IQ4K
IOWA QUALITY FOR KIDS

The policies listed below are requirements within IQ4K®. Guidance and rationale are included to support the minimum requirements for developing these policies.

Supervision
(Required for Environment – Level 1)
Supervision is basic to safety and the prevention of injury and maintaining quality child care.
At a minimum address the following in your written policy:

- ❏ Describe how active supervision is maintained during play, outdoors, basic care routines and transitions. (i.e. toileting/diapering, meals, rest time, etc.)
- ❏ If you leave your program, how do you maintain active supervision at all times? (i.e. field trips, walks, etc.)
- ❏ How are the provider/teacher/staff trained on how to provide active supervision? (i.e. no cell phones, where staff space themselves, when preparing meals, etc.)
- ❏ Provider/teacher/staff account for all children with name-to-face recognition by visually identifying each child.
- ❏ If around bodies of water, how do you maintain touch supervision (supervising adult is within arm's length)? (i.e. pools, ponds, water play, etc.)

Safe Sleep
(Required for Environment – Level 1)
Safe Sleep practices aim to reduce the risk of sudden infant death syndrome (SIDS) and sudden unexpected infant death (SUID)that could occur during all sleep. All child care programs who care for infants should follow these required safe sleep practices.
At a minimum address the following in your written policy:

- ❏ Explanation that infants 12 months and under are placed on their back (supine position) for all sleep and that infants under 4 months of age that roll will be gently rolled back to their backs during sleep.
- ❏ Describe sleep environment for infants in program, at a minimum address the following:
  - ❏ Firm mattress
  - ❏ One infant per crib
  - ❏ No blankets
  - ❏ No swaddling
  - ❏ Tight-fittingng sheet
  - ❏ Nothing else in crib
  - ❏ Temperature in room
- ❏ Explanation of procedure for immediately moving an infant that arrives at program asleep or falls asleep outside of safe sleep environment while in care.
- ❏ Explanation that program cannot sleep a child in another position without waiver from child's primary physician requiring as such for medical need. The waiver must have an expiration date.
- ❏ Explain how supervision within sight and sound is maintained for all sleeping infants.

- ❏ Describe your program's procedure for sanitary and safe cribs. (i.e. How often is bedding changed, labeling cribs with infant's name and ability, manufacturer certificate on file, etc.)
- ❏ Procedure for removing hazards the child may be wearing. (i.e. bibs, hoodies, pacifier clips, etc.)
- ❏ Explanation of how programs' procedures/policies are shared with staff and parents.

Playground Equipment Stability and Fall Surfacing & Inspection
(Required for Environment – Level 1 Centers/Preschool/School-Age, Level 2 Child Development Home)

Active play areas are associated with the most frequent and the most severe injuries in child care. Nearly 60 percent of all injuries that result in litigation list lack of maintenance as the primary cause of injury. Properly installed, inspected and maintained equipment, adequate fall surfacing, along with active-supervision helps to ensure the safety of the playground environment.

At a minimum address the following in your written policy:

- ❏ Explanation of how provider/teacher/staff are trained in playground safety measures.
- ❏ Playground equipment is installed according to the manufacturer's instructions including anchoring.
- ❏ Explanation of how adequate fall surfacing is maintained. (see CFOC appendix Z)
- ❏ Procedure for completing routine (daily-weekly) inspection of the playground environment, including at a minimum the following:
    - ❏ Missing or broken parts
    - ❏ Protrusion of nuts and bolts
    - ❏ Rust and chipping or peeling paint
    - ❏ Sharp edges, splinters, and rough surfaces
    - ❏ Stability of handholds
    - ❏ Visible cracks
    - ❏ Stability of non-anchored large play equipment (i.e. playhouses)
    - ❏ Wear and deterioration
    - ❏ Safety hazards such as broken bottles and toys, discarded cigarettes, stinging insect nests, and packed surfacing under frequently used equipment like swings and slides.
    - ❏ Fall surfacing is at the required depth in all use zones
- ❏ Explain the process of how identified hazards are handled and corrected.

Missing Child
(Required for Environment – Level 1)

Children are inquisitive and like to test their skills and abilities. Providers/teachers/staff use their knowledge of each child's development and abilities to anticipate what they will do and when to redirect them when necessary. The program should have a written plan for a missing child event.

