

NATIONAL EARLY CHILDHOOD PROGRAM ACCREDITATION



NECPA Standards Reference

Introduction to NECPA Standards

This publication defines the quality core standards of the National Early Childhood Program Accreditation system (NECPA) and should be used as a guide and resource by the field and by programs seeking NECPA accreditation. The NECPA system continues to be based upon a weighted system approach. The system also allows for narrative input from the NECPA Verifier and program Director. This input ensures each program is assessed based on a complete understanding, including potentially mitigating factors that could impact accreditation.

NECPA standards encompass the whole child by assessing relationships between the child and teacher, program and center relationships with families, and program community relationships. Our focus is to ensure that each child is supported and encouraged by all the people and systems that are in their environment. The standards listed in this publication are the results of the past 30 years of research in the field of early care and education. These sources of information represent the current, best practices in the field. They include the following:

- The American Public Health Association/American Academy of Pediatrics National Health and Safety Performance Standards (APHA/AAP)
- The National Academy of Science, Committee on Family and Work Policies
- The U.S. Consumer Product Safety Commission (CPSC)
- ASTM International (American Society for Testing and Materials)

NECPA continues to be committed to high research quality of early childhood education. Between 2014 and 2017, NECPA undertook an extensive review of the existing standards. NECPA reviewed each standard, ensuring all indicators are based on current research and field recommendations. This exhaustive analysis ensures that programs who voluntarily participate in NECPA accreditation are offering children and families the highest quality of care. This review also included a voluntary pilot study to assess both the reliability and validity of the standards and self-assessment tool. This was done to ensure the standards are readily translatable into the real world, as well as ensuring consistency of verification.

The National Early Childhood Program Accreditation Commission continues to be a forerunner in setting high quality standards for child care programs across the United States and Internationally. This version of the NECPA standards is based upon the most recent knowledge and research on early childhood education and child brain development. These standards focus on the importance of quality child care curriculum, particularly that which focuses on the social emotional education, as well as that of health and nutrition.

Some programs may be subject to additional standards based upon State QRIS requirements. If your program is in one of the following states, please reference the corresponding ‘State Standards Section.’ *Colorado* and *Ohio*.

A full guide to NECPA Standards is available for purchase online at www.necpa.net.

Using the NECPA Standards Reference Table

The NECPA Standards Reference is divided into 14 chapters which encompass all 219 numbered standards. For ease of review, the NECPA Standards are organized into a table.

The table is divided into three (3) columns:

- **Column 1** identifies the NECPA Standard Number.
- **Column 2** identifies the required criteria to meet the standard.
- **Column 3** identifies the Self Assessment Instrument Item that is used to verify a particular standard.

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#	NECPA Standard	SAI #
10.10	A playground inspection log must be maintained at all times to reflect daily playground inspections.	A-114

Chapter 1: Director, Teacher, and Staff Qualifications and Development

Programs must employ qualified teachers for direct work with children in a progression of roles such as those listed below:

- Director/Administrator
- Lead Teacher/Teacher
- Assistant Teacher
- Teacher Aide

#	NECPA Standard	SAI #
1.1	<p><u>Qualifications of Directors/Administrators</u></p> <p>The Director or Administrator of a program must have the following qualifications:</p> <ul style="list-style-type: none"> • Must be at least 21 years old <p>AND meet ONE of the following for education and experience:</p> <ul style="list-style-type: none"> • Hold a bachelor’s degree in early childhood education, school-age care, child development, social work, nursing, sociology, psychology, human development and family studies, or another child-related field; <p>OR</p> <ul style="list-style-type: none"> • Hold an associate’s degree in early childhood education or an above noted field and at least two years’ experience as a teacher in the age group(s) served; <p>OR</p> <ul style="list-style-type: none"> • Hold 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 in the age group(s) served. <p>AND must have ONE of the following:</p> <ul style="list-style-type: none"> • The National Administrator Credential® (NAC)® or an equivalent approved credential; 	<p>A-1</p> <p>A-2</p> <p>A-3</p> <p>A-4</p> <p>A-5</p>

#	NECPA Standard	SAI #
	<p>OR</p> <ul style="list-style-type: none"> ● A course in business administration; <p>OR</p> <ul style="list-style-type: none"> ● At least one-year experience as the administrator of an early childhood program. <p>AND must have ALL of the following:</p> <ul style="list-style-type: none"> ● At least 30 clock hours of job-related continuing education in the first year of employment and at least 24 clock hours of continuing education based on individual competency needs each year thereafter; <p>AND</p> <ul style="list-style-type: none"> ● Documented leadership training, if not a holder of The NAC®;* <p>AND</p> <ul style="list-style-type: none"> ● A valid certificate in both basic and infant/child first aid and CPR. <p><i>*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. Evidence of this standard is a certificate and/or agenda that includes/outlines the training topics.</i></p>	
1.2	<p><u>Qualifications of Lead Teachers/Teachers</u></p> <p>Each Lead Teacher/Teacher at the program must have the following qualifications:</p> <ul style="list-style-type: none"> ● Must be at least 21 years old <p>AND meet ONE of the following for education and experience:</p> <ul style="list-style-type: none"> ● Hold 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; 	<p>A-6</p> <p>A-7</p> <p>A-8</p> <p>A-9</p>

#	NECPA Standard	SAI #
	<p>OR</p> <ul style="list-style-type: none"> • Hold an associate’s degree in early childhood education or an above noted field and at least one year of experience under direct supervision;* <p>OR</p> <ul style="list-style-type: none"> • Hold 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 under qualified supervision.* <p><i>*Please Note: If the Lead Teacher/Teacher does not have a bachelor’s degree in one of the approved fields, they must meet the current requirements based upon the <u>NECPA Timeline for Educational Qualifications</u> as found in Resource Section 2.</i></p> <p>AND must have ALL of the following:</p> <ul style="list-style-type: none"> • At least 30 clock hours of job-related continuing education in the first year of employment and at least 24 clock hours of continuing education based on individual competency needs each year thereafter; <p>AND</p> <ul style="list-style-type: none"> • Documented leadership training <u>if in a supervisory role</u>; <p>AND</p> <ul style="list-style-type: none"> • A valid certificate in basic and infant/child first aid and CPR. 	
1.3	<p><u>Qualifications of Assistant Teachers</u></p> <p>Assistant Teachers must have the following qualifications:</p> <ul style="list-style-type: none"> • Must be at least 18 years of age; <p>AND</p>	<p>A-10</p> <p>A-11</p> <p>A-12</p>

#	NECPA Standard	SAI #
	<ul style="list-style-type: none"> • Have a high school diploma or general education certificate; <p>AND AT LEAST 33% of assistant teachers must meet ONE of the following for education and experience:</p> <ul style="list-style-type: none"> • Have six credits in early childhood education or early childhood development and six months experience serving the children of the age group(s) in care; <p>OR</p> <ul style="list-style-type: none"> • Have three credits in early childhood education or early childhood development and one year experience serving the children of the age group(s) in care; <p>OR</p> <ul style="list-style-type: none"> • Hold a Certified Childcare Professional® (CCP) or Child Development Associate (CDA) or an approved high-quality, comparable credential approved by the state, and one year experience serving the children of the age group(s) in care; <p>AND must have ALL of the following:</p> <ul style="list-style-type: none"> • At least 30 clock hours of job-related continuing education in the first year of employment and at least 24 clock hours of continuing education based on individual competency needs each year thereafter; • A valid certificate in basic and infant/child first aid and CPR. 	
1.4	Assistant Teachers may be counted in the child:staff ratio and supervise children independently, but must work under the guidance of a Lead Teacher/Teacher.	A-13
1.5	<p><u>Qualifications of Teacher Aides</u></p> <p>All Teacher Aides must have the following qualifications:</p> <ul style="list-style-type: none"> • Must be at least 18 years of age; <p>AND</p>	A-14

#	NECPA Standard	SAI #
	<ul style="list-style-type: none"> At least 30 clock hours of job-related continuing education in the first year of employment and at least 24 clock hours of continuing education based on individual competency needs each year thereafter. 	
1.6	Teacher Aides may be counted in the child:staff ratio, but never left alone with children.	A-15
1.7	<p><u>Qualifications of Substitute Teachers</u></p> <p>Substitute Teachers are defined as teachers hired for one day or for an extended period of time, who work under direct supervision of a permanent qualified teacher.</p> <p>Substitute Teachers must be at least age 18 years of age and meet the same requirements as an Assistant Teacher or higher.</p>	A-16
1.8	Substitute Teachers must receive the same screening that all other staff has received.	A-20
1.9	<p>Substitute Teachers must be given an orientation to the program and policies, that at a minimum covers to follow topics:</p> <ul style="list-style-type: none"> A) Names and developmental needs of the children they are responsible for; B) Routines and transitions; C) Acceptable methods of behavior management/discipline; D) Meal patterns and food handling policies; E) General and emergency health and safety procedures; F) Handwashing procedures; G) Diapering procedures; H) Injury prevention and safety. 	A-18

#	NECPA Standard	SAI #
1.10	<p>Substitute Teachers who are regularly scheduled to work at the program for an extended period of time must complete at least 30 clock hours of job-related continuing education in the first year of employment and at least 24 clock hours of continuing education based on individual competency needs each year thereafter.</p> <p><i>Please Note: For NECPA purposes, one college credit equals 45 clock hours.</i></p>	A-24
1.11	<p><u>Volunteers</u></p> <p>Volunteers (parents, interns and high school students, etc.), must be at least 16 years old and must complete the same program orientation as Substitute Teachers. Volunteers must work under the supervision of a Lead Teacher and <u>are not counted</u> in the child:staff ratio.</p>	A-17
1.12	<p><u>Supportive Staff</u></p> <p>All supportive staff (cooks, bus drivers, administrators, etc.), must have documented training in the developmental characteristics of the children in care, mandated child abuse and neglect reporting, and the behavioral management philosophy of the program.</p> <p><i>Please Note: This training may be completed during the orientation process.</i></p>	A-26
1.13	<p><u>Job Descriptions</u></p> <p>The program must have a written job description for ALL staff positions.</p> <p><i>Please Note: This may include the Director, Assistant Director, Lead Teacher, Assistant Teacher, Aide, Bus Driver, Cook, etc.</i></p>	A-19
1.14	<p><u>New Hire Background Checks and Procedure</u></p> <p>In hiring new employees, the director must check the applicant's references and verify past employment.</p> <p>An applicant is not considered an employee until the director/administrator assesses his or her mental and physical health, their ability to work effectively with young children, and verifies that the applicant does not have a criminal background which would preclude their work with children. Additionally, all staff members must review and sign a</p>	A-20

