternative to the use of traditional handwashing with soap and water. The use of alcohol based hand sanitizer is not an acceptable substitute for hand washing for children under the age of 24 months because of the potential for them to eat the sanitizer rather than rubbing their hands together. Hand sanitizer using an alcohol-based active ingredient must contain 60% to 95% alcohol. A single pump of an alcohol-based sanitizer should be dispensed. Hands should be rubbed together, distributing sanitizer to all hand and finger surfaces and hands should be permitted to air dry.**

**VERIFICATION**

**V NV**

B-18) Is the handwashing procedure posted at each handwashing sink? Yes No

**VERIFICATION** V NV

B-19) Do teachers instruct children on handwashing by breaking the process into meaningful steps? Yes No

**VERIFICATION** V NV

B-20) Is there a trash receptacle readily accessible:  
A) For each handwashing sink? Yes No  
B) And, if applicable, a hands-free receptacle in the toileting/bathroom area if toilet training is occurring for the disposal of diapers and/or pull-ups? Yes No N/A

**VERIFICATION** V NV

B-21) Are the toilet doors for children's use able to be opened on the outside by the teacher? Yes No

**VERIFICATION** V NV

B-22) Are children able to open toilet doors from the inside? Yes No

**VERIFICATION** V NV

## Section 5: Physical Environment, Equipment, Prohibited Supplies and Transportation

---

B-23) Is the overall appearance of the program, both indoor and outdoor, inviting and well-maintained by the following:

- |   |     |    |     |
|---|-----|----|-----|
| A) Areas are clean, free from clutter, and odor-free;   | Yes | No |     |
| B) Areas have proper lighting and ventilation;  | Yes | No |     |
| C) Facilities, equipment and toys (both indoor and out), are free of chipping or peeling paint;               | Yes | No |     |
| D) Broken and inoperable toys or equipment are removed until repaired or replaced;                            | Yes | No |     |
| E) Indoor and outdoor play equipment is free of pinch or crush points;  | Yes | No |     |
| F) A specific entry area is available to greet parents/guardians and guests that is separate from play areas; | Yes | No |     |
| G) Proof that no paint contains lead in excess of 0.06 if facility is built before 1978?                      | Yes | No | N/A |

**VERIFICATION**

**V NV**

B-24) Are there separate functional areas for food preparation\*, feeding, sleeping, playing, and diapering? Yes No

*\*Please Note: If only one sink is available in a classroom then it may be used for both handwashing and food preparation as long as the sink is sanitized before each instance of food preparation. This procedure must be posted at the sink.*

**VERIFICATION**

**V NV**

B-25) Is equipment child-sized and adjusted for the developmental ages of all children in care? Yes No

**VERIFICATION**

**V NV**

B-26) Does each classroom or area have storage space for staff materials and classroom supplies? Yes No

**VERIFICATION** V NV

B-27) Are staff member's personal items, hot beverages, and medication limited to a designated area which is inaccessible to children? Yes No

**VERIFICATION** V NV

B-28) Does the program provide space for gross motor play and development inside the program on days when outdoor experiences are inappropriate? Yes No

*\*Please Note: This standard does not require a separate specific indoor gross motor area, but requires that gross motor play and development can be made available in the classroom on days when outdoor play is unavailable.*

**VERIFICATION** V NV

B-29) If indoor climbing equipment is used that is over 18 inches high\*:

A) **AND** if used as part of a permanent indoor gymnasium, is it placed on impact-absorbing surfacing which extends 6 feet beyond\*\* the perimeter of the equipment? Yes No N/A

B) **AND** if used as part of a temporary or movable indoor gross motor area, is it placed on impact-absorbing surfacing which extends at least 2 feet beyond the perimeter of the equipment? Yes No N/A

*\*Please Note: NECPA defers to the Consumer Product Safety Commission (CPSC) regarding the required fall-zone and surfacing for indoor play equipment. Evidence of this standard may be the manufacturer's guidelines on the surfacing's installation and approved use for indoor climbing equipment. Include a hard copy of this in your labeled documentation file/box for item B-29.*

*\*\*Please Note: **If, and only if**, state regulations/licensing permits indoor playground surfacing to extend 4 feet beyond the perimeter of the equipment, answer **No** to Item A and include a hard copy of the specific state regulation in your labeled documentation box/file for Item B-29.*

**VERIFICATION** V NV

- B-30) Are all cleaning materials present at the program:
- |  |     |    |
|--|-----|----|
| A) Stored in labeled containers?   | Yes | No |
| B) Used according to the manufacturer's instructions and the specific purpose?           | Yes | No |
| C) Always kept out of reach of children and stored separately from medications and food? | Yes | No |

**VERIFICATION** **V** **NV**

- B-31) If applicable, are all plants at the program labeled with the poison control center's status of toxic or non-toxic and are toxic plants always kept out of children's reach?
- |  |     |    |     |
|--|-----|----|-----|
|  | Yes | No | N/A |
|--|-----|----|-----|

**VERIFICATION** **V** **NV**

## Section 6: Teacher:Child Interactions and Care

---

- B-32) Do staff greet each child and parent/guardian?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION** **V** **NV**

- B-33) Do teachers address each child by name?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION** **V** **NV**

- B-34) Do teachers give one-on-one attention to each child as much as possible?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION** **V** **NV**

- B-35) Do teachers enhance interactions with the children in their care by:
- |  |     |    |
|--|-----|----|
| A) Frequently talking with individual children using clear and correct language patterns and maintaining eye contact?  | Yes | No |
| B) Using affectionate and supportive speech when appropriate?  | Yes | No |
| C) Engaging in back and forth communication with children that expands upon children's communication?  | Yes | No |
| D) Listening attentively to children, trying to understand what they want to communicate, and assisting them in expressing themselves?                         | Yes | No |
| E) Encouraging children to share experiences, ideas and feelings of affection, joy, delight, sadness, anger, and other emotional responses to everyday events? | Yes | No |
| F) Responding sensitively when children are frustrated, angry and/or afraid (i.e. when they are separating from their parents)?                                | Yes | No |
| G) Responding in a reassuring and nurturing manner when a child seeks support?   | Yes | No |
| H) Using positive reinforcement to encourage children to feel good about their individual and group accomplishments?   | Yes | No |

**VERIFICATION**

**V NV**

- B-36) Is a relaxed routine established to make mealtimes pleasant?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION**

**V NV**

- B-37) Do teachers sit with the children, including those in high chairs, during meals while modeling appropriate behavior and using mealtime as a learning experience?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION**

**V NV**

- B-38) Do teachers use mealtime as a time to encourage language and discussion, talking with children about the taste, size, color, smell and texture of foods?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION**

**V NV**

B-39) Is food prepared and served in a manner that is appropriate for the developmental level of the child and which prevents cross-contamination? Yes No

**VERIFICATION** V NV

## Section 7(A): Infant Care

**Please Note:** If the program does not serve infants under the age of 15 months, then answer N/A for Items B-40 through B-55 AND complete Section 7(B): Infant and Toddler Care.

B-40) Does the program serve **infants under the age of 15 months**?\* Yes No N/A

**VERIFICATION** V NV

B-41) Does the program limit the number of qualified teachers who interact with any **one infant** to no more than three teachers (*not staff members*\*) in a normal day to ensure continuity of care? Yes No N/A

*\*Please Note: This standard does not include staff members who relieve teachers for lunch breaks. This standard is referencing the specific team of teachers for this classroom and infant in order to ensure continuity of care. Continuity of care is evident in both policy and teacher scheduling*

**VERIFICATION** V NV

B-42) Are **infants** allowed to establish and maintain individual eating and sleeping patterns AND are feeding, sleeping, and diapering activities recorded daily for each **infant**, and the information made available to the parent at the end of the day? Yes No N/A

**VERIFICATION** V NV

B-43) Do teachers provide warm and loving physical contact with **infants** in a variety of ways from soothing to stimulating, depending on the infant's readiness and needs? Yes No N/A

**VERIFICATION** V NV

B-44) Prior to entering a play area used by **non-mobile infants**, do all persons remove their shoes, put on shoe covers, or put on slippers or booties that are only worn in that room? Yes No N/A

**VERIFICATION** V NV

B-45) Do teachers working with **young infants** use child-specific\* coverings (including burping cloth or child’s bib) that are changed daily or more frequently if they become soiled? Yes No N/A

