

Gold Seal Quality Care Program: A Side-by-Side Comparison of Florida Approved Accreditation Associations

Gold Seal Quality Care Program Legislation

Section 402.281, Florida Statutes, Gold Seal Quality Care Program

The Gold Seal Quality Care Program, created by the Florida Legislature in 1996, acknowledges child care facilities and family child care homes that are accredited by a nationally recognized association and whose standards reflect quality child care. Section 402.281, Florida Statutes, stipulates that child care programs that are accredited by a nationally recognized accrediting association whose standards substantially meet or exceed the National Association for the Education of Young Children (NAEYC), the National Association of Family Child Care (NAFCC), and the National Early Childhood Program Accreditation Commission (NECPA) shall receive a separate “Gold Seal Quality Care” designation to operate as a gold seal child care facility, large family child care home, or family day care home.

In developing the Gold Seal Quality Care program standards, the department shall consult with the Department of Education, the Florida Head Start Directors Association, the Florida Association of Child Care Management, the Florida Family Child Care Home Association, the Florida Children’s Forum, the Florida Association for the Education of the Young Child, the Child Development Education Alliance, the Florida Association of Academic Nonpublic Schools, the Association of Early Learning Coalitions, providers receiving exemptions under s. 402.316, and parents, for the purpose of approving the accrediting associations.

This side-by-side comparison of Florida Gold Seal Quality Care approved accreditation associations provides the public with an abridged version of the accreditation standards, which guide early childhood programs that choose to participate in the Gold Seal Quality Care Program.*

**This side-by-side comparison is not comprehensive and does not contain every standard of the accrediting association. To receive comprehensive documentation of an accreditation association’s standards, please contact the accrediting association directly.*

Florida Approved Gold Seal Quality Care Accreditation Associations

Accredited Professional Preschool Learning Environment (APPLE)
National APPLE Accreditation Office
4048 Evans Avenue, Suite 206
Fort Myers, Florida 33901
1-877-634-9874
<http://www.faccm.org/apple.asp>

AdvancED Florida SACS
University of West Florida, Building 78, Room 117B
11000 University Parkway
Pensacola, FL 32514
(800) 248-7701
<http://www.sacscasi.org/>

Association of Christian Schools International (ACSI)
461 Plaza Drive, Suite C
Dunedin, FL 34698
(727) 734-7096
www.acsi.org

Association of Christian Teachers and Schools (ACTS)
P.O. Box 8437
Rockford, IL 61126
(815) 977-5806
actschools@gmail.com

Council on Accreditation (COA)
45 Broadway, 29th Floor
New York, NY 10006
(212) 797-3000
www.coanet.org

Green Apple Accreditation of Children's Services (GAACS)
9838 Old Bay Road #267
Jacksonville, FL 32256
(877) 692-7201 or (954) 256-9254
www.gaacs.org
info@gaacs.org

National Accreditation Commission for Early Care and Education Programs
(NAC)
P.O. Box 90723
Austin, TX 78709-0723
(800) 537-1118 or (512) 301-5557
info@earlylearningleaders.org

National Association for the Education of Young Children (NAEYC)
1509 16th Street, N.W.
Washington, D.C. 20036-1426
(202) 232-8777 or (800) 424-2460
www.naeyc.org

National Early Childhood Program Accreditation (NECPA)
1150 Hungryneck Boulevard, Suite C-305
Mount Pleasant, South Carolina 29464
(800) 505-9878
www.necpa.net

National Association of Family Child Care (NAFCC)
1743 West Alexander Street
Salt Lake City, Utah 84119
(800) 359-3817
www.nafcc.org

National Council for Private School Accreditation (NCPSA)
P.O. Box 13686
Seattle, WA 98198-1010
(253) 874-3408
www.ncpsa.org

United Methodist Association of Preschools, Florida Chapter of (UMAP)
P.O. Box 3767
Lakeland, FL 33802
(800) 282-8011 or (941) 408-1480
www.umapfl.com

Florida Coalition of Christian Private Schools (FCCPSA)
P.O. Box 5100
Deltona, FL 32728
(386) 218-5310
www.fccpsa.org

Florida League of Christian Schools (FLOCS)
1437 E. Memorial Boulevard
Lakeland, FL 33801
(863) 683-5726 Ext. 251
www.flocs.org

National Lutheran School Accreditation (NLSA)
5850 T. G. Lee Blvd. #500
Orlando, FL 32822
(407) 857-5556 Ext. 3
www.flgadistrict.org/accreditationnlsa

Accrediting Association	Current Accrediting Period
Association of Christian Schools International (ACSI)	October 2016 – October 2021
Association of Christian Teachers and Schools (ACTS)	October 2016 – October 2021
AdvancED Florida SACS (School-age)	February 2013 – February 2018
AdvancED Florida SACS (Birth-five)	February 2014 - February 2019
Accredited Professional Preschool Learning Environment (APPLE)	January 2014– January 2019
Council on Accreditation (COA) Youth Development Services/ Early Childhood Education (Private Organization Accreditation)	July 2014- July 2019
Council on Accreditation (COA) Youth Development Services/ Early Childhood Education (Programmatic Accreditation)	January 2015-January 2020
Florida Coalition of Christian Private Schools (FCCPSA)	May 2014 - May 2019
Green Apple Accreditation of Children’s Services (GAACS)	December 2013-December 2018
Green Apple Accreditation of Children’s Services (GAACS) School Age	March 2015 - March 2020
National Accreditation Commission for Early Care and Education Programs (NAC)	March 2015 – March 2020
National Association for the Education of Young Children (NAEYC)	Not Applicable
National Association of Family Child Care (NAFCC)	Not Applicable
National Council for Private School Accreditation (NCPSA)	December 2014 – December 2019

Accrediting Association	Current Accrediting Period
National Early Childhood Program Accreditation (NECPA)	Not Applicable
National Lutheran School Accreditation / FL-GA Distric (NLSA)	March 2015- March 2020
United Methodist Association of Preschools, Florida Chapter of UMAP	November 2014 – November 2019
Florida League of Christian Schools (FLOCS)	July 2014- July 2019

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Licensure and Regulation

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA) Early Childhood Education
Programs must be licensed or regulated and in good standing for the past 12 months, unless exempt. Exempt programs that are eligible for licensure or regulation are required to be licensed or regulated. If not permitted to be licensed or regulated by the state, programs must document compliance with criteria specially created for this purpose by NAEYC.	The program must hold a license in good standing with the state agency responsible for licensing child care centers and early childhood programs. License-exempt programs must provide a copy of the rules and regulations for licensed programs and demonstrate their compliance with these rules and regulations and proof of oversight and regular monitoring visits.	Programs must have a current license, registration, or certificate – the highest level of regulation available for family child care in their state. Programs must comply with NAFCC Accreditation standards even if they are higher than state standards. If state standards are higher, compliance with those standards is also required.	Programs must be licensed by the state or local agency in whose jurisdiction the program is located. Program must provide documentation that it has been licensed (or in operation if exempt) for a period of a year before verification be scheduled. Exempt facilities standards must be at least equal to those required by the licensing authority.	Programs must be licensed or legally operating. Programs with full and partial exemptions from regulation must provide certification of exemption status.	Programs must be licensed by appropriate state or local agencies if required and meet or exceed standards in areas such as health, safety, background screening and training. Programs exempt from state or local licensing may apply for ACSI preschool accreditation	Programs must possess relevant licenses and comply with applicable federal, state, and local laws and regulations.

Council on Accreditation (COA) School Age	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	AdvancED Florida SACS	Green Apple Accreditation of Children’s Services (GAACS)	Florida Coalition of Christian Private Schools (FCCPSA)
The program possesses relevant licenses, if applicable, and displays documents in an area visible to the public. The program meets applicable laws, regulations, guidelines, and codes, including those related to health and safety.	Programs must maintain religious exemption status as described by Florida Statute.	The program must be licensed by the governing body of their state as well as any other local licensing agency.	Licensed programs must include a copy of the program’s current license and last inspection report. Programs exempt from licensure will be expected to validate how all minimal state licensing requirements are met or exceeded, regardless of exemption.	The school must operate in accordance with all applicable state, district, and local regulations.	Programs must be licensed by appropriate state or local agencies if required and meet or exceed standards areas such as health, safety, background screening and training. Programs exempt from state or local licensing may apply for GAACS preschool accreditation.	Programs that hold a license in good standing with the state agency responsible for licensing child care centers and early childhood programs must obtain and maintain religious exemption status as described by Florida Statutes. Must comply with all state and local regulations with all applicable laws, regulations, guidelines, and codes, including those related to health and safety.

Licensure and Regulation

Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
<p>Legal Authority to Operate. Any educational institution pursuing accreditation must demonstrate that they are established under the respective laws governing the operation of schools and preschools within their jurisdiction. This may include:</p> <ul style="list-style-type: none"> • Business licensure • Articles of incorporation • Occupancy licensure <p>• Required Health, Fire, Safety Inspections</p> <ul style="list-style-type: none"> • Preschool licensure, if required • Religious Exemption from licensure. If recognized by the state or local governing authority, Religious Exempt centers must comply with basic regulations concerning health, safety and sanitation, as well as, background screening. 	<p>The early learning institution is licensed and in good standing with the state agency responsible for licensing child care centers and early childhood programs. (Attach the state license for Child Care.)</p>	<p>The program complies with applicable laws and regulations.</p> <p style="text-align: center;">The program possesses relevant licenses, if applicable, and displays documents including license and inspection reports in an area visible to the public.</p> <p>The program meets applicable laws, regulations, guidelines, and codes, including those related to health and safety.</p>

