



Council on Accreditation (COA) School-Age Requirement Chart

NUTRITION and PHYSICAL ACTIVITY				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>1. The Program Administrator and any staff member who prepares meals completes one of the following food safety trainings (choose ONE):</p> <p>a) Food Safety in Child Care-4 hours (Institute of Child Nutrition online training)</p> <p>OR</p> <p>b) Iowa State University Extension and Outreach (ISU-EO) Food Safety Training (choose one):</p> <ol style="list-style-type: none"> 1. Food Safety Escape Challenge 2. Safe Food for a Healthy Future 3. ServSafe Food Handler <p>OR</p> <p>c) Other DHS or IQ4K-approved Food Safety training</p> <p>OR</p> <p>d) ServSafe Certification</p> <p>2. The program completes a self-assessment and creates an action plan in the area of nutrition.</p> <p>3. The program completes a self-assessment and creates an action plan in the area of physical activity.</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP, NSLP or another departmental approved Child Nutrition Program (CNP).</p> <p>OR</p> <p>b) Completes both of the following:</p> <ol style="list-style-type: none"> I. Iowa CACFP Meal Pattern Training-Steps to Success Module 2-lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 15, and 17 only (staff planning the menu and their supervisor). II. Video "CACFP School-Age Program Staff Training" (all lead staff responsible for mealtime supervision and their supervisor). <p>2. The program identifies and implements one physical activity goal from the completed action plan in Level 1.</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP or NSLP</p> <p>OR</p> <p>b) If exempt from CACFP, the program identifies and implements two nutrition goals from the completed action plan in Level 1.</p> <p>2. The program identifies and implements two physical activity goals from the completed action plan in Level 1.</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP or NSLP AND identifies and implements one nutrition goal from the completed action plan in Level 1</p> <p>OR</p> <p>b) If exempt from CACFP, the program identifies and implements three nutrition goals from the completed action plan in Level 1.</p> <p>2. The program identifies and implements three physical activity goals from the completed action plan in Level 1.</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP or NSLP AND identifies and implements two nutrition goals from the completed action plan in Level 1</p> <p>OR</p> <p>b) If exempt from CACFP, the program identifies and implements four nutrition goals from the completed action plan in Level 1.</p> <p>2. The program identifies and implements four physical activity goals from the completed action plan in Level 1.</p>

PROFESSIONAL DEVELOPMENT				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>4. All Staff complete a professional development plan within 6 months of employment and the plan is updated annually.</p> <p>5. All Staff complete the Iowa State University Extension's orientation for new staff training within 9 months of employment.</p>	<p>3. All staff who administer medication complete the Medication Administration Skills Competency Course (or other training as approved by DHS) and successfully complete a Competency Skills Evaluation Assessment Checklist (or DHS-approved equivalent). There must be one person who meets this criterion present onsite at all times.</p> <p>4. All Staff complete 10 annual training hours of professional development.</p>	<p>3. All Staff complete 10 annual training hours of professional development.</p>	<p>3. All Staff complete 12 annual training hours of professional development.</p> <p>4. 30% or more of all staff have completed 6 hours of DHS or IQ4K-approved training in the area of Social Emotional Behavior Mental Health (SEBMH).</p>	<p>3. All Staff complete 12 annual training hours of professional development.</p> <p>4. 60% or more of all staff have completed 6 hours of DHS or IQ4K-approved training in the area of Social Emotional Behavior Mental Health (SEBMH).</p>

LEADERSHIP and ADMINISTRATION

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>6. All Staff annually complete the IQ4K Staff Self-Assessment. The Program Administrator annually completes the IQ4K Program Assessment. Self-assessments and reviews are used to improve the professional and the organization, not used as punitive.</p> <p>7. Meetings for all staff are conducted at least twice a year.</p>	<p>5. The Program Administrator completes and annually updates the IQ4K Quality Improvement Action Plan.</p> <p>6. All Staff receive a written evaluation at least once a year.</p> <p>7. The Program Administrator has at least 2 years of full-time experience working in the field.</p>	<p>4. The Program Administrator completes (choose ONE):</p> <p>a) NAC (or other DHS approved credential)</p> <p>OR</p> <p>b) 30 training hours in a related field and 10 training hours in leadership, administration, or management.</p> <p>5. The Program Administrator has at least 3 years of full-time experience working in the field or 1 year of full-time experience as a Program Administrator.</p> <p>6. The Onsite Supervisor has 30 training hours in a related field and 2 years of full-time experience working in the field.</p>	<p>5. The Program Administrator has 120 training hours in a related field AND 10 training hours in leadership, administration or management</p> <p>6. The Program Administrator has at least 2 years of full-time experience as a Program Administrator.</p> <p>7. The Onsite Supervisor has 90 training hours in a related field and 1 year of full-time experience as an onsite supervisor.</p>	<p>5. The Program Administrator has 9 credit hours in a related field AND 12 training hours in leadership, administration, or management.</p> <p>6. The Program Administrator has at least 3 years of full-time experience as a Program Administrator.</p> <p>7. The Onsite Supervisor has 6 credit hours in a related field and 2 years of full-time experience as an onsite supervisor.</p>

