

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

PREFACE

In 1996, the Florida Legislature established the Gold Seal Quality Care program for child care facilities and family child care homes. The purpose of the program is to acknowledge child care facilities and homes that are accredited by nationally recognized associations and whose standards reflect quality in the level of care and supervision provided to children. (Gold Seal Quality Care Program. (n.d.). Retrieved November 21, 2003, from: www5.myflorida.com/cf_web/myflorida2/healthhuman/childcare/goldseal.html)

This side by side comparison of Florida Gold Seal Quality Child Care approved accreditation programs provides public policy makers with a comprehensive look at accreditation standards, which guide early childhood programs that choose to participate in the Gold Seal Quality Child Care Program.

GOLD SEAL QUALITY PROGRAM LEGISLATION

Section 402.281, Florida Statutes, Gold Seal Quality Care Program

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Child care facilities, large family child care homes, or family day care homes 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, and the National Early Childhood Program Accreditation Commission 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.

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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 Day Care Association, the Florida Children’s Forum, the State Coordinating Council for Early Childhood Services, the Early Childhood Association of Florida, the National Association for Child Development Education, providers receiving exemptions under s. 402.316, and parents, for the purpose of approving the accrediting associations.

FLORIDA APPROVED ACCREDITATION PROGRAMS

Accredited Professional Preschool Learning Environment (APPLE)

FACCM Membership
12160 Ft. Caroline Rd.
Jacksonville, FL 32225
(800) 322-2603
www.faccm.com

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) Florida League of Christian Schools (State Chapter)

1445 Boonville Avenue
Springfield, MO 65802
(417) 862-2781
www.acts.ag.org/acts/

Montessori School Accreditation Commission (MSAC)

4043 Pepperwood Court, Suite 1010
Sonoma, CA 95476
(707) 935-8499
www.montessori-msac.org

National Accreditation Commission for Early Care and Education Programs (NACECEP)

P.O. Box 90723
Austin, TX 78709-0723
(800) 537-1118 or (512) 301-5557
www.naccp.org

National Accreditation Council for Early Childhood Professional Personnel and Programs (NACECPPP)

3612 Bent Branch Court
Falls Church, VA 22041
(703) 941-4329

National Association for the Education of Young Children (NAEYC)

1509 16th Street N.W.
Washington, DC 20036-1426
(202) 232-8777 or (800) 424-2460
www.naeyc.org

National Association of Family Child Care (NAFCC)

5202 Pinemont Drive
Salt Lake City, UT 84123
(801) 269-9338
www.nafcc.org

National Early Childhood Program Accreditation (NECPA)

126C Suber Road
Columbia, SC 29210
(800) 505-9878
www.necpa.net/

National School-Age Care Alliance (NSACA)

1137 Washington St.
Dorchester, MA 02124
(617) 298-5012
www.nsaca.org

Southern Association of Colleges and Schools (SACS)

1866 Southern Lane
Decatur, GA 30033
(404) 679-4500
www.atlantahighered.org/resources/sacs.asp

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LICENSING STANDARDS

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	Accredited Professional Preschool Learning Environment (APPLE)	National Association of Family Child Care (NAFCC)	National Accreditation Commission for Early Care and Education Programs (NACECEP)	Association of Christian Schools International (ACSI)
<p>Programs must be licensed, unless exempt.</p> <p>Allows exempt facilities if in compliance with its state or local regulations for:</p> <ul style="list-style-type: none"> • Building • Sanitation • Early childhood licensing code 	<p>Programs must hold a license in good standing with the state agency responsible for licensing child care centers and early childhood programs.</p> <p>License exempt facilities must provide a copy of the rules and regulations for licensed programs, demonstrate compliance and have proof of oversight and regular monitoring visits.</p>	<p>Centers must be licensed by the state or local agency in whose jurisdiction the program is located, unless exempt.</p> <p>Exempt facilities standards must be at least equal to those required by the licensing authority.</p> <p>Centers must provide inspection reports covering a twelve-month period.</p>	<p>Programs must have a current state license/registration/certificate, the highest level available for the program in the state.</p> <p>Programs must comply with the Quality Standards for NAFCC Accreditation even if they are higher than the state's standards. If the state's standards are higher, compliance with those standards is also required.</p>	<p>Program must be:</p> <ul style="list-style-type: none"> • A licensed or legally operating early care and education facility. • A full or half-day program with a licensed capacity of at least 15 children. • In continuous operation for at least one year at the time of the validation visit. <p>Allows full or partial exemption with certification and training requirements.</p>	<p>Programs must meet the following standards:</p> <ul style="list-style-type: none"> • Be a member of ACSI. • In compliance with the ACSI definition of a preschool. • 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 requirements. <p>Programs exempt from state or local licensing may apply for ACSI preschool accreditation.</p>