#	NECPA Standard	SAI #
	statement of agreement to the discipline/behavior management policy, which specifically identifies the consequences for not adhering to these policies.	
1.15	<p><u>Initial Orientation of All Staff</u></p> <p>The program provides staff with a complete orientation to the program upon completion of the hiring process and prior to assuming responsibilities. Orientation methods for new employees may include but is not limited to:</p> <ul style="list-style-type: none"> A) Reviewing all policies and procedures, including the staff and parent handbooks and/or orientation manual; B) Observing the classroom assigned; C) Meeting children and coworkers; 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; E) Participating in “in-service training”. 	A-21
1.16	<p><u>Staff Handbook</u></p> <p>The program has a staff handbook which is developed using staff input.</p>	A-22
1.17	The staff handbook must be reviewed and updated (if necessary based upon the review) annually.	A-23
1.18	<p><u>Continuing Education</u></p> <p>Directors, teachers and all staff working directly with children must have at least 30 clock hours of job related, continuing education in the first year of employment and 24 clock hours of continuing education based on individual competency needs each subsequent year.</p> <p><i>Please Note: For NECPA purposes, one college credit equals 45 clock hours.</i></p>	A-24

#	NECPA Standard	SAI #
1.19	The program must conduct an annual needs assessment to identify areas of training needs and create professional development plans for staff.	A-27
1.20	The results of formal classroom observations are used to create individual professional development plans.	A-28
1.21	<p>The following areas of training are made available to all teachers:</p> <ul style="list-style-type: none"> A) Knowledge of typical and atypical physical, cognitive, and social-emotional child growth and development; B) Designing and implementing developmentally appropriate lesson plans and group activities; C) Discipline and behavioral management strategies, including positive guidance techniques; D) Mandated child abuse and neglect identification and reporting; E) Appropriate care of infants, including shaken baby syndrome, safe sleep practices and conditions; F) First aid and CPR (including infant/child); G) Health practices and promotion, including: infectious disease control and prevention, proper handwashing, daily health checks, poison safety, knowing the signs and symptoms of childhood illnesses, and standard precautions; H) Appropriate classroom management, including indoor and outdoor supervision and successful transition strategies; I) Cultural diversity and working with diverse families; J) Proper nutrition, including age appropriate serving sizes; K) Developmentally appropriate physical activities, aimed at lowering the risk of childhood obesity; L) Room arrangement and classroom planning, including accidental injury prevention strategies; M) Appropriate cleaning protocols for classroom environments; N) Management of job-related physical and mental health concerns; 	A-25

#	NECPA Standard	SAI #
	<p>O) Effective child and parent/guardian communication strategies;</p> <p>P) Procedures and practice of handling emergency/disasters, including but not limited to: shelter in place, threatening incidents, natural/weather related disasters, and intruder emergency situations;</p> <p>Q) Knowledge of available community resources to address health and safety needs, including working with health consultants;</p> <p>R) Implementation of child assessment measures in use.</p>	
1.22	<p><u>Specialized Training of Staff Who Handle and Prepare Food</u></p> <p>All staff who have <u>food handling responsibilities</u>, such as serving snack or lunch, must receive training in food protection/handling or equivalent.</p> <p><i>Please Note: In-house food protection/handling training will suffice as evidence for this standard.</i></p>	A-29
1.23	<p>The designated food service supervisor <u>responsible for food preparation</u> must have a certificate in food service and food safety.</p>	A-30
1.24	<p><u>Specialized Training of Staff Who Serve Children with Special Needs</u></p> <p>If the program currently serves children with developmental delays and special health care needs associated with developmental delays, there must be a teacher who has had a minimum of eight hours of training in inclusion of children with developmental delays and special health care needs.</p>	A-31
1.25	<p><u>Teacher Retention Plan</u></p> <p>The program has a teacher retention plan that includes the following: a staff development plan or formal evaluation program, including a career ladder; training opportunities (which may include coverage of dues for professional organizations and/or training courses); merit raises and/or promotions (which may include bonuses); and employee benefits (which may include employee choice of health coverage or retirement savings plan).</p>	A-32

#	NECPA Standard	SAI #
1.26	<p><u>Staff Communication</u></p> <p>Regular staff communication is fostered through weekly staff meetings, a staff newsletter, ample opportunity for individual staff/administrative meetings, and written memoranda, in either paper or electronic form. Weekly staff meetings are held to ensure ongoing care is provided which meets the program's short term and long term goals for children while using a team concept.</p>	<p>A-33</p> <p>A-34</p>
1.27	<p>The program has a system in place for teachers to request the materials they need for class projects/activities and teaching supplies.</p>	<p>A-35</p>

Chapter 2: Supervision

#	NECPA Standard	SAI #												
2.1	<p><u>General Supervision</u></p> <p>Children must be under constant supervision by qualified teachers, by both sight and sound. This includes all ages of children, from infants to school-aged. Children must be supervised both indoors and out, and including nap time.</p> <p><i>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.</i></p>	<p>A-36</p> <p>B-1</p>												
2.2	<p>To ensure that all children are safe and accounted for, children must be counted by name to face on a regular basis. This includes any transition time (when going indoors to outdoors, moving from one room/area to another), during any field trip (including walks), when leaving vehicles (both on field trips and during regular transportation routes), and during emergency evacuations.</p>	<p>B-2</p> <p>B-3</p>												
2.3	<p>Teachers must know and be able to accurately state how many children are in their care at any given time.</p>	<p>B-4</p>												
2.4	<p><u>Child:Staff Ratios</u></p> <p>Age appropriate child:staff ratios must always be met during all hours of operation, both indoors and outdoors. This includes any field trips or off site activities.</p> <p>Accepted practice in the early childhood care and education field today is to maintain the following child:staff ratios during all hours of operation including evening and overnight care, with the exception of nap and rest periods:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Age Group</th> <th style="text-align: center;">Age Range</th> <th style="text-align: center;">Child:Staff Ratio</th> <th style="text-align: center;">Max Group Size</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Infants</td> <td style="text-align: center;">Birth to 14 months</td> <td style="text-align: center;">3/4:1</td> <td style="text-align: center;">6/8</td> </tr> <tr> <td style="text-align: center;">Toddlers</td> <td style="text-align: center;">15 months to 23 months</td> <td style="text-align: center;">4/6:1</td> <td style="text-align: center;">8/12</td> </tr> </tbody> </table>	Age Group	Age Range	Child:Staff Ratio	Max Group Size	Infants	Birth to 14 months	3/4:1	6/8	Toddlers	15 months to 23 months	4/6:1	8/12	<p>B-5</p>
Age Group	Age Range	Child:Staff Ratio	Max Group Size											
Infants	Birth to 14 months	3/4:1	6/8											
Toddlers	15 months to 23 months	4/6:1	8/12											

#	NECPA Standard				SAI #
	Twos	24 months to 35 months	6:1	12/18	
	Pre-School/ Three/Fours	3 years to 4 years	7/8:1	14/16	
	Pre-Kindergarten	4 years to 5 years	9/10:1	18/20	
	School-Age	5 years to 12 years	12:1	24	
	<p><i>*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.</i></p> <p><i>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. Bus drivers may not be used for the purposes of meeting ratio. No person under the age of 18 will be considered for the purposes of determining child:staff ratios.</i></p>				
2.5	<p>The program must have a plan/policy for maintaining required child:staff ratio at all times.</p> <p><i>*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.</i></p>				A-37
2.6	<p>There must also be a documented prevention plan in place that states, at any given time, (even during times of low enrollment and/or attendance), there must be two staff members, (which may include the Director), present at the program during operational hours.</p>				A-38
2.7	<p>Each age group must have an assigned Lead Teacher/Teacher, including school-age. At all times of operation when children are in care, the program must have at least one teacher who meets the Lead Teacher/Teacher requirements on site, with the exception of nap and rest periods for overnight care.</p>				A-39

#	NECPA Standard	SAI #
2.8	<p><u>Daily Attendance Records of Children</u></p> <p>Programs are required to have policies and maintain records of attendance for all the children in care. At the time of enrollment, parents/guardians must provide contact information, (for example email address, cell and work phone numbers), to help ensure there is always a method of contacting the parent/guardian. It should be stressed to parents/guardians, that this information must always be current. A printed roster of all children currently enrolled must be accessible and current in case of an emergency that requires evacuation.</p> <p>The program must maintain a daily attendance log that identifies the time of arrival and departure for each child.</p>	A-40
2.9	<p><u>Pick-Up and Drop-Off Procedures</u></p> <p>The program must have an established procedure for verifying who is authorized to pick up a child from care.</p> <p>Written authorization must be available in the child’s file and the teacher or the director/administrator must verify the identity of each person picking up a child from care. The program ensures that any staff member who may be responsible for verifying the identity of an individual picking up a child is trained on what to do in the case of having to deny the release of a child.</p>	A-41
2.10	<p><u>Active and Positive Supervision</u></p> <p>All teachers must practice active and positive supervision, both indoors and outdoors. Teachers must:</p> <ul style="list-style-type: none"> A) Be aware of children’s activities at all times by scanning play activities, circulating around the area, and standing in strategic positions; B) Monitor children’s behavior to help ensure children’s safety, and be aware of and scan for potential safety hazards; C) Establish clear and simple safety rules and teaching children how to use playground equipment appropriately and safely; D) Have knowledge of the skills and abilities of the children in care. 	B-6

