

**WRITTEN DOCUMENTATION ONLY**

<b>Standard 1- Administrative and General Operations</b>		
<b>Number</b>	<b>NECPA Accreditation Criterion</b>	<b>Paths to QUALITY</b>
II-1	The Program has an Executive Committee, Board of Directors, or Parent Board that provides oversight and/or guidance.	Level 2, Standard 8
II-5	Parents are given the opportunity to participate in the following: A) Program Planning B) Classroom Activities C) Group meetings, and D) Individual meetings	Level 3, Standard 2
II-14	The Director of the program has an undergraduate degree in early childhood education, child development, social work, nursing, or other child-related field, or a combination of college course work and experience under qualified supervision.	Level 2, Standard 5
II-15	The education of the Director includes: A) college course work in business and/or education administration or and Administrator Credential B) college course work in child development and early childhood education C) Two or more years' experience as a teacher of children of the age group(s) in care, or D) Competency base credentials (CDA, or CCP)	Level 2, Standard 5
II-23	The program philosophy and objectives are covered in these manuals: A) Staff handbook B) Parent handbook C) Orientation handbook/procedure	Level 2, Standard 4
II-27a	Each Teacher/Lead Teacher has an undergraduate degree in early childhood education, child development, social work, nursing, or other child related field, or a combination of college course work and experience under qualified supervision.	Level 2, Standard 5 Level 3, Standard 4
II-30	The program encourages membership in professional organizations.	Level 2, Standard 3
II-32	The Center requires 30 hours of staff training for the first year and 24 hours for each of the following years.	Level 2, Standard 6 Level 3, Standard 5
II-36	The program has a formal merit evaluation program	Level 3, Standard 6

**Standard 2- Outdoor Environment: NA**

<b>Standard 3- Health and Safety</b>		
<b>Number</b>	<b>NECPA Accreditation Criterion</b>	<b>Paths to QUALITY</b>
II-65	All children are always within sight and sound of a qualified caregiver.	Level 2, Standard 9a.3

<b>Standard 4- Developmental Program</b>		
<b>Number</b>	<b>NECPA Accreditation Criterion</b>	<b>Paths to QUALITY</b>
II-78	The program requires lesson plans.	Level 3, Standard 4
II-79	Lesson Plans are reviewed: A) Weekly B) Bi-monthly C) Monthly, or D) Less frequently	Level 3, Standard 4
II-80	The curriculum choices are made using the following: A) Individual needs of children B) Developmentally appropriate practice C) Reliable and valid assessments of children D) Teachers input E) Ages of children F) Special needs of children G) Cultural sensitivity H) Progress reports I) Social Development J) Emotional development of child K) Cognitive development of child L) Language development of child, and M) Physical development of child	Level 3, Standard 8

## Paths to QUALITY® Standards fit into NECPA Accreditation Standards

II-83	If the program currently serves children with special needs, does it provide the following or does it provide the necessary linkages: A) An individualized program plan B) Professional evaluation(s) C) A referral system that the program has access to, or D) Reviews of the child's progress done using a team concept.	Level 3, Standard 1
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<b>Standard 5- Parent and Community Involvement</b>		
<b>Number</b>	<b>NECPA Accreditation Criterion</b>	<b>Paths to QUALITY</b>
II-95	The director, program staff, and parents evaluate the developmental program in writing annually in order to determine whether the specific needs of the children are being met.	Level 3, Standard 6 Standard 7

### OBSERVATIONAL STANDARDS

#### **Standard 1- Professional Development and Work Environment: NA**

<b>Standard 2- Outdoor Environment</b>		
<b>Number</b>	<b>NECPA Accreditation Criterion</b>	<b>Paths to QUALITY</b>
III-13	The following outdoor opportunities are provided for all children: A) Gross motor B) Developmentally appropriate activities C) choices provided for the children and D) Teacher involvement with children's play.	Level 2, Standard 9a.12 Standard 10b.2 Standard 10c.2 Standard 10c.3 Level 3, Standard 10.1

<b>Standard 3- Indoor/Outdoor Environment</b>		
<b>Number</b>	<b>NECPA Accreditation Criterion</b>	<b>Paths to QUALITY</b>
III-14	The overall appearance (aesthetic quality) of the facility, both indoor and outdoor are inviting, and well maintained by having the following: A) A specific entry area to greet parents separated from play areas B) Staff greets each child and parent C) Child created drawings displayed at child level D) Facilities, equipment and toys free of chipping or peeling paint E) Broken and inoperable toys or equipment removed until repair F) Play equipment free of pinch or crush points G) Cleanliness- odor free H) Free from clutter I) Room arrangement- child friendly J) Inviting and appealing learning centers that are organized and accessible K) Center offers parent display/bulletin boards which cover at minimum, program description, policy statements, philosophy, schedules, and menu L) Proper lighting and ventilation.	Level 2, Standard 9a Standard 11b.2 Level 3, Standard 9a.5 Standard 11.2