LICENSING STANDARDS

National Accreditation Council For Early Childhood Professional Personnel And Programs (NACECPPP)	Montessori School Accreditation Commission (MSAC)	Southern Association of Colleges and Schools (SACS)	Association of Christian Teachers and Schools (ACTS)	National School Age Care Alliance (NSACA)	
<p>Program must be in compliance with the licensing and regulatory requirements operational in its respective state and local jurisdictions.</p> <p>If the program or center is fully or partially exempt from these requirements, it will be required that it certify that it would meet these qualifications, especially as they ensure the basic health and safety of children.</p>	<p>The school must operate in accordance with all applicable state and local regulations.</p>	<p>When required, there is a charter, license or permit issued by the appropriate civil jurisdiction, which testifies that the school has the authority to operate within that jurisdiction.</p>	<p>Programs must maintain religious exemption status as described by Florida Statute.</p>	<p>Programs must have current documentation showing that they have met the state and/or local health and safety guidelines and/or regulations. Licensing requirements can be found in the accreditation application.</p>	

STAFF CHILD RATIOS

National Association for the Education of Young Children (NAEYC)		National Early Childhood Program Accreditation (NECPA)		Accredited Professional Preschool Learning Environment (APPLE)		National Association of Family Child Care (NAFCC)	National Accreditation Commission for Early Care and Education Programs (NACECEP)		Association of Christian Schools International (ACSI)	
Age: 0 to 12 months 12 to 24 mos. 2 years 2 1/2-years 3-years 4-years 5-years Kindergarten	Ratio: 1:3-4 1:3-5 1:4-6 1:5-7 1:7-10 1:8-10 1:8-10 1:10-12	Age: 0 – 12 mos. 13 – 24 mos. 25 – 30 mos. 31 – 35 mos. 3-years 4-years 5-years	Ratio: 1:3-4 1:3-5 1:4 1:4-6 1:7-10 1:8-10 1:8-10	Age: Infants Toddlers Two years Three years Four years Five years Six – 12 year olds	Ratio: 1:4 1:6 1:8 1:10 1:10 1:12 1:18	Programs must comply with state regulations.	Age: B-12 months 1 year olds 2 year olds 3 year olds 4 & 5 year olds K- Grade 6	Ratio: 1:4 1:5 1:8 1:11 1:15 1:18	IAge: Infants Ones Twos Threes Fours Fives (Preschool) Fives (Kindergarten)	Ratio: 1:4 1:6 1:8 1:10 1:12 1:16 1:20

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National Accreditation Council For Early Childhood Professional Personnel And Programs (NACECPPP)	Montessori School Accreditation Commission (MSAC)	Southern Association of Colleges and Schools (SACS)	Association of Christian Teachers and Schools (ACTS)	National School Age Care Alliance (NSACA)	
<p>Age: Ratio:</p> <p>Birth to 1 year 1:4 1 to 2 years 1:6 2 to 3 years 1:8 3 to 4 years 1:10 4 to 5 years 1:12 5 to 6 years 1:16</p>	<p>Age: Ratio:</p> <p>Non-mobile infants 1:3 Mobile infants 1:4 Toddlers 1:5 Early childhood 1:10</p>	<p>The school complies with state and/or federal requirements for staff assignments. In the absence of such requirements, class sizes are as follows:</p> <p>Age: Ratio:</p> <p>Birth to 12 mos. 1:4 12 mos. to 24 mos. 1:4 Two-years-old 1:6 3-year-olds 2:15* 4-year-olds 1:11 5-years-old 1:25</p> <p>* 1 teacher and 1 para-professional</p> <p>In multi-age groupings, the lowest ratio involved will be used.</p>	<p>Age: Ratio:</p> <p>Under 1 year of age 1:4 One year of age 1:6 Two years of age 1:8 Three years of age 1:10 Four years of age 1:12 Five years of age 1:16 Five years + 1:20</p>	<p>Age: Ratio:</p> <p>Six and older 1:10-15 Under 6 years of age 1:8-12</p> <p>Staff/child ratios vary according to the ages and abilities of the children.</p>	