Chapter 3: Behavior Management

#	NECPA Standard	SAI #
3.1	<p><u>Behavioral Management Policies</u></p> <p>The program must have clear, written, behavioral management policies in place. These policies specify the program’s behavioral management philosophy, including responses to individual behaviors.</p> <p>Behavioral management policies clarify the program’s response to specific behaviors, both prevention and response oriented. These policies must be explained to parents/guardians at the time of enrollment and be defined for children in an age appropriate manner.</p>	<p>A-42</p> <p>A-43</p>
3.2	<p><u>Behavior Management Practices</u></p> <p>Discipline is seen as providing guidance to the child rather than punishment. Teachers must have knowledge of age appropriate behavior management techniques including positive guidance, redirection, and providing concise limits to help children develop self-control.</p>	B-7
3.3	<p>These practices are clear, consistent and understandable to the child. Anytime a teacher redirects a child's behavior, they provide the child with a brief explanation of limits and rationale.</p>	B-8
3.4	<p>The teacher assists the child in learning socially acceptable behavior, by focusing on the positive rather than the negative to teach a child what is safe and appropriate for them and other children.</p>	B-11
3.5	<p>Positive behavior is encouraged through positive reinforcement. Teachers provide sincere, descriptive encouragement and attention for children’s behaviors they would like to see again.</p>	B-9
3.6	<p>Teachers must intervene immediately when a child’s behavior is a threat to themselves, to others, or to property. Teachers respond quickly and calmly to prevent children from hurting each other while showing understanding of the children's needs and feelings.</p>	B-10

#	NECPA Standard	SAI #
3.7	<p>Teachers address the specific behavior or situation and never label a child ‘good’ or ‘bad’.</p> <p><i>Please Note: This standard 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.</i></p>	B-12
3.8	<p><u>Prohibited Staff and Teacher Behaviors</u></p> <p>Any form of child maltreatment is prohibited. This includes: emotional abuse, including teasing, humiliating, ignoring, isolating, bullying, and harassment; the withholding or use of food, meals, or snacks; and verbal abuse, including taunting, speaking harshly, or sarcastically that is meant to demean the child in any way.</p> <p>The use of corporal punishment is not tolerated in any child care program, by any staff, teacher, substitute or volunteer. Corporal punishment is defined as physical punishment that intentionally causes pain and discomfort on children in response to undesired behavior.</p>	A-44

Chapter 4: Health Protection and Promotion

#	NECPA Standard	SAI #
4.1	<p><u>Health Advocacy</u></p> <p>The program has a designated staff member(s) who is responsible for health and safety issues at the program.</p> <p>This person is responsible for the day to day issues related to the health and safety of the program, serves as an additional resource for children and parents, and ensures program-level health and safety concerns are addressed/resolved.</p>	<p>A-54</p> <p>A-55</p> <p>A-56</p>
4.2	<p>The program has 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.</p>	<p>A-65</p>
4.3	<p><u>Nutritional Planning</u></p> <p>When planning and preparing meals and snacks, the program must ensure that the child’s daily nutritional needs will be met, keeping in mind the number of meals and snacks the child will be eating at the program and at home. This is outlined in the program’s food and nutrition service policy.</p>	<p>A-70</p>
4.4	<p>Attention is paid in teaching children proper portion size and healthy food choices. Calorie dense foods like sugary beverages, desserts and snacks should not be served. Teachers work with families to introduce new foods and promote healthy eating. The food and nutrition service policy also outlines foods brought from home.</p>	<p>A-70</p>
4.5	<p><u>CPR and First Aid Training</u></p> <p>To ensure the health and safety of children in care, at least 90% of the staff involved in the provision of direct care must be certified in First Aid that includes rescue breathing and first aid for choking. Written verification of CPR certification must be kept on file.</p>	<p>A-51</p> <p>A-52</p> <p>A-53</p>

#	NECPA Standard	SAI #
	<p>At least one certified staff person must be in attendance at all times and in all places that children are in care.</p> <p>Please Note: <i>First aid training, including rescue breathing and first aid for choking, is consistent with training developed by the American Red Cross, the American Heart Association, the National Safety Council for First Aid Training Institute, any state approved organization, or the equivalent of one of the four.</i></p> <p><i>The NECPA Verifier must see the actual First Aid and CPR cards/certificates issued by the trainer for each employee or a notarized copy. The original card or certificate are required as proof of verification. Photocopies of the cards or certificates are not acceptable proof of verification. Rosters are not acceptable proof of verification. Printed certificates or cards with a verifiable certificate number and/or barcode are accepted.</i></p>	
4.6	<p><u>First Aid Kits and Emergency Supplies</u></p> <p>There must be a fully-stocked, readily accessible first aid kit at the program , in every vehicle when children are being transported, and for all field trips or any activity away from the program, including walks and off-site outdoor play.</p> <p>This kit is stored in a designated location that is accessible to staff at all times, but inaccessible to children.</p>	<p>B-14</p> <p>B-15</p>
4.7	<p>This first aid kit must include the following:</p> <ul style="list-style-type: none"> A) Disposable nonporous gloves and sealable nonporous plastic bags for disposal of bloody materials; B) Sealed packages of alcohol wipes/wound cleaning solution; C) Scissors; D) Tweezers; E) Thermometer; F) Bandage tape; G) Sterile gauze pads and ‘Band-Aids’; H) Flexible roller gauze; I) Triangular bandage or arm-sling; J) Safety pins; K) Eye dressing; L) Pen/pencil and notepad; M) Cold pack; 	<p>B-16</p>

#	NECPA Standard	SAI #
	<p>N) Current American Academy of Pediatrics or American Red Cross standard first aid text or equivalent first aid guide;</p> <p>O) Cell phone or coins for use at a pay phone;*</p> <p>P) Insect sting preparation (if allowed by state regulations);</p> <p>Q) Poison control center telephone number;</p> <p>R) Small plastic or metal splints, or rolled magazine, or newspaper;</p> <p>S) Soap (not bar soap);</p> <p>T) Emergency numbers;</p> <p>U) Flashlight;</p> <p>V) Whistle.</p> <p><i>Please Note: If your state licensing/regulations prohibit any of the above, please include labeled documentation for verification item B-16. *Item O) A cell phone does not have to be kept in the first aid kit, however it must always be accessible for emergency use.</i></p>	
4.8	<p><u>Handwashing</u></p> <p>Teachers instruct children on hand washing by breaking the process into meaningful steps. The handwashing procedure must be posted at each handwashing sink.</p> <p>Staff and children wash their hands at the following times:</p> <p>A) Before and after any food service activity (including preparation, handling, setting the table, or serving);</p> <p>B) Before and after eating meals or snacks;</p> <p>C) Before toileting or changing diapers/pull-ups (for staff ONLY);</p> <p>D) After toileting or changing diapers/pull-ups (for staff AND children);</p> <p>E) After assisting a child with toilet use or toileting accidents;</p> <p>F) After having any contact with bodily fluids (including mucous);</p> <p>G) Upon arrival to the classroom, including coming in from outdoors;</p> <p>H) After handling any animals (including fish, insects and reptiles).</p> <p><i>*Please Note: All staff, children and volunteers must use a state approved handwashing procedure or the following handwashing procedure:</i></p>	<p>B-17</p> <p>B-18</p> <p>B-19</p>

#	NECPA Standard	SAI #
	<ol style="list-style-type: none"> 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. <p><i>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.</i></p>	
4.9	There must be a trash receptacle readily accessible for each handwashing sink.	B-20
4.10	<p><u>Toileting Area</u></p> <p>Children must be able to open toilet doors from inside and teachers must be able to open toilet doors from the outside so they may assist children when necessary.</p>	B-21 B-22
4.11	A closable, foot-pedal operated, or motor sensor operated, plastic-lined trash receptacle must be provided in the toileting area if toilet training is occurring for the disposal of diapers and/or pull-ups.	B-20
4.12	<p><u>Medications</u></p> <p>The administration of medicines at the program is limited to:</p> <ul style="list-style-type: none"> • Prescription or nonprescription medication (including over-the-counter cold medicines or pain reliever) with written orders from a prescribing health care professional and written permission from a parent/guardian. • Medication is dated and kept in the original container or labeled by a pharmacist with the child’s first and last name. The written orders or label specifies the date the prescription was filled, the name of the health care 	A-58 A-59

#	NECPA Standard	SAI #
	<p>provider who wrote the or order, the medication’s expiration date, and specific, legible instructions for administration, storage and information on any possible side effects.</p> <p>Only designated persons, who are certified through Medication Administration Training (MAT) or a state approved standardized training provided by a licensed health professional, are authorized to administer medications.</p> <p><i>Please Note: Non-prescription sunscreen and insect repellent must have parental/guardian consent, but do not require instructions from a health professional.</i></p>	
4.13	<p>A log is kept and filed of all medication administered. The medication log must contain the following:</p> <ul style="list-style-type: none"> A) Child's first and last name; B) Expiration date of medication; C) Name and strength of the medication; D) Age appropriate dosage; E) The manufacturer’s instructions or prescription label with specific, legible instructions for administration; F) Storage and disposal; G) If prescription, the name of the health care provider who wrote the prescription; H) Time to be administered and date; I) Parent/guardian(s) signature; J) Person who administered the medication, the dosage/amount and time administered. 	A-60
4.14	<p><u>Child Abuse and Neglect Policy</u></p> <p>The program must have a written policy for reporting child abuse and neglect. When child abuse, neglect or exploitation is suspected reports are made to the appropriate jurisdiction, such as the Department of Social Services, Child Protective Services Agency, or police.</p> <p>All staff must be made aware that they are mandated reporters and are informed of their responsibilities in reporting child abuse and neglect. All teachers, staff, and volunteers at the program are given clear information about reporting child abuse. This includes the state child abuse reporting regulations, instructions on reporting, the chain of command, and a statement of reassurance that the person who reports abuse will not be fired merely because they made a report.</p>	A-46