*\*Please Note: Teachers must use each child’s specific covering when caring for young infants. The intention is to help prevent the spread of germs.*

**VERIFICATION** V NV

B-46) Are cribs that are touching separated by a see-through\* barrier to help prevent the spread of germs? Yes No N/A

*\*Please Note: This barrier must not restrict direct line of sight supervision, for example, the barrier may be Plexiglas affixed to or between the cribs.*

**VERIFICATION** V NV

B-47) Does the program have special evacuation equipment or cribs for enrolled **infants**? Yes No N/A

**VERIFICATION** V NV

B-48) Are **young infants** held and carried about frequently, and their positions and locations changed? Yes No N/A

**VERIFICATION** V NV

B-49) Is there minimal use\* of infant seats and swings, exersaucers, molded seats or any other confining equipment, and only when **infants** are age and developmentally capable? Yes No N/A

*\*Please Note: ‘Minimal use’ is defined as 15 minutes or less at a time.*

**VERIFICATION** V NV

B-50)	Are parents required to remove <b>infants</b> from their car seat upon arrival at the program, even if the child is asleep?	Yes	No	N/A
-------	---	-----	----	-----

*\*Please Note: Evidence of this standard is an observed practice that aligns with a posted procedure or policy.*

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
---------------------	----------	-----------

B-51)	Are <b>infants</b> always put to sleep using current American Academy of Pediatrics' (AAP) Guidelines for Infant Sleep Safety and SIDS Risk Reduction*, <b>including</b> :			
-------	--	--	--	--

A) On their back?	Yes	No	N/A
-------------------	-----	----	-----

B) On flat, firm mattress with tight fitting sheets?	Yes	No	N/A
--	-----	----	-----

**AND** are the following items prohibited in the crib:

C) Soft toys?	Yes	No	N/A
---------------	-----	----	-----

D) Blankets?	Yes	No	N/A
--------------	-----	----	-----

E) Bumpers?	Yes	No	N/A
-------------	-----	----	-----

F) Pillows or boppies?	Yes	No	N/A
------------------------	-----	----	-----

G) Swaddling?	Yes	No	N/A
---------------	-----	----	-----

H) Necklaces?	Yes	No	N/A
---------------	-----	----	-----

I) Bibs?	Yes	No	N/A
----------	-----	----	-----

J) Strings or attachments to pacifiers?	Yes	No	N/A
---	-----	----	-----

*\*Please Note: If there is a medical reason for any exceptions to the current safe sleep plan, a physician's note must be on file and documentation of a care plan must be present in the classroom.*

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
---------------------	----------	-----------

B-52)	Are <b>young infants</b> individually fed and held for bottle feedings?	Yes	No	N/A
-------	---	-----	----	-----

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
---------------------	----------	-----------

B-53)	Is the use of a microwave prohibited for warming <b>infant</b> foods?	Yes	No	N/A
-------	---	-----	----	-----

<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
---------------------	----------	-----------

B-54) Do teachers provide **infants** with ample, independent opportunities to practice tummy time, crawling, creeping, standing, and walking? Yes No N/A

**VERIFICATION** V NV

B-55) Do teachers provide activities and materials to help **infants** develop their small muscles by grasping, dropping, pulling, pushing, throwing, fingering, and mouthing? Yes No N/A

**VERIFICATION** V NV

## Section 7 (B): Infant and Toddler Care

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B-56) Is a primary teacher assigned to each child **under the age of two years old**? Yes No

**VERIFICATION** V NV

B-57) *RESERVED*

B-58) Are **infants and toddlers** encouraged to engage in social play and interaction with teachers during feeding, bathing, dressing, and other aspects of care? Yes No

**VERIFICATION** V NV

B-59) Are teachers alert and responsive to **infant's and toddler's** initiatives to play, move and use toys and materials? Yes No

**VERIFICATION** V NV

B-60) Are food preparation and feeding areas separated from diapering and bathing areas in **infant and toddler** classrooms? Yes No

*Please Note: If only one sink is available in a classroom then it may be used for both handwashing and food preparation as long as the sink is sanitized before each instance of food preparation. This procedure must be posted at the sink.*

**VERIFICATION** V NV

- B-61) Do teachers encourage **infant babbling and toddler vocalizations** by:
- |  |     |    |
|--|-----|----|
| A) Imitating sounds (such as cars, animal sounds, nonsense words, rhymes, and imaginative stories)?          | Yes | No |
| B) Naming familiar objects and discussing routine activities in the infant/toddler environment?              | Yes | No |
| C) Describing what they are doing and what they feel, hear, touch, and see as it happens or soon thereafter? | Yes | No |

**VERIFICATION** **V** **NV**

- B-62) Do teachers check **infants and toddlers** diapers/pull-ups on a regular basis and are wet or soiled diapers/pull-ups/clothing changed immediately?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION** **V** **NV**

- B-63) Are the following diaper changing requirements in place for **infants and toddlers**:

**(Diaper changing table/equipment):**

- |   |     |    |
|---|-----|----|
| A) Are changing surfaces made of impervious, nonabsorbent material that are <u>cleaned and sanitized</u> after each use?  | Yes | No |
| B) Are changing tables adult height?  | Yes | No |
| C) Are children protected from falling during the diapering procedure? <i>(The use of clips/belts is prohibited.)</i>   | Yes | No |
| D) Is there a hands-free, closable, foot-pedal operated, or motor sensor operated, plastic-lined trash receptacle provided to receive contaminated diapers or wipes located in all diaper changing areas? <i>(This must be a properly functioning receptacle that operates without the use of hands.)</i> | Yes | No |

**(Diapering supplies):**

- |  |     |    |
|--|-----|----|
| E) Does the program use disposable diapers, pull-ups, a recognized diaper service, or arrange with parents/guardians to provide a daily diaper supply? | Yes | No |
|--|-----|----|

***(B-63 Continued on Next Page)***

**(Diapering procedure):**

- |   |     |    |
|---|-----|----|
| F) Is there a posted changing procedure at each changing table and in any bathrooms where toilet training is occurring? | Yes | No |
| G) Do all teachers use and follow this procedure for each diaper change?  | Yes | No |
| H) Are new disposable gloves used during each diaper change?  | Yes | No |
| I) Do all teachers clean then disinfect the changing surface after each diaper change?*                                 | Yes | No |

*\*Please Note: Item I) Changing tables must be properly cleaned then disinfected following the manufacturer's instructions for cleaning the nonabsorbent changing surface.*

**VERIFICATION** **V** **NV**

B-64) Does each handwashing sink for **infants and toddlers** meet the following:

- |  |     |    |
|--|-----|----|
| A) Located in the same room/area as the diaper changing table, (optimally within arms-reach), to prevent the spread of contaminants and disease? | Yes | No |
| B) Placed to ensure sight and sound supervision of all children in care?   | Yes | No |
| C) Liquid soap bottles/dispensers are available at each sink?  | Yes | No |
| D) Handwashing procedures are posted at each sink?   | Yes | No |

**VERIFICATION** **V** **NV**

B-65) *RESERVED*

B-66) Is diapering/toileting used as a time to talk with and relate warmly to children?	Yes	No
---	-----	----

**VERIFICATION** **V** **NV**

- B-67) When **toddlers** are ready for toilet training, does the teacher do the following:
- |   |     |    |
|---|-----|----|
| A) Coordinate a toilet training plan with the child's parent/guardian?    | Yes | No |
| B) Assist children with toileting?  | Yes | No |
| C) Ensure the toilet seat and floor are clean?                            | Yes | No |
| D) Assist children with proper handwashing after every use of the toilet? | Yes | No |

**VERIFICATION**

**V NV**

- B-68) Do bathrooms in **infant and toddler rooms** have a barrier to prevent children from entering unattended?\*
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

*\*Please Note: This barrier does not have to be a permanent structure. A baby gate or mobile structure is sufficient evidence for this standard.*

**VERIFICATION**

**V NV**

- B-69) Are **infants and toddlers** within sight and sound\* of a qualified teacher\*\* at all times, **including when asleep**?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

*\*Please Note: Children must be able to be seen and heard at all times by the teacher. For example, if the teacher is working momentarily one-on-one with a child, but is able to see all of the children by slightly moving their position, then this standard is met.*

*\*\*Qualified teacher is defined as a Lead Teacher, Assistant Teacher, Aide, and/or a Substitute Teacher who meets all NECPA requirements.*

