

Standard 1 – Relationships		
Number	NAEYC Accreditation Criterion	Paths to QUALITY
1.A.01	Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication	Level 2, Standard 7
1.A.05	Teachers share information with families about classroom rules, expectations and routines not only at enrollment but also as needed throughout the year.	Level 2, Standard 7
1.B.01	Teaching staff foster children’s emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.	Level 2, Standard 9a.2
1.B.05	Teaching staff function as secure bases for children. They respond promptly in developmentally appropriate ways to children’s positive initiations, negative emotions, and feelings of hurt and fear by providing comfort, support and assistance.	Level 2, Standard 9a.2 Standard 9a.6 Standard 9a.7 Standard 9a.8
1.B.09	Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion.	Level 2, Standard 9a.9
1.B.10	Teaching staff never use threats or derogatory remarks and neither withholds nor threatens to withhold food as a form of discipline.	Level 2, Standard 9a.9
1.B.11	Teaching staff engage infants in frequent face-to-face social interaction each day. These include both verbal behaviors and nonverbal behaviors.	Level 2, Standard 9b.3 Standard 9b.4
1.B.12	Teaching staff give one-to-one attention to infants when engaging in caregiving routines.	Level 2, Standard 9b.2
1.B.13	Teaching staff adjust their interactions to infants’ and toddlers’/twos’ various states and levels of arousal.	Level 2, Standard 9b.5
1.B.14	Teaching staff quickly responds to infants and toddlers’/twos’ cries or other signs of distress by providing physical comfort and needed care. Teaching staff are sensitive to infants and toddlers’/twos’ various signals and learn to read their individual cries.	Level 2, Standard 9b.1 Standard 9b.4 Standard 9b.5 Standard 12b.6
1.B.15	Teaching staff talk frequently with children and listen to children with attention and respect. They respond to children’s questions and request, use strategies to communicate effectively and build relationships with every child, and engage regularly in meaningful and extended conversations with each child.	Level 2, Standard 9a.2 Standard 9a.6 Standard 9a.7 Standard 9a.8 Standard 9a.12 Standard 9b.5 Standard 12b.6

1.C.01	Teaching staff facilitate an infant’s social interaction when he or she is interested in looking at, touching or vocalizing to others.	Level 2, Standard 9b.4
1.C.04	Teaching staff assist children in resolving conflicts by helping them identify feelings, describe problems and try alternative solutions.	Level 2, Standard 9a.10 Standard 9a.11 Standard 9b.6
1.D.04	Teachers help children talk about their own and others’ emotions. They provide opportunities for children explore a wide range of feelings and the different ways that those feelings can be expressed.	Level 2, Standard 9a.8 Standard 9b.6
1.E.03	Rather than focus solely on reducing the challenging behavior, teachers focus on teaching the child social, communication and emotional regulations skills and using environmental modifications, activity modifications, adult or peer support and other teaching strategies to support he child’s appropriate behavior.	Level 2, Standard 9a.10
1.F.02	Teaching staff help children manage their behavior by guiding and supporting children to persist when frustrated, play cooperatively with other children, use language to communicate needs, learn turn taking, gain control of physical impulses, express negative emotions in ways that do not harm others or themselves, use problem-solving techniques, learn about self and others.	Level 2, Standard 9a.10 Standard 9a.11

Standard 2 - Curriculum		
Number	NAEYC Accreditation Criterion	Paths to QUALITY
2.A.01	The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development.	Level 2, Standard 4
2.A.08	Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including gender, age, language and abilities. Materials and equipment provide for children's safety while being appropriately challenging, encourage exploration, experimentation and discovery, promote action and interaction, are organized to support independent use, are rotated to reflect changing curriculum and accommodate new interests and skill levels, are rich in variety, accommodate children's special needs.	Level 2, Standard 9a.4 Standard 10a.8 Level 3, Standard 11.3
2.A.09	Materials and equipment used to implement the curriculum for infants and toddlers/twos encourage exploration, experimentation and discovery, sensory and motor learning, their practice of developing physical skills through self-initiated movement.	Level 3, Standard 9a.4
2.A.10	The curriculum guides teachers to incorporate content, concepts and activities that foster social, emotional, physical, language and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety and social studies.	Level 3, Standard 8.1
2.A.11	The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for play, self-initiated learning, creative expression, large-group, small-group and child-initiated activity.	Level 2, Standard 10a.2 Level 3, Standard 9a.10 Standard 9a.11
2.B.02	Children have varied opportunities to recognize and name their own and others' feelings.	Level 2, Standard 9b.6
2.C.01	Infants and toddlers/twos are provided an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. They have multiple opportunities to practice emerging skills in coordination, movement and balance, and perceptual-motor integration.	Level 2, Standard 10b.2 Standard 10c.2 Standard 10c.3
2.C.04	Children have varied opportunities and are provided equipment to engage in large motor experiences than stimulate a variety of skills, enhance sensory-motor integration, develop controlled movement, enable children	Level 2, Standard 10b.2 Level 3, Standard 11.2 Standard 11.3