At a minimum address the following in your written policy:

- ❏ Notification to parent/guardian, local authorities/law enforcement and DHS, including location of where child was last seen.
- ❏ Completion of incident report.
- ❏ What prevention measures does your program have in place? (i.e. matching shirts for field strips, staff count children frequently with name-to-face count, completing drills for lost child, talk to older children about what to do if they become separated from the group, etc.)

❏ To be sure no child is overlooked, what is your procedure for provider/teacher/staff to perform search of program/facility? (i.e. building, home, vehicle, playground, field trip location, etc.)

Strangulation Prevention
(Required for Environment – Level 1)

Infants and young children have been injured and died from unintentional strangulation. Eliminating strangulation hazards helps keep infants and children safe. At a minimum address the following in your written policy. (If any of the following are not used in your program, those would need to be identified in your policy such as "lanyards are not used in my program".)

❏ String and cords long enough to encircle a child's neck will not be accessible.

❏ Window blinds and draperies will not have looped cords. Tension or tie-down devices will be installed as appropriate to hold cords tight.

❏ Dramatic play items with handles or straps will be removed or shortened. Ties, scarves, necklaces, and boas for dramatic play will only be used by children under the age of three when directly supervised.

❏ Pacifiers attached to strings/ribbon will not be used.

❏ Parents will be asked to remove hood and neck strings from all children's clothing.

❏ If lanyards are used by older children and staff, they will be the break-away type.

Sign-in/Sign-out
(Required for Environment – Level 1)

A sign-in/sign-out system helps to maintain a secure environment for children and staff. It also provides a means to contact visitors if needed or to ensure all individuals in the building are evacuated in case of an emergency.

At a minimum address the following in your written policy:

❏ A daily attendance record listing the times of arrival/departure of the child as well as the person dropping off and picking up.

❏ A sign-in/sign-out process for visitors that includes time in/out, name, reason for visit, and contact information.

❏ Notification to parent/guardian, at minimum within an hour, if there is no communication from the parent/guardian about the child's absence.

Discipline/Behavior
(Required for Teaching and Learning – Level 1)

Providers/teachers/staff should help guide children to develop self-control and appropriate behaviors to promote positive relationships with peers and adults. Guidance should be an ongoing process to help children develop self-management skills and appropriate social-emotional behavior.

At a minimum address the following in your written policy:

❏ What developmentally appropriate behavior/guidance is used by your program? (i.e. positive redirection, modeling, etc.)

❏ What do you do within your program to support positive child-child and child-adult relationships? (ie. teaches the child self-regulation, coping skills, problem-solving, etc.)

❏ Explanation of how this policy is communicated with parents and staff.

❏ Explain how provider/teacher/staff are trained on positive behavior and guidance and how to implement the program's positive behavior and guidance policy.

❏ Need to address the use of corporal punishment and/or physical discipline being prohibited at all times and how the program responds to challenging behavior.

Eliminates or Severely Limits Suspension and/or Expulsion

(Required in the Teaching and Learning – Level 2)

Suspension and expulsions refer to:

❏ In-program suspensions that involve removing a child from a classroom or from activities that include the other children.

❏ Out-of-program suspensions that remove a child from the program in the short term or place restrictions on the time a child may attend the program.

❏ Any dismissal of a child from a program permanently at the request of the program's staff.

❏ "Soft expulsions," in which program practices encourage parents or other family members to voluntarily terminate services.

The rate of expulsion in child care programs has been estimated to be as high as one in every thirty-six children enrolled. Expulsions prevent children from receiving potentially beneficial mental health services and deny the child the benefit of continuity of quality early education and child care services.

At a minimum address the following in your written policy:

❏ Explain how your program determines children's needs. (i.e. parent report, review of child's physical, behavior reports, etc.)

❏ How the program will document and communicate concerns with the family.

❏ How the program will support staff when a concern is shared with leadership. (i.e. director, lead teacher, internal PBIS coach, etc.)

❏ What services, modifications, and resources will program access to support child, family, and staff? (i.e. AEA, CCNC, room arrangement, etc.)

❏ Reasons why a child may be considered for suspension or expelled from program.

❏ If a child should need to leave the program, what procedures are in place for a transition plan?

Technology

(Required for Environment – Level 1 School-Age)

Both screen time and digital media can be great learning tools when used appropriately and with set limitations that are both developmentally and age-appropriate for the children in your care. Children ages 5 and older may need to use digital media in early care and education to complete homework. However, caregivers/teachers should ensure that entertainment media time does not displace healthy activities such as exercise, refreshing sleep and family time, including meals. Including this policy, will assist you in communicating with parents that children need to have experiences beyond screen time and your program will help make that happen. For the purposes of this standard "screen time/digital media" refers to media content viewed on cell/mobile phone, tablet, computer, television (TV), video, film and DVD.