**VERIFICATION**

**V NV**

- B-70) If there is only one teacher available to supervise a group of **infants or toddlers**, is the diaper changing area located so the teacher is able to provide constant sight and sound supervision of all the children in care?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION**

**V NV**

B-71) Are dividers that are used to separate one area from another low enough to provide for easy supervision of all infants or toddlers? Yes No

**VERIFICATION** V NV

B-72) *RESERVED*

B-73) Are small objects (less than one inch in diameter) and foods which frequently cause choking (grapes, hot dogs, peanuts) inaccessible to infants and toddlers? Yes No

**VERIFICATION** V NV

B-74) Are mobile infants and toddlers offered finger foods when developmentally appropriate, and toddlers encouraged to feed themselves? Yes No

**VERIFICATION** V NV

B-75) When developmentally appropriate, do teachers encourage older infants and toddlers to use appropriate child-sized cups and utensils? Yes No

**VERIFICATION** V NV

B-76) *RESERVED*

B-77) Does the program provide accommodations for mothers who choose to breastfeed or pump at the program? Yes No N/A

*Please note: This may include a designated area or the use of the staff lounge, an empty room or office, or an area with seating within the classroom.*

**VERIFICATION** V NV

- B-78) If pacifiers are used, are they;
- |   |     |    |     |
|---|-----|----|-----|
| A) Cleaned before and after each use?             | Yes | No | N/A |
| B) Free of fluid before being given to the child? | Yes | No | N/A |
| C) Closely monitored to prevent shared use?       | Yes | No | N/A |
| D) Free from strings or attachments?              | Yes | No | N/A |

**VERIFICATION**

**V NV**

- B-79) Do teachers provide opportunities and materials to encourage infants and toddlers to discover how they can make things happen and solve simple problems?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION**

**V NV**

- B-80) Do teachers respect the toddler's right to say "no" or not participate?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION**

**V NV**

- B-81) Does the teacher provide physical assistance, support and encouragement for mobile infants and toddlers when walking, climbing, descending stairs, and performing other gross motor movements?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION**

**V NV**

- B-82) Do teachers encourage and help toddlers develop and practice self-help skills when eating, getting dressed, using toys/equipment, and cleaning up?
- |  |     |    |
|--|-----|----|
|  | Yes | No |
|--|-----|----|

**VERIFICATION**

**V NV**

- B-83) Do teachers encourage toddlers to follow good health practices by instructing them on how to:

- |   |     |    |
|---|-----|----|
| A) Wash their hands after toileting, before and after eating, and at other times as needed;               | Yes | No |
| B) Use personal items, such as feeding utensils and tissues, and not to 'share' them with other children? | Yes | No |

**VERIFICATION**

**V NV**

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## Section 8: Curriculum

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*No verification items; all standards located in SAI Part A – Documentation.*

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## Section 9: Developmental Program

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B-84) Are separate indoor areas/classrooms provided to meet the developmental needs of different age groups (including school-age) enrolled in the program? Yes No

**VERIFICATION**

**V NV**

B-85) Are separate interest areas/learning areas created in the program for each age group that meet the following:

A) Are materials with similar use placed together to create interest areas/learning centers which correspond to the program's curriculum? Yes No

B) Are interest areas/learning centers organized, accessible, and inviting to children? Yes No

C) Are areas/centers set up so that traffic patterns do not interfere with activities? Yes No

D) Are areas/centers for quiet and active play separate? Yes No

E) Is there space enough in each area/center to ensure children can comfortably maneuver, work and play? Yes No

F) Is children's work displayed at children's eye-level? Yes No

**VERIFICATION**

**V NV**

B-86) Is furniture and equipment intentionally placed to ensure:

A) The safety of children and prevent unintentional injuries? Yes No

B) Proper supervision of all areas, both inside and outside? Yes No

**VERIFICATION**

**V NV**

B-87) Are dividers and/or furniture that are used to separate one area from another low enough to provide for easy supervision of all children? Yes No

**VERIFICATION** V NV

B-88) Has the program created a warm, nurturing, and comfortable atmosphere for the children by:

A) Displaying photographs of enrolled children and their families at child's eye level? Yes No

B) Providing personalized storage for each child's possessions? Yes No

C) Personalizing/labeling nap time/rest materials? Yes No

**VERIFICATION** V NV

B-89) Is there a separate quiet place to provide a break from group activities, where children can read or engage in individualized developmentally appropriate learning activities? Yes No

**AND**, is the quiet area:

A) A soft-cushioned area with soft furniture or pillows, rugs and/or carpeting? Yes No

B) Within sight and sound of a teacher? Yes No

*\*Please Note: Soft furniture/pillows are not required in infant areas/classrooms.*

**VERIFICATION** V NV

B-90) Are daily routines consistent and predictable for children? Yes No

*\*Please Note: Evidence of this standard is a posted schedule that relates to the observed routine.*

**VERIFICATION** V NV

B-91)	Are simple and consistent patterns followed in making transitions from one activity to the next?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
B-92)	Are routines, transitions and activities adjusted to the mood and energy changes for groups and individual children?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
B-93)	<i>RESERVED</i>		
B-94)	Do teachers encourage children to engage in self-help activities that promote competency and mastery, such as assisting in maintaining their classroom, cleaning up after an activity selection, and serving themselves meals/snacks when developmentally appropriate?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
B-95)	Are developmentally appropriate materials:		
	A) Of sufficient quantity and variety?	Yes	No
	B) Used to promote children's exploration, experimentation and discovery?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
B-96)	Do materials reflect diversity in:		
	A) Gender?	Yes	No
	B) Age?	Yes	No
	C) Language?	Yes	No
	D) Ability?	Yes	No
	E) Culture and ethnicity?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>

B-97) Do teachers ensure that toys and other materials which are safe for older groups are not accessible to younger groups unless under close supervision? Yes No

**VERIFICATION** **V** **NV**

B-98) Are classroom decorations, if used, changed on a regular basis and seasonally appropriate? Yes No

**VERIFICATION** **V** **NV**

B-99) Do teachers encourage children to engage in meaningful play and extend their learning? Yes No

**VERIFICATION** **V** **NV**

B-100) Do teachers encourage children to think, reason, question and experiment by asking them questions regarding their experiences and play? Yes No

**VERIFICATION** **V** **NV**

B-101) Do teachers expand on children's emerging skills by repeatedly engaging them in activities of interest? Yes No

**VERIFICATION** **V** **NV**

B-102) Does the program have the following interest areas/learning centers for the following age groups?

Interest Area/ Learning Center	Toddler (1 - 2 yrs)		Preschool and School-Age (If Served) (3 - 5 yrs and 6-12 yrs)	
	Yes	No	Yes	No
A. Table Top Games/ Manipulatives	Yes	No	Yes	No
B. Dramatic Play	Yes	No	Yes	No
C. Woodworking/Carpentry*	<b>N/A</b>		Yes	No
D. Arts and Crafts	Yes	No	Yes	No
E. Large Muscle	Yes	No	Yes	No
F. Science/Nature	Yes	No	Yes	No
G. Blocks	Yes	No	Yes	No
H. Fine Motor	Yes	No	Yes	No
I. Math/Numbers	Yes	No	Yes	No
J. Language Arts/ Literacy	Yes	No	Yes	No
K. Music/Movement	Yes	No	Yes	No
L. Nutrition	Yes	No	Yes	No

*\*Please Note: Woodworking/Carpentry is defined as using or manipulating real wooden pieces, which can be cut, glued, and/or nailed in a developmentally appropriate manner. Any tools provided must be child-sized and age-appropriate. The use of blocks from the Block Area will not meet the requirements for this standard. Proper supervision and instruction are vital for successful implementation of the Woodworking/Carpentry Area.*

**VERIFICATION**

**V NV**

B-103) Are the following established protocols in place when using the sensory tables:

- |   |     |    |
|---|-----|----|
| A) All materials are nontoxic?  | Yes | No |
| B) All materials are age and developmentally appropriate and do not pose a choking hazard*?                   | Yes | No |
| C) Activities are closely supervised to ensure safe conditions are met and play materials are clean?          | Yes | No |
| D) Teachers utilize rubber mats (or similar) under the table and clean spills immediately when using liquids? | Yes | No |

*\*Please Note: Although not prohibited, the use of food for sensory play must be closely supervised to prevent consumption and be culturally sensitive to the children in care.*

**VERIFICATION** **V** **NV**

B-104) Do children have access to developmentally appropriate unstructured materials such as blocks, paint, and play dough, and representational toys such as cars, dolls, animals, and dishes?