GROUP SIZE

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	Accredited Professional Preschool Learning Environment (APPLE)	National Association of Family Child Care (NAFCC)	National Accreditation Commission for Early Care and Education Programs (NACECEP)	Association of Christian Schools International (ACSI)
<p>Age : Group size:</p> <p> 6 8 10</p> <p>0-12 mos. 1:3 1:4</p> <p>12-24 mos. 1:3 1:4 1:5</p> <p>2-years 1:4 1:5</p> <p>2 1/2-years 1:5</p> <p> 12 14 16</p> <p>0-12 mos.</p> <p>12-24 mos. 1:4</p> <p>2-years 1:6</p> <p>2 1/2-years 1:6 1:7</p> <p>Age : Group size:</p> <p> 14 16 18</p> <p>3-years 1:7 1:8 1:9</p> <p>4-years 1:8 1:9</p> <p>5-years 1:8 1:9</p> <p> 20 22 24</p> <p>3-years 1:10</p> <p>4-years 1:10</p> <p>5-years 1:10</p> <p>Kindergarten 1:10 1:11 1:12</p>	<p>Age: Maximum Group:</p> <p>0 – 12 mos. 2:6-8</p> <p>13 – 24 mos. 2:6/8/10</p> <p>25 – 30 mos. 2:8</p> <p>31 – 35 mos. 2:8/10/12</p> <p>3-years 2:14/16/18/20</p> <p>4-years 2:16/18/20</p> <p>5-years 2:16/18/20</p>	<p>Higher ratios may be allowed when the center demonstrates a responsible administration that is exacting in it's supervision and training of teachers and in it's attention to detail; a program that is founded on a solid developmentally appropriate curriculum; and that offers high quality and frequent teacher child interaction in a setting that is healthy and safe as evidenced by a review of documentation (which may include inspection reports from other agencies that visit the center) and based on the results of the verification visit.</p> <p>The recommended group sizes are a maximum of two in any one defined classroom area.</p> <p>Ratios and group sizes are relative to the number and ability level of children participating in the daily program, whether multi-age grouping is being used and the difficulty or intensity of the activity in which the group is participating.</p>	<p>Program must comply with state regulations.</p>	<p>If age groups are combined the ratio of the youngest age applies.</p>	<p>No specific standards for group size are included.</p>

GROUP SIZE

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<p>Age:</p> <p>Birth to 1 year</p> <p>1 to 2 years</p> <p>2 to 3 years</p> <p>3 to 4 years</p> <p>4 to 5 years</p> <p>5 to 6 years</p> <p>Ratio:</p> <p>2:8</p> <p>2:12</p> <p>2:16</p> <p>2:20</p> <p>2:24</p> <p>2:24</p>	<p>Age:</p> <p>Non-mobile infants</p> <p>Mobile infants</p> <p>Toddlers</p> <p>Early childhood</p> <p>Ratio:</p> <p>3:9*</p> <p>3:12*</p> <p>3:15*</p> <p>3:30*</p> <p>*1 MSAC qualified head Teacher with 2 assistants</p>	<p>Age:</p> <p>Birth - 12 mos.</p> <p>12 mos. - 24 mos.</p> <p>2 years</p> <p>3 years</p> <p>4 years</p> <p>4 years</p> <p>5 years</p> <p>Ratio:</p> <p>2:6-8</p> <p>2-3:6-12</p> <p>2:6-12</p> <p>3:16-22*</p> <p>2:12-22+</p> <p>3:23-30*</p> <p>2:26-30+</p> <p>* 1 teacher and 2 para- professionals</p> <p>+ 1 teacher and 1 para-professional</p>	<p>In groups of mixed age ranges:</p> <ul style="list-style-type: none"> • Where infants less than twelve (12) months of age are included, one (1) staff member shall not be responsible for more than four (4) children of any age group. • Where toddlers are included, one staff member shall not be responsible for more than six (6) children of any age group. • Where infants and toddlers are not included, the staff/child ratio shall be based on the age of the majority of children in the group. <p>Additional staff members are required for swimming activities. Volunteers or parents should be increased for field trips.</p>	<p>Group sizes vary according to the type and complexity of the activity, but group sizes do not exceed 30.</p>	