At a minimum include:

❏ What types of technology are available to the children?

❏ How is the technology content selected?

❏ What are the time limits around the access children have to technology?

❏ When is technology offered within your program? (ex. when is media/screen time offered?)

❏ How do you share with families what technology opportunities the children have in your program?

Bullying Prevention
(Required for Environment – Level 1 School-Age)

When adults respond quickly and consistently to bullying behavior, they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. Parents, staff, and other adults in the community can help kids prevent bullying by talking about it and building a safe environment.

At a minimum, include:

❏ What is your program's definition of bullying? Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally and excluding someone from a group or purpose.

❏ Statement declaring bullying is against program policy.

❏ Descriptions of the type of behavior expected from staff, parents or guardians, and students relative to prevention measures, reporting, and investigation.

❏ Disciplinary consequences if bullying occurs.

❏ Procedures for reporting and investigating concerns- document who, what, where, when and how it affected the student.

❏ Statements regarding how the policy will be shared with staff, students and families.

Tobacco-Free and Nicotine-Free
(Required for Environment – Level 2)

Children should not be exposed to tobacco, nicotine, electronic cigarettes, and vaping in child care. No children, especially those with respiratory problems, should be exposed to additional risk from the air they breathe. Infants and young children exposed to secondhand smoke are at risk of severe asthma, respiratory infections and Sudden Infant Death Syndrome

At a minimum address the following in your written policy:

❏ At all times, tobacco, nicotine, electronic cigarettes, and vaping are prohibited inside of the program, on the grounds to include employee's vehicles while at work, and in any vehicles used to transport children.

❏ Providers/teachers/staff are prohibited from wearing clothing that smells of smoke when working.

Developmental Screening/Monitoring Tool
(Required for Teaching and Learning – Level 2 Centers/Preschools and Child Development Homes)

Utilizing a developmental monitoring tool ensures parents that you are assisting children with meeting their appropriate milestones. By sharing your implementation of the tool, you are allowing parents to see that their child's development is important to you. It will also provide data in case additional evaluation and intervention strategies are needed early on. Cannot be self-created. Examples can include CDC Milestones, ASQ, Ages and Stages, etc.

At minimum address the following in your written policy:

❏ Which approved developmental screening tool do you use?

❏ The tool will be utilized for all children in care within 60 days of enrollment.

❏ The tool will be utilized for all children in care annually or your set frequency amount.

❏ The tool will be used to identify children's milestone achievements and help identify if additional evaluation and/or intervention strategies are needed.

Inclusive Practices
(Required for Teaching and Learning – Level 3)

All children should be included in all activities. By being included, children with special needs develop increased social skills and self-esteem; families of children with special needs gain social support; children and families without special needs become more understanding and accepting of differences and disabilities; providers/teachers/staff learn from working with

children, families, and service providers and develop skills in individualizing care for all children. Your programs' policies and procedures should address inclusive practices for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral needs, and/or specialized health needs. Consider how your policies align with the Americans with Disabilities Act. https://www.ada.gov/childqanda.htm

At a minimum address the following in your written policy:

- ❏ Describe how your program will meet individual needs of children.
- ❏ How will your program obtain specialized training to meet the needs of children?
- ❏ How will your program partner with parents and specialists to support children?
- ❏ Where your program keeps a copy of the child's care plan (i.e. IFSP, IEP, health needs plan, etc.) to implement as required to support meaningful participation.

Oral Health

(Required for Environment – Level 3)

Good oral hygiene is important for all children. Oral health activities at home may not suffice to develop the skill of proper tooth brushing or accomplish the necessary plaque removal, especially when children eat most of their meals and snacks during a full day in child care.

At a minimum address the following in your written policy:

- ❏ Contact information for each child's dentist/Resource list for children without a dentist.
- ❏ Implementation of daily tooth brushing (toothbrushes are not worn or frayed) OR rinsing the mouth with water after eating.
- ❏ Use of sippy cups and bottles only at mealtimes and not at nap times.
- ❏ Promotion of healthy foods to promote oral health, per the USDA's Child and Adult Care Food Program (CACFP).
- ❏ Age-appropriatete oral health educational activities.
- ❏ Explain how you would handle a dental emergency/injury. (i.e. knocked out tooth, broken/chipped tooth, etc.)