**VERIFICATION** **V** **NV**

B-105) Are children regularly provided with creative and possibly messy materials and activities such as water/sensory play, finger paints, and play dough?

**VERIFICATION** **V** **NV**

B-106) Is the environment designed to promote child-choice and independence by:

- |   |     |    |
|---|-----|----|
| A) Placing toys and materials on low, open shelves?   | Yes | No |
| B) Providing equipment and materials which children can explore and master by themselves?         | Yes | No |
| C) Offering children the freedom and opportunity to move and explore in a variety of safe spaces? | Yes | No |

**VERIFICATION** **V** **NV**

B-107)	Do teachers promote child-choice by:		
	A) Providing materials and time for children to offer suggestions and select their own activities?	Yes	No
	B) Ensuring that children have time and space for extended and concentrated play by reducing distractions and interruptions?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
B-108)	Are children encouraged to develop pro-social skills by developing relationships, learning to help others, working cooperatively with others, and learning from and with one another?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
B-109)	Do teachers foster positive relationships between children by helping them to listen and appropriately respond to one another?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
B-110)	Do teachers support a child's developing awareness of self by using mirrors, photographs, and other appropriate materials for promoting self-concept?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>
B-111)	Are children given developmentally appropriate opportunities to write, which may include scribbling, drawing and practicing letters and numerals?	Yes	No
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>

B-112) Do teachers support children’s daily opportunities for purposeful reading and writing? Yes No

**VERIFICATION** V NV

B-113) Do teachers provide opportunities for children to familiarize and recognize meaningful print through:

A) Classroom labels? Yes No

B) Personalized labels? Yes No

C) Posted schedules and/or procedures at children’s eye level? Yes No

D) Modeling and discussing writing? Yes No

**VERIFICATION** V NV

B-114) Are a variety of songs, stories, books and games, including those that are multicultural, used to promote language development? Yes No

**VERIFICATION** V NV

B-115) Do teachers read books to children that align with the goals and aspects of the curriculum? Yes No

**VERIFICATION** V NV

B-116) Do teachers expand children’s print and language development daily by reading books to them either individually or in a group setting? Yes No

**VERIFICATION** V NV

B-117) Are children provided opportunities to interact with the story and ask questions? Yes No

**VERIFICATION** V NV

B-118)	Do teachers encourage and promote active physical play throughout the day?	Yes	No	
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>	
B-119)	Does the teacher engage in physical activity with the children?	Yes	No	
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>	
B-120)	Do teachers provide developmentally appropriate large-muscle and balance activities both indoors and outdoors (ex: playing ball, running, jumping, climbing, moving to rhythm and music)?	Yes	No	
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>	
B-121)	Do teachers provide developmentally appropriate eye-hand and eye-foot coordination opportunities (ex: throwing, catching, and kicking balls)?	Yes	No	
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>	
B-122)	RESERVED			
B-123)	RESERVED			
B-124)	If televisions are present, are they anchored or mounted to prevent accidental toppling?	Yes	No	N/A
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>	

### **Section 10(A): Dedicated/On-Site Outdoor Play Space**

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**Please Note:** If the program does not have a dedicated or on-site playground/outdoor play space, select N/A for items B-125 through B-127 AND complete Section 10(B): Outdoor Safety, Supervision and Activities.

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B-125)	Does the program have a dedicated/on-site outdoor play space?	Yes	No	N/A
	<b>VERIFICATION</b>	<b>V</b>	<b>NV</b>	

B-126) Does the program's dedicated outdoor space meet the following requirements:

- |  |     |    |     |
|--|-----|----|-----|
| A) Is adjacent to the interior classrooms OR can be safely accessed from the facility? | Yes | No | N/A |
| B) Includes vacant space for gross motor activities such as running and chasing?       | Yes | No | N/A |
| C) Outdoor play equipment is grouped together by age and developmental ability?        | Yes | No | N/A |
| D) Outdoor play equipment is of safe design and in good repair?                        | Yes | No | N/A |
| E) Is free from holes or abandoned wells within the site?                              | Yes | No | N/A |
| F) Is well drained with no standing water on the play areas or equipment?              | Yes | No | N/A |
| G) Enclosed within a fence or barrier that does not obstruct supervision of children?  | Yes | No | N/A |

**VERIFICATION**

**V NV**

B-127) Does the playground surfacing and fall zones meet current Consumer Product Safety Commission (CPSC) guidelines\* through the following:

- |   |     |    |     |
|---|-----|----|-----|
| A) The surfacing is made of appropriate non-abrasive, cushioning materials as recommended by the CPSC?  | Yes | No | N/A |
| B) The surfacing extends at least <u>6 feet beyond</u> ** the perimeter of any playground equipment needing fall zones?   | Yes | No | N/A |
| C) If the playground is surfaced with CPSC recommended 'loose-fill' materials, (ex: wood mulch or chips, fine loose sand, pea gravel, or shredded tires), does it meet an initial fill of 12 inches and/or a compressed/settled fill of 9 inches? | Yes | No | N/A |

*\*Please Note: Examples of fall zones and additional recommended playground surfacing materials may be found in the Glossary on page 136.*

*\*\*Please Note: Item B) **If, and only if,** state regulations/licensing permits the surface material to extend a minimum of 4 feet beyond the perimeter of the equipment, answer **No** to Item B and include a hard copy of the specific state regulation in your documentation box/file for Item B-127.*

**VERIFICATION**

**V NV**

B-128) RESERVED

B-129) RESERVED

## Section 10(B): Outdoor Safety, Supervision and Activities

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B-130) Does the program use a neighborhood or community park/space for children's daily outdoor play/activities? Yes No N/A

**VERIFICATION** V NV

B-131) Does the program specify outdoor play times by age group and limit the number of children from the program allowed on the outdoor play space at any one time? Yes No

**VERIFICATION** V NV

B-132) Are the staff capable of the following when on the outdoor play space:

A) Viewing the entire outdoor play space? Yes No

B) Being responsible for a group of children? Yes No

C) Being responsible for a specific area of the play space? Yes No

*Please Note: Children must be able to be seen and heard at all times by the teacher. For example, if the teacher is working momentarily one-on-one with a child, but is able to see all of the children by slightly moving their position, then this standard is met.*

**VERIFICATION** V NV

B-133) Is clean drinking water readily provided and available to children while outside? Yes No

**VERIFICATION** V NV

B-134) Does the program have written and posted outdoor play space rules? Yes No

**VERIFICATION** V NV

B-135) Are outdoor play space inspections performed daily? Yes No

**VERIFICATION** V NV

- B-136) Are the following outdoor opportunities provided for all children weather permitting\*:
- |   |     |    |
|---|-----|----|
| A) Developmentally appropriate gross motor opportunities for each age group? ** | Yes | No |
| B) Child-choice of activities?  | Yes | No |
| C) Teacher involvement with children's outdoor play/activities?                 | Yes | No |

*\*Please Note: The National Weather Service (NWS) identifies the following weather conditions as posing a significant health risk, wind chill factor at or below minus 15°F and heat index at or above 90°F.*

*\*\*Please Note: A walk is not considered gross motor play. To meet this standard, large muscle activity must occur. Examples of developmentally appropriate large muscle activities by age group include:*

- *Infants- safe, open space to spread a blanket on which infants can explore the outdoors through crawling, scooting, and rolling.*
- *Toddlers, Preschoolers and School-Age- playing ball, running, jumping, climbing, and dancing/moving to rhythm and music.*

**VERIFICATION**

**V NV**

B-137) Reserved

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## Section 11: Staff-Family-Community Partnerships

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- B-138) Does the program offer a parent/guardian resource area or bulletin board which covers at least the following:
- |   |     |    |
|---|-----|----|
| A) Program description and philosophy?  | Yes | No |
| B) Program policies/policy statements?  | Yes | No |
| C) Schedule(s), (including program activities/events and parent volunteer opportunities), and menu(s)?    | Yes | No |
| D) Community health care services or other local social services?   | Yes | No |
| E) Availability of community interpreters or language resources in the families' home language as needed? | Yes | No |

**VERIFICATION**

**V NV**

## Section 12: Health and Safety

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B-139) Does the program have a fire/emergency exit plan posted that shows the escape routes for each area/room? Yes No