	with varying abilities to have large-motor experiences similar to those of their peers, range from familiar to new and challenging, help them learn physical games with rules and structure.	
2.D.03	Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions, communicating needs, thoughts and experiences, describing things and events.	Level 3, Standard 9a.1
2.E.01	Infant have varied opportunities to experience songs, rhymes, routine games and books through individualized play that includes simple rhymes, songs and interactive games, daily opportunities for each child to heard and respond to various types of books including picture books, wordless books and books with rhymes, access to durable books that enable children’s independent exploration.	Level 2, Standard 12b.1 Standard 12b.2 Level 3, Standard 9a.2 Standard 9a.6 Standard 9a.8
2.E.02	Toddlers/twos have varied opportunities to experience books, songs, rhymes and routine games through individualized play that includes simple rhymes, songs, and sequences of gestures, daily opportunities to hear and respond to various types of books including picture books, wordless books and books with rhymes, access to durable books that enable independent exploration, experiences that help them understand that pictures represent real things in their environment.	Level 2, Standard 12b.1 Standard 12b.2 Standard 12b.3 Level 3, Standard 9a.2 Standard 9a.6 Standard 9a.8
2.E.03	Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize and use print that is accessible throughout the classroom items belonging to a child are labeled with is or her name, materials are labeled, print is used to describe some rules and routines, teaching staff help children recognize print and connect it to spoken words.	Level 2, Standard 12a.5 Standard 12b.4 Level 3, Standard 9a.2 Standard 9a.6 Standard 9b.3
2.E.04	Children have varied opportunities to be read books in an engaging manner group or individualized setting at least twice a day in full-day programs and at least once daily in half-day programs, be read to regularly in individualized ways including one-to-one or in small groups of two to six children, explore books on their own and have places that are conducive to the quiet enjoyment of books, have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books and wordless books, be read the same book in repeated occasions, retell and reenact events in storybooks, engage in conversations that help them	Level 2, Standard 12a.1 Standard 12a.2 Standard 12a.3 Standard 12a.4 Standard 12a.5 Standard 12a.6 Standard 12a.7 Standard 12a.8 Standard 12a.9

	understand the content of the book, be assisted in linking books to other aspects of the curriculum, identify the parts of books and differentiate print from pictures.	
2.E.05	Children have multiple and varied opportunities to write writing materials and activities are readily available in art, dramatic play and other learning centers, various types of writing are supported including scribbling, letter-like marks, and developmental spelling, children have daily opportunities to write or dictate their ideas, children are provided needed assistance in writing the words and messages they are trying to communicate, children are given the support they need to write on their own, including access to the alphabet and to printed words about topics of current interest, both of which are made available at eye level or on laminated cards, children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life.	Level 2, Standard 12a.4 Standard 12a.5 Standard 12a.6 Standard 12a.7
2.E.08	Children have access to books and writing materials throughout the classroom.	Level 2, Standard 11a.1 Standard 11a.2 Standard 11a.3 Standard 12a.2 Standard 12a.6
2.F.01	Infants and toddlers/twos are provided varied opportunities and materials to use language, gestures and materials to convey mathematical concepts such as more and less and big and small, see and touch different shapes, sizes, colors and patterns, build number awareness, using objects in the environment, read books that include counting and shapes.	Level 2, Standard 11a.6 Level 3, Standard 9a.7
2.F.02	Children are provided varied opportunities and materials to build understanding of numbers, number names and their relationship to object quantities and to symbols.	Level 2, Standard 11a.6
2.F.03	Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size and color.	Level 2, Standard 11a.6
2.F.04	Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.	Level 3, Standard 9a.7
2.G.01	Infants and toddlers/twos are provided varied opportunities and materials to use their senses to learn about objects in the environment, discover that they can make things happen and solve simple problems.	Level 2, Standard 11a.9 Level 3, Standard 9a.9 Standard 9b.2
2.G.02	Children are provided varied opportunities and materials to learn key content and principles of science such as the	Level 2, Standard 11a.8 Level 3, Standard 9a.9