Ratio/Group Size & Square Footage

National Association for the Education of Young Children (NAEYC)			National Early Childhood Program Accreditation (NECPA)			National Association of Family Child Care (NAFCC)			Accredited Professional Preschool Learning Environment (APPLE)			National Accreditation Commission on Early Care and Education Programs (NAC)			Association of Christian Schools International (ACSI)			Council on Accreditation (COA)			
Age	Size	Ratio	Age	Size	Ratio	Programs must comply with state regulations.	Age	Size	Ratio	Age	Size	Ratio	Age	Size	Ratio	Age	Size	Ratio	Age	Size	Ratio
0-15	6-8	1:3-4	0-12	6-8	1:3-4		Infants	6-8	1:3-4	0-12	6-8	1:3-4	0-15	6-8	1:3-4	0-15	6-8	1:3-4			
12-28	6-12	1:3-4	13-24	6-10	1:3-5		1's	6-10	1:3-5	1s	8-10	1:4-5	12-28	6-12	1:3-4	12-28	6-12	1:3-4			
21-36	8-12	1:4-6	25-30	8	1:4		2s	12-14	1:16-7	2s	10-12	1:5-6	21-36	8-12	1:4-6	21-36	8-12	1:4-6			
30-48	12-18	1:6-9	31-34	8-12	1:4-6		3s	14-18	1:7-9	3s	16-18	1:8-9	2.5-3s	12-18	1:6-9	30-48	12-18	1:6-9			
4s/5s	16-20	1:8-10	3s	14-20	1:7-10		4s-5s	18-22	1:9-11	4s	20-22	1:10-12	4s	16-20	1:8-10	4-5s	16-20	1:8-10			
K	20-24	1:10-12	4s/5s	16-20	1:8-10					5s	20-24	1:10-12	5s	16-20	1:8-10	6-8s	20-30	1:10-15			
Sq Ft. Inside: 35 Sq. Ft Per Child Outside: 75 Sq. Ft. Per Child			Sq Ft. Inside: 35 Sq. Ft Per Child Outside: 75 Sq. Ft. Per Child					Sq Ft. Inside: 35 Sq. Ft Per Child Outside: 75 Sq. Ft. Per Child						Sq Ft. Inside: 35 Sq. Ft Per Child Outside: 75 Sq. Ft. Per Child			Sq Ft. Inside: 35 Sq. Ft Per Child Outside: 75 Sq. Ft. Per Child				

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)	Florida Coalition of Christian Private Schools (FCCPSA)												
Schools must meet state class size requirements.	Age	Size	Ratio	Age	Size	Ratio	Age	Size	Ratio	Age	Size	Ratio	Age	Size	Ratio			
	0-12	8	1:4	Infants	< 8	1:4	0-12	8	1:4	< 6	Max 30	1:10-15	0-12	8	1:4	0-12	8	1:4
	13-24	8	1:4	Toddlers	< 10	1:5	13-24	10	1:5	> 6	Max 30	1:8-12	1s	12	1:6	1 yr.	10	1:5
	25-35	10	1:5	2's	< 12	1:6	25-30	10	1:5				2s	16	1:8	2 yrs.	12	1:6
	3s	18	1:9	3's	< 18	1:8	31-35	12	1:6				3s	20	1:10	3 yrs.	16	1:8
	4s	20	1:10	4/5's	< 20	1:10	3s	16	1:8				4s	24	1:12	4 yrs.	20	1:10
	5s	24	1:12				4s	18	1:9				5s	32	1:16	5 yrs.	24	1:12
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Ratio and Group Size

Florida League of Christian Schools (FLOCS)			National Lutheran School Accreditation / FL-GA District (NLSA)			Green Apple Accreditation of Children's Services (GAACS) School Age																																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Age</th> <th>Size</th> <th>Ratio</th> </tr> </thead> <tbody> <tr><td>0-12</td><td>8</td><td>4:1</td></tr> <tr><td>13-24</td><td>8</td><td>5:1</td></tr> <tr><td>25-30</td><td>10</td><td>6:1</td></tr> <tr><td>30-36</td><td>12</td><td>7:1</td></tr> <tr><td>3 yrs.</td><td>18</td><td>10:1</td></tr> <tr><td>4 yrs.</td><td>18</td><td>10:1</td></tr> <tr><td>5 yrs.</td><td>18</td><td>10:1</td></tr> </tbody> </table> <p style="text-align: center;">Sq Ft. Inside: 35 Sq. Ft Per Child Outside: 75 Sq. Ft. Per Child</p>	Age	Size	Ratio	0-12	8	4:1	13-24	8	5:1	25-30	10	6:1	30-36	12	7:1	3 yrs.	18	10:1	4 yrs.	18	10:1	5 yrs.	18	10:1	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Age</th> <th>Size</th> <th>Ratio</th> </tr> </thead> <tbody> <tr><td>0-12</td><td>8</td><td>1:4</td></tr> <tr><td>12-24</td><td>12</td><td>1:4</td></tr> <tr><td>2 yrs-30mos</td><td>12</td><td>1:6</td></tr> <tr><td>2-1/2 36mos</td><td>14</td><td>1:7</td></tr> <tr><td>3 yrs</td><td>20</td><td>1:10</td></tr> <tr><td>4 yrs</td><td>20</td><td>1:10</td></tr> <tr><td>5 yrs.</td><td>20</td><td>1:10</td></tr> </tbody> </table> <p style="text-align: center;">Sq Ft. Inside: 35 Sq. Ft Per Child Outside: 75 Sq. Ft. Per Child</p>	Age	Size	Ratio	0-12	8	1:4	12-24	12	1:4	2 yrs-30mos	12	1:6	2-1/2 36mos	14	1:7	3 yrs	20	1:10	4 yrs	20	1:10	5 yrs.	20	1:10	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Age</th> <th>Ratio</th> </tr> </thead> <tbody> <tr><td>< 6</td><td>1:10-15</td></tr> <tr><td>> 6</td><td>1:8-12</td></tr> </tbody> </table>	Age	Ratio	< 6	1:10-15	> 6	1:8-12
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Teacher Credential

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA) Early Childhood Education
<p>A time-line from 2006 – 2020 that changes the expected qualification from the current minimum has been developed. If these guidelines cannot be met the program must document how it is going to attain these qualifications. The most current-2010 requirements are included here:</p> <p>Current requirement: Teacher has a minimum of a CDA or equivalent (Equivalence to CDA = A minimum of 12 college credits) The teacher has or is working toward an associate's or Baccalaureate degree or equivalent.</p> <p>By 2010: Teacher must have a minimum of an Associate's degree or equivalent (equivalence is defined as 60 college credits with 30 of those in child development/early childhood education, elementary education, or early childhood special education.</p> <p>Age Requirement: Staff who work directly with children must be 18 years of age or older (except vehicle drivers, who must be at least 21).</p>	<p>All teachers in charge of a group are licensed/ certified/ credentialed, qualified as lead teachers, teachers, or associate teachers, with education in child development and early childhood education specific to this age group, as well as supervised experience with preschool children</p> <p>Age Requirement: Teachers, Assistant Teachers and Associate Teachers must be at least 18 years old</p>	<p>The provider must have: A high school diploma or GED Current Pediatric First Aid and CPR certificates. The substitute must hold current Pediatric First Aid and CPR certificates.</p> <p>Age Requirement: The provider must be at least 21 years old. The assistant to the provider must be at least 16 years old and work under the direct supervision of the provider unless they meet all the qualifications of a substitute. The substitute must be at least 18 years old.</p>	<p>Lead or head teachers must have at least a Florida Child Care Professional Credential (FCCPC), CDA, or an equivalent competency based credential. Teacher assistants must have at least 40 hours training in child development, health, safety, nutrition, abuse reporting and rules and regulations governing child care.</p> <p>Age Requirement: Teaching staff must be at least 18 years old.</p>	<p>The majority of staff members responsible for the instruction of children will have: A minimum of 2 years of child care experience and an Associate's Degree or higher with 12 credits in ECE/CD. The majority if assistant teachers are expected to have a CDA or above.</p> <p>Age Requirement: All staff counted in the staff-to-child ratio must be at least 18 years old. Staff under the age of 18 must work under direct supervision.</p>	<p>Lead teachers in each age group must have obtained, at minimum, an associate's degree in early childhood/ education child development from an accredited institution or an AA degree out of field with six credit hours of early childhood/child development in college coursework.</p> <p>Assistant teachers must have obtained, at minimum a state/nationally recognized competency credential.</p> <p>Age Requirement: All staff counted in the staff-to-child ratio must be at least 18 years old. Lead teacher must be at least 21 years old. Volunteers or other staff must be at least 16 years old and work under the direct supervision of a trained adult staff member at all times.</p>	<p>Teachers must have at least a CDA or CCP credential or a relevant associate's degree in ECE/child development. Assistant teachers and aides must have at least a high school diploma or GED and a minimum of 30 hours of related training within the first year of employment.</p> <p>Age Requirement: Providers must be at least 18 years old.</p>

Teacher Credential

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)
<p>Teachers must be qualified based on state certification rules.</p> <p>Teachers must have earned at least: A Baccalaureate degree from a regionally accredited institution with a major or a minimum of 24 semester hours in the assigned area of teaching, and 18 semester hours in professional education as a part of, or in addition to the degree, or meets the legal qualifications of the state in which employed.</p> <p>The standard is also met by teachers who:</p> <ul style="list-style-type: none"> Hold a valid certification from another state, or Hold a Baccalaureate degree and are earning at least 6 semester hours each year in a program leading to valid certification. <p>Age Requirement: Programs must comply with current state and local requirements.</p>	<p>Teaching staff have obtained a minimum of either an associate's degree in early childhood/child development from and accredited institution or any associate's degree with 12 credit hours in early childhood education/child development from an accredited institution.</p> <p>Age Requirement: The operator of a child care facility must be at least 21 years old, and in the absence of the operator, there must be a person at least 21 years old in charge of the facility and on the premises at all times. Staff must be at least 21 years old.</p>	<p>A Lead Teacher must have one of the following educational credentials: Bachelor's degree in ECE, Child Development, or a related field. A 2 year degree or higher from an accredited college or university with at least 6 credit hours in ECE or Child Development. A current National CDA or state recognized equivalent.</p> <p>Must successfully complete training in Emergent Literacy.</p> <p>Age Requirement: Teachers and teacher-aides must be at least 18 years old.</p>	<p>Teachers are required to have a minimum of either an associate's degree in ECE/child development or any associate's degree with at least 12 credit hours in ECE/child development. Assistant teachers are required to have a minimum of a state/nationally recognized competency credential (e.g., CDA) or 2 years of experience in the field with at least 12 clock hours of ECE/child development training.</p> <p>Age Requirement: Programs must be in compliance with the requirements of civil authorities.</p>	<p>Senior group leaders must have a Bachelor's Degree in related field, OR a Bachelor's Degree in an unrelated field + 3 credit hrs of child and youth development and 3 credit hrs of other areas related to sac programming field and three months experience OR an AA degree in related field or two years of college in related field or equivalent+ 3 credit hrs of child and youth development and 3 credit hrs of other areas related to sac programming and six months experience OR an AA Degree in unrelated field or two years of college in related field or equivalent+ 3 credit hrs of child and youth development and 3 credit hrs of other areas related to sac programming and one year experience Requirements for Group Leaders are similar but also include an option for having a high school diploma or GED coupled with specified experience and training. Assistant Group Leaders may have no experience, but must have a comprehensive orientation and in-service training.</p> <p>Age Requirement: The assistant group leader must be at least 16 years old. No additional age requirements are listed.</p>	<p>One or more lead teacher holds an associate degree or higher from an accredited college or university. Each assistant teacher must have obtained, a CDA/ CDA equivalency or higher prior to employment.</p> <p>Age Requirement All staff counted in the staff-to-child ratio must be at least 18 years old. Volunteers or other staff must be at least 16 years old and work under the direct supervision of a trained adult staff member at all times.</p>