**VERIFICATION** V NV

B-140) Is the number for the poison control center posted where it is readily accessible in emergency situations? Yes No

**VERIFICATION** V NV

B-141) Is emergency contact information easily accessible to staff during an emergency, meaning it is unlocked, labeled, and accessible in less than 60 seconds? Yes No

**VERIFICATION** V NV

## Section 13: Program Evaluation

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*No verification items; all standards located in SAI Part A – Documentation Section.*

## Section 14: Program Administration and Staff Relations

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B-142) Does the program have a staff lounge or separate area where staff can take breaks? Yes No

**VERIFICATION** V NV

B-143) Does the program have a staff bathroom? Yes No

**VERIFICATION** V NV

B-144) Does the program have a designated administrative office space or area? Yes No

*\*Please Note: This space should be available for program administration, staff and other adults involved with the program. This space is not accessible to children, except those that are closely monitored by staff.*

**VERIFICATION** V NV





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# GLOSSARY

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**Adequate Storage Space.** The storage required is for extra toys and supplies that are not currently being used by the children and adults. The storage must be accessible to staff with only a momentary interruption of the visual supervision of children. Examples of convenient storage include:

- A built in closet or cupboard in the room,
- A high shelf in the room that only adults can reach,
- A closed cabinet that is added to the room to provide storage.

**Age Group.** NECPA defines age groups as follows:

Age Group	Age Range for Ratio	Child:Staff Ratio	Max Group Size
<b>Infants/ Toddlers/Two's</b>	Birth to 18 months	3/4:1	6/8
	18 to 35 months	4/6:1	8/12
<b>Pre-School</b>	3 to 5 years	7/10:1	14/20
<b>School-Age</b>	5 to 12 years	12:1	24

**ASTM.** Abbreviation for the American Society for Testing and Materials, an organization that provides voluntary standards through a consensus process for materials, products, systems, and services.

**Assessment Tool.** Continual child assessment is vital for young children's successful development. The below examples are not an all-inclusive list of research based child assessment tools, but may provide assistance in researching and implementing an assessment tool that works best with your program's curriculum.

<b>Infant-toddler (0-35 months):</b>
Assessment Technology Incorporated: Galileo®
HighScope: COR Advantage
Pearson: THE OUNCE SCALE
Teaching Strategies LLC: Teaching Strategies GOLD®

<b>Pre-kindergarten (3-5 years):</b>
Assessment Technology Incorporated: Galileo®
HighScope: COR Advantage
National Institute for Early Education Research (NIEER)/Early Learning Scale (ELS)
Pearson: THE WORK SAMPLING SYSTEM®
Pearson: THE WORK SAMPLING SYSTEM® for Head Start
Teaching Strategies LLC: Teaching Strategies GOLD®

**Bleach/Water Solution.** For disinfecting environmental surfaces. One-quarter (1/4) cup of household liquid chlorine bleach (sodium hypochloride) in one gallon of water, prepared fresh daily. See also Disinfect.

**Body Fluids.** Urine, feces, saliva, blood, nasal discharge, eye discharge, and injury or tissue discharge.

**CDC.** Abbreviation for the Centers for Disease Control and Prevention.

**Child Sized.** Furniture shall be durable and child-sized or adapted for children's use. Tables shall be at waist height of the intended child-user and the child's feet shall be able to reach a firm surface while the child is seated.

**Children with Special Needs.** NECPA defers to the Individuals with Disabilities Education Act (IDEA) and the U.S. Department of Education's Office for Civil Rights (OCR) to define children with special needs.

**Choking Hazard.** NECPA defers to Caring for Our Children, 'Standard 4.5.0.10: Foods that Are Choking Hazards.' Caregivers/teachers should not offer to children under four years of age foods that are associated with young children's choking incidents (round, hard, small, thick and sticky, smooth, compressible or dense, or slippery). Examples of these foods are hot dogs and other meat sticks (whole or sliced into rounds), raw carrot rounds, whole grapes, hard candy, nuts, seeds, raw peas, hard pretzels, chips, peanuts, popcorn, rice cakes, marshmallows, spoonfuls of peanut butter, and chunks of meat larger than can be swallowed whole. Food for infants should be cut into pieces one-quarter inch or smaller, food for toddlers should be cut into pieces one-half inch or smaller to prevent choking."

**Clean.** To remove dirt and debris by scrubbing and washing with a detergent solution and rinsing with water.

**Communicable Disease.** A disease caused by a microorganism (bacterium, virus, fungus, or parasite) that can be transmitted from person to person via an infected body fluid or respiratory spray, with or without an intermediary agent (such as a louse, mosquito) or environmental object (such as a table surface).

**Compliance.** The act of carrying out a recommendation, policy, or procedure.

**Contamination.** The presence of infectious microorganisms in or on the body, on environmental surfaces, on articles of clothing, or in food or water.

**CPSC.** Abbreviation for the U.S. Consumer Product Safety Commission, created in 1972 and charged with the following responsibilities: (1) to protect the public against unreasonable risks of injury associated with consumer products; (2) to assist consumers in evaluating the comparative safety of consumer products; (3) to develop uniform safety standards for consumer products and to minimize conflicting state and local regulations; and (4) to promote research and investigation into the causes and prevention of product-related deaths, illnesses, and injuries.

**Daily Health Screening/Check.** Assessment of a child's health each day through observation of the child, talking with the parent/guardian, and if applicable, with the child.

**Demand Feeding.** The feeding of infants whenever they indicate that they need to be fed, rather than feeding according to a clock schedule.

**Developmentally Appropriate Practice.** Developmentally Appropriate Practice, or DAP, was built upon knowledge of how children develop and learn. Because development and learning are so complex, no one theory sufficiently explains these events. DAP is built around a review of the literature on early childhood education. From this review, a set of twelve empirically based principles were developed to inform early childhood practice (Bredecamp and Copple, 1997, p. 9). These twelve principles are as follows:

1. Domains of children's development – physical, social, emotional, and cognitive -are closely related. Development in one domain influences and is influenced by development in other domains.
2. Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired.
3. Development proceeds at varying rates from child to child as well as unevenly within different areas of each child's functioning.
4. Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.
5. Development proceeds in predictable directions toward greater complexity, organization, and internalization.
6. Development and learning occur in and are influenced by multiple social and cultural contexts.
7. Children are active learners, drawing on direct physical and social experiences as well as culturally transmitted knowledge to construct their own understanding of the world around them.
8. Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in.
9. Play is an important vehicle for children's social, emotional, and cognitive development, as well as a reflection of their development.
10. Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery.
11. Children demonstrate different modes of knowing and learning and different ways of representing what they know.
12. Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

For a complete listing of Developmentally Appropriate Practice, refer to Bredekamp, S., & Copple, C. (1997). *Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition*. National Association for the Education of Young Children, Washington, D.C.

**Developmental Challenges and Risks.** Physical, emotional, and mental tasks that encourage new skills are developmental challenges. Meeting those challenges means taking some risks. For example, to stand upright, a crawler risks falling. Young children need to be able to take such risks. However, while they are trying new skills that are right for their development, young children do need to be protected from real harm. Learning to walk means taking some falls. But that means falling on a carpet, a mat, or a floor, not off a ledge. Toddlers especially need safe risks. They need to discover the right balance between risk and safety, challenge and security. A space for both infants and toddlers should have a variety of physical challenges. Waterbeds, horizontal nets, mats, mattresses, lofts, and wading pools full of covered foam pieces or pillows can all encourage coordination, balance, and climbing skills.

**Developmental Needs.** General age related needs that are addressed by providing activities, materials, interactions and experiences in a safe, healthy, and challenging way to children.