	difference between living and nonliving things, earth and sky, structure and property of mater and behavior of materials.	
2.H.01	The use of passive media such as television, film, videotapes and audiotapes is limited to developmentally appropriate programming.	Level 2, Standard 10a.9
2.H.03	Technology is used to extend learning within the classroom, integrate and enrich the curriculum.	Level 2, Standard 10a.9
2.J.03	Infants and toddlers/twos have varied opportunities to express themselves creatively through freely moving to music. Toddlers/twos have varied opportunitites to engage in pretend or imaginative play.	Level 3, Standard 9a.3 Standard 9a.8
2.J.04	Children are provided varied opportunitites to learn new concepts and vocabulary related to art, music, drama and dance.	Level 2, Standard 11a.3 Standard 11a.5 Standard 11a.7 Level 3, Standard 9a.8
2.J.06	Children are provided many and varied open-ended opportunities and materials to express themselves creatively through music, drama, dance and two- and three-dimensional art.	Level 3, Standard 9a.3 Standard 9a.8

Standard 3 – Teaching		
Number	NAEYC Accreditation Criterion	Paths to QUALITY
3.A.04	Teachers organize space and select materials in all content and developmental areas to simulate exploration, experimentation, discovery and conceptual learning.	Level 3, Standard 9a.4
3.A.06	Teachers create classroom displays that help children reflect on and extend their learning, they ensure that children’s recent works predominate in classroom displays and that some displays are at children’s eye level.	Level 3, Standard 9a.5
3.B.02	Teaching staff create and maintain a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy, responsibility and empathy.	Level 3, Standard 11.2 Standard 11.3
3.B.03	Teaching staff develop individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive and culturally sensitive.	Level 2, Standard 9a.2
3.B.09	Teaching staff create a climate of respect for infants by looking for as well as listening and responding to verbal and nonverbal cues.	Level 2, Standard 9a.6 Standard 9b.2 Standard 9b.4
3.B.11	Teaching staff create a climate of mutual respect for children by being interested in their ideas, experiences and products.	Level 2, Standard 9a.7
3.C.01	Teaching staff supervise by positioning themselves to see as many children as possible.	Level 2, Standard 9a.3
3.C.02	Teaching staff supervise infants and toddlers/twos by sight and sound at all times.	Level 2, Standard 9a.3
3.D.01	Teachers provide time daily for indoor and outdoor activities.	Level 2, Standard 10b.1 Standard 10c.3
3.D.02	Teaching staff use routine care to facilitate children’s self-awareness, language and social interaction.	Level 2, Standard 10a.4 Level 3, Standard 10.6
3.D.03	Teachers provide times and materials daily for children to select their own activities.	Level 2, Standard 10a.3 Level 3, Standard 10.1
3.D.06	Teachers organize time and pace on a daily basis to offer infants opportunities to play individually, in pairs and in small groups.	Level 2, Standard 10a.2 Level 3, Standard 10.1
3.D.08	Teaching staff coach and support children as they learn to participate in daily cleanup and maintenance of the classroom.	Level 3, Standard 10.6
3.D.09	Teaching staff help children follow a predictable but flexible daily routine by providing time and support for transitions.	Level 2, Standard 10a.5
3.D.10	Teachers organize time and space on a daily basis to allow children to work or play individually and in pairs, to come together in small groups and to engage as a whole group.	Level 2, Standard 10a.2 Level 3, Standard 9a.10 Standard 10.1