FAMILY and COMMUNITY PARTNERSHIPS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>8. The program provides an orientation for new families.</p> <p>9. The program completes 1 activity annually that promotes partnerships (see Family and Community Partnership Activity Options).</p>	<p>8. The program offers one conference with each family per year to discuss each child's progress, strengths, and needs in all developmental areas.</p> <p>9. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).</p>	<p>7. The program promotes culturally-sensitive practices and procedures.</p> <p>8. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).</p>	<p>8. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).</p>	<p>8. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).</p>

ENVIRONMENT

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>10. The program develops and implements, as applicable to ages served, the following policies aligned to Caring for Our Children:</p> <p>a) Supervision</p> <p>b) Bullying Prevention</p> <p>c) Playground Equipment Stability and Fall Surfacing & Inspection</p> <p>d) Missing child</p> <p>e) Strangulation Prevention</p> <p>f) Sign-in/sign-out tracking system for children and visitors</p> <p>g) Technology</p> <p>11. The program submits (choose ONE):</p> <p>a) IQ4K Interaction and Relationship Self-Assessment (completed annually by all teaching staff)</p> <p>OR</p> <p>b) CLASS assessment for the age-level being served (one per classroom completed annually by a trained observer)</p>	<p>10. The Program Administrator or Assistant Administrator completes the Environment Rating Scale (ERS) Training (SACERS) and provides a certificate of completion.</p> <p>11. The program provides an environment supportive to, and encouraging of, culture, age, race, ability, special needs, gender diversity, etc.</p> <p>12. The program develops and implements a Tobacco-Free/Nicotine-Free policy aligned to the Iowa Department of Public Health's policy guidelines (see resource guide).</p>	<p>9. The onsite supervisor completes the Environment Rating Scale (ERS) Training (SACERS) and provides a certificate of completion.</p> <p>10. The program participates in the completion of the Health and Safety Checklist for Early Care and Education Programs.</p>	<p>9. At least one staff member completes the Environment Rating Scale (ERS) Training series (SACERS) and provides a certificate of completion.</p> <p>10. 1/3 of classrooms complete the ERS scoresheet (with self-assessment) and improvement plan using the appropriate scale (a minimum of 1 classroom per scale, if applicable).</p> <p>11. The program scores an average of 2.5 or higher on the Health and Safety Checklist for Early Care and Education Programs.</p>	<p>7. 80% or more of Lead Teachers co9. 80% or more of Lead Teachers complete the Environment Rating Scale (ERS) Training series (SACERS) and provides a certificate of completion. mplete the Environment Rating Scale (ERS) Training series (SACERS).</p> <p>10. 1/3 of classrooms receive an overall score of 5 or higher on the ERS assessment (a minimum of 1 classroom per scale, if applicable).</p> <p>11. The program scores an average of 2.75 or higher on the Health and Safety Checklist for Early Care and Education Programs.</p>

TEACHING and LEARNING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>12. The program provides assistance or access to tutors to support homework or student's learning needs.</p> <p>13. The program develops and implements a comprehensive discipline/behavior policy that promotes positive relationships.</p> <p>14. The program develops and implements a comprehensive and age-appropriate schedule of activities.</p>	<p>13. The program develops and implements a curriculum that includes all of the following opportunities each day:</p> <ul style="list-style-type: none"> -active physical activity -creative expression -cooperative games -free choice with a variety of materials -academic support. <p>7. The program develops and implements a policy that eliminates or severely limits expulsion, suspension, punitive or other exclusionary discipline.</p>	<p>11. Staff utilize an appropriate tool throughout the year to gather information about children's strengths, progress, and needs.</p> <p>12. The program shares community resources with families as needed, based on the gathered information (example: provide contact information for the local AEA for further evaluation).</p> <p>13. The program develops and implements policies and procedures for inclusive practices for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral needs, and/or specialized health needs.</p>	<p>12. Staff use information gathered about children and families to make changes in their learning environment and activities.</p> <p>13. Staff participate in planning with families and/or outside experts, as needed, for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral needs, and/or specialized health needs.</p>	<p>12. Staff work with families and other experts to implement instructional and/or environmental adaptations that support the learning for each child, including those with diverse needs, identified disabilities, dual language learners, identified behavioral health needs, and/or specialized health needs.</p>