#	NECPA Standard	SAI #
	When a child is enrolled in the program, the child’s parent/guardian is notified of the program’s legal responsibility to report any suspected incidence of child abuse.	
4.15	<p><u>Health Protection and Promotion Policy</u></p> <p>The program must have policies in writing on the following:</p> <ul style="list-style-type: none"> A) Clear instructions for handling emergency and critical care situations; B) Illness inclusion and exclusion policies for both children and staff, that addresses reentry into the program after illness; C) Guidelines that address seasonal and pandemic flu policies, including reporting designated infectious diseases to the CDC; 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; E) Prevention protocol for communicable diseases. 	<p>A-45</p> <p>A-63</p>
4.16	<p><u>Illness/Injury</u></p> <p>In order to minimize the spread of illness, there must be 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 ill child. This separate area could be an administrative office or an area of the classroom, away from other children, but always within sight and sound supervision.</p>	A-63
4.17	Parents must be notified as soon as possible when a child’s behavior indicates possible illness.	A-63
4.18	<p>The program maintains a file or log, tracking all illnesses and/or communicable diseases. This illness log must include:</p> <ul style="list-style-type: none"> A) The date, time, and name of the person impacted; B) Identification of the symptoms; C) Detailed explanation of how the teacher responded to the symptoms; D) Person contacted, including a parent/guardian, emergency contact, nurse, or local health department (if warranted); E) The name of the person who filled out the log. 	<p>A-61</p> <p>A-62</p>

#	NECPA Standard	SAI #
4.19	<p>The program has a system for daily health screenings along with a record of the teachers' concerns. The daily screenings include the following:</p> <ul style="list-style-type: none"> A) Changes in usual behavior or appearance; B) Taking the child's temperature with a thermometer, if there are changes in the child's behavior or appearance, C) Skin rashes, itchy skin, or lice/nits (during a lice outbreak); D) Complaints of pain or not feeling well; E) Other signs or symptoms of illness (including drainage from eyes, vomiting, and diarrhea); F) Reported illness or injury to child since last day of attendance. 	A-50
4.20	<p>The program maintains a file or log, tracking all injuries that occur at the facility. This injury log must include:</p> <ul style="list-style-type: none"> A) Name, gender, and age of the injured person; B) Description of the injury; C) Date and time of injury; D) Location where injury took place; E) Body part(s) involved; F) Description of any consumer product involved; G) Name of the staff member responsible for supervising the child at the time of the injury; H) Actions taken on behalf of the injured following the injury; I) Name of person who completed the report; J) Name and address of the facility. 	A-64
4.21	<p><u>Health and Developmental Screenings and Assessments</u></p> <p>The program must have a policy and procedure in place to ensure that within 90 days of enrollment children (excluding school-age) are referred to any needed health related screenings, including, vision, speech and language, hearing, and special health care needs. Health related screenings may be done at the program or through an outside health organization.</p>	A-47

Chapter 5: Physical Environment, Equipment, Prohibited Supplies and Transportation

#	NECPA Standard	SAI #
5.1	<p><u>Physical Environment</u></p> <p>The overall appearance of the program both inside and outside must be clean, free from clutter, well-maintained, odor-free, and welcoming. In order to best protect children, there must be an entry area to the facility for parents, children, and guests that is separate from play areas.</p> <p>Each room in the program must have adequate lighting and ventilation.</p>	B-23
5.2	<p>Facilities, equipment and toys (both indoor and out), are free of chipping or peeling paint. Indoor and outdoor play equipment is free of pinch or crush points. Broken and/or inoperable toys or equipment are removed until repaired or replaced.</p>	B-23
5.3	<p>In order to prevent food contamination, food preparation and feeding activities must be separated from diapering and toileting areas.</p> <p><i>Please Note: If only one sink is available in a classroom then it may be used for both handwashing and food preparation <u>as long as the sink is sanitized before each instance of food preparation</u>. This procedure must be posted at the sink.</i></p>	B-24
5.4	<p>Equipment is child-sized and adjusted for the developmental ages of the children.</p>	B-25
5.5	<p>Each classroom or area must have storage space for staff materials and classroom supplies. Staff member's personal items, hot beverages, and medication are limited to a designated area which is inaccessible to children.</p>	B-26 B-27
5.6	<p><u>Indoor Gross Motor Area and Equipment</u></p>	B-28

#	NECPA Standard	SAI #
	<p>The program provides space for gross motor play/development inside the facility on days when outdoor experiences are inappropriate.</p> <p><i>Please Note: This standard does not require a separate specific indoor gross motor area but requires that gross motor play/development is made available to children in the classroom on days when outdoor play is unavailable.</i></p>	
5.7	<p>If the program provides indoor climbing equipment that is over 18 inches high, it must be placed on impact-absorbing mats* which extend a minimum of 6 feet** beyond the perimeter of the equipment.</p> <p><i>*Please Note: NECPA defers to the Consumer Product Safety Commission (CPSC) regarding the required fall-zone and surfacing for indoor play equipment. Evidence of meeting this standard may be the manufacturer’s guidelines on the surfacing’s installation and approved use. Include a hard copy of this in your labeled documentation file/box for item B-29.</i></p> <p><i>**Please Note: 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 labeled documentation box/file for Item B-29.</i></p>	B-29
5.8	<p><u>Cleaning Responsibilities and Schedule</u></p> <p>The program must have a planned and documented cleaning schedule that includes daily, weekly, and more extended cleaning duties. Major cleaning projects* must be anticipated and budgeted accordingly.</p> <p><i>*Please Note: A documented list of scheduled major cleaning may be used as evidence for Item A-76.</i></p>	A-75 A-76
5.9	<p>Teachers’ responsibilities should include cleaning spills and accidents when necessary to maintain a clean and healthy environment. This includes maintaining the general classroom area, bathrooms and dining areas. Mouthed toys are put aside and cleaned before being made available to other children.</p>	A-73
5.10	<p>The following weekly cleaning tasks are conducted to ensure a healthy and safe environment between major cleanings:</p> <p>A) Cots, mats, and cribs are kept separate, notated for individual child’s use, and cleaned and sanitized;</p>	A-74

#	NECPA Standard	SAI #
	<p>B) Sheets and blankets are kept separate, notated for individual child's use, and washed;</p> <p>C) Non-mouthed toys are cleaned and sanitized.</p>	
5.11	The program must have a system in place to order needed repairs or replacement of equipment in a timely fashion.	A-77
5.12	<p><u>Toxic Substances</u></p> <p>Any potentially toxic materials must be stored in labeled containers and used only in accordance with the manufacturer's directions and specific purpose.</p> <p>Cleaning, sanitizing and disinfecting products are not used in close proximity to children, and adequate ventilation is maintained during any cleaning, sanitizing or disinfecting procedure to prevent children and teachers from inhaling potentially toxic fumes. When not in actual use, such materials must be kept in a place inaccessible to children and separate from stored medications and food.</p>	B-30
5.13	All arts and crafts materials used in the program must be nontoxic. To prevent accidental poisoning, children and staff are not be permitted to eat or drink while using arts and crafts materials. Arts and crafts are used in well-ventilated areas.	A-72
5.14	All plants accessible to children must be labeled and identified by name with the local poison control center to determine safe use. Potentially harmful plants must always be inaccessible to children.	B-31
5.15	No paint containing lead in excess of 0.06 percent is used when surfaces are repaired or when any new surfaces accessible to children are painted. Proof of lead levels of paint are required for buildings made before 1978.	B-23
5.16	<p><u>Transportation and Bus Driver Qualifications</u></p> <p>Programs that provide daily or regular transportation for children must have the following in place:</p> <p>A) Regularly scheduled maintenance of the vehicle(s) and a maintenance log for each vehicle;</p>	<p>A-78</p> <p>A-79</p>

#	NECPA Standard	SAI #
	<ul style="list-style-type: none"> 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; C) A protocol that includes a final bus walkthrough by a lead teacher, bus driver, or bus monitor; D) Current liability and vehicle insurance; E) Transportation logs; F) The use of age appropriate restraint systems for all children, <i>(if available or required by the state)</i>; G) Adequate supervision for children being transported; H) Emergency information for each child available on each vehicle; I) A first aid kit properly equipped for each vehicle. 	
5.17	<p>Any driver who transports children for a child care program must be at least 21 years of age and meet the following criteria:</p> <ul style="list-style-type: none"> A) Possess a valid driver’s license OR commercial license (if required by the state) that authorizes them to operate the type of vehicle being driven; B) Has evidence of a safe driving record for more than five years; C) Has 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; D) Completed all state background checks. 	A-80

Chapter 6: Teacher:Child Interactions and Care

#	NECPA Standard	SAI #
6.1	<p><u>Relationship Development</u></p> <p>To ensure continuity of care, the program limits the number of qualified teachers who care for any one child during a normal day.</p>	A-81
6.2	<p><u>Verbal Interaction</u></p> <p>Staff greet each child and parent/guardian. Teachers address each child by name and provide children one-on-one attention as much as possible.</p>	B-32 B-33 B-34
6.3	<p>The teachers must be available and responsive to children, encourage them to share experiences, ideas and feelings, and listen to them with attention and respect. The interaction should be a back and forth communication where the teacher encourages and expands upon children’s verbal communication.</p>	B-35
6.4	<p>Teachers speak to each child frequently, making eye contact and using clear, correct language patterns and affectionate, supportive words.</p>	B-35
6.5	<p>Teachers make a concerted effort to understand what children are trying to communicate, assist them in expressing themselves and respond sensitively when children are frustrated, angry and/or afraid (i.e. when they are separating from their parents). Teachers welcome children who come for support with a reassuring and nurturing response. For children with special needs, alternative methods of communication should be used if necessary.</p>	B-35
6.6	<p>Children are encouraged to express their feelings of affection, joy, delight, sadness, anger, and other emotional responses to everyday events.</p>	B-35