**Disinfect.** To eliminate virtually all germs from inanimate surfaces through the use of chemicals (e.g., products registered with the U.S. Environmental Protection Agency as "disinfectants") or physical agents (e.g., heat). In the child care environment, a 1:64 dilution of domestic bleach made by mixing a solution of 1/4 cup household liquid chlorine bleach with 1 gallon of tap water and prepared fresh daily is an effective method to remove germs from environmental surfaces and other inanimate objects that have been contaminated with body fluids (see **Body Fluids**), provided that the surfaces have first been cleaned (see **Clean**) of organic material before applying bleach/water solution and to achieve maximum germ reduction with bleach, the precleaned surfaces should be left moderately or glistening wet with the bleach solution and allowed to air dry or be dried only after at least 2 minutes of contact time. Two minutes of contact with a coating of a sprayed 1:64 diluted solution of 1/4 cup household liquid chlorine bleach in one gallon of tap water prepared fresh daily is an effective method of surface-sanitizing of environmental surfaces and other inanimate objects that have first been thoroughly cleaned of organic soil. Commercially prepared detergent-sanitizer solutions or detergent cleaning, rinsing and application of a non bleach sanitizer that is at least as effective as the chlorine bleach solution is acceptable as long as these products are nontoxic for children, are used according to the manufacturer's instructions and are approved by the state or local health department for use as a disinfectant in place of the bleach solution. These methods are used for toys, children's table tops, diaper changing tables, food utensils, and any other object or surface that is significantly contaminated with body fluids. Sanitizing food utensils can be accomplished by using a dishwasher or equivalent process, usually involving more dilute chemicals than are required for other surfaces.

**Economic Concepts.** Providing children with activities and situations where they can gain the knowledge and skills to understand concepts such as value, cost, want vs. need, resources, scarcity, etc.

**Emergency Response Practices.** Procedures used to call for emergency medical assistance, to reach parents or emergency contacts, to arrange for transfer to medical assistance, and to render first aid to the injured person.

**Emergent Literacy.** This is the use of children's literature throughout the total curriculum. It is not using it only in the quiet/reading activity area but in all activity areas. Excellent examples of how this is done can be found in the following publications by Janice Beaty: *"Observing Young Children and Developmentally Appropriate Curriculum."*

**Emotional Tone.** The general feeling created by a room or area is the emotional tone. But it is not just a feeling; the emotional tone affects behavior. The emotional tone of an area should match its function. For example, the emotional tone of the rest area should promote a quiet, secure, relaxed feeling. You create emotional tones with pillows, colors, fabrics, rugs, curtains, aquariums, lighting, and arrangement. More active play calls for a space that has more color, is harder and brighter, and is more open.

**EPA.** Abbreviation for the U.S. Environmental Protection Agency, established in 1970, which administers federal programs on air and water pollution, solid waste disposal, pesticide regulation, and radiation and noise control.

**EPSDT.** Abbreviation for Medicaid's Early Periodic Screening and Diagnostic Treatment program, which provides health assessments and follow-up services to income-eligible children.

**Evaluation.** Impressions and recommendations formed after a careful appraisal and study.

**Exclusion.** Denying admission of an ill child or staff member to a program.

**Facility.** The buildings, the grounds, the equipment, and the people involved in providing child care of any type.

**Fever.** An elevation of body temperature. Temperature above 101°F (38.3°C) orally, above 102°F (38.9°C) rectally, or 100°F (37.8°C) or higher taken axillary (armpit) or measured by an equivalent method.

**Foodborne Pathogen.** A germ contained in a food product that is transmitted to persons eating the food.

**Gross-Motor Skills.** Large movements involving the arms, legs, feet, or the entire body (such as crawling, running, and jumping).

**Group Size.** The number of children assigned to a teacher or team of teachers occupying an individual classroom or well-defined space within a larger room. See also **Age Group** and **Ratio**.

**Health Care Provider.** A health care professional who practices medicine by an established licensing body with or without supervision. The most common types of health care providers include physicians, nurse practitioners, and physician's assistants.

**Health or Medical Consultant.** A physician, certified pediatric or family nurse practitioner, or registered nurse who has pediatric or child care experience and is knowledgeable in child care, licensing, and community resources. The health consultant provides guidance and assistance to child care staff on health aspects of the facility.

**Health Plan.** A written document that describes emergency health and safety procedures, general health policies and procedures, and policies covering the management of mild illness, injury prevention, and occupational health and safety.

**Illness log.** The program maintains a file or log, tracking all situations where illnesses are reported by a parent or become evident while a child or staff member is at the facility and may potentially require exclusion.

**Immunizations.** Vaccines that are given to children and adults to help them develop protection (antibodies) against specific infections.

**Incubation Period.** Time between exposure to an infectious microorganism and beginning of symptoms.

**Individualized Education Program (IEP).** A written document, derived from Part B of IDEA (the Individuals with Disabilities Education Act—PL 94-142), that is designed to meet a child's individual educational program needs. The main purposes for an IEP are to set reasonable learning goals and to state the services that the school district will provide for a child with special educational needs. Every child who is qualified for special educational services provided by the school is required to have an IEP.

**Individualized Family Service Plan (IFSP).** A written document, derived from Part C of IDEA (the Individuals with Disabilities Education Act), that is formulated in collaboration with the family to meet the needs of a child with a developmental disability or delay, to assist the family in its care for a child's educational, therapeutic, and health needs, and to deal with the family's needs to the extent to which the family wishes assistance.

**Infection.** A condition caused by the multiplication of an infectious agent in the body.

**Ingestion.** The act of taking material (whether food or other substances) into the body through the mouth.

**Injury Log.** When an injury occurs in the program that requires first aid or medical attention for a child or adult, the program shall complete a report form.

**Medications.** Any substance that is intended to diagnose, cure, treat, or prevent disease or is intended to affect the structure or function of the body of humans or other animals.

**Midinfancy.** The middle of the infancy period or the first year of life, that is, approximately 9 to 15 months of life.

**Motor Skills.** Coordinated muscle movements involved in movement, object control, and postural control perceived as occurring after a stage (or stages) involving birth reflexes, with the idea that fundamental motor skills must be mastered before development of more sport-specific skills. Ref: Barnett, L. M., E. van Beurden, P. J. Morgan, L. O. Brooks, J. R. Beard. 2009. Childhood motor skill proficiency as a predictor of adolescent physical activity. *J Adolescent Health* 44:252-59.

**Nonprescription Medications.** Drugs that are generally regarded as safe for use if the label directions and warnings are followed. Nonprescription medications are also called "over-the-counter" (OTC) drugs because they can be purchased without a prescription from a health care provider. Foods or cosmetics that are also intended to treat or prevent disease or affect the functions of the human body (such as suntan lotion, fluoride toothpaste, antiperspirant deodorants, or antidandruff shampoo) are also considered to be nonprescription medications.

**Organization.** Environmental organization is a system of arrangement. The arrangement can be of anything: space, materials, books, or toys. A system of arrangement creates guidelines that show where things go and why. For example, environmental organization would mean putting the wheeled riding toys in the large-motor area. Hand toys would go on a shelf in a play area. Soft, cuddly toys might go in the rest or quiet areas. The best organization is simple and orderly; items used together are arranged together - water toys near the water troughs, and art materials near the art workspace. Infants and toddlers are trying to make sense of the world, and organization makes the job easier for them. The children learn to expect certain things in certain places. Organization also makes caregiving easier. When the setting is well organized, children can find things for themselves and help put them away. You can tell the toddlers: "The crayons are in the art center." "The block goes next to its picture here."

**OSHA.** Abbreviation for the Occupational Safety and Health Administration of the U.S. Department of Labor, which regulates health and safety in the workplace.

**Parent Education.** Parent education shall be culturally sensitive. Written material shall address health and safety issues for all age groups served and in a language understood by families.

**Positive Guidance.** This form of discipline includes redirection and setting clear cut limits that foster the child's ability to become self-disciplined. Disciplinary measures shall be clear and understandable to the child, shall be consistent, and shall be explained to the child before and at the time of any disciplinary action.

**Prescription Medications.** Medications that can only be dispensed by a licensed practitioner, such as a physician or nurse practitioner.

**Pro-Social.** Pro-social behaviors include those that encourage kindness and cooperation within the classroom community. Teachers can help promote pro social awareness and learning by creating opportunities for children to participate in situations that encourage kindness. Teachers can act as coaches for children's emotions and emotional regulation. This includes responding to children's emotional displays, labeling the emotions, and in a supportive manner helping children with strategies to regulate their emotional displays.

**Qualified Teacher.** Qualified teacher means the early childhood professional that is the staff person providing direct care and education to children. All teachers must be 18 years of age or older. Persons younger than 18 may assist in the child care program if they have direct, on site supervision, however they are not considered to be a qualified teacher. A qualified teacher is one that meets all NECPA requirements.