STAFF STANDARDS - AGE REQUIREMENTS

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	Accredited Professional Preschool Learning Environment (APPLE)	National Association of Family Child Care (NAFCC)	National Accreditation Commission for Early Care and Education Programs (NACECEP)	Association of Christian Schools International (ACSI)
<p>Staff who work directly with children are 18 years of age or older.</p>	<p>Staff must be 18 years old for the purpose of determining child: staff ratios.</p> <p>The director must be 21 years old.</p>	<p>The minimum age requirement for teachers is 18 years old.</p>	<p>The provider must be at least 21 years old.</p> <p>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.</p> <p>The substitute must be at least 18 years old.</p>	<p>All staff counted in the staff/child ratios must be at least 18 years of age.</p> <p>Staff under the age of 18 work under direct supervision and are not counted in the staff/child ratios.</p>	<p>All staff counted in ratios must be at least 18.</p> <p>Volunteers or staff are at least 16 years old and are supervised at all times by a trained adult staff member.</p>

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<p>Programs must comply with current state and local requirements.</p>	<p>Programs must meet state and local regulations.</p>	<p>Programs must meet state and local regulations.</p>	<p>The operator of a child care facility must be at least twenty-one (21) years of age. In the absence of the operator 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.</p> <p>Any individual 16 years of age or older may be employed as staff in a child care facility. Individuals under the age of 16, but not under the age of 15, may also be employed by a facility; however, such individuals <u>must be</u> under direct supervision of child care personnel and may not be counted in the child-to-staff ratio.</p> <p>No individual under the age of sixteen (16) may be in charge of a class or group of children.</p>	<p>The assistant group leader must be a minimum age of 16.</p> <p>Age requirements are not listed for any other positions.</p>	

STAFF STANDARDS - TEACHER CREDENTIALS

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	Accredited Professional Preschool Learning Environment (APPLE)	National Association of Family Child Care (NAFCC)	National Accreditation Commission for Early Care and Education Programs (NACECEP)	Association of Christian Schools International (ACSI)
<p>Early Childhood Teacher Assistants are high school graduates or the equivalent, have been trained in early childhood education/child development, and/or participate in ongoing professional development programs.</p> <p>Early Childhood Teachers (children 0-5 years old) have at least a CDA Credential or an associate degree in early childhood/child development or equivalent.</p> <p>Preferably teachers have baccalaureate degrees in early childhood education/child development.</p> <p>Teachers demonstrate appropriate personal characteristics for working with children as exemplified in the criteria for "Interactions Among Teachers and Children" and "Curriculum" components of the standards.</p> <p>Early childhood specialists must have a bachelor's degree in early childhood education/child development (ece/cd)</p> <p style="text-align: center;"><i>continued</i></p>	<p>Teachers, Assistant Teachers, and Associate Teachers must have at least a high school diploma or general education diploma and must complete a minimum of 30 clock hours of training in child related topics within the first year of employment.</p> <p>Teacher Assistants are directly supervised by lead teachers or Early Childhood Specialists and receives on-the-job training to provide a nurturing environment to meet the child's out-of-home needs.</p> <p>Lead Teachers serving children 0-3 or 3-5 year-olds (or Mentor Teachers) must have a minimum of one year of experience working in a child care program serving children 0 – 3 or 3-5 years, and either, 1) a B.A., B.S., Bachelor of Education or Master of Education degree or higher in early childhood education or child development, 2) at least two years of experience and an Associate Degree in early childhood education or child</p> <p style="text-align: center;"><i>continued</i></p>	<p>Teacher Assistants minimum requirement is for some training in child development, health, safety, nutrition, abuse reporting and rules and regulations governing child care in the center's district.</p> <p>Lead or Head Teachers minimum requirement is for a CDA. (If enrolled in the CDA course, must provide documentation).</p>	<p>The provider must have:</p> <ul style="list-style-type: none"> • A high school diploma or GED • Current Pediatric First Aid and CPR certificates <p>The substitute must hold a current Pediatric First Aid and CPR certificates</p>	<p>Staff must have education, experience and on-going training appropriate for working with young children.</p> <p>At least one staff member per classroom must have a current certification in state approved and age appropriate first aid and CPR.</p>	<p>Lead teachers in each age group must have or must be working on a minimum of a preschool associates credential or an equivalency.</p> <p>Staff must have adequate training and/or experience with training that meets or exceeds state standards.</p>