<b>Standard 4- Health and Safety</b>		
<b>Number</b>	<b>NECPA Accreditation Criterion</b>	<b>Paths to QUALITY</b>
III-22	All children are always within sight and sound of qualified caregiver.	Level 2, Standard 9a.3

<b>Standard 5- Developmental Program</b>		
<b>Number</b>	<b>NECPA Accreditation Criterion</b>	<b>Paths to QUALITY</b>

## Paths to QUALITY® Standards fit into NECPA Accreditation Standards

III-24	The program has a separate quiet place where children can read or engage in individualized developmentally appropriate learning activities.	Level 2, Standard 11a.1 Level 3, Standard 11.2
III-25	Separate areas are created in the center which provide a variety of activities and experiences within each age group's room: A) materials with similar use placed together to make interest areas for children B) areas are set up so that traffic patterns do not interfere with activities C) areas for quiet and active play are separated D) there is sufficient space for play so children are not crowded E) interest areas correspond to a developmentally appropriate curriculum F) staff provide materials and time for children to select their own activities during the day G) children are encouraged to offer suggestions for activity selections H) children's work is displayed in the appropriate activity areas I) children have the opportunity to bring things from home to share in the classroom.	Level 2, Standard 10a.3 Standard 10c.2 Standard 11a Level 3, Standard 9a.5 Standard 10.1 Standard 11.2 Standard 11.3
III-27	Classroom decorations and equipment are changed on a regular basis.	Level 2, Standard 10a.8
III-29	The program has the following learning centers or areas for the following age groups: A) table top games B) dramatic play C) woodworking/carpentry D) Arts and crafts E) Large muscle F) Science/Nature G) Block building H) Fine motor I) Math Number J) Language arts K) Music/Movement L) Nutrition.	Level 2, Standard 11a
III-30	Children are encouraged to assist in maintaining their classroom by giving them opportunities to engage in self-help activities that promote competency and mastery (including assisting in clean up after activity selection and after meals/snacks)	Level 2, Standard 10a.4 Level 3, Standard 11.4
III-33	The quiet learning area is a soft-cushioned area with the following: soft furniture or pillows, AND rugs and/or carpeting.	Level 2, Standard 11a.1 Standard 11b.7
III-34	The program has the following to create a warm, nurturing, and comfortable atmosphere: A) use home-type furnishings- sofas, chairs, rugs, and pillows, in quiet areas B) photographs of children, and their families are displayed at child's eye level C) personalized storage area for each child's possessions D) Nap time/rest experiences are personalized and materials are labeled	Level 2, Standard 9a.4 Standard 9a.5 Standard 11a.1 Standard 11b.7
III-35	Teachers use positive reinforcement to encourage children to feel good about their individual and group accomplishments.	Level 2, Standard 9a.10
III-36	Teachers use annual assessments and/or parent conferences to focus on individual children and how they have grown as individual developmentally.	Level 2, Standard 7 Level 3, Standard 8.5
III-38	Separate play areas are provided to meet the developmental needs of different age groups.	Level 3, Standard 11.2 Standard 11.3
III-39	Developmentally appropriate materials of sufficient quantity and variety are available for each child.	Level 2, Standard 11a Level 3, Standard 11.3
III-40	Books, toys, and materials reflect multicultural and multiethnic diversity.	Level 2, Standard 9a.4
III-41	The environment is designed so that children can chose and use materials independently (toys are on low open shelves).	Level 2, Standard 11b.2
III-45	Children are given the freedom and opportunity to move and explore in a variety of safe spaces.	Level 2, Standard 10c.2
III-47	Simple and consistent patterns are followed in making transitions from one activity to another.	Level 2, Standard 10a.5
III-51	A relaxed routine is established to make mealtimes pleasant.	Level 2, Standard 10a.6
III-52	Staff sit with the children during meals while modeling appropriate behavior and using mealtime as a learning experience.	Level 2, Standard 10a.4 Level 3, Standard 10.6
III-53	Staffs frequently talk with children using clear and correct language patterns and maintain eye contact.	Level 2, Standard 9a.6