**Ratios.** The maximum number of children permitted per teacher. NECPA recommends child:staff ratios as follows:

Age Group	Age Range for Ratio	Child:Staff Ratio	Max Group Size
Infants/ Toddlers/Two's	Birth to 18 months	3/4:1	6/8
	18 to 35 months	4/6:1	8/12
Pre-School	3 to 5 years	7/10:1	14/20
School-Age	5 to 12 years	12:1	24

**Sanitize.** To remove filth or soil and small amounts of certain bacteria. For an inanimate surface to be considered sanitary, the surface must be clean (see **Clean**) and the number of germs must be reduced to such a level that disease transmission by that surface is unlikely. This procedure is less rigorous than disinfection (see **Disinfect**) and is applicable to a wide variety of routine housekeeping procedures involving, for example, bedding, bathrooms, kitchen countertops, floors, and walls. A number of EPA-registered "detergent-disinfectant" products are also appropriate for sanitizing.

**School-Age Child.** This term describes a developmental period associated with a child who is enrolled in an elementary school, usually from 5 to 12 years of age.

**School-Age Child Care Program.** A center offering a program of activities before and after school and/or during vacations.

**Screening.** Individual examination to detect the need for additional health related evaluations, early intervention and/or treatment.

**Special Evacuation Equipment/Crib.** A modified standard size steel crib with large wheels that meets fire standards used for the evacuation of non-walking children from the child development facility during emergency situations. (Department of Defense (2006), Child Development Policy Institute).

**Staff.** Used here to indicate all personnel employed at the program, including both teachers As well as personnel who do not provide direct care to the children (such as cooks, drivers, and housekeeping personnel).

**Substitute Staff.** Teachers hired for one day or for an extended period of time, who work under direct supervision of a trained, licensed/certified permanent teacher. Substitute staff must successfully complete the criminal background checks and meet, at a minimum, the qualifications for “Assistant Teachers”.

**Sudden Infant Death Syndrome (SIDS).** The sudden and unexpected death of an apparently healthy infant, typically occurring between the ages of 3 weeks and 5 months and not explained by an autopsy.

**Sufficient Quantity.** Children can use the equipment or materials without having to wait with no other appropriate equipment or material options. Numerous materials/equipment are not required and no specific number of materials/equipment is needed. Verifiers will observe to see if there is something for each child to use.

**Supervision.** Teachers shall directly supervise infants, toddlers, and preschool children by sight and hearing at all times, even when the children are in sleeping areas.

**Systemic.** Pertaining to a whole body rather than to one of its parts.

**Technology.** Technology includes both high and low forms. High technology may include computers, tablets, listening centers, and other forms of age appropriate tools. Low technology may include gears or wheels and other forms of age appropriate simple tools.

**Transmission.** The passing of an infectious organism or germ from person to person.

**Universal Precautions.** Apply to blood, other body fluids containing blood, but not to feces, nasal secretions, sputum, sweat, tears, urine, saliva and vomitus unless they contain visible blood or are likely to contain blood. Universal precautions include avoiding injuries caused by sharp instruments or devices and the use of protective barriers such as gloves, gowns, aprons, masks, or protective eyewear, which can reduce the risk of exposure of the worker's skin or mucous membranes that could come in contact with materials that may contain blood-borne pathogens while the worker is providing first aid or care.

**Variety.** An environment that offers plenty of choices has variety. Variety means choices about what to look at, what to hear, what or whom to play with, and what to do. When certain areas are set up for particular activities, the environment offers variety. When the environment meets the changing needs of both infants and toddlers, it has variety. Another example of variety is texture. A child care setting can offer a rich variety of textures: the smooth floor, the rough rug, the porcelain sink, the wood tabletop, the nubby fabric on the couch, or the soft velvet pillow on the floor. You can offer variety for the senses by pulling the shades or using a dimmer to change the lighting, putting up new materials and pictures, playing different kinds of music or tapes, bringing in a large new plant, changing the toys, or offering a new art activity.

*Unless otherwise noted, the source of these definitions is the American Academy of Pediatrics (2002) Caring for our Children, IL: National Resource Center for the Health and Safety in Child Care.*

## Timeline for Recommended Professional Development for Lead Teachers

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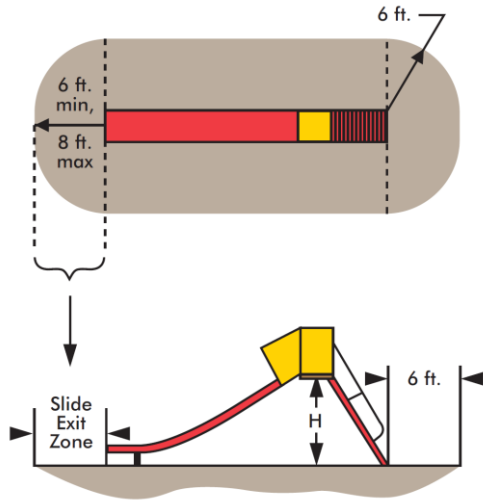
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<p>In an effort to advance the educational qualifications of early childhood education professionals, NECPA has created the following chart as recommended professional development for Lead Teachers.</p>	
<b>Current NECPA Standard</b>	<p>All Lead Teachers must hold a Certified Childcare Professional® (CCP) or Child Development Associate™ (CDA) or an approved higher-quality, comparable credential approved by the state.</p>
<b>Recommendation for 2023</b>	<p>At least 25% of Lead Teachers should hold or be enrolled in an <u>associate's degree program</u> in early childhood education or related field.</p>
<b>Recommendation for 2028</b>	<p>At least 50% of Lead Teachers should hold or be enrolled in an <u>associate's degree program</u> in early childhood education or related field.</p>
<b>Recommendation for 2033</b>	<p>At least 25% of Lead Teachers should hold or be enrolled in an <u>associate's degree program</u> in early childhood education or related field.</p> <p>AND, At least 25% of Lead Teachers should hold or be enrolled in a <u>bachelor's degree program</u> in early childhood education or related field.</p>
<b>Recommendation for 2038</b>	<p>At least 50% of Lead Teachers should hold or be enrolled in a <u>bachelor's degree program</u> in early childhood education or related field.</p>

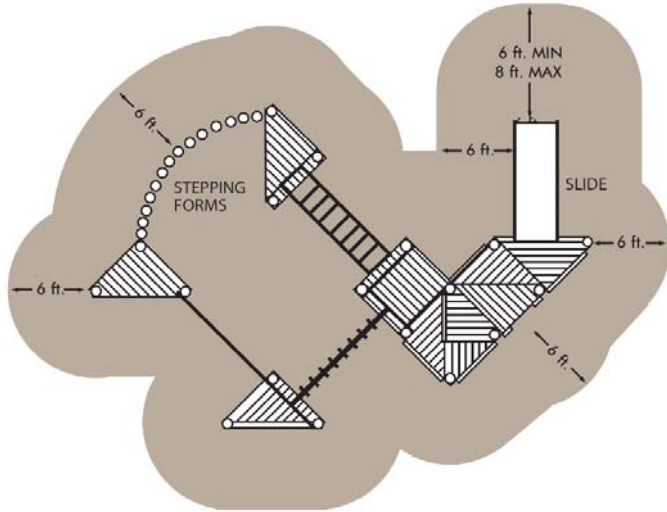
## Playground Surfacing and Fall Zones

*These examples provide further guidance on fall zone and playground surfacing requirements for Standard 10.5 and Verification Item B-127.*

Sample Fall Zone for Slides



Sample Fall Zone for Multi-Use Structures



Minimum Compressed Loose-Fill Surfacing Depths		
Inches of Compressed Fill	Type of Material	Protects up to a Fall Height of:
6* Inches	Shredded/recycled rubber	10 Feet
9 Inches	Sand	4 Feet
9 Inches	Pea Gravel	5 Feet
9 Inches	Wood Mulch	7 Feet
9 Inches	Wood Chips	10 Feet
<p>* Shredded/recycled rubber loose-fill surfacing does not compress in the same manner as other loose-fill materials. However, care should be taken to maintain constant depth as displacement may still occur.</p>		

**Source:** *Public Playground Safety Handbook*. Bethesda, MD:  
U.S. Consumer Product Safety Commission, 2010. Print.

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This survey is an integral part of the Accreditation process your child's program has undertaken. NECPA, the National Early Childhood Program Accreditation, believes that parental/guardian involvement and satisfaction are among the most reliable indicators of a quality program. We urge you to take the time to complete this survey and return it anonymously to your program. Thank you for your cooperation. Together we can ensure the high levels of quality early childhood education and care all children deserve.