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<p>The program must comply with current state and local requirements.</p>	<p>Head Teachers must be in compliance with state and local regulations.</p> <p>In addition, all Head Teachers must accumulate a minimum number of points required for accreditation. The point system requires an accumulation of a specific number of points earned in a variety of areas including:</p> <ul style="list-style-type: none"> • Montessori certification from a Montessori accredited institution or program or equivalent • Years of experience as a Montessori certified teacher (at the age level of the class currently teaching) • Years of experience in a Montessori classroom without Montessori certification • College degrees <p>Assistants and other staff must be in compliance with state and local regulations.</p>	<p>Teachers must have earned at least:</p> <ul style="list-style-type: none"> • A bachelor's degree from a regionally accredited or federal or state-sanctioned institution, have a college major or a minimum of 24 semester hours in the assigned area of teaching, and • 12 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>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 bachelor's degree and earning at least six semester hours each year in a planned program leading to valid certification. 	<p>All child care personnel, except volunteers or substitutes who work less than forty (40) hours a month, must take a Children & Families' approved 30/10 clock-hour introductory course in child care.</p>	<p>Senior Group Leaders must have a bachelor's degree in related field OR 3 months experience, bachelor's degree in unrelated field, 3 credit hours in child/youth development and 3 credit hours in other SAC related areas OR 6 months experience, AA degree or two years of college in related field or equivalent, 3 credit hours in child/youth development and 3 credit hours in other SAC related areas OR 1 year experience, AA degree or two years of college in unrelated field, 3 credit hours in child/youth development and 3 credit hours in other SAC related areas.</p> <p>Group Leaders must have bachelor's degree in related field OR 3 months experience, bachelor's degree in unrelated field, 3 credit hours in child/youth development OR 6 months experience, AA degree in related field OR 9 months experience, AA degree or 2 years of college or equivalent, 3 credit hours child/youth development OR 18 months experience, HS diploma or GED, 3 credit hours in child/</p> <p style="text-align: right;"><i>continued</i></p>	

STAFF STANDARDS - TEACHER CREDENTIALS

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	Accredited Professional Preschool Learning Environment (APPLE)	National Association of Family Child Care (NAFCC)	National Accreditation Commission for Early Care and Education Programs (NACECEP)	Association of Christian Schools International (ACSI)
<p>and at least three years of full-time teaching experience with young children and/or a graduate degree in ece/cd.</p>	<p>development, or 3) at least three years of experience and a Certified Childcare Professional credential (CCP) or equivalent.</p> <p>Early Childhood Specialists must have a baccalaureate degree in early childhood education/child development and at least three years of full-time teaching experience with young children and/ or a graduate degree in ece/cd.</p>				

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				<p>youth development and 3 credit hours in other SAC related areas.</p> <p>Assistant Group Leaders may have no experience, but must be a minimum age of 16, have a comprehensive orientation and in-service training.</p>	

STAFF STANDARDS - ADMINISTRATOR CREDENTIALS

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	Accredited Professional Preschool Learning Environment (APPLE)	National Association of Family Child Care (NAFCC)	National Accreditation Commission for Early Care and Education Programs (NACECEP)	Association of Christian Schools International (ACSI)
<p>Suggested educational qualifications:</p> <ul style="list-style-type: none"> • Relevant master's or bachelor's degree and 3 years of experience. • Expertise (acquired through formal education and experience) in both early childhood education/child development and administration such as human resources and financial management. 	<p>The director must have:</p> <ul style="list-style-type: none"> • An undergraduate degree in ECE, child development, social work, nursing, or other child-related field, or • A minimum of four college-level courses in child development and ECE and 2 years experience as a teacher of children of the age group(s) in care, or • A national competency-based credential such as the CCP (Certified Childcare Professional) or CDA and 2 years experience as a teacher of children of the age group(s) in care, and either • The National Administrator Credential (NAC) awarded by the National Child Care Association, or an equivalent credential, or • A course in business administration, or • At least one year experience as the administrator of an early childhood program. 	<p>The director must have:</p> <ul style="list-style-type: none"> • State Director Credential • CDA • Two years experience in a child care setting 	<p>The provider must hold a high school diploma or GED.</p>	<p>The program must meet current state and local requirements.</p>	<p>The Director must have:</p> <ul style="list-style-type: none"> • Adequate professional training. It is recommended, but not required that the director have an A.A. or A.S. degree in child development/early childhood education or an equivalent certification with at least 12 credit hours in early childhood education/child development. • Received additional administrative training or obtained director certification.