Teacher Credential

Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christians Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
<p>Primary Teachers must have one of the following qualifications:</p> <p>Active National Child Development Associate (CDA) or other early childhood credential that meets or exceeds the requirements of the National CDA</p> <p>B.A., B.S. or advanced degree in ONE of the following areas: Early Childhood Education/Child Development, Pre-Kindergarten or Primary Education, Preschool Education, Family and Consumer Sciences (formerly Home Economics/Child Development), Exceptional Student Education, Special Education, Mental Disabilities, Specific Learning Disabilities, Physically Impaired, Varying Exceptionalities, Emotional Disabilities, Visually Impaired, Hearing Impaired, Speech-Language Pathology or Elementary Education with certification to teach any age birth through 6th grade.</p> <p>A.S., A.A. degree or higher in Early Childhood Education/Child Development.</p> <p>Associate's degree or higher WITH at least six (6) college credit hours in early childhood education/child development AND at least 480 hours experience in a child care setting serving children ages birth through eight.</p> <p>Active Birth through Five Child Care Credential (Formerly the Florida Child Development Associate Equivalency Credential (CDAE)).</p> <p>Active School-Age Child Care Credential.</p> <p>Age Requirement: 21 years of age</p>	<p>All owners and child care personnel, except volunteers or substitutes who work less than forty (40) hours a month, must take a Children & Families' approved 45 clock-hour introductory course in child care , and of the following: A certificate in "Child Guidance, Care and Management Services" from an approved educational agency.</p> <p>A recognized Montessori certificate acceptable to FLOCS. A four-year degree from an accredited university or a transcript evidencing course work toward a two-year degree or higher in Early Childhood Education, child psychology, elementary education, home economics or two (2) years of college with six (6) or more semester hours in Early Childhood/Child Development.</p> <p>Certification from a Florida Child Care Professional Credential (FLOCS) with a Staff Credential.</p> <p>Verification of previous child care work experience.</p> <p style="text-align: center;">Age Requirement:</p> <p>Any individual 16 years of age or older may be employed in a child care facility. Individuals 15 years of age may also be employed by a facility; however, such individuals must be under direct supervision of child care personnel and may not be counted in the child-to-staff ratio. No individual under the age of 18 may be solely in charge of a group of children.</p>	<p>All Lead Teachers must have a minimum of CDA or state recognized equivalent (Equivalency to CDA = a minimum of 12 college credits in ECE, and the teacher has or is working toward an Associate or Bachelor's Degree in ECE.)</p> <p style="text-align: center;">Age Requirement be at least 18 years of age.</p>	<p>Experience: three months; Education: BA in related field</p> <p>Experience: three months; Education: BA in unrelated field; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)</p> <p>Experience: six months; Education: AA or two years of college in related field or equivalent; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)</p> <p>Experience: one year; Education: AA or two years of college in unrelated field; Professional Preparation: six credits -- child and youth development (3), other areas related to after school programming (3)</p>

Administrator Credential

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>Program administrators must have at least a Baccalaureate degree with at least 9 credit hours in administration, leadership, or management and at least 24 credit hours in early childhood, child development, elementary education, or special early childhood special education that addresses child development and learning from birth through kindergarten OR document that a plan is in place to meet these requirements within 5 years. OR documents meeting an appropriate combination of relevant education and work experience.</p>	<p>Must have an undergraduate degree in early childhood education, child development, social work, nursing, or other child-related field, or Must have a minimum of four college-level courses in child development and early childhood education and two years experience as a teacher of children of the age group(s) in care, or Must have a national competency based credential such as the CCP or the CDA and two years experience as a teacher of children of the age group(s) in care. A Director must have either the National Administrator Credential (or equivalent), or a course in business administration, or at least one year experience as the administrator of an early childhood program.</p>	<p>The provider must hold a high school diploma or GED.</p>	<p>The administrator must have: An undergraduate degree in ECE or other child related field, or An undergraduate degree out of field with at least 12 credits in ECE/ child development, or A Florida Child Care Professional Credential (FCCPC), A Certified Childcare Professional (CCP) from another state, or a National CDA, or an equivalency competency based credential Two years experience working with young children in a supervisory capacity.</p> <p>Additional Requirements: An administrator/ director credential A college level class in business administration. Infant/ Child CPR and First Aid. Minimum Age is 21.</p>	<p>Directors/ Administrators must hold: A Baccalaureate degree or higher in ECE/Child Development or a related field Business administration/ program management education/training. One year experience in administration of an early childhood program and two years experience working in an early care and education classroom.</p>	<p>The director must have: A minimum of a Baccalaureate degree in ECE/ Child Development from an accredited institution or a bachelor's degree in a nonrelated field and a CDA, or a bachelor's degree in a nonrelated field and 9 credit hours of college coursework in early childhood education/child development or related field. The director also has a working understanding of business practices as evidence by 9 credit hours of college coursework in administration/business(or its equivalent).</p> <p>Age Requirement: Administrator must be at least 21 years old.</p>	<p>Administrators must have at least a Bachelor's degree in ECE, child development, or social work and related field experience in ECE or elementary education.</p> <p>Age Requirement: Administrator must be at least 21 years old.</p>

Administrator Credential

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)
<p>Administrators must meet the certification/ licensure requirements established by the state. School district/system administrators must have earned:</p> <p>A graduate degree from a regionally accredited institution with 18 hours in administration or meets the legal qualifications of the state in which employed.</p>	<p>The director of the early education program is a minimum of 21 years of age and has professional training as evidenced by having obtained a minimum of a bachelor's degree (or documentation as listed below) from an accredited institution. The director also obtained a minimum of 9 credit hours of college work in administration, leadership, or management and a minimum of 24 credit hours of specialized college course work in early childhood education, child development, elementary education or early childhood special education.</p>	<p>Administrators must have one of the following:</p> <p>A Bachelor's degree in ECE, Child Development, or a related field. A Bachelor's degree in another field with an additional 12 credit hours in ECE.</p> <p>And: Must be at least 21. Have at least 1 year of experience as a director. Must successfully complete training in Emergent Literacy.</p>	<p>The director of the early education program has professional training as evidenced by having obtained a minimum of a Bachelor's degree or its equivalent (1) in early childhood education/ child development, (2) in elementary education with twelve credit hours in early childhood education/ child development, or (3) in any other subject with twenty-four credit hours in early childhood education/ child development—all from an accredited institution. The director also has a working understanding of business practices as evidenced by twelve credit hours of college course work or the equivalent of documented one year of on-the-job training in an administrative position under the supervision of a mentor.</p>	<p>The program administrator must have:</p> <p>1 year experience, a Bachelor's degree in related field with 3 credit hours in child/youth development and 3 hours in administration. Degrees in unrelated fields are recognized with additional years of experience and training. The Site Director must have: 6 months experience, Bachelor's degree in related field with (3) credit hours in child/youth development and SAC related areas. Degrees in unrelated fields are recognized with additional years of experience and training.</p>	<p>The director must be at least 21 years of age and have a minimum of an A.A., A.S., B.A. or B.S. in early childhood education, child development, other related field from an accredited institution, with at least 15 credit hours in early childhood education/child development and 9 credits in business/administration.</p>

Administrator Credential

Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
<p>Program Administrators must be at least 21 years of age and have a minimum of:</p> <ul style="list-style-type: none"> An Associate's degree or higher An Associate's degree or higher. 9 credit hours in administration, leadership, or management. 15 credit hours in early childhood education, or special early childhood special education that addresses child development and learning from birth through kindergarten. Two years experience as a teacher of children in the age group(s) they oversee. A minimum of eight (8) hours of basic training in serving children with disabilities within five years after employment. 	<p>The director/operator of a child care facility must be at least twenty-one (21) years of age. In the absence of the director there must be a person twenty-one (21) years of age or older in charge of the facility and on the premises at all times. Needs to have the following qualifications before assuming the position as a Director:</p> <ul style="list-style-type: none"> A high school diploma or GED, Directors Credential, Child care experience or direct contact with children in childcare center, school, or church environment. Department of Children & Families 45 hour training certification or a CF 5211 documenting an educational waiver. If the director has one of the following recommended credentials but has not completed the 45 hour Children & Families training, she/he has 90 days after employment to enroll/register and must be completed no more than one year. If training is unavailable FLOCS should be notified, and also needs one of the following: A training certificate in "Child Guidance, Care and Management Services" from an approved educational agency. A recognized Montessori teaching certificate acceptable to the Division. A four-year degree from an accredited university or a transcript evidencing course work toward a two-year degree or higher in Early Childhood Education, child psychology, elementary education, home economics or two (2) years of college of six (6) or more semester hours in Child Development, Florida Child Care Professional Credential (FCCPC) 	<p>The director's personal profile and qualifications fulfill the job description requirements, which includes a minimum age of 21.</p> <p>The director has at least a bachelor's degree, with no less than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.</p>	<p>Experience: one year; Education: BA in related field; Professional Preparation: six credits -- child and youth development (3), administration (3)</p> <p>Experience: two years; Education: BA in unrelated field; Professional Preparation: twelve credits -- child and youth development (3), administration (3), other areas related to after school programming (6)</p>