<b>Question/Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. The teachers at the program are professionals who truly care.	1	2	3	4
2. The lines of communication at this program are always open.	1	2	3	4
3. My concerns are always taken seriously and acted upon when necessary.	1	2	3	4
4. I have been offered opportunities for private conferences with my child's teacher at least bi-annually.	1	2	3	4
5. I was given a complete orientation to the program during the enrollment process.	1	2	3	4
6. I understand the rules and requirements of the program.	1	2	3	4
7. My child enjoys attending this program.	1	2	3	4
8. The educational experience here is an important part of every day.	1	2	3	4
9. I have had the opportunity to be involved in program review, planning and activities.	1	2	3	4
10. I have reviewed the parent handbook.	1	2	3	4
11. The program encourages parents to share their skills, talents, culture and traditions.	1	2	3	4
12. I been provided an opportunity to participate in parent education.	1	2	3	4
13. I am provided with regular opportunities to discuss my child's day with their teacher.	1	2	3	4
14. I would recommend this program without hesitation.	1	2	3	4

**NECPA Parent Survey Comments:**

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**Thank you for your assistance!**



# NECPA

National Early Childhood  
Program Accreditation

## Encuesta para Padres

NECPA Sitio #: \_\_\_\_\_

Esta encuesta es una parte integral del procedimiento de acreditación que el programa de su hijo/a ha llevado a cabo. NECPA, la Acreditación Nacional de Programas para la Primera Infancia, cree que la participación y la satisfacción de los padres / tutores se encuentran entre los indicadores más confiables de un programa de calidad. Le recomendamos que dedique un tiempo a completar esta encuesta para devolverla de forma anónima a su programa. Gracias por su cooperación. Juntos podemos alcanzar los altos niveles de calidad de educación y cuidado en programas para la primera infancia que nuestros niños merecen.

<b>Pregunta / Declaración</b>	<b><u>Totalmente</u> De Acuerdo</b>	<b>De Acuerdo</b>	<b>En Desacuerdo</b>	<b><u>Totalmente</u> En Desacuerdo</b>
1. Las maestras en el programa son profesionales que realmente se preocupan.	1	2	3	4
2. Las líneas de comunicación en este programa siempre están abiertas.	1	2	3	4
3. Mis preocupaciones siempre se toman en serio y se toman medidas cuando es necesario.	1	2	3	4
4. Se me han ofrecido oportunidades para conferencias privadas con la maestra de mi hijo/a al menos dos veces al año.	1	2	3	4
5. Me dieron una orientación completa al programa durante el proceso de inscripción.	1	2	3	4
6. Entiendo las reglas y los requisitos del programa.	1	2	3	4
7. Mi hijo/a disfruta asistir a este programa.	1	2	3	4
8. La experiencia educativa del programa es una parte importante de cada día.	1	2	3	4
9. He tenido la oportunidad de participar en la revisión, planificación y actividades del programa.	1	2	3	4
10. He revisado el manual para padres.	1	2	3	4
11. El programa alienta a los padres a compartir sus habilidades, talentos, cultura y tradiciones.	1	2	3	4
12. Se me ha brindado la oportunidad de participar en educación para padres.	1	2	3	4
13. Me brindan oportunidades regulares para hablar sobre el día de mi hijo/a con su maestra.	1	2	3	4
14. Yo recomendaría este programa sin dudarlo.	1	2	3	4

**Comentarios adicionales:**

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**¡Gracias por su asistencia!**



# NECPA

National Early Childhood  
Program Accreditation

## Staff Survey

NECPA Site #: \_\_\_\_\_

This anonymous survey is an integral part of the Accreditation process your program has undertaken. NECPA, the National Early Childhood Program Accreditation, urges you to take the time to complete this survey and return it anonymously to your program. Please do not put your name, class assignment or other personal information on the form. Thank you for your cooperation. Together we can ensure the high levels of quality early childhood education and care all children deserve.

Question/Statement	<u>Strongly Agree</u>	Agree	Disagree	<u>Strongly Disagree</u>
1. I was given a complete orientation to the program when I was hired.	1	2	3	4
2. I have read the staff handbook.	1	2	3	4
3. The lines of communication between administration and staff at this program are always open.	1	2	3	4
4. I am offered opportunities for ongoing continuing education/training.	1	2	3	4
5. My responsibilities and authority are clearly defined.	1	2	3	4
6. I am comfortable with the professionalism of my co-workers.	1	2	3	4
7. I have access to the materials I need to fulfill my lesson plans and activities.	1	2	3	4
8. I am comfortable with the size of my class and my ability to manage it effectively.	1	2	3	4
9. I get positive feedback and constructive criticism from my superiors on a regular basis.	1	2	3	4
10. The staff here works together as a team.	1	2	3	4
11. This program has a genuine commitment to quality care.	1	2	3	4
12. My efforts are appreciated by the parents.	1	2	3	4
13. I have had the opportunity to be involved in program review, planning and activities.	1	2	3	4
14. I would recommend this program without hesitation.	1	2	3	4

**NECPA Staff Survey Comments:**

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**Thank you for your assistance!**



# NECPA

National Early Childhood  
Program Accreditation

## Encuesta al Personal

NECPA Sitio #: \_\_\_\_\_

Esta encuesta anónima es una parte integral del procedimiento de acreditación que su programa ha llevado a cabo. NECPA, la Acreditación Nacional de Programas para la Primera Infancia, le pide que tome el tiempo de completar esta encuesta y devolverla anónimamente a su programa. Por favor no escriba su nombre, asignación de clase u otra información personal en esta encuesta. Gracias por su cooperación. Juntos podemos alcanzar los altos niveles de calidad de educación y cuidado en programas para la primera infancia que nuestros niños merecen.

<b>Pregunta / Declaración</b>	<b><u>Totalmente</u> De Acuerdo</b>	<b>De Acuerdo</b>	<b>En Desacuerdo</b>	<b><u>Totalmente</u> En Desacuerdo</b>
1. Me dieron una orientación completa al programa cuando me contrataron.	1	2	3	4
2. He leído el manual del personal.	1	2	3	4
3. Las líneas de comunicación entre la administración y el personal de este programa siempre están abiertas.	1	2	3	4
4. Se me ofrecen oportunidades para obtener educación / capacitación continua.	1	2	3	4
5. Mis responsabilidades y autoridad están claramente definidas.	1	2	3	4
6. Me siento cómodo con la profesionalidad de mis compañeros de trabajo.	1	2	3	4
7. Tengo acceso a los materiales que necesito para completar mis planes de lecciones.	1	2	3	4
8. Me siento cómodo con el tamaño de mi clase y mi capacidad para gestionarlo de manera efectiva.	1	2	3	4
9. Recibo comentarios positivos y críticas constructivas de mis superiores de manera regular.	1	2	3	4
10. El personal trabaja en conjunto como un equipo.	1	2	3	4
11. Este programa tiene un compromiso genuino con la atención de calidad.	1	2	3	4
12. Mis esfuerzos son apreciados por los padres.	1	2	3	4
13. He tenido la oportunidad de participar en la revisión, planificación y actividades del programa.	1	2	3	4
14. Yo recomendaría este programa sin dudarlo.	1	2	3	4

**Comentarios adicionales:**

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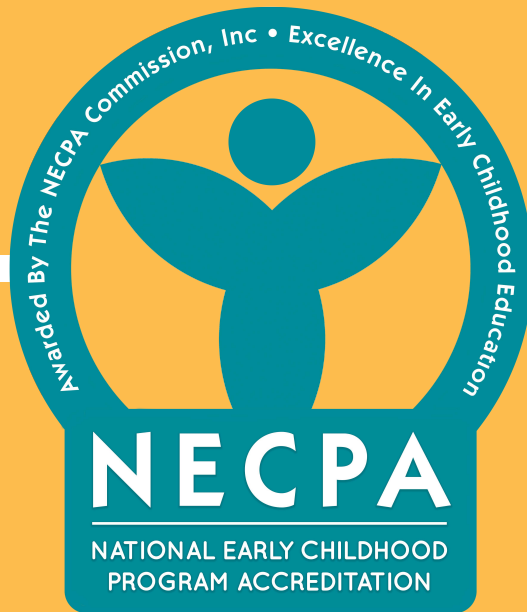


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**¡Gracias por su asistencia!**



**THE NECPA TEAM**  
is here to support you!

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