3.D.11	Teachers create opportunities for children to engage in group projects and to learn from one another.	Level 3, Standard 10.6
3.E.01	Teaching staff reorganize the environment when necessary to help children explore new concepts and topics, sustain their activities, and extend their learning.	Level 2, Standard 10a.2 Level 3, Standard 10.3 Standard 9a.10
3.E.05	Teachers use the needs and interests of infants to influence schedules, routines, and learning experiences.	Level 2, Standard 10c.1
3.E.09	Throughout the day, teaching staff actively seek out children's ideas and discern how they understand things by observing, talking with and listening to them.	Level 3, Standard 10.4
3.F.02	Play is planned for each day.	Level 3, Standard 10.1
3.F.07	Teaching staff use varied vocabulary and engage in sustained conversations with children about their experiences.	Level 3, Standard 10.4
3.G.02	Teachers use multiple sources to identify what children have learned, adapt curriculum and teaching to meet children's needs and interests, foster children's curiosity, extend children's engagement, support self-initiated learning.	Level 3, Standard 10.2 Standard 10.5
3.G.07	Teachers use their knowledge of content to pose problems and ask questions that stimulate children's thinking. Teachers help children express their ideas and build on the meaning of their experiences.	Level 3, Standard 10.4
3.G.10	Teaching staff join children in learning centers to extend and deepen children's learning. They observe children, engage children in conversations and position themselves at eye level with the children.	Level 2, Standard 9a.6 Standard 9a.12
3.G.12	Teachers promoted children's engagement and learning by responding to their need for and interest in practicing emerging skills and by enhancing and expanding activities that children choose to engage in repeatedly.	Level 3, Standard 10.5

Standard 4 – Assessment		
Number	NAEYC Accreditation Criterion	Paths to QUALITY
4.D.01	Teachers or others who know the children and are able to observe their strengths, interests and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches and personal interactions.	Level 3, Standard 8.5 Standard 10.2
4.D.03	Teachers interact with children to assess their strengths and needs to inform curriculum development and individualized teaching.	Level 3, Standard 10.2
4.D.05	Teachers talk and interact with infants to assess and encourage use of language.	Level 2, Standard 12b.5
4.E.02	Family members are provided information, either verbally or in writing, about their child’s development and learning on at least a quarterly basis, with written reports at least two times a year.	Level 2, Standard 7

Standard 5 – Health		
Number	NAEYC Accreditation Criterion	Paths to QUALITY
5.A.06	Children of all ages have daily opportunities for outdoor play. When outdoor opportunities for large-motor activities are not possible because of conditions, the program provides similar activities inside. Indoor equipment for large-motor activities meets national safety standards and is supervised at the same level as outdoor equipment.	Level 2, Standard 10b.1 Standard 10b.2

Standard 6 – Teachers		
Number	NAEYC Accreditation Criterion	Paths to QUALITY
6.A.03	Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation, including program philosophy, values and goals, expectations for ethical conduct, health, safety and emergency procedures, individual needs of children they will be teaching or care for, accepted guidance and classroom management techniques, daily activities and routines of the program , program curriculum, child abuse and neglect reporting procedures , program policies and procedures, NAEYC early childhood program standards and regulatory requirements. Follow-up training expands on the initial orientation.	Level 3, Standard 8.3

6.A.05	All teachers have a minimum of an associates degree or equivalent. At least 75% of teachers have a minimum of a baccalaureate degree or equivalent in early childhood education, child development, elementary education or early childhood special education and this training encompasses child development and learning of children birth through kindergarten; family and community relationships; observing documenting and assessing young children; teaching and learning; and professional practices and development.	Level 2, Standard 5 Level 3, Standard 4
6.A.06	Assistant teachers-teacher aides have a high school diploma or GED and 50% of assistant teachers-teachers aids have a least a CDA or equivalent. 100% of assistant teachers-teachers aids who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent are actively participating in the program and are demonstrating progress toward the CDA or equivalent. College-level course work is from regionally accredited institutions of higher education and may include distance learning or online coursework.	Level 2, Standard 5 Level 3, Standard 4
6.A.07	All teaching staff have specialized college-level course work, professional development training, or both that prepares them to work with children and families of diverse races, cultures and languages. Specialized college-level course work may include core courses that cover these topics or courses that address these topics specifically. Teaching staff adapt their teaching in response to children’s differences.	Level 2, Standard 6 Level 3, Standard 5
6.A.08	All teaching staff have specialized course work or professional development training in the program’s curriculum as well as in communication and collaboration skills that prepare them to participate as a member of a team.	Level 2, Standard 6 Level 3, Standard 5 Standard 8.3
6.A.09	All teaching staff that supervise or mentor other staff members have specialized college-level course work or professional development training and preparation in adult supervisions, mentoring and leadership development. Specialized college-level course work may include either core courses that cover these topics or courses that address these topics specifically.	Level 2, Standard 6 Level 3, Standard 5
6.A.10	All teachers and assistant teachers-teacher aides have specialized college-level course work or professional development training in knowledge and skills relevant to the specific age or to the special circumstances and specific needs of the children they teach. Specialized college-level	Level 2, Standard 6 Level 3, Standard 5