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<p>The program must meet current state and local requirements.</p>	<p>Administrators must be in compliance with state and local regulations.</p> <p>In addition, all administrators must accumulate a minimum number of points required for accreditation. The point system requires an accumulation of a specific number of points earned in a variety of areas including:</p> <ul style="list-style-type: none"> • Montessori certification • Years of experience as a Montessori school administrator • College or university degrees • Years of experience as a non-Montessori school administrator • Years of teaching experience in a Montessori classroom 	<p>Administrators must have earned at least:</p> <ul style="list-style-type: none"> • A bachelors degree in early childhood education, child development, or elementary education from a regionally accredited or federal or state-sanctioned institution, and • A minimum of six hours of graduate credits per year until a master's degree is earned in one of the fields listed above or in school administration or meets the legal qualification of the state in which employed. <p>Administrative heads of a school district/system must have earned:</p> <ul style="list-style-type: none"> • A graduate degree from a regionally accredited or federal or state-sanctioned institution, with 18 hours in administration and/or supervision, or meets the legal qualification of the state in which employed. 	<p>The director of a child care facility must have the following qualifications before assuming the position as director:</p> <ul style="list-style-type: none"> • A high school diploma or GED. • Child care experience or direct contact with children in church environment. • Department of Children & Families 20/10/10 hour training certification. • One of the following: <ul style="list-style-type: none"> • A training certificate in "Child Guidance, Care and Management Services" from an approved educational agency. • A recognized Montessori teaching certificate acceptable to the Division only if the program is using the Montessori curriculum. • 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, <p style="text-align: center;"><i>continued</i></p>	<p>The Program Administrator must have:</p> <ul style="list-style-type: none"> • 1 year experience, associate's or bachelor's degree in related field and 3 credit hours in child/youth development and 3 credit hours in administration, or • 2 years experience, bachelor's degree in unrelated field and 12 credit hours (3 child/youth development; 3 administration; and 6 other SAC related areas). <p>The Site Director must have:</p> <ul style="list-style-type: none"> • 6 months experience, bachelor's degree in related field and 3 credit hours child/youth development and 3 credit hours in other SAC related areas, or • 1 year experience, bachelor's degree in an unrelated field, and 9 credit hours (3 child/youth development and 6 other SAC related areas), or • 18 months experience, AA degree or 2 years of college in a related field or <p style="text-align: center;"><i>continued</i></p>	

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STAFF STANDARDS - ADMINISTRATOR CREDENTIALS

National Accreditation Council For Early Childhood Professional Personnel And Programs (NACECPPP)	Montessori School Accreditation Commission (MSAC)	Southern Association of Colleges and Schools (SACS)	Association of Christian Teachers and Schools (ACTS)	National School Age Care Alliance (NSACA)	
			<p>elementary education, home economics or two (2) years of college of six (6) or more semester hours in Child Development.</p> <ul style="list-style-type: none"> • Certification from a Child Development Associate Credential Program (CDA). <p>At least one adult staff member who has a valid certificate of completion of a pediatric or infant/child First Aid and CPR Course, by an approved agency and specifically directed to child care need, shall be on the premises at each child care facility during operating hours.</p>	<p>equivalent certification, and 9 credit hours (3 child/youth development and 6 in SAC related areas).</p>	

STAFF STANDARDS - PRE-SERVICE TRAINING

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	Accredited Professional Preschool Learning Environment (APPLE)	National Association of Family Child Care (NAFCC)	National Accreditation Commission for Early Care and Education Programs (NACECEP)	Association of Christian Schools International (ACSI)
<p>New staff, volunteers, and substitutes are adequately oriented about the program.</p> <p>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, planned daily activities of the program, and expectation for ethical conduct.</p>	<p>While pre-service training is not specifically addressed in the standards, there are educational and experiential requirements identified for teachers and administrators.</p>	<p>The program must comply with coursework that is mandated by state regulations.</p>	<p>The provider must:</p> <ul style="list-style-type: none"> • Deliver care to children in a home environment and be the primary caregiver (children are not left with a substitute for more than 20% of the time) • Have at least 18 months experience as a family child care provider (prior to observer visit) • Have completed 90 clock hours of family child care related education/training within 3 years prior to the observation visit or hold a current Family Child Care CDA • Provide care to a minimum of three children. One of the children must be unrelated and cannot reside with the provider. <p>The substitute must have spent time with children before being left in charge.</p>	<p>Staff must meet pre-service training required in local or state licensing requirements.</p> <p>The center has a written plan for orientation of new employees that may include licensing/regulatory standards, center operation policies, center personnel policies, a tour of the center, introduction to key people, completion of personnel forms, and pre-service hours as required by licensing.</p>	<p>Staff must meet pre-service training required in local or state licensing requirements.</p>

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<p>Staff must meet current state and local requirements.</p>	<p>Staff must meet all state and local regulations.</p>	<p>Staff must meet all state and local regulations.</p>	<p>Pre-service requirements are not addressed in the standards; however, directors and teachers must have completed some educational requirements prior to employment.</p>	<p>A comprehensive orientation to the program philosophy, routines and practices is required.</p>	