Pre-Service Training

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>New staff, volunteers, and substitutes are adequately oriented about the program. Orientation includes knowledge regarding the goals and philosophy of the program; emergency, health and safety procedures; guidance and classroom management techniques; child abuse and neglect reporting procedures; curriculum & planned daily activities; individual needs of children; regulatory requirements; and expectations for ethical conduct.</p>	<p>The program provides staff with a complete orientation to the program.</p>	<p>The program must comply with state and local training regulations.</p>	<p>Orientation for new employees should be provided, addressing policies and procedures, the importance of appropriate teacher-child interaction, staff expectations, and state or local training requirements. New employees receive training specific to the age group with whom they will be working. Job descriptions are discussed.</p>	<p>Standards include a comprehensive orientation plan. The orientation requires that programs comply with state licensing pre-service training requirements. Additionally, the plan includes training on program policies, procedures, curriculum, and observation in the classroom.</p>	<p>All personnel, including volunteers and substitutes must have on file the appropriate screening and background checks, and all personnel must be supervised by qualified staff. Orientation for new staff members is thorough and is conducted before new staff work with students.</p>	<p>New personnel are oriented within the first three months of hire to: The programs' mission, philosophy, and goals. Service population. Place within the community. Personnel manual. Program's structure.</p>

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)
<p>The program must comply with state and local training regulations.</p>	<p>A preschool shall publish an employee handbook which shall include the following philosophy of the preschool, dress code, rules and regulations, discipline procedures, and personnel evaluation policies.</p>	<p>The program provides staff with a complete orientation of the program. Substitutes and volunteers are given orientation to the program and policies and receive ongoing training.</p>	<p>The program must be in compliance with requirements of civil authorities. New staff must be provided with a thorough orientation.</p>	<p>The program's training and professional development program provides personnel with skills and information needed to perform their jobs. Before working with children and youth, new personnel are given an orientation.</p>	<p>All personnel, including volunteers and substitutes must have on file the appropriate screening and background checks. Orientation for new staff members is thorough and is conducted before new staff work with students.</p>

Pre-Service Training

Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
<p>All personnel, including volunteers and substitutes, must have on file the appropriate screening and background checks and be adequately oriented about the program.</p>	<p>The center shall, prior to employment and annually, instruct the staff and faculty regarding the center's employee policies as well as other center policies (parent, financial, etc...) to ensure an efficiently run program.</p> <p>The center must have a signed statement that faculty and staff acknowledge receipt of, understand, and agree to the center's policy and procedures.</p> <p>The center shall provide other training prior to employment and annually as required or established by state or local government.</p>	<p>The director provides adequate orientation and training for new staff and substitutes.</p> <p>All staff members comply with the state's health and safety requirements such as certificates in first aid and pediatric CPR.</p> <p>All adults interacting with children have met the state's requirements regarding criminal record checks and are free from any history of substantiated child abuse, neglect, or physical and psychological conditions that might adversely affect a child's health.</p>	<p>Before working with children and youth, new personnel are given an orientation that includes a review of:</p> <ol style="list-style-type: none"> 1. the program's mission, philosophy, goals, routines, practices, and schedule; 2. their job descriptions, including their responsibilities to children and youth, families, and the program; 3. the needs and other relevant characteristics of program participants, including cultural and socioeconomic characteristics; 4. program policies and procedures, including policies and procedures related to health and safety, emergencies, and confidentiality; 5. personnel policies and procedures; and 6. lines of accountability and authority within the program

In-Service Training

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>All staff evaluates and improves their performance based on ongoing reflection and feedback from supervisors, peers, and families. Annual individualized professional development plans are developed and guide continuous professional development and training.</p>	<p>Staff is offered regular training in administration, behavior management, health, safety, child development, nutrition, evaluation, whole language, curriculum, parent involvement, and communication skills. Staff is offered regular training in administration, behavior management, health, safety, child development, nutrition, evaluation, whole language, curriculum, parent involvement, and communication skills.</p>	<p>The Provider: Seeks continuing training and education, and is open to new ideas about family child care. Keeps up-to-date with topics related to program quality. Consults with experts to gain specific information, such as how to work with children and families with special needs. Is actively involved with other providers or a related professional group, if available.</p>	<p>Documentation of continuing professional development. There must be evidence of training within the last year of at least 2.4 CEU's (Continuing Education Units). Training is chosen to meet individual teacher's professional goals. Employees are provided information on available training and professional development opportunities. The program assists staff in the development of a professional development plan.</p>	<p>Programs provide written procedures for ongoing staff training plans for professional development (PD). The staff evaluation process is utilized in determining staff training needs and developing individualized training plans. Administrators/directors are required to have 30 hours of PD training annually. The annual training plan for staff includes topics related to the age group of children with whom they are working. Staff are required to have 20 hours of PD training annually.</p>	<p>All EE staff who are responsible for the care and education of the children in the program participate annually in a minimum of 12 documented clock hours (or meet the statemandated clock hours) of continuing education or professional development relating to topics specific to early education. An additional 12 hours (24 hours total) documented clock hours of continuing education or professional development relating to topics specific to early education.</p>	<p>Programs must implement a structured professional development program. Professional development and training must be based on personnel needs. The program may determine to implement tuition reimbursement or financial assistance opportunities if the assessment determines that as a defined need among its staff.</p>

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<p>Six semester hours of credit or the equivalent for each five-year period of employment are required.</p>	<p>The teaching staff obtains a minimum of 30 clock hours during the first year of employment especially as it relates to State requirements. In addition, a minimum of 24 documented clock hours of continuing education or professional development. Whenever possible, continuing education should be validated be college credit.</p>	<p>Program provides staff with opportunities to participate in ongoing professional development. Professional development provides continuing education and opportunities for staff to keep abreast of latest developments in the field. Professional development should be credit bearing whenever possible. Continuing education is encouraged through tuition reimbursement or financial assistance.</p>	<p>All staff responsible for the care and education of the children in the program participate annually in a minimum of twelve documented clock hours of continuing education or professional development relating to child growth and development in the areas of cognitive learning and social, emotional, and physical development; safety and health issues for young children; family and community relations; classroom and program management.</p>	<p>Professional development promotes learning, skill enhancement, and advancement, by providing personnel with skills and information needed to perform their jobs. Assistant group leaders should receive 15 hours of training annually, group leaders should receive 18 hrs of training annually, senior group leader should receive 21 hrs of training annually, Site directors should receive 24 hrs of training annually, and program administrators should receive at least 30 hrs of training annually.</p>	<p>All staff must participate annually in a minimum of 12 documented hours of continuing education and professional development that relates to topics specific to early childhood.</p>

In-Service Training

Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
<p>All child care personnel must have continuing education and professional development training that relates to topics specific to early education. The majority of which is provided by an outside source relating to: child growth and development in the areas of cognitive learning and social, emotional, and physical development; safety and health issues for young children; family and community relations; classroom and program management; and professional development which may include special needs. Training may also include related language development, discipline, and technology. Whenever possible, continuing education should be validated by college credit.</p> <p>Annual Training Minimums: Administrators -24 hours Primary Teachers -20 hours Associate Teachers and Teacher Aides -12 hours</p>	<p>All child care personnel must have a continual professional development plan written and filed. All child care personnel, except volunteers and substitutes who work or assist less than 40 hours a month, must complete 15 in-service hours or 1.5 CEU's of annual training. There are no exemptions from the annual in-service training for child care personnel. The annual training of 15 in service hours or 1.5 CEU's should include any of the following areas: literacy, guidance, technology training. Other areas of training may include: health and safety; CPR; nutrition; child development; child transportation and safety; behavior management; working with parents; design and use of child oriented space; program curriculum and activities for children; community, health and social service resources; child abuse; day care for multilingual children; working with handicapped children in day care; owner or operators training program; annual FLOCS Conference and other appropriate course areas. CPR and First Aid training may be used for annual in-service once every three (3) years</p>	<p>Directors and all staff must have at least 30 clock hours of job-related continuing education in the first year of employment</p> <p>All staff meet all applicable local and state regulatory requirements and maintain documentation related to these requirements including in-service training.</p> <p>All staff meet all applicable local and state regulatory requirements and maintain documentation related to these requirements including in-service training.</p>	<p>Training for after school and youth development personnel includes:</p> <ol style="list-style-type: none"> 1. 15 hours annually for Assistant Group Leaders; 2. 18 hours annually for Group Leaders; 3. 21 hours annually for Senior Group Leaders; 4. 24 hours annually for Site Directors; and 5. 30 hours annually for Program Administrators.