	course work may include core courses that cover these topics or courses that address these topics specifically.	
6.A.11	All teachers and assistant teachers-teacher aides have specialized professional development training in how to accurately use the program’s assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities.	Level 2, Standard 6 Level 3, Standard 5
6.A.12	All teachers and assistant teachers-teacher aides have specialized college-level course work or professional development training that prepares them to work with children who have special needs. The course work or training may include either core courses that cover these topics or courses that address these topics specifically. The course work and training includes family-centered practices, atypical development and common health problems, IDEA and other applicable laws, children’s and families’ rights under these laws, roles and responsibilities related to the IEP and IFSP, strategies for supporting inclusion, strategies for modifying and adapting curriculum, schedules, materials and instruction to meet individual needs, the referral and assessment process and community supports and resources.	Level 2, Standard 6 Level 3, Standard 5

Standard 7 – Families		
Number	NAEYC Accreditation Criterion	Paths to QUALITY
7.A.09	Program staff uses a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children’s learning. Staff uses a variety of methods such as new family orientations, small group meetings, individual conversations, and written questionnaires, which help staff, get input from families about curriculum activities throughout the year.	Level 3, Standard 6 Standard 8.2
7.A.10	The program works with families on shared child caregiving issues, including routine separations, special needs, the food being served and consumed, and daily care issues.	Level 2, Standard 7 Level 3, Standard 11.1
7.A.13	The program’s governing or advisory groups include families as members and active participants. Staff or other families in the program encourage and support family members in taking on leadership roles.	Level 2, Standard 8
7.B.01	Program staff uses a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed.	Level 2, Standard 7
7.B.05	Program staff communicates with families on a daily basis regarding infants’ and toddlers’/twos’ activities and developmental milestones, shared caregiving issues and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicates through established alternative means.	Level 2, Standard 7
7.B.06	Program staff communicates with families on a weekly basis regarding infants’ and toddlers’/twos’ activities and developmental milestones, shared caregiving issues and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicates through established alternative means.	Level 2, Standard 7

Standard 8 – Community Relationships		
Number	NAEYC Accreditation Criterion	Paths to QUALITY
8.C.01	Program staff is encouraged to participate in local, state or national early childhood education organizations by joining and attending meetings and conferences. Program staff is also encouraged to participate regularly in local, state or regional public-awareness activities related to early care and education.	Level 2, Standard 3

Standard 9 – Physical Environment		
Number	NAEYC Accreditation Criterion	Paths to QUALITY
9.A.02	Individual space is provided for each child’s belongings.	Level 2, Standard 9a.5
9.A.03	Non-disposable materials are durable and in good repair. Equipment, materials and furnishings are available that provide access for children with disabilities to the program’s curriculum and activities.	Level 2, Standard 11b.2 Level 3, Standard 11.3
9.A.04	A variety of age- and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes dramatic play equipment, sensory materials such as sand, water, play dough, paint and blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas, and gross-motor equipment for activities such as pulling up, walking, climbing in, on and over; moving through, around and under; pushing; pulling and riding.	Level 2, Standard 11a.1 Standard 11a.2 Standard 11a.3 Standard 11a.4 Standard 11a.5 Standard 11a.6 Standard 11a.7 Standard 11a.8 Standard 11a.9 Standard 11a.10
9.A.05	The indoor environment is designed so staff can supervise children by sight and sound at all times without relying on artificial monitoring device. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.	Level 2, Standard 9a.3
9.A.07	Staff organizes and group materials on low, open shelves to encourage children to use them independently. Staff rotates and adapts materials to promote learning and extend children’s play opportunities.	Level 2, Standard 10a.8 Standard 11b.1
9.A.08	Materials and equipment are available to facilitate focused individual play or play with peers; in sufficient quantities to occupy each child in activities that meeting his or her interests.	Level 2, Standard 10a.2 Standard 10a.3 Standard 11b.3
9.A.09	Program staff arranges the environment to be welcoming and accessible. A welcoming and accessible environment contains elements such as multicultural materials that promote appreciation for diversity while being respectful of	Level 2, Standard 9a.1 Standard 9a.4 Standard 9a.13 Level 3, Standard 9a.5