STAFF STANDARDS - IN-SERVICE TRAINING

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<p>Staff participate in ongoing professional development.</p> <p>Professional development includes: continuing education and other opportunities for staff to keep abreast of the latest developments in the field, including new programs and practices and pending policy, legislation, or regulatory changes.</p> <p>The amount and kind of continuing education provided varies, depending on the needs of the program, the pre-service qualifications of staff and the number of staff pursuing higher education while employed.</p> <p>Professional development experiences should be credit bearing whenever possible.</p>	<p>Directors and all staff must have at least:</p> <ul style="list-style-type: none"> • 30 clock hours of job-related continuing education in the first year of employment and 24 clock hours of continuing education each year thereafter. • Ongoing training opportunities including conferences, workshops, college classes, public school in-service workshops, and in-center training. <p>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>Administration encourages continuing education through a tuition reimbursement or financial assistance plan.</p> <p>Administration encourages staff to join and participate in professional organizations.</p> <p>Regular communications are conducted through weekly staff meetings, staff newsletter, other written communications.</p>	<p>New employee training on program policy and procedures.</p> <p>Shared information regarding state or local mandated training requirements.</p> <p>Orientation to the facility and its unique requirements and rules.</p> <p>Staff job descriptions and responsibilities are discussed.</p> <p>On-going training (formal or informal which might include a mentoring program, pairing the new employee with a veteran employee).</p>	<p>The Provider:</p> <ul style="list-style-type: none"> • 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>There are written procedures for initial and ongoing staff training plans for professional development. The staff evaluation process is utilized in determining staff training needs and a training plan is designed to meet each individual staff member's needs.</p> <p>Staff members are provided training in:</p> <ul style="list-style-type: none"> • Recognizing child abuse and responsibility for reporting it. • Following universal precautions. <p>The annual training plan for the director/administrator includes topics related to business administration.</p> <p>The annual training plan for staff includes topics related to the age group of children with whom they are working.</p>	<p>Instructional staff:</p> <ul style="list-style-type: none"> • Are trained, at least annually on the preschool's Christian philosophy and on employee policies. • Participate annually in a minimum of 10 documented hours of continuing education and professional development that relates to child learning and development or related topics.

STAFF STANDARDS - IN-SERVICE TRAINING

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<p>Programs must meet current state and local requirements.</p>	<p>Schools are required to support in-service training for their staff by identifying the following requirements for continuing education/professional development:</p> <p>State Requirements</p> <ul style="list-style-type: none"> • School Requirements • Suggested avenues for satisfying this requirement • School's expectations for prior approval for satisfying this requirement 	<p>Six semester hours of credit or the equivalent for each five-year period of employment are required.</p>	<p>All child care personnel, except volunteers and substitutes who work or assist less than forty (40) hours a month, must complete 10-clock-hours of annual in-service training. There are no exemptions from the annual in-service training for child care personnel: however, during the first year of employment the ten (10) hours of in-service training is included within the forty (40) hour training.</p>	<p>Program Administrators must have at least 30 hours of training annually.</p> <p>Site Directors must have at least 24 hours of training annually.</p> <p>Program Administrators and Site Directors receive training in program management and supervision.</p> <p>Senior Group Leaders must have at least 21 hours of training annually.</p> <p>Group Leaders must have at least 18 hours of training annually.</p> <p>Assistant Group Leaders must have at least 15 hours of training annually.</p> <p>Staff receive training in how to work with families, relate to children, set up program space and design activities and promote safety, health and nutrition.</p>	