Curriculum Implementation

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>The curriculum includes the goals of the program, planned activities, the daily schedule, and the availability and use of developmentally appropriate materials.</p> <p>Curriculum is respectful of family values and language, guides responsive interactions, supports engagement through play, guides assessment and integration of assessment results into classroom experiences, and supports aesthetic, cognitive, emotional, language, physical, and social development.</p>	<p>The program has written curriculum plans based on knowledge of child development and appropriate practice; assessment of individual needs and interests; input from teachers, cultural sensitivity; progress reports; and the social, emotional, cognitive, physical and language development of individual children.</p> <p>The curriculum plan is reviewed annually, plans are developed for children with special needs, and a variety of developmentally appropriate materials and activities are provided.</p>	<p>A curriculum is not specified; however, developmental learning goals are addressed in the areas of social and self development, physical development, cognition and language and creative development. In addition, child directed activities and provider activities are addressed and suggested materials lists are included.</p>	<p>Each classroom or age group has a written schedule and a written curriculum outline that defines the expectations for learning and development for that age group. The curriculum is developed with a solid understanding of child growth and development and reflects new research and theory in early childhood education. The curriculum may be purchased or it may be self developed providing it is appropriate to the age and developmental level of the group.</p> <p>Learning center items are changed periodically.</p> <p>There are sufficient activities available for outside play.</p>	<p>Each teacher has a written lesson plan that is appropriate to the developmental stage of children, and the planned daily schedule includes a balance of activities that respect children's age appropriate needs and interests.</p> <p>Materials, activities, and classroom arrangement encourage children to participate in a variety of age appropriate activities.</p>	<p>The instructional program meets the spiritual and educational needs of the children (including children with special needs) and encourages their spiritual, intellectual, and language, math and science, emotional, social, and physical growth. The curriculum acknowledges differences in children, and the daily schedule includes a balance and variety of curriculum activities. Written goals and objectives reflect the sequence of development of various age groups, and lesson plans reflect goals and objectives.</p>	<p>A variety of activities and lessons afford choice and promote social, emotional, cognitive, and physical growth.</p> <p>Daily activities demonstrate well planned, flexible, and responsive care in a group setting that is appropriate to the age, development, family situation, interpersonal characteristics, and special needs of the children in the program.</p>

Curriculum Implementation

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)
<p>The school's program of learning must be based on and aligned with clearly defined desired results for student learning that facilitate achievement for all students. Although no curriculum is specified, there are 5 curriculum goals that must be met. These goals relate to developmentally appropriate experiences across all areas of development. The curriculum must challenge each student to excel, must reflect a commitment to equity, and must demonstrate an appreciation of diversity.</p>	<p>The curriculum used by an early education program consists of proven successful resources with a consistent scope and sequence for each age group. Written goals and objectives drawn from researched-based developmental benchmarks and scientifically based research is included and reviewed on an annual basis.</p>	<p>Lesson plans and goals shall be age appropriate and must address the following domains: Social and Emotional; Fine Motor; Gross Motor; Cognitive; Creative; Spiritual; Discovery; Language and Literacy. Centers are clearly defined and organized. Every classroom has a library area with adequate and age appropriate books for each child. Playground is safe and includes opportunities for pushing, pulling, climbing, crawling, pedaling, throwing, catching, sand play, balancing, running, and a quiet place.</p>	<p>A published curriculum guide is required with scope and sequence for each age group along with written goals and objectives. The curriculum must address all areas of development (i.e., physical, social/emotional, core knowledge, language and literacy, mathematical awareness, science, social studies, and fine art) and be developmentally appropriate.</p>	<p>Program activities provide opportunities to build skills, explore interest, experience a sense of self-efficacy and belonging, and contribute to the community. A variety of activities and lessons afford choice and promote social, emotional, cognitive, and physical growth. Daily activities demonstrate well planned, flexible, and responsive care in a group setting that is appropriate to the age, developmental-level, family situation, interpersonal characteristics, and special needs of children in the program.</p>	<p>The instructional program meets the spiritual and educational needs of the children (including children with special needs) and encourages their spiritual, intellectual, and language, math and science, emotional, social, and physical growth. The curriculum acknowledges differences in children, and the daily schedule includes a balance and variety of curriculum activities. There are written goals and objectives reflect the progressive developmental sequence of various age groups, and lesson plans reflect these goals and objectives.</p>

Curriculum Implementation

Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
<p>Each classroom or age group has a written schedule and a written curriculum outline that defines the expectations for learning and development for that age group. The instructional program meets the intellectual, physical, social, emotional, and spiritual needs of each child, including those with special needs where applicable. The curriculum acknowledges differences in children, and the daily schedule includes a balance and variety of curriculum activities. The curriculum may be purchased or self-developed, providing it is appropriate to the age and developmental level of the group.</p>	<p>The program implements a written curriculum across all age levels served that is developmentally appropriate, and addresses cognitive, emotional, physical, and spiritual development.</p> <p style="text-align: center;">Lesson Plans</p> <p>Instructional staff develops lesson plans for each class/age group that have goals and objectives that reflect developmentally appropriate practices.</p> <p>Instructional plans should include varied learning activities, learning centers, and other group and individual opportunities throughout the classroom.</p> <p>Lesson plans must address the following standards:</p> <ul style="list-style-type: none"> • physical development; • approaches to learning; • social and emotional development; • language and communication; • emergent literacy; • mathematical and scientific thinking; • social studies and the arts; • gross and fine motor development <p>• provides balance of indoor and outdoor learning environments.</p>	<p>The curriculum of the Lutheran early childhood program reflects its philosophy and consists of appropriate learning experiences. Through these experiences each child is led to growing relationships with God, family, teachers, children and others. The curriculum enhances growth and development of the young child through the use of age appropriate materials and activities. The early childhood program involves young children in many and varied learning experiences. Play is the avenue for these learning experiences to occur. Spiritual, social, emotional, physical and cognitive development is a continuous process important to the early childhood curriculum'</p>	<p>Program activities provide opportunities to build skills, explore interests, experience a sense of self-efficacy and belonging, and contribute to the community.</p> <p>Children and youth are engaged in high-quality academic activities that:</p> <ol style="list-style-type: none"> 1. are focused on achieving clear and specific learning goals and objectives that are aligned with state and local academic standards; 2. provide active learning experiences; 3. are based on a curriculum that reflects current research on promoting learning in the academic field in question; and 4. build upon one another to facilitate a step-by-step approach to learning, when possible.

Literacy Support

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>Language development and early literacy is addressed in the curriculum standards and include consideration of family & community perspectives, value and support, support for verbal/nonverbal communication, alternative communication strategies, vocabulary, time for discussions & questions, varied opportunities with books & stories, phonological awareness, and support for written expression.</p>	<p>Promotion of children's language development through a variety of songs, stories, books and games, including some from their culture and language and frequent conversations with children.</p>	<p>The standards require providers to read to children at least once a day; make some books accessible to children every day; encourage children to look at or read books on their own; teach children to take care of books; build on children's emerging interest in print and writing; encourage children to scribble, to write their names and stories, to label their drawings, make books, or keep journals in the context of ongoing activities.</p>	<p>Lessons plans must show evidence of planned early literacy experiences. The standards require teachers to be aware of the importance of early literacy instruction and plan for experiences which give children exposure to language development, print and book knowledge, phonological awareness, letter knowledge, written expression, and motivation to read.</p>	<p>Promotion of language skills is addressed in the standards through the provision of classroom activities, use of open-ended questions, opportunities to talk and engage in conversations, teacher description of objects and events, reading of books and poems, and pre-writing opportunities.</p>	<p>The curriculum standard addresses the provision of appropriate receptive and expressive language experiences throughout the day through interest centers, listening to stories read aloud, exploring books, and response to conversations about elements of the story to predict outcomes, to retell the sequence of the story with prior experiences, and develop phonological awareness.</p>	<p>Literacy is promoted through daily storytelling, reading, and other activities and materials that promote early literacy skills.</p>
Southern Association of Colleges and Schools (SACS)	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)	
<p>Language development and literacy standards are included in a research based curriculum in which instructional and assessment methods facilitate achievement for all students. Programs promote active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning, providing many opportunities and activities related to speaking, listening, engaging in conversations, dictating, reading, and writing.</p>	<p>Language development is addressed in the standards. Receptive and expressive language experiences, appropriate to the development of the child, must be provided throughout the day.</p>	<p>Children are given opportunities to listen to spoken word, through storytelling, audio books, etc. Children are encouraged to use language to express their wants and needs. Children are exposed to a print rich environment. Children have an opportunity to see that pictures represent objects and events.</p>	<p>Language and literacy are required elements of curriculum. Programs must provide much print, listening, and speaking experiences and activities; provide a print-rich environment; and address vocabulary, comprehension, phonemic awareness, and the alphabet.</p>	<p>Children and youth have opportunities to participate in a wide and challenging variety of engaging activities. Programs that are designed to work with schools collaborate with school personnel.</p>	<p>The curriculum standard addresses the provision of appropriate receptive and expressive language experiences throughout the day through interest centers, listening to stories read aloud, exploring books, and response to conversations about elements of the story to predict outcomes, to retell the sequence of the story, to connect happenings to the story with prior experiences, and develops phonological awareness</p>	

Literacy Support			
Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
Lesson plans will include storytelling, reading, and other activities utilizing materials that promote early literacy skills. The standards require teachers to be aware of the importance of early literacy instruction and plan for experiences which give children exposure to language development, print and book knowledge, phonological awareness, letter knowledge, written expression, motivation to read, vocabulary, and time for discussions and questions.	Lesson plans must address the following standards: <ul style="list-style-type: none"> • language and communication; • emergent literacy; 	The curriculum fosters language and literacy skills by: reading and telling stories, talking about pictures, asking open ended questions, listening to children, helping them write their own stories, finger plays, labeling, providing phonemic awareness (rhythms and repetition), opposites, story sequencing, story comprehension	The program offers activities that are designed to promote learning in at least one of the following academic areas: literacy and language arts; math; science; and/or social studies.