#	NECPA Standard	SAI #
6.7	Teachers encourage children to feel good about their individual and group accomplishments by using positive reinforcement. They focus on the children as individuals.	B-35
6.8	<p><u>Interaction Relating to Meals and Snacks</u></p> <p>A relaxed routine is established to make mealtimes pleasant.</p>	B-36
6.9	Teachers sit with the children, including those in high chairs, during meals while modeling appropriate behavior and using mealtime as a learning experience.	B-37
6.10	Teachers use mealtime as a time to encourage language and discussion, talking with children about the taste, size, color, smell and texture of foods.	B-38
6.11	Food is prepared and served in a manner that is appropriate for the developmental level of the child and which prevents cross-contamination.	B-39

Chapter 7: Infant and Toddler Care

#	NECPA Standard	SAI #
7.1	<p><u>Relationship Based Approach</u></p> <p>Each qualified teacher has primary responsibility for, and develops deeper attachment to, an identified group of infants/toddlers. Every attempt is made to have continuity of adults who work with children, particularly infants and toddlers.</p> <p>A primary teacher is assigned to each child under the age of two years. The program also limits the number of qualified teachers who interact with any one infant to no more than three teachers (not staff members) in a given day.*</p> <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 infant in order to ensure continuity of care. Continuity of care is evident in both policy and teacher scheduling.</i></p>	<p>B-40</p> <p>B-41</p> <p>B-56</p>
7.2	<p>Infants are allowed to establish and maintain their own eating and sleeping patterns. The teacher records each infant's feeding, sleeping, and diapering/toileting activities daily. This information is made available to parents at the end of the day.</p>	<p>B-42</p>
7.3	<p>Infants and toddlers are encouraged to engage in social play and interaction with teachers during feeding, bathing, dressing, and other aspects of care.</p>	<p>B-58</p>
7.4	<p>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.</p>	<p>B-43</p>
7.5	<p>The teacher is responsive to the young child's initiatives to play, move, and use toys and materials.</p>	<p>B-59</p>
7.6	<p><u>Health Promotion and Safety Equipment</u></p>	<p>B-44</p>

#	NECPA Standard	SAI #
	To help maintain a healthy environment, the program requires that all persons remove their shoes, put on shoe covers, or put on slippers/booties that are only worn in that room prior to entering a play area used by non-mobile infants.	
7.7	<p>In order to prevent food contamination, food preparation and feeding activities must be separate from diapering and toileting areas in all infant and toddler classrooms.</p> <p><i>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.</i></p>	B-60
7.8	Teachers working with young infants must use coverings, including a burping cloth or child’s bib, that are changed daily or more frequently if they become soiled. Each covering is specific to one infant in order to help prevent the spread of germs.	B-45
7.9	<p>Cribs that are touching must be separated by a see-through barrier to help prevent the spread of germs.</p> <p><i>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.</i></p>	B-46
7.10	The program must have special evacuation equipment or cribs for enrolled infants.	B-47
7.11	<p><u>Restrictive Infant Equipment Requirements</u></p> <p>Young infants are held and carried frequently and their positions and locations changed.</p>	B-48
7.12	The use of infant swings, exersaucers, infant seats, molded seats or any other confining equipment, if used, is limited to no longer than 15 minute time periods. Equipment is only used when infants are age and developmentally capable.	B-49
7.13	<u>Verbal Interaction</u>	B-61

#	NECPA Standard	SAI #
	<p>Qualified teachers working with infants encourage babbling and the development of verbal and social skills by repeating and expanding on their limited verbal skills and by naming familiar objects, discussing routine activities and by imitating common sounds. The teacher talks to the infants describing what they are doing and what they feel, hear, touch, and see.</p> <p>Teachers working with infants/toddlers play interactive games, talk, read and provide access to a variety of books, and sing to the children.</p>	
7.14	Teachers assist toddlers in learning the names of common objects and talk about their experiences and observations as they happen or soon thereafter.	B-61
7.15	<p><u>Diaper Changing Area/Toileting Area</u></p> <p>Teachers check infants and toddlers diapers/pull-ups on a regular basis and change wet or soiled diapers/pull-ups/clothing immediately.</p> <p>Teachers use diapering and toileting as a time to talk with and relate warmly to children.</p>	B-62 B-66
7.16	<p>Changing tables must consist of impervious, nonabsorbent surfaces. Tables are sturdy and the appropriate adult height.</p> <p>Teachers ensure that children are protected from falling during the diapering procedure.*</p> <p>A closable, foot-pedal operated, or motor sensor operated, plastic-lined trash receptacle must be provided in every diaper/pull up changing area for contaminated diapers and wipes. This receptacle must be functionally operational and require no hand contact for disposal.</p> <p><i>*Please Note: The use of clips/belts on the changing table is prohibited.</i></p>	B-63
7.17	The program must use either disposable diapers, or a recognized diaper service, or require that parents provide a sufficient daily diaper supply.	B-63

#	NECPA Standard	SAI #
7.18	<p>A chart or policy showing proper diapering procedures must be posted at each changing table and in each toilet where toilet training is occurring. Teachers follow this procedure and ensure standard precautions are practiced at all times.</p> <p>To prevent the spread of germs, teachers should wear disposable gloves when changing diapers. New gloves must be used with each diaper change.</p> <p>Changing tables must be properly cleaned then sanitized/disinfected following the manufacturer’s instructions for cleaning the nonabsorbent changing surface.</p>	B-63
7.19	<p>Handwashing sinks with liquid soap dispensers/bottles are provided and accessible to each changing table/toileting area. Handwashing sinks are located in the same room/area as the diaper changing table, optimally within arms-reach, to prevent the spread of contaminants and disease.</p> <p>One designated handwashing sink should be conveniently accessible for every two changing tables. To decrease the spread of germs, in infant and toddler classrooms, designated sinks and changing tables should be used only by the children and adults assigned to that classroom.</p>	B-64
7.20	<p>If the program accepts cloth diapers, the diaper must have an absorbent inner liner as well as an outer cover that is waterproof.</p> <p>A formal proper disposal/procedure for handling contaminated cloth diapers must be in place and conform to current state regulations and requirements. All teachers and staff who may change the cloth diapered child must be trained in the protocol.</p>	A-82 A-83
7.21	<p>When toddlers are ready for toilet training, the teacher: coordinates a toilet training plan with the child’s parent/guardian; ensures supplies (toilet paper, soap, and paper towels) are available to the child; monitors the bathroom to ensure appropriate toilet hygiene occurs, including flushing toilets and making sure that toilet seats and floors are clean; and ensures that proper handwashing occurs after toilet use.</p>	B-67
7.22	<p>Toileting areas in infant and toddler rooms must have barriers to prevent children from entering this space unattended.</p>	B-68

#	NECPA Standard	SAI #
	<i>Please Note: This barrier does not have to be a permanent structure. A baby gate or modular structure is sufficient evidence for this standard.</i>	
7.23	<p><u>Supervision</u></p> <p>Teachers must supervise infants and toddlers by sight and sound at all times, including when children are asleep.</p> <p><i>Please Note: Children must be able to be seen and heard at all times by the teacher. For example, if the teacher is working 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.</i></p>	B-69
7.24	If there is only one teacher in the classroom, the diaper changing area must be located so the teacher is able to provide constant sight and sound supervision of all of the children entrusted to their care.	B-70
7.25	If dividers are used to separate one area from another, they must be low enough to provide for easy supervision of all infants/toddlers.	B-71
7.26	<p><u>SIDS Prevention</u></p> <p>The program must develop and implement a written policy using current American Academy of Pediatrics' (AAP) Guidelines that defines the safe sleeping practices to be used when infants are napping or sleeping.</p> <p>To minimize the risk of Sudden Infant Death Syndrome, qualified teachers do not swaddle infants and always puts infants and toddlers to sleep on their back on cribs with a flat, firm mattress. Teachers also ensure the following items are never placed in the crib; blankets, pillows/boppies, bumpers, soft toys, pacifier attachments, and jewelry.</p> <p><i>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.</i></p>	A-84 B-51
7.27	Parents are required to remove infants from their car seat upon arrival at the program, even if the child is asleep.	B-50
7.28	<u>Infant and Toddler Feeding</u>	B-73

#	NECPA Standard	SAI #
	Small objects and foods which frequently cause choking must not be accessible to young children.	
7.29	Young infants are fed individually and held for bottle feedings.	B-52
7.30	Infant foods are never warmed in a microwave. Bottles for infants are warmed under warm tap water or placed in a container of water that may not exceed 120 degrees Fahrenheit.	B-53
7.31	Mobile infants and toddlers are offered finger foods when developmentally appropriate. Toddlers are encouraged to feed themselves. Teachers encourage older infants and toddlers to use appropriate child-sized cups and utensils.	B-74 B-75
7.32	<p><u>Support for Breastfeeding</u></p> <p>The program supports breastfeeding by having a policy regarding breastfeeding at the facility and proper care for breast milk brought from home.</p> <p>The program provides accommodations for mothers who choose to breastfeed and/or pump at the program.* Teachers must receive appropriate training on the proper handling, storing, and serving of breast milk.</p> <p><i>*Please Note: This may include a designated area or the use of the staff lounge, an empty room or office, or a curtained off area with seating within the classroom.</i></p>	A-85 A-86 B-77
7.33	<p><u>Use of Pacifiers</u></p> <p>If pacifiers are used, they must be cleaned before and after each use; be free of fluid before being given to the child; closely monitored to prevent shared use; and be free from strings or attachments.</p>	B-78
7.34	<p><u>Space and Activity to Support Learning of Infants and Toddlers</u></p> <p>Infants are given ample opportunities for tummy time, and to crawl, explore, and walk as they develop, both independently and teacher supported.</p>	B-54
7.35	Infants and toddlers are also given opportunities to develop small muscles through activities and materials which they are able to grasp, drop, pull, push, throw, finger and mouth.	B-55