	<p>the cultural traditions, values and beliefs of families being served; clearly defined places where families can gather information regarding the daily schedule and upcoming events; clearly defined places where families sign in, sign out and gather information about their child’s day; places for displaying children’s work and features that moderate visual and auditory stimulation.</p>	
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Standard 10 – Leadership and Management		
Number	NAEYC Accreditation Criterion	Paths to QUALITY
10.A.01	The program has a well-articulated mission and philosophy of program excellence that guides its operation. The goals and objectives related to the mission, philosophy and all program operations and include child and family desired outcomes.	Level 2, Standard 4
10.A.03	The program administrator demonstrates commitment to a high level of continuing professional competence and an ability to promote teamwork.	Level 2, Standard 3 Level 4, Standard 3
10.B.01	Policies detail staff responsibilities, planning time and training and resources, address the importance of families and professionals across disciplines and emphasize the need to work as teams and to build community partnerships.	Level 3, Standard 3
10.B.06	If a program is led or governed by a board of directors, advisory group, council or other similar group, written policies define their roles and responsibilities along with those of the program staff who work directly with those entities.	Level 2, Standard 8
10.B.07	The program has a strategic planning process that outlines actions the program will take to implement the program’s vision and mission, achieve outcomes desired for children, maintain high-quality services to children and families, provide long-term resources to sustain the operation of the program.	Level 3, Standard 7
10.B.08	The program has written policies and procedures that demonstrate how the program prepares for, orients and welcomes children and families. These policies and procedure are shared verbally and in writing with families of enrolled children and are available in languages that families use and understand. Policies address the program’s philosophy and curriculum goals and objectives, the program’s commitment to welcome children and families and guidance and discipline. Procedures address the variety of strategies used by the program for ongoing	Level 2, Standard 4 standard 7 Level 3, Standard 6.2 Standard 6.3 Standard 11.1 Standard 11.2 Standard 11.3 Standard 11.4 Standard 11.5

	<p>communication with families, including communication in their preferred language or through translation, how IFSPs, IEPs and other individualized plans will be addressed for children with disabilities and other special learning needs, health and safety precautions and requirements that affect families and their children, including building security and access, medications, inclusion or exclusion of ill children and emergency plans, the variety of techniques used by the program to negotiate difficulties and differences that arise in interactions between families and program staff, payment, meals and snacks and sleeping arrangements, how the program ensures confidentiality of child and family information, how and when children are schedules for field trips, safety precautions that will be used to safeguard the children on trips, including having a communication device to call for help whenever necessary while on the trip, having first-aid supplies on the trip and alternate transportation arrangements if there is a problem with the transportation vehicles during the trip.</p>	
10.B.10	<p>Policies guide the appropriate use of specialized consultants to support staff's efforts to meet the needs of children and families to participate fully in the program, including children with disabilities, behavior challenges, or other special needs. Procedures address expected consultant skills, payment, access, availability and working relationships with staff as well as how the program will arrange with other agencies to use their consultants for children who are eligible for their services.</p>	<p>Level 3, Standard 11.1 Standard 11.2 Standard 11.3 Standard 11.4 Standard 11.5</p>
10.E.07	<p>Staff is provided space and time away from children during the day. When staff works directly with children for more than four hours, staff are provided breaks of at least 15 minutes in each four-hour period. In additional, staff may request temporary relief when they are unable to perform their duties.</p>	<p>Level 3, Standard 3</p>
10.E.11	<p>The program has an implementation plan for professional development, including orientations for new staff. Credit-bearing course work is included in the professional development plan whenever possible. The plan improves staff credentials and competencies. It is updated at least annually or as needed based on the evaluation process, the need to keep staff's knowledge current, or other identified needs.</p>	<p>Level 2, Standard 5 Standard 6 Level 3, Standard 4 Standard 5</p>