Health and Safety

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>The program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or a health professional with specific training in health consultation for early childhood programs.</p> <p>At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. The program follows these practices regarding hand washing: Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored. Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others.</p> <p>Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.</p>	<p>The program has policies in writing on the routine of health care of children, and the health practices of the program.</p> <p>CPR for infants and children, and emergency management of choking from a licensed health professional, is always present.</p> <p>50% of the staff involved in the provision of direct child care are certified in first-aid treatment.</p> <p>90% of the staff involved in the provision of direct child care are certified in pediatric first aid.</p> <p>Universal precautions are practiced at all times.</p> <p>All staff have training in health and safety.</p> <p>The program provides regular vision, speech and language, hearing, and developmental screenings for children either on-site or through referral to a community health agency.</p> <p>The program documents annual screenings for each child.</p>	<p>A TB screening completed and signed by a health care professional using the NAFCC Family Child Care TB Screening Form. TB screening must be dated within 2 years of when the request for observation visit documentation is complete. Current First Aid and Pediatric CPR certificates must be present. A favorable review of state and FBI fingerprint records concerning child abuse and criminal background status is present.</p> <p>The home has adequate ventilation and room temperature between 68-90 degrees (F). If the temperature is over 90 degrees (F), air conditioning or safe fans are used.</p> <p>The provider brings a first aid kit, emergency telephone numbers, emergency treatment permission forms, coins for a pay phone, calling card number, or cellular phone, not paper and pen, diapers and wipes, if needed. Children carry the provider's name and telephone number and their own name, where it is not visible, in case they do become lost.</p>	<p>The program presents valid certification that it is in compliance with all legal requirements for protection of the health and safety of children in group settings, such as building codes, sanitation, water quality, and fire protection. Compliance is demonstrated by a record of an inspection by a qualified building and fire inspector and sanitarian.</p> <p>A current, written record is maintained for each child, including the results of a complete health evaluation by an approved health care resource within six months prior to enrollment, record of immunizations, emergency contact information, names of people authorized to pick up the child, and pertinent health issues.</p> <p>At least one staff member, who has certification in emergency pediatric first-aid treatment including CPR for infants and children, and emergency management of choking from a licensed health professional, is always present.</p>	<p>The center maintains compliance with licensing standards and state and local regulations for the safety and health of children in group settings. All staff members receive training in Standard Precautions in handling exposure to blood and potential blood containing body fluids and injury discharges.</p> <p>All staff members have training in recognizing symptoms of child abuse and their responsibility for reporting.</p>	<p>The administrative team/director researches current information regarding all areas of operation related to illness, injury, and health, and he or she uses the information to assess staff practice, develop policies for management, and ensure effective procedures.</p> <p>The administration acts promptly to address identified areas of needed improvement in health and safety by allocating resources for training, equipment, materials and/or furnishings as recommended.</p> <p>The staff consistently implements policies and procedures and actively participates in creating a safe and healthy culture that protects and promotes student's/ children's health.</p> <p>The staff has continuing training in preventative health practices, emergency first aid, and special medical needs in order to be alert and prepared for emergencies.</p>	<p>The child care service promotes and protects the health of children and caregivers. A health record is maintained for each child and all parents receive a written health protocol. Caregivers model good health habits and provide age-appropriate instruction on health and hygiene practices. Caregivers are flexible in meeting each child's eating, toileting, and sleeping needs.</p> <p>A safe environment is maintained, including the physical facility, buildings, and the grounds of the childcare center.</p> <p>Toys and other materials are child proof, non-toxic, and maintained in good repair. The toys are disinfected at least weekly and immediately after use if items are placed in a child's mouth.</p> <p>The program plans for and coordinates emergency response preparedness.</p> <p>The program is prepared to treat injuries and respond to medical emergencies.</p> <p>All personnel are trained on how to respond to medical threats and emergencies.</p>

Health and Safety

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)
<p>Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations</p> <p>Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants.</p> <p>Possesses a written security and crisis management plan with appropriate training for stakeholders.</p>	<p>Programs must verify complaints with local health requirements for nutrition and food service.</p> <p>The program has a written policy specifying limitations on attendance of sick children's and staff.</p> <p>Preschools provide an area where sick children are isolated while awaiting someone to take them home.</p> <p>At least one staff member who is certified in CPR and First Aid is present at all times.</p> <p>A plan exists for dealing with medical emergencies and adequate first aid supplies are readily available.</p>	<p>Incorporate appropriate health practices by using universal precautions to prevent the spread of disease while caring for children.</p> <p>Choose appropriate toys (including duplicates) and room equipment.</p> <p>Involve children in appropriate safety routines and cleanliness such as hand-washing.</p> <p>Teach children the importance of healthy food; including water, exercise, rest, and suitable clothing.</p> <p>Importance of proper food and suitable clothing.</p> <p>Importance of exercising, resting, and cleanliness.</p> <p>Safety habits.</p> <p>Developing sound mental health practices, so child may feel good about themselves and others.</p>	<p>The early education program has a responsibility for the health, safety, and general welfare of each child in attendance. The staff should have continuing and required training in emergency first aid and in special medical needs in order to be alert and prepared for emergencies. Staff members need to be safety conscious with a view toward prevention.</p>	<p>The after school service promotes and protects the health of children and caregivers. A health record is maintained for each child and all parents receive a written health protocol.</p> <p>Caregivers model good health habits and provide age appropriate instruction on health and hygiene practices. A safe environment is maintained, including the physical facility, buildings, and the grounds of the center.</p> <p>The programs plans for and coordinates emergency response preparedness. The program is also prepared to treat injuries and respond to medical emergencies. All personnel are trained on how to respond to medical threats and emergencies.</p>	<p>The administrative team/director researches current information regarding all areas of operation related to illness, injury, and health, and he or she uses the information to assess staff practice, develop policies for management, and ensure effective procedures.</p> <p>The administration acts promptly to address identified areas of needed improvement in health and safety by allocating resources for training, equipment, materials and/or furnishings as recommended.</p> <p>The staff consistently implements policies and procedures and actively participates in creating a safe and healthy culture that protects and promotes student's/ children's health. The staff has continuing training in preventative health practices, emergency first aid, and special medical needs in order to be alert and prepared for emergencies.</p>

Health and Safety

Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
<p>The program will provide an environment that is safe, sanitary, and secure.</p> <p>The program will provide an environment that is safe, sanitary, and secure.</p> <p>A Safe Environment is validated by proof of compliance with all legal requirements for the protection and health and safety of children in group settings :</p>	<p>The center provides a plan and process that ensures the proper maintenance of all buildings, grounds, and equipment.</p> <p>The center is inspected by city/state agencies as applicable for licensing or exemption under state or federal law (i.e., fire department, health department, food services, etc.).</p> <p>Children are supervised at all times, and the child-adult ratio is maintained while the children are on the playground.</p> <p>At least one staff member with first aid certification—and infant/child CPR certification will be present on the premises at all times.</p> <p>Disaster plans are established and included in parent handbook/manual. Plans should include emergency procedures for disasters that require evacuation of property i.e. fire, sink hole, flooding, bomb threat, or occurrence of violent intruder.</p>	<p>The Center Maintains a Safe and Healthy Environment that Supports Student Learning.</p> <p>The center complies with all federal , state, local buiding, health , safety , and disaster preparedness requirements.</p> <p>The building, grounds and equipment provide a developmentally appropriate environment in which young children work, play, explore and learn. These contribute important ways of optimum quality teaching and learning.</p> <p>If the early childhood facility is shared with other congregational programs, it is important that guidelines are carefully developed between the various users of the building.</p>	<p>The program meets applicable laws, regulations, guidelines, and codes, including those related to health and safety.</p> <p>The program conducts fire drills according to legal requirements, and at least monthly; and documents fire drills when they are held.</p> <p>Personnel directly involved in medication control and administration receive training and demonstrate competence in medication control and administration, and knowledge of applicable legal requirements.</p>

Teacher – Child Interactions

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>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.</p> <p>Teaching staff express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles.</p> <p>Teaching staff are consistent and predictable in their physical and emotional care of all children.</p> <p>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.</p>	<p>Teachers provide warm and loving physical contact with children to reassure them that they are cared for and respected.</p> <p>Teachers speak to each child frequently, making eye contact and using clear, correct language patterns, and affectionate, supportive words.</p>	<p>The provider cares about, respects and is committed to helping each child develop to his or her full potential. The provider seems to like children and to enjoy being with them. The provider observes children's behavior, verbal and body language, and abilities. The provider uses this information to respond to each child. For example, the provider responds to a baby's crying as promptly and effectively as possible.</p>	<p>The teacher is responsive to the students needs and provides assistance in a timely and supportive way.</p> <p>The teachers provide constructive feedback, scaffolding and encouragement to children.</p> <p>Teachers address children using their names.</p> <p>Teachers speak in a respectful manner with children.</p> <p>Children are encouraged by teachers to engage in activities independently.</p> <p>Teachers are responsive to individual children's needs, make eye contact with children, use care giving routines to positively interact with individual children.</p> <p>Teachers use meal time as a learning time, and mealtimes are a pleasant time of the day.</p> <p>When teachers read to children it is dialogical.</p>	<p>Teachers demonstrate behaviors that encourage the children's development of trust.</p> <p>Teachers have frequent, positive interactions with children.</p> <p>Teachers are responsive to children. Children are generally comfortable, happy, relaxed, and engaged in activities.</p> <p>Teachers use positive guidance techniques that help children learn to make wise choices and control their own behavior.</p> <p>Teachers promote cooperative and positive social behavior among children.</p> <p>Teachers ensure that snack/mealtimes are pleasant and social learning experiences for children.</p> <p>Respect is displayed for cultural, ethnic, linguistic, and religious diversity and ability or disability.</p> <p>Teachers encourage children to develop self-help skills that are appropriate to their age.</p>	<p>Staff members love and respect each child and interact often with children by showing interest, warmth, consideration, and affection.</p> <p>Staff speaks to children in a courteous tone.</p> <p>Staff is available to individual children and responsive to their needs.</p> <p>Staff encourages an age-appropriate degree of independence in children.</p> <p>Staff encourages the initiation of skill development by recognizing the work, accomplishments, and interests of children.</p>	<p>Children experience quality and stability in relationships with caregivers and peers.</p> <p>Each child establishes and maintains an ongoing relationship with a primary caregiver who provides frequent expressive and verbal interaction in a warm, friendly manner.</p> <p>The program encourages positive approaches to guide group interaction and individual behavior.</p> <p>The program prohibits: Corporal punishment, withholding food, isolation, ignoring the child, and labeling a child "good" or "bad".</p>