#	NECPA Standard	SAI #
7.36	Teachers foster cognitive learning by providing opportunities and materials to encourage infants/toddlers to discover how they can make things happen and to solve simple problems.	B-79
7.37	Teachers respect the toddler’s right to say “no” or not participate, understanding the normal developmental stages of young children.	B-80
7.38	<p><u>Encouragement of Self Help Skills in Older Infants and Toddlers</u></p> <p>Teachers provide physical assistance, support and encouragement for mobile infants and toddlers when walking, climbing, descending stairs, and performing other gross motor movements.</p>	B-81
7.39	Teachers working with toddlers encourage self-help skills when eating, getting dressed, using toys and equipment, and cleaning up.	B-82
7.40	Teachers encourage toddlers to follow good health practices by instructing them on how to wash their hands at the proper times and preventing the children from sharing feeding utensils, facial tissues, and other personal items.	B-83

Chapter 8: Curriculum

#	NECPA Standard	SAI #
8.1	<p><u>Program Philosophy</u></p> <p>The program must have a well-articulated, written statement of its mission, philosophy, principles, and goals for children.</p> <p>This information is used to shape the program and curriculum and is included in the staff handbook, parent handbook, and orientation materials.</p>	A-87
8.2	<p><u>Curriculum Plans</u></p> <p>The program must have a written comprehensive, coordinated, and planned curriculum based on the program’s philosophy, principles, goals for children’s development, that if applicable, aligns with state guidelines or principles.</p> <p>The curriculum plans must be based on developmentally appropriate practices and be modified based on; assessment of children’s individual needs and interests; ages of children; special needs of children; and the social, emotional, cognitive, physical and language development of individual children. Plans must also be developed with input from teachers; family needs, traditions and language; children’s progress reports; and be culturally sensitive.</p>	A-88 A-91
8.3	<p>Written curriculum plans provide a common understanding between the program, teachers, and parents/guardians.</p> <p>The daily schedule and routine are based off the curriculum plan to ensure they meet the developmentally appropriate learning goals for each child. The daily schedule allows for children to revisit experiences/concepts over time.</p>	A-92
8.4	<p><u>Annual Review of Curriculum</u></p> <p>The curriculum plan and developmental program must be reviewed annually by administration, teachers, staff, and parents to be sure the plan is meeting the needs of every child.</p>	A-89

#	NECPA Standard	SAI #
8.5	Results of this review must be used to modify the program or curriculum plan, if necessary, which include specific, executable goals for the program.	A-89
8.6	<p><u>Lesson Plans</u></p> <p>Teachers are required to develop written lesson plans for both indoor and outdoor activities and these are reviewed weekly by the director or education coordinator.</p>	A-93 A-94
8.7	<p><u>Promoting Physical Activity</u></p> <p>The program has written outdoor play policies that include: addressing the benefits of physical activity; outlining the duration of required physical activity; and specifying the clothing requirements of children.</p>	A-95 A-96
8.8	<p><u>Curriculum for Children with Special Needs</u></p> <p>Wherever possible, children with special needs must be included in all classroom activities and opportunities. The program must have a philosophy and practice of inclusion.</p> <p><i>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.</i></p>	A-99
8.9	In addition, each child with special needs must have an individual program service plan and be professionally evaluated. Reviews of each child's progress are done using a team concept. The program must have access to a referral system.	A-97 A-98
8.10	<p><u>Ongoing Child Assessments</u></p> <p>Teachers must assess each child's ongoing developmental progress with reliable and valid measures that they have been trained on. This assessment must align with the program's curriculum goals.</p>	A-100 A-101 A-102

#	NECPA Standard	SAI #
	The tool(s) must assess and monitor children’s ongoing development (including sensory, cognitive, gross motor, fine motor, socio-emotional, and language), through observation and documentation of children’s work, play, behaviors, and interactions.	
8.11	The program takes into account families’ needs, traditions and language when choosing, evaluating and communicating child assessments, to ensure they will best meet each child’s developmental goals. This written assessment is used in teacher/parent conferences to keep parents abreast of their child’s milestones and to plan for future learning opportunities for the child.	A-103
8.12	Parents/guardians are encouraged to participate in and share their at-home observations. This information is used to influence children’s ongoing assessments at the program. Parents are encouraged to meet with teachers as needed through formal and informal meetings.	A-104

Chapter 9: Developmental Program

#	NECPA Standard	SAI #
9.1	<p><u>Individual Classroom Layout, Arrangement of Equipment and Furnishings</u></p> <p>Separate indoor areas/classrooms are provided to meet the developmental needs of different age groups enrolled at the program.</p> <p>In each area/classroom there are separate areas to provide a variety of experiences and learning opportunities. Materials with similar use are placed together to make interest areas which are developmentally appropriate. Interest areas/learning centers are organized, accessible and inviting to children. The areas are set up so that traffic patterns do not interfere with activities and children have ample space to maneuver, work and play.</p> <p>Children’s work is displayed in the appropriate activity area at children’s eye-level. Quiet and active play areas are in separate areas of the room.</p>	<p>B-84 B-85 B-86</p>
9.2	<p>Furniture, equipment and any dividers used to create areas are intentionally placed to prevent unintentional injuries and are low enough to ensure proper supervision of all areas.</p>	B-87
9.3	<p>The room arrangement creates a warm, nurturing, comfortable atmosphere for children by using home-type furnishings, displaying photographs of the children and their families at child’s eye level, and by providing each child with a personal storage area and personalizing/labeling each child’s nap/rest materials.</p>	<p>B-85 B-88</p>
9.4	<p>Room arrangement provides separate areas for children to read or engage in individualized developmentally appropriate learning activities. These areas are made comfortable with the use of soft furniture, pillows, rugs and/or carpeting.</p>	B-89
9.5	<p><u>Daily Schedule/Routine</u></p> <p>Teachers foster the children’s sense of trust and confidence by developing a consistent daily routine which the children can rely on. Simple, consistent patterns are followed in transitioning from one activity to the next.</p>	<p>B-90 B-91 B-92</p>

#	NECPA Standard	SAI #
	Routines, activities, and materials are adjusted to the mood and energy changes for groups and individual children.	
9.6	Children are encouraged to assist in maintaining their classrooms by giving them opportunities to engage in self-help activities that promote competency and mastery. The routine includes tasks for which the children themselves take responsibility, according to their ability, in order to encourage children's sense of self-reliance.	B-94
9.7	<p><u>Developmentally Appropriate Materials</u></p> <p>The program must provide developmentally appropriate materials of sufficient quantity and variety that are readily accessible to children. These materials are used to promote children's exploration, experimentation and discovery.</p>	B-95
9.8	Materials reflect diversity in gender, age, language, ability, culture and ethnicity.	B-96
9.9	Teachers ensure that toys, equipment, and other materials which are safe for older groups are not accessible to younger groups unless under close supervision.	B-97
9.10	Classroom decorations are changed on a regular basis and are seasonally appropriate.	B-98
9.11	<p><u>Developmental Program and Curriculum Units</u></p> <p>The program provides developmentally appropriate opportunities for children to build an understanding of mathematics and numbers through: naming and recognizing different shapes and patterns; counting objects and materials; recognizing quantity and number symbols; using measurements and sorting; and integrating mathematical terms and concepts, including time, into everyday use.</p>	A-106
9.12	The program provides developmentally appropriate opportunities for children to build an understanding of science and nature through: introducing, exploring and discussing varying scientific concepts and principles, including cause and effect; using the senses and simple tools to observe scientific features; collecting and documenting materials; and integrating scientific terms and concepts into everyday use.	A-107 A-108

#	NECPA Standard	SAI #
9.13	<p>The program provides developmentally appropriate opportunities for children to build an understanding of technology.</p> <p><i>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.</i></p>	<p>A-109 A-110</p>
9.14	<p>The program provides developmentally appropriate opportunities for children to build an understanding and appreciation of culturally diverse art, music, drama, and dance through: encouraging and engaging in creative expression and play; expanding artistic skills by manipulating age appropriate materials and child-sized tools; reviewing personal art and others art; and integrating artistic terms into everyday use.</p>	A-111
9.15	<p>The program provides developmentally appropriate opportunities for children to build an understanding of social studies through: participating in group and community activities (including interactions with children of various ages); exploring diversity in non-stereotypical cultures, family structures, abilities, language, ages and genders; discussing fairness, friendship, responsibility, authority and differences; reviewing local geography and the varying communities at large; exploring positive and negative environmental effects; contributing to the well-being of the classroom and community; engaging in economic concepts (for children ages three and above); and connecting personal experiences to broader world concepts.</p>	A-112
9.16	<p>The curriculum plan must also include units on nutrition, health, and safety.</p>	A-105
9.17	<p><u>Developmentally Appropriate Learning</u></p> <p>Teachers encourage children to engage in meaningful play and extend their learning.</p>	B-99
9.18	<p>Teachers encourage children to think, reason, question, and experiment by asking them questions and posing problems, regarding their experiences and play.</p>	B-100
9.19	<p>Teachers expand on children’s emerging skills by repeatedly engaging them in activities of interest.</p>	B-101

#	NECPA Standard	SAI #
9.20	<p>Teachers must engage toddlers and preschoolers with at least the following age-appropriate learning centers: table top games, dramatic play, arts and crafts, large muscle, science and nature, blocks, fine motor, math and numbers, language arts, music/movement, nutrition, and woodworking (preschoolers and school age only*).</p> <p><i>* 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.</i></p>	B-102
9.21	<p>When using sensory tables, all materials must be age-appropriate, nontoxic, and not pose a choking hazard.* Use of the sensory tables is closely supervised, ensuring safe conditions are met and play materials are clean.</p> <p><i>*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.</i></p>	B-103
9.22	<p>Children are regularly provided with opportunities for creative, and possibly messy activities such as water play, sand play, finger painting, and playdough. Children also have access to developmentally appropriate unstructured materials, including blocks and representational toys.</p>	B-104 B-105
9.23	<p><u>Promoting Child-Choice</u></p> <p>The environment is designed to promote child-choice and independence. Toys and materials are placed on low, open shelves and children are encouraged to explore materials in their own ways.</p>	B-106
9.24	<p>Teachers encourage the children to offer their own suggestions for activity selections throughout the day. Teachers give children time and space for extended and concentrated play by reducing distractions and interruptions.</p>	B-107
9.25	<p><u>Promoting Pro-Social Skills, Positive Relationships and Self-Awareness</u></p>	B-108