## Paths to QUALITY® Standards fit into NECPA Accreditation Standards

III-54	A variety of songs, stories, books, and games, including some that are multicultural, are used to promote language development.	Level 2, Standard 12a.7 Standard 12b.3 Level 3, Standard 9a.6
III-55	The staff uses affectionate and supportive speech when appropriate.	Level 2, Standard 9a.8
III-56	Staff listens attentively to children, try to understand what they want to communicate, and assist them in expressing themselves.	Level 2, Standard 9a.6 Standard 9a.7 Standard 9a.11
III-58	Staff gives one-on-one attention to each child as much as possible.	Level 2, Standard 9a.6 Standard 12a.1
III-59	Staff allows and encourages children to express their feelings of affection, joy, delight, sadness, anger, and other emotional responses to everyday events.	Level 2, Standard 9a.2 Standard 9a.8
III-61	Staff welcomes a child who comes for support with a reassuring and nurturing response.	Level 2, Standard 9a.2 Standard 9a.8
III-63	Staff uses positive guidance techniques with children that emphasize self-control on the part of the child.	Level 2, Standard 9a.10
III-64	When staff redirects a child's behavior, they provide a brief explanation of limits and rationale.	Level 2, Standard 9a.10
III-65	Staff addresses the behaviors or situations rather than labeling the child good or bad.	Level 2, Standard 9a.2 Standard 9a.10
III-67	Teachers foster positive relationships between children by helping them to listen and appropriately respond to one another.	Level 2, Standard 9a.2 Level 3, Standard 9a.1
III- 68	Staff provides developmentally appropriate large-muscle activities (playing ball, running, climbing, and/or moving to music, both indoors and outdoors.	Level 2, Standard 10b.1 Standard 10b.2
III-71	Staff allows children time and space for extended and concentrated play by reducing distractions and interruptions.	Level 3, Standard 9a.10
III-72	Staff provides children many opportunities to explore cause and effect (how things work).	Level 3, Standard 9a.1 Level 3, Standard 9a.4
III-73	A variety of rhythm, music, and movement experiences provided to all the children on a daily basis.	Level 3, Standard 9a.8
III-74	Staff supports a child's developing awareness of self by using mirrors, photographs, and other appropriate materials for self-concept.	Level 2, Standard 9a.4
III-75a	If a television is used, it is: A) limited to educational programs that are suitable to the developmental level of the children B) Used only on an occasional basis (less than once per week, 30 minutes, maximum) C) Used interactively, with staff initiating conversations with children.	Level 2, Standard 10a.9
III-76	Creative, possibly messy activities are provided for all children, including water, sand play, finger painting, and playing with play dough.	Level 2, Standard 11a.9
III-77	Daily routines are consistent and predictable for children	Level 2, Standard 10a.1
III-78	Developmentally appropriate unstructured materials (including blocks, paint, and play dough) and representational toys (cars, dolls, animals, dishes) are regularly provided.	Level 2, Standard 11a
III-79	Children are allowed to explore materials in their own ways.	Level 3, Standard 9a.4 Standard 10.1

Standard 6- Infants and Toddlers		
Number	NECPA Accreditation Criterion	Paths to QUALITY
III-83	Young infants are held and carried about frequently, and their positions and locations changed.	Level 2, Standard 9b.1

## Paths to QUALITY® Standards fit into NECPA Accreditation Standards

III-90	Infants are allowed to establish and maintain individual eating and sleeping patterns.	Level 2, Standard 10c
III-92	Young infants are individually fed and held for bottle feedings.	Level 2, Standard 9b.2
III-94	Staff encourages infant babbling and toddler vocalizations by repeating and expanding on their limited verbal skills and by naming familiar objects and discussing routine activities in the infant/toddler environment.	Level 2, Standard 9b.4 Standard 12b.5 Standard 12b.6 Level 3, Standard 9b.4
III-95	Staff supports children's developing awareness of self by using mirrors, photographs, and other appropriate materials for self-concept.	Level 2, Standard 9a.4
III-96	Staff encourages and helps children develop and practice self-help skills when eating, getting dressed, using toys and equipment, and cleaning up.	Level 3, Standard 10.6 Standard 11.4
III-97	Diapering/toileting is used as a time to talk with and relate warmly to children.	Level 2 Standard 9b.1
III-98	Infants and toddlers are encouraged to engage in social play and interaction with staff during feeding, bathing, dressing, and other aspects of care.	Level 2, Standard 9b.3
III-100	Staff provide a warm and loving physical contact with infants in a variety of ways from soothing to stimulating, depending on the infants readiness and needs.	Level 2, Standard 9b
III-101	Staff provides infants with ample, independent opportunities to practice tummy time, crawling, creeping, standing, and walking.	Level 2, Standard 10c.2
III-103	Staff provides activities and materials to help infants develop their small muscles by grasping, dropping, pulling, pushing, throwing, fingering, and mouthing.	Level 2, Standard 11b.4
III-104	Staff talks to infants, describing what they are doing and what they feel, hear, touch, and see.	Level 2, Standard 9b.3 Standard 9b.4 Level 3, Standard 9b.4
III-105	Staff assists toddlers in learning names of common objects and in talking about their experiences and observations as they happen or soon thereafter.	Level 2, Standard 12b.6
III-108	Staff models and encourages children's creativity through language, by imitating sounds (such as cars, animal sounds, nonsense words, rhymes, and imaginative stories).	Level 2, Standard 9b.4 Level 3, Standard 9b.4