Teacher – Child Interactions

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)
<p>Teachers give students feedback to improve their performance. Provides appropriate support for students with special needs. Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning.</p>	<p>Staff members demonstrate love and respect for each child and interact often with children by showing interest, warmth, consideration, and affection. Staff speak to children in a loving, friendly, and courteous tone. Staff are available to individual children and responsive to their needs. Staff encourage self-help skills in children. Through words and actions, staff members serve as Christian role models.</p>	<p>The teacher provides time, space, and opportunity for children to learn through play. She/He functions as the supportive adult, who mediates to maximize the learning opportunities for the children by: Understanding the variations in the attention span of different children at different stages. Recognizing the differences among children in their abilities and needs Being aware of the individuality of each child and making an effort to teach to the individual needs of the children in the class. Children need to feel secure and loved by the adults in their lives. Teachers/caregivers need to be attentive, as well as responsive, to the needs of children. The interactions between adult and child should be personal, warm, and loving</p>	<p>Instructional staff initiates interaction with children who are not engaged in order to stimulate and expand the involvement of these children in the classroom offerings.</p>	<p>Children should experience quality and stability in relationships with caregivers and peers. Each child should be helped to establish and maintain ongoing relationships with caregivers who provide frequent expressive and verbal interaction in a warm, friendly manor.</p>	<p>Staff members love and respect each child and interact often with children by showing interest, warmth, consideration, and affection. Staff speaks to children in a courteous tone. Staff is available to individual children and responsive to their needs. Staff encourages an age appropriate degree of independence in children. Staff encourages the initiation of skill development by recognizing the work, accomplishments, and interests of children.</p>

Teacher – Child Interactions

Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children’s Services (GAACS) School Age
<p>Staff members demonstrate love by being patient, kind, and respectful to each child. The staff endeavors to provide an environment that promotes a positive emotional climate where children feel safe to participate in all aspects of classroom activities. The teaching staff is consistent and predictable in their physical and emotional care of all children. Staff encourages an age appropriate degree of independence in children.</p>	<p>The center develops a distinct Christian culture based upon brotherly love and mutual respect, and maintains positive and professional relationships and interactions among children, parents, stakeholders, peers, superiors, the community, and other teaching staff. Evident in employee to student policy and interaction.</p>	<p>The program promotes positive Christ-centered relationships among all children and adults.</p> <p>The staff recognizes and provides opportunities for young children to develop an understanding of self and others. These interactions are characterized by warmth , personal respect , individuality , positive support and responsiveness.</p>	<p>Children and youth develop positive, supportive relationships with personnel.</p> <p>Personnel are actively engaged with children and youth, and relate to them in positive ways by:</p> <ol style="list-style-type: none"> 1. helping them feel welcome, comfortable, and supported; 2. recognizing their positive accomplishments; 3. treating them with respect; 4. listening to what they say; 5. responding to them with interest, acceptance, and appreciation; and 6. being consistent and following through on what they say they will do.

Staff Interactions

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>In classrooms and groups that include teacher assistants or teacher aides and specialized teaching and support staff, the expectation is that this teaching staffs work as a team. Whether one teacher works alone or whether a team works together, the instructional approach creates a teaching environment, which supports children's positive learning and development across all areas.</p>	<p>Regular staff communication is fostered through weekly staff meetings, a staff newsletter, and ample opportunity for individual staff / administrative meetings, written memoranda, suggestion boxes, and opportunities to address the management, the governing board or parent advisory board.</p>	<p>The provider and the assistant share observations of children and families and plan some activities together. The provider offers the assistant helpful, consistent, and constructive feedback, and encourages the assistant's professional growth.</p>	<p>The program conducts monthly staff meetings. Staff members are encouraged to work cooperatively and to plan together for lessons and special activities. The program has a plan for staff retention and performance reviews.</p>	<p>The center has an on-going procedure to receive and review staff suggestions and recommendations. Administrators and staff meet periodically for program planning, training, information sharing, and goal setting. A record is kept of topics and attendance.</p>	<p>Staff members intentionally prepare and maintain an emotionally healthy environment that includes the following: Personal and peer respect; Expressions of emotions with words (both positive and negative); Predictable routines, reactions and responses; Introduction and support of conflict resolution; Immediate intervention for bullying and/or physical aggression; Introduction, development, and support of social skills (friendships, manners, and other social interactions); Encouragement of self-competence</p> <p>Staff who shares the primary responsibility of a group of children communicates with one another to ensure smooth operation of the program.</p>	<p>A team approach is used in service planning, care provision, and transition planning. The program promotes open communication and collaboration among disciplines and staff levels. The program encourages initiative, creativity, and innovation and rewards and recognizes the contributions of personnel.</p>

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)
<p>Staff come together regularly for learning, decision making, problem solving and celebration.</p>	<p>All members of the preschool staff shall be Christian and shall exhibit Christian character in all areas of life. All staff have a professional development plan on file with evidence that it is being implemented.</p>	<p>The program shall provide time for administration and staff to plan and consult together frequently about the program, children and families. Staff meetings are held at least once a month to discuss program planning, implementing and attaining goals, plans for individual children and to discuss the program and working conditions. The work environment for staff is comfortable, well organized and in good repair.</p>	<p>Staff who are sharing the responsibility of a group of children communicate with one another to ensure the smooth operation of the program</p>	<p>The program provides a positive work environment and promotes a high level of personnel satisfaction and retention. The program promotes open communication and collaboration.</p>	<p>Staff members intentionally prepare and maintain an emotionally healthy environment that includes the following: Personal and peer respect; Expressions of emotions with words (both positive and negative)</p>

Staff Interactions

Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
<p>The teaching staff is expected to work as a team, fostering an environment of support and mutual respect. Staff meetings are held at least once a month to discuss program planning, implementing and attaining goals, plans for individual children and to discuss the program and working conditions.</p>	<p>Leadership and staff should work collaboratively in planning to ensure rigor and fidelity across age levels and in classes of the same age level, and reviewing the effectiveness of the academic and developmental programs.</p> <ul style="list-style-type: none"> • Teachers should work collaboratively in planning, engaging in discussions about best practices, student achievement, and school improvement. • School staff should work collaboratively with parents and other stakeholders in reviewing the schools purpose and mission, assessing the effectiveness of the school's program, and working toward school improvement. 	<p>Staff members seek out and acknowledge each other's ideas and opinions.</p> <p>Staff members provide appropriate support for each other skills and accomplishments.</p> <p>Staff members provide appropriate support for each other dealing with stress.</p> <p>Staff members respect each other's right to confidentiality.</p> <p>Staff members communicate with each other to ensure smooth operations</p>	<p>The program provides a positive work environment and promotes a high level of personnel satisfaction and retention.</p> <p>Personnel work well together, and: cooperate with each other; .are respectful of each other; provide role models of positive adult relationships; and .communicate with each other while the program is in session to ensure that the program flows smoothly</p>

Family Interactions

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>Family support is addressed in standards that address understanding and knowing families, sharing information with families, and nurturing families as advocates for their children. Requirements include providing program information; a process for orienting children and families; maintaining ongoing, two-way communication in many forms; encouraging parents to be involved in the program; and joint decision-making opportunities to support children's development and learning.</p>	<p>Family involvement includes providing program information, welcoming parents at all times, encouraging family members to be involved in the program in various ways, informing parents about all aspects of the program in writing, holding parent teacher conferences at least twice annually, communicating daily with each child's parents, providing parent education opportunities in the primary language of the family, and giving families information regarding social services.</p>	<p>Family involvement standards include open visitation policies; respect for family diversity; responsiveness to parent requests, preferences, and values; frequent opportunities for sharing day-to-day happenings; conferences at least annually; and joint goal-setting and decision-making for children.</p>	<p>Family involvement standards include providing parents with an enrollment package and a Parent Handbook, welcoming parents as visitors, ensuring frequent parent/staff interactions, encouraging parents to volunteer and participate, and providing information brochures and nutritional information. Parents are encouraged to volunteer and to participate in the program.</p>	<p>Family involvement standards include opportunities for parents and staff to evaluate the program's strengths and weaknesses annually, provision of written policies and program goals and objectives, and encouragement of parents to participate in the center's program.</p>	<p>Family involvement standards include provision of a written handbook of program policies, objectives, and goals; regular means of communication; conferences at least once a year and at other times as needed; and goal-setting opportunities for their child.</p>	<p>Programs are required to ensure that parents are active participants and partners by providing pre-enrollment and orientation materials, involving them in decision-making regarding their child and the program, conducting semi-annual parent-teacher conferences, providing multiple means of communicating, providing information on community services, and making parent education opportunities available.</p>
AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)	
<p>Family involvement standards are addressed. Programs must develop, implement and communicate an effective school-community interaction plan. Partnerships with parents, regular home-school communications, active family involvement activities, parent education and training, and assistance with coordinating interagency services for children and families are required.</p>	<p>Family involvement is not addressed explicitly as a standard; however, parent involvement activities are discussed throughout the standards. A variety of events must be pre-planned and arranged according to the school calendar, posted and given to the parents. Notes and daily comments to parents are also discussed.</p>	<p>Staff and parents work together to support children's development and learning. Families are informed about the program and the curriculum, policy changes and other issues that may affect the program. The program staff connects families with needed resources.</p>	<p>Programs are required to develop and implement family involvement policies, including regular opportunities for informal and formal communication, conferences at least twice a year, parent education opportunities at least quarterly, and provision of information regarding community resources and services as needed.</p>	<p>Family members are treated with respect, and helped to feel welcome and comfortable. Personnel support families' involvement in the program by offering orientation, developing and distributing handbooks, keeping families informed about program activities, and events, and encouraging families to give input and become involved with the program. Personnel and family members share information to support the well-being of children and youth.</p>	<p>Family involvement standards include provision of a written handbook of program policies, objectives, and goals; regular means of communication; conferences at least once a year and at other times as needed; and goal-setting opportunities for their child.</p>	

Family Interactions

Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
<p>Programs are required to provide opportunities for parents to be active participants and partners by providing pre-enrollment materials and handbooks, involving them in decision-making regarding their child and the program, scheduling regular parent-teacher conferences, and providing multiple means of communication such as newsletters, emails, and website resources. Family involvement is encouraged by welcoming parents to participate through volunteering, and ensuring frequent parent/staff interactions.</p>	<p>The program encourages family involvement in center activities and in each child's education.</p> <p>The center hosts an annual parent orientation that addresses policies and procedures to insure the effective flow for communication exists between school and home.</p> <p>The center has a venue to communicate with the parents about upcoming activities, events, and opportunities for parental involvement.</p> <p>Teachers and staff members communicate daily with parents about observed child needs and concerns. An open-door policy exists that allows parental access to visit the center during operational hours.</p> <p>Parent-teacher conferences take place regularly to encourage parent involvement, address and plan for areas of developmental concern, and provide community resource information for further assessment.</p> <p>An annual survey is provided by the center to obtain parental feedback and address concerns.</p>	<p>Teachers and parents form a partnership to establish and maintain two-way communication to ensure that children's needs are met throughout the day.</p> <p>Parents are the first and foremost educators of their children. The goal of the early childhood program has strategies for working with the family through effective communication, active parent involvement and parent education.</p>	<p>Family members are treated with respect, and helped to feel welcome and comfortable. For example:</p> <p>Personnel and family members greet one another by name;</p> <p>Personnel use friendly voices, expressions, and gestures;</p> <p>Personnel and family members are relaxed and not abrupt with each other;</p> <p>Personnel and family members show interest in each other's lives;</p> <p>Respect is shown to all without bias;</p> <p>Personnel communicate with families in a variety of ways;</p> <p>Personnel recognize that some cultures like direct communication, while others prefer indirect; and</p> <p>Personnel do not talk about confidential matters in front of children and youth or other adults.</p>