#	NECPA Standard	SAI #
	Teachers encourage children to develop pro-social skills by developing relationships, learning to help others, working cooperatively with others, and learning from and with one another	
9.26	Teachers must foster positive relationships between children by helping them to listen and appropriately respond to one another.	B-109
9.27	Teachers support a child's developing awareness of self by using mirrors, photographs, and other appropriate materials for promoting self-concept.	B-110
9.28	<p><u>Language and Pre-Writing Development</u></p> <p>Children are given daily opportunities to write, which may include scribbling, drawing, and practicing letters and numerals. Reading and purposeful writing opportunities are available daily and children are provided support and assistance when reading and writing.</p> <p>Meaningful print is used throughout the classroom at children’s eye-level. Teachers provide opportunities for children to familiarize and recognize print through the use of classroom and personalized labels as well as posted schedules/routines and procedures. Teachers also discuss and model functional writing with children.</p>	<p>B-111 B-112 B-113</p>
9.29	<p>Children’s language development is encouraged through a variety of songs, stories, books and games, including those that are multicultural and diverse.</p> <p>Children are provided opportunities to expand their language development through follow up regarding their experiences and field trips, including walks.</p>	B-114
9.30	<p>Teachers expand children’s print and language development daily by reading books to them individually or in a group setting. Children are provided opportunities to interact with the story and ask questions.</p> <p>Teachers read books that align with the goals and aspects of the curriculum.</p>	<p>B-115 B-116 B-117</p>

#	NECPA Standard	SAI #
9.31	The program has 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.	A-113
9.32	<p><u>Active Physical Play and Development</u></p> <p>Teachers encourage, promote and engage children in active physical play.</p>	<p>B-118</p> <p>B-119</p>
9.33	Teachers provide appropriate large-muscle activities for each child and the opportunity for the development of eye-hand and eye-foot coordination.	<p>B-120</p> <p>B-121</p>
9.34	<p><u>Use of Television and Other Electronic Technology</u></p> <p>Television, computers, and other electronics are limited to 30 minutes per week for educational materials/activities that are suitable to the developmental level of the child. If children watch television or movies and use computers or other technological media, the teacher is with the children, asking questions and initiating conversations that will encourage children to think, reason, question, and experiment.</p> <p>If a television is present, it must be anchored or mounted to prevent tipping over.</p>	<p>A-110</p> <p>B-124</p>

Chapter 10: Outdoor Play Area

Please Note: If the program does not have a dedicated or on-site playground/outdoor play space, the program is required to select N/A for Verifications Items B-125 through B-127 AND complete Section 10(B) of the NECPA Self Assessment Instrument.

#	NECPA Standard	SAI #
10.1	<p><u>Outdoor Play Materials and Activities</u></p> <p>Weather permitting,* the program provides all children, including infants, with daily outdoor opportunities for gross motor/large muscle development. Outdoor activities are both teacher-directed and child-directed. The outdoor play area must include age appropriate materials for the children served.</p> <p><i>*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°</i></p>	B-136
10.2	<p><u>Equipment, Enclosures, Coverings, and Surfacing of Outdoor Play Areas</u></p> <p>The facility should provide an outdoor play area that is adjacent to the interior classrooms OR can be safely accessed.</p>	B-126
10.3	<p>The program has adequate space for outdoor play, specifies outdoor play times by age group and limits the number of children from the program allowed on the outdoor play space at any one time.</p>	B-131
10.4	<p>Outdoor play equipment must be of safe design and in good repair. The space also includes open space for running that is free of other equipment.</p>	B-126
10.5	<p>The surface under any playground equipment needing fall zones must extend at least 6 feet beyond the perimeter of any playground equipment and must be made of appropriate, non-abrasive, cushioning materials as recommended by the Consumer Product Safety Commission and ASTM International Standards. If fall zones are surfaced with ‘loose-fill’ materials, (ex: wood mulch or chips, fine loose sand, pea gravel, or shredded tires), it must meet an initial fill of 12 inches and/or a compressed/settled fill of 9 inches.</p>	B-126 B-127
10.6	<p>The program provides children access to clean drinking water while outside.</p>	B-133

#	NECPA Standard	SAI #
10.7	The program posts written playground safety rules.	B-134
10.8	Each child has at least one change of clothing that is weather appropriate for daily outdoor play.	B-137
10.9	<p><u>Maintenance of Playgrounds and Outdoor Play Areas</u></p> <p>All outdoor activity areas must be maintained in a clean and safe condition. The general playground surfaces is checked daily for broken glass, nails, trash, and animal excrement. Holes or abandoned wells within the site must be properly filled or sealed. The area is well drained with no standing water.</p>	<p>A-115</p> <p>B-126</p>
10.10	<p>The playground inspection log must be maintained at all times to reflect daily playground inspections for the following:</p> <ul style="list-style-type: none"> A) Visible cracks, bending or warping, rusting, or breakage of any equipment; B) Deformation of open hooks, shackles, rings, links, and so forth; C) Worn swing hangers and chains; D) Missing, damaged, or loose swing seats; E) Broken supports or anchors; F) Cement support footings that are exposed, cracked, or loose in the ground; G) Accessible sharp edges or points; H) Exposed ends of tubing that require covering with plugs or caps; I) Protruding bolt ends that have lost caps or covers; J) Loose bolts, nuts, and so forth that require tightening; K) Nails that have worked loose; L) Splintered, cracked, or otherwise deteriorating wood; M) Lack of lubrication on moving parts; N) Worn bearings or other mechanical parts; O) Broken or missing rails, steps, rungs, or seats; P) Worn or scattered surfacing material; 	<p>A-114</p> <p>A-115</p> <p>B-135</p>

#	NECPA Standard	SAI #
	<p>Q) Hard surfaces, especially under swings, slides, and so forth (e.g., places where resilient material has shifted away from any surface underneath play equipment);</p> <p>R) Chipped or peeling paint;</p> <p>S) Pinch or crush points, exposed mechanisms, juncture, and moving components.</p>	
<p>10.11</p>	<p><u>Enclosures for Outdoor Play Areas</u></p> <p>The outdoor play area is enclosed with a fence or natural barriers. Fences and barriers must not prevent the teachers' direct supervision of children.</p>	<p>B-126</p>
<p>10.12</p>	<p>Teachers ensure continuous sight and sound supervision when on the outdoor play space through:</p> <p>A) Viewing the entire outdoor play space;</p> <p>B) Being responsible for a group of children;</p> <p>C) Being responsible for a specific area of the play space.</p> <p><i>Please Note: Children must be able to be seen and heard at all times by the teacher. For example, if the teacher is working 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.</i></p>	<p>B-132</p>

Chapter 11: Staff-Family-Community Partnerships

#	NECPA Standard	SAI #
11.1	<p><u>Program Information to Parents/Guardians</u></p> <p>Information about the program is given to prospective families.</p>	A-116
	<p>New parents/guardians are oriented and informed in writing about the program, curriculum, child abuse reporting requirements, conflict resolution policy, parent activity opportunities, community social services, policy or regulatory changes, termination procedures, process for orienting a child to the program, open door policy, daily communication policy between parents and staff, parent conferences, and other critical issues that could potentially affect the program.</p>	A-117
		A-118
11.2	<p>The program must offer a parent display/bulletin board which covers, at a minimum, program description, policy statements, philosophy, schedules, health care services and menus.</p>	A-118
	<p>Parents are given information regarding social services within the community including health care services, assistance with basic and emergency family needs, and tuition payment alternatives.</p>	A-119 B-138
11.3	<p><u>Parent/Guardian Center and Program Involvement</u></p> <p>Parents are welcome visitors in the program at all times. Parents and other family members are encouraged to be involved in the program in various ways, taking into consideration other demands on the parents.</p>	A-120
11.4	<p>Parents/guardians are invited to share their culture and traditions, their skills, and talents.</p>	A-121
	<p>Parent/guardians are encouraged to provide information about their culture and family traditions during the enrollment period and throughout their child's care at the program</p>	
11.5	<p>Teachers are encouraged to speak to each child's parents/guardians on a regular basis in order to briefly discuss the child's day and to report any unusual occurrence or special success.</p>	A-122

#	NECPA Standard	SAI #
11.6	<p><u>Parent/Guardian-Teacher Conferences</u></p> <p>Parent/guardian-teacher conferences are held at least twice a year and at other times as needed, to discuss individual children’s needs, progress/assessment, and accomplishments. Records of these conferences are kept, documenting discussions of the child’s development, health and any referrals made.</p>	A-123
11.7	<p><u>Parent/Guardian Education</u></p> <p>The program provides parent education opportunities which are culturally sensitive and inclusive, and whenever possible, provided in the primary language of the families being served.</p>	A-125
11.8	<p><u>Transitioning Children from Program</u></p> <p>The program has a procedure for transitioning children to another program, elementary school, or classroom within the program. This process includes reviewing children’s specific needs, a family needs assessment, and a mechanism to share the summary of information to support the child's transition to another classroom or program. An informed consent form must be signed by the parent that identifies specifically what information will be shared.</p>	A-126
11.9	<p><u>Confidentiality of Records</u></p> <p>Information about children and families is held in strict confidence by the teachers and program staff. The teachers and staff must not discuss children or their families with one another except in private when necessary to plan for the best interest of the child.</p>	A-139
11.10	<p><u>Community Outreach</u></p> <p>The program has a written process for reaching out to the community to make it aware of the program and its needs and services.</p>	A-127