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<p>The curriculum includes the goals of the program and the planned activities as well as the daily schedule, the availability and use of the materials, transitions between activities and the way in which routine tasks of living are used as learning experiences.</p> <ul style="list-style-type: none"> • The program has a written statement of its philosophy and goals for children which are available to all staff and families. • The program has written curriculum plans based on knowledge of child development and learning and assessment of individual needs and interests. • Teachers have clearly defined goals for individual children that guide curriculum planning. Teachers accurately assess the skills and progress of each child. Teachers identify children who experience difficulties and develop a plan to help them acquire acceptable behavior or develop skills as needed. Teachers adapt plans in response to individual <p style="text-align: center;"><i>continued</i></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 individuals children.</p> <p>The curriculum plan is reviewed annually by administration, parents and staff.</p> <p>The program demonstrates sufficient materials and equipment to sustain curriculum plans.</p> <p>The curriculum plan includes units on health and safety.</p> <p>The daily schedule provides a balance of activities.</p> <p>Staff provide a variety of developmentally appropriate activities and materials.</p> <p>Teachers develop written lesson plans.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Each classroom or age group has a written schedule.</p> <p>Each age group has a written curriculum outline.</p> <p>The written curriculum outline defines the expectations for learning and development in that age group.</p> <p>The curriculum is developed with a solid understanding of child growth and development. The curriculum should also reflect new research and theory in early childhood education.</p> <p>The curriculum may be purchased or it may be self developed providing it is appropriate to the age and developmental level of the group. Examples of curriculum include: High/Scope, Montessori, Creative Curriculum, High Reach Learning.</p> <p>Child development and curriculum resources are available to staff.</p> <p style="text-align: center;"><i>continued</i></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 style="text-align: center;"><i>continued</i></p>	<p>Each teacher has a written lesson plan that is appropriate to the developmental stage of children.</p> <p>Teachers make ongoing observations of each child and routinely make formal assessments of developmental progress.</p> <p>Observations and assessments are used to individualize curriculum planning.</p> <p>The planned daily schedule includes a balance of activities that respect children's needs and interests.</p> <p>Supplementary activities are woven into the daily schedule that are age-appropriate and relevant to children's learning.</p> <p>The classroom is arranged to encourage children to participate in a variety of age-appropriate activities.</p> <p>Materials, activities and</p> <p style="text-align: center;"><i>continued</i></p>	<p>The instructional program meets the spiritual and educational needs of the children. The program is appropriate to the age of the children and encourages their spiritual, intellectual, emotional, social, and physical growth.</p> <p>The instructional program is periodically evaluated and revised as needed.</p> <p>Modifications in program and facilities are made for children with special needs.</p> <p>The curriculum reflects acknowledgement of differences in children and shows God's love for people of each race, color, and sex.</p> <p>The typical daily schedule is planned to include a balance and variety of curriculum activities.</p> <p>Written goals and objectives reflect the progressive developmental sequence of various age groups, and lesson plans reflect these goals and objectives.</p> <p style="text-align: center;"><i>continued</i></p>

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<p>Programs must meet current state and local requirements.</p>	<p>The school shall provide a comprehensive educational curriculum based on the Montessori planes of development and implemented by a skilled instructional staff. The school may use supplementary programs that are deemed necessary to enhance the basic core curriculum for their student population.</p> <p>Infant/Toddler – Curriculum planning for 0 –36 months is extremely dependent upon developmental characteristics. The teacher must plan the daily activities and general program goals based on the capabilities and interests of the child. Learning cannot be separated from motor development at this age. These children will be absorbing their environment through touching, tasting, seeing, hearing and kinesthetic awareness. The structure of the curriculum is based on five developmental areas:</p> <p style="text-align: center;"><i>continued</i></p>	<p>The school's program of learning is based on and aligned with clearly defined desired results for student learning.</p> <p>Experiences are provided that meet children's needs and stimulate learning in all developmental areas – physical, social, emotional and intellectual.</p> <p>Each child is viewed as a unique person with an individual pattern and timing of growth and development.</p> <p>The curriculum and interaction with adults reflect individual differences in ability and interests.</p> <p>Different levels of ability, development, and learning styles are expected, accepted and used to design appropriate activities.</p> <p>Interaction and activities are designed to develop children's self-esteem and positive feelings toward learning.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Schools are required to have a planned curriculum; however, no particular curriculum is dictated over another one. Accreditation encourages theme based, multi-intelligence, and learning styles to be addressed. Religion or Bible is required to be included in the curriculum.</p> <p>A curriculum of choice is required to be in place and there must be evidence of its implementation.</p> <p>Evidence of learning is taking place in whatever method of teaching, curricula and classroom design is chosen.</p> <p>Methods of instruction and classroom activities are evaluated according to the curricula chosen by the program.</p>	<p>Children and youth can choose from a wide variety of activities.</p> <p>There are regular opportunities for active, physical play; creative arts and dramatic play; and quiet activities and socializing.</p> <p>Children have a chance to join enrichment activities that promote basic skills and higher level thinking.</p>	

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<p>children and are prepared to meet identified special learning or development needs of individual children, including children with special needs.</p> <ul style="list-style-type: none"> • The program is designed to be inclusive of all children, including those with identified disabilities and special learning and developmental needs. Staff are aware of individual needs and IEPs or IFSPs are developed and