Self Study

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>Programs use the self-assessment process to gather evidence of their performance on the criteria and, therefore on each standard.</p> <p>When a majority of its families, staff, and administration believe that program meets each of the 10 standards the program submits documentation that can be used by the NAEYC Academy to assess its readiness for on-site assessment.</p>	<p>Programs seeking accreditation are required to complete a self-study process that includes completion of standardized surveys and documents involving administrators, staff, families, and children.</p>	<p>Accreditation requires completion of a self-study workbook. Family surveys are required.</p>	<p>Programs seeking accreditation are required to complete a self-study process involving administrators, staff, and families.</p>	<p>Accreditation requires a self-study process that includes completion of standardized surveys and documents involving administrators, staff, and families.</p>	<p>Accreditation requires a self-study process that includes input from administrators, staff, and families.</p>	<p>Programs are required to complete a self-study process for accreditation involving administrators, staff, board members, and consumers; however, there is flexibility in how the self-study is completed.</p>
AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)	
<p>Accreditation requires a self-study process that includes completion of standardized surveys and documents involving administrators, staff, and families.</p>	<p>Accreditation requires completion of a self-study process with input from administrators, staff, and families.</p>	<p>Accreditation requires completion of a self-study process involving administrators, staff, and families.</p>	<p>Accreditation requires a self-study process that includes completion of standardized surveys and documents involving administrators, staff, and families.</p>	<p>Accreditation requires a self-study process that requires the participation and involvement of the program's staff, stakeholders, and consumers. The self study also serves as the orientation to the program for endorsers prior to the site visit.</p>	<p>Accreditation requires a self study process that includes input from administrators, staff, and families.</p>	

Self Study

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<p>Accreditation requires a self-study process that includes completion of standardized surveys and documents involving administrators, staff, and families.</p>	<p>To become accredited, a school will complete a self-study evaluation and open their school to an on-site visit by a qualified team of educators who will visit a school and examine its program to determine whether it is being operated within the published guidelines of the accrediting agency.</p>	<p>A self-study is conducted by the administration, faculty, pastor (single congregation schools), board members, parents, and other constituents of the school. This step usually requires nine to 12 months. The procedure is described in detail in the section, "Conducting the Self-Study." To help the school in this step, a consultant is assigned at the time of application.</p>	<p>The Candidate Member organization completes Self Study Evaluation and gathers supporting documentation for submission to the My GAACS Account including surveys for parent, teacher and administrators.</p>

Teacher Assessment

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Accreditation requires completion of a self-study workbook	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.

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Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.

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Teachers have to complete an Assessment Survey.	Teachers have to complete an Assessment Survey.	Teachers have to complete a School Climate Survey	Teacher survey is included and a required element of the Self Study evaluation. The teacher survey includes: Staff Issues, Administration, Program Implementation, etc.

Administrative Assessment

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Accreditation requires completion of a self-study workbook	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.

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Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.

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Administrators have to complete an Assessment Survey.	Administrators have to complete an Assessment Survey.	Administrators have to complete a school climate survey (assessment) evaluating the effectiveness of the school	Administrative Assessment Survey is included and a required element in the Self Study Evaluation and includes: Evaluation of the administration program, salary, standards, etc.

Family Assessment

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Family surveys are required	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.

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Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.

Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
Families have to complete an Assessment Survey.	Families have to complete an Assessment Survey.	Parents are encouraged to complete a school climate survey	Family Assessment Survey is included and a required element of the Self Study Evaluation. The family survey includes: program quality, interactions between staff and family, etc.

Validation Process

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
<p>The self-study is validated by an on-site visit from trained (initial and update), independent professional(s), meeting educational and experience requirements. Assessors review documents, conduct classroom observations, conduct interviews, and observe the environment. A commission makes the final accreditation decision.</p>	<p>On-site visits are completed by trained verifiers who complete classroom and facility observations, conduct interviews, and review documents to verify the self-study materials. NECPA reviews and approves verifiers on the basis of their qualifications, recommendations, and experience. Verifiers are early childhood professionals. A National Accreditation Council makes a recommendation to the Commission; the Commission makes the final decision.</p>	<p>A trained observer visits the program to review records, interview the provider, and document the information submitted in the self-study. Observers, who must have experience in family child care homes and early education training, complete a 2-day training program. A commission makes the final decision.</p>	<p>Standardized documents and observations must be completed. On-site visits are completed by trained verifiers who meet educational and/or experience requirements. In addition to initial training, verifiers must participate in annual update training. Verifiers conduct classroom and facility observations, conduct interviews, and review documents. A commission makes the final decision.</p>	<p>On-site visits are completed by trained Validators who meet educational and experience requirements. Validators conduct classroom and facility observations and review documents. A commission makes the final decision.</p>	<p>A mentor is assigned to assist each program during the accreditation process. On-site visits are completed by trained review team members who are directors and teachers of other Christian Education programs. A commission makes the final decision.</p>	<p>The site visit follows the self study. A group of 2 or more professional peer reviewers who meet COA predetermined qualifications conduct the visit. A commission makes the final accreditation decision.</p>

AdvancED Florida SACS	Association of Christian Teachers and Schools (ACTS)	United Methodist Association of Preschools (UMAP)	National Council for Private School Accreditation (NCPSA)	Council on Accreditation School Age (COA)	Green Apple Accreditation of Children's Services (GAACS)
<p>On-site visits are completed by trained Quality Assurance Review (QAR) teams who meet educational and experience requirements. The Florida SACS CASI Council makes a recommendation regarding accreditation. The AdvancED Commission takes final action.</p>	<p>A validation team visits the program to review documents and observe classrooms and the facility. Validators must be experienced and receive initial training and refresher training the first morning of every visit. A commission makes the final accreditation decision..</p>	<p>Validators, with experience in the field, visit the program to interview administrators and staff and observe the facility and classrooms. A Council makes the final decision.</p>	<p>On-site visits are completed by trained Validators who meet educational and experience requirements. Validators complete classroom and facility observations, conduct interviews, and review documents. A commission makes the final decision.</p>	<p>The site visit follows the self study. A group of 2 or more professional peer reviewers who meet COA predetermined qualifications conduct the visit. A commission makes the final accreditation decision.</p>	<p>A consultant is assigned to assist each program during the accreditation process. Onsite visits are completed by trained review team members who are directors and teachers of other Christian Education programs. A commission makes the final decision.</p>

Validation Process			
Florida Coalition of Christian Private Schools (FCCPSA)	Florida League of Christian Schools (FLOCS)	National Lutheran School Accreditation / FL-GA District (NLSA)	Green Apple Accreditation of Children's Services (GAACS) School Age
<p>Trained inspectors visit the program to review the documents submitted in the Self-Study and records. Committee who will make the final accreditation decision.</p>	<p>After a school submits its initial application for accreditation, a chairperson will be appointed. An initial on-site visit to the school may take place by the chairperson if the last two inspections accumulated more than 15 points in violations. The purpose of this initial visit is to verify that the applicant school has met all of the initial requirements listed in the Eligibility Checklist. At the time of this visit, the applicant school must be prepared to provide documentation that will verify that all eligibility requirements have been met.</p>	<p>The site visit follows the self-study. The visiting team consists of 3 or more professional peer reviewers who conduct the visit. The District Accreditation Commission makes the final decision. Accreditation requires application, completion of the Self Study Instrument, a successful team visit (by three or more peer professional reviewers) and a positive recommendation from the Florida-Georgia District Accreditation Commission before the expiration date.</p>	<p>Upon receipt of the accreditation application, a consultant is assigned to the organization. An accreditation orientation is conducted and a courtesy walk thru upon request.</p> <p>On-site validation inspections are completed</p> <p>Validators are trained prior to participating on the visiting committee and annually.</p> <p>Validators must have 3 years of experience working in a child care, school age, nonpublic/private, or public/charter school setting.</p> <p>The validation process includes: Entrance Interview, Walk-thru, Document Review, Classroom Observations, Interviews, and an Exit Interview.</p>

Renewal Process

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	National Association of Family Child Care (NAFCC)	Accredited Professional Preschool Learning Environment (APPLE)	National Accreditation Commission on Early Care and Education Programs (NAC)	Association of Christian Schools International (ACSI)	Council on Accreditation (COA)
Annual report. Reaccreditation every 5 years	Annual Reports describing changes in their programs and improvements that have been made. Reaccreditation every 3 years.	Annual report. Reaccreditation is required every 3 years.	Annual report. Initial reaccreditation is required within 3 years with subsequent reaccreditations every 5 years.	Annual report. Reaccreditation is required every 3 years.	Annual report. Reaccreditation is required every 5 years.	Annual report. Reaccreditation is required every 3 or 4 years.

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Annual report. Reaccreditation is required every 5 years.	Annual report. Reaccreditation is required every 5 years.	Annual report. Reaccreditation is required every 3 years.	Annual report. Reaccreditation is required every 5 years.	Annual report. Reaccreditation is required every 3 or 4 years.	Annual report. Reaccreditation every 3 years

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Annual report. Re-accreditation every 3 years.	Initial and fifth-year re-evaluation accreditation is for a maximum period of five (5) years.	Annual report. Reaccreditation is required every 5 years.	Annual Report Reaccreditaion is required Every 3 years