Chapter 12: Health and Safety

#	NECPA Standard	SAI #
12.1	<p><u>Evacuation Plan and Drills</u></p> <p>The program must have a written plan for reporting and evacuating in case of natural disasters that could create structural damage to the program or pose health hazards. The program must also have written plans for situations that may require evacuation, lockdown, and shelter in place.</p> <p>The program also includes procedures for staff training on these emergency plans.</p>	A-128
12.2	<p>Evacuation drills are practiced in accordance with the natural disasters most likely to occur near the program. At a minimum, the program must conduct monthly fire drills and record them in a log/record. Drills encompass all periods of time, morning to evening, when the program is open.</p>	A-133 A-134
12.3	<p>The program has an emergency exit plan showing escape routes from each area/room. The number for poison control is posted in each area/room where it can be easily accessed during an emergency.</p>	B-139 B-140
12.4	<p><u>Emergency Plans</u></p> <p>The program must have a written plan for reporting and managing any incident of unusual occurrence that is threatening to the health, safety, or welfare of the children or staff.</p> <p>The Emergency/Disaster Plan must include:</p> <ul style="list-style-type: none"> A) Knowledge of potential regional disaster situations that may impact the program and will need future planning and preparedness; B) Identification and contact information for the agencies that are the first point of contact in the event of emergency or disaster. These would include agencies that are knowledgeable of child care regulations, and that will provide guidance in these crisis situations. 	A-130

#	NECPA Standard	SAI #
	<p>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);</p> <p>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;</p> <p>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 facility or some other location;</p> <p>F) A system of communicating with emergency management personnel (such as, alternatives to cell phones if service is unavailable);</p> <p>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;</p> <p>H) Identification and arrangement of a primary and secondary meeting location for parents/guardians to pick up their children;</p> <p>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;</p> <p>J) Plans should be developed for a variety of emergencies and scenarios, and should make provisions for inclusion of the following:</p> <ol style="list-style-type: none"> 1) Ensuring each child's emergency contact information is readily available 2) A plan for caring for children until their parents/guardians are able to reach them; 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. 4) Plans for medication administrations that are identified in children's medical plans; 5) Protocols that should be implemented in case of an infectious disease outbreak; 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 facility; and 7) Clearly defined staff roles, responsibilities and tasks during varying emergencies. 	

#	NECPA Standard	SAI #
12.5	Details in the Emergency/Disaster Plan must be reviewed and updated bi-annually and immediately after any relevant event to incorporate any best practices into the document.	A-131
12.6	<p>One person is designated as responsible for safeguarding emergency contact information on each child and for taking charge in the event of an emergency. A second person is designated in writing if the primary person is absent.</p> <p><i>Please Note: Emergency contact information is easily accessible to staff, meaning the information is unlocked, labeled, and accessible in less than 60 seconds.</i></p>	A-128 B-141
12.7	<p><u>Urgent Medical Care or Threatening Incidents Plans</u></p> <p>The program must have a written plan for reporting and managing what they identify as an incident or unusual occurrence that is threatening to the health, safety, or welfare of the children, staff, or volunteers. The program must also include procedures of staff training on this plan.</p> <p>There must be a written plan for handling the following types of incidents:</p> <ul style="list-style-type: none"> A) Lost or missing child; B) Suspected maltreatment of a child; C) Suspected sexual, physical, or emotional maltreatment or abuse of staff, volunteers, or parents/guardians that occur at the program; D) Medical, dental, and mental health emergencies; E) Child or staff deaths, both as a result of an accident or a prolonged illness. These include plans that address deaths at the facility, as well as those that occur off site; F) Unauthorized, contentious, or intoxicated/impaired parents/guardians/family members; G) Dangerous intruders who try to gain admittance to the facility. 	A-129
12.8	<p>The following procedures, at a minimum, should be addressed in the plan for urgent care:</p> <ul style="list-style-type: none"> A) Parent/guardian signed authorization for the teacher to seek emergency medical treatment; 	A-132

#	NECPA Standard	SAI #
	B) Parent/guardian signed consent forms allowing the program to share children’s health information with emergency medical professionals and other necessary service providers; C) Procedures to inform parents/guardians of the emergency situation; D) Parent/guardian identification of their preferred hospital, medical and/or dental provider; E) A written incident/injury report; F) Protocols to refill and restock the first aid kit if any supplies were used.	
12.9	<u>Immunizations</u> The program notifies parents of required health and immunization schedules, including time frames that they are to be completed.	A-139

Chapter 13: Program Evaluation

#	NECPA Standard	SAI #
13.1	At least annually, directors, parents, program staff and other ancillary professionals must be involved in a written evaluation of the program's effectiveness in meeting the needs of children and parents. This assessment is programmatic and is not an assessment of the individual child's progress.	A-135
13.2	This evaluation is then be used to inform the program's continuous quality improvement plan. Based upon the annual evaluation, the program identifies at least two goals and the specific action steps towards completing those goals. This evaluation must also include feedback from both parents and staff.	A-137
13.3	Asking parent/guardian input is important to developing and maintaining a quality child care program. This process can be accomplished by holding forums or small group meetings to receive feedback from parents/guardians. Programs also offer parents/guardians an opportunity to respond in writing anonymously.	A-136

Chapter 14: Program Administration and Staff Relations

#	NECPA Standard	SAI #
14.1	<p><u>Licensing</u></p> <p>The program shall hold a license in good standing with the state agency responsible for licensing child care centers and early childhood programs. The NECPA Commission will consider license-exempt programs for enrollment on a case by case basis.</p>	A-138
14.2	<p><u>Program Policies</u></p> <p>The program has the following policies in writing and these policies are updated annually. Policies are of no value if there isn't an implementation plan in place to ensure they are in effect.</p> <p>These policies and plans must include, but are not be limited to, the following:</p> <ul style="list-style-type: none"> A) Inclusion of children with developmental delays and special health care needs; 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.; C) Required health and immunization schedules, including time frames that they are to be completed; D) Protocols in case of emergency medical situations, including accidents and crisis situations; E) When to use the services of child care health consultants (including mental/behavior health); F) Confidentiality of individual information and records;* G) Ensuring safety while sleeping, including supervision requirements, areas and materials used for sleeping as well as defining infant safe sleeping practices; H) Universal precautions, cleanliness, sanitation and hygiene requirements that include the policy on handwashing and expectations of child and staff handwashing procedures; I) Diaper changing and toilet training; J) Evening, weekend, and night care plans if the program offers; K) The storage and use of any toxic materials in and outside of the facility; 	<p>A-89</p> <p>A-139</p>

#	NECPA Standard	SAI #
	<p>L) Care and hygiene requirements for any pets that may be on-site, including fish, insects and reptiles (if applicable);</p> <p>M) Parent conflict resolution procedure;</p> <p>N) Prevention of unauthorized persons from observing in or entering the toileting area;</p> <p>O) Transportation and activities that occur off site, such as field trips;</p> <p>P) Schedule for reviewing all policies, plans and operations of the program;</p> <p><i>*Please Note: The confidentiality policy outlines 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.</i></p>	
14.3	<p><u>Maintenance of Records</u></p> <p>The program maintains the following records:</p> <p>A) Names, addresses, and phone numbers of parents or guardians;</p> <p>B) Emergency contact information;</p> <p>C) Emergency medical treatment authorization/permission form;</p> <p>D) Physician's name and phone number;</p> <p>E) Allergies;</p> <p>F) Authorization to release to someone other than parent/guardian(s);</p> <p>G) Immunizations or immunization exemptions;</p> <p>H) Developmental history;</p> <p>I) Health status, which includes results of health exam and screenings indicating typical or atypical results and any necessary follow-up documented;</p> <p>J) Instructions for any special needs or chronic illness;</p> <p>K) Progress report;</p> <p>L) Parent/guardian(s) conference reports;</p> <p>M) Field trip permission forms;</p> <p>N) Regular/recurring transportation permission form.</p>	A-140
14.4	<u>Administrative Offices and Staff Areas</u>	B-144

#	NECPA Standard	SAI #
	The program should have a designated administrative office space or area. 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.	
14.5	The program provides staff with a staff lounge or separate area where breaks may occur as well as a staff bathroom.	B-142 B-143

Colorado Next Generation QRIS Standards

The following section is for **COLORADO PROGRAMS ONLY** who wish to pursue the Next Generation 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.

#	QRIS Standards for Level 4 Quality	SAI #
CO. 3.3.A	<p><u>Benefits</u></p> <p>The program offers 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:</p> <ul style="list-style-type: none"> A) Life Insurance B) Employee Child Discount C) Retirement Plan D) Disability Insurance E) Other _____ 	CO-1
CO. 3.4.A	<p><u>Business Administration</u></p> <p>The program has a current business plan and/or strategic plan, created or revised in the past 36 months.</p> <p>The program has a current year operations budget and quarterly income and expense statements that show revenues, expenses, and budget compared to actual.</p> <p>The program provides documentation of a certified financial review.</p>	CO-2 CO-3 CO-4

Ohio Step Up To Quality (SUTQ) QRIS Standards

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.

#	QRIS Standards for Level Three and Additional Points	SAI #
OH	<p><u>Curriculum and Planning</u> Program implements a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served) and demonstrates its alignment to assessment. Teachers use a written, dated plan of activities that is aligned to all developmental domains in Early Learning and Development Standards and/ or Ohio's K-12 Standards (appropriate to the age groups served).</p>	OH-1
OH	<p><u>Child Screening and Assessment</u> Program ensures that 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. Necessary referrals are completed within 90 days of identification of need, and the results are formally communicated with families. Program administers assessments that meet state requirements for all enrolled preschool- aged children.</p>	OH-2
OH	<p><u>Staff Education</u> Administrator has an AA in ECE (or approved related field for school age-only programs) or CPL 3. Fifty-percent of lead teachers have an AA appropriate to the age groups noted below or a CPL 3:</p> <ul style="list-style-type: none"> • Early Childhood Teachers–An AA in ECE or an approved related field. • School-Age Teachers– An AA in an approved field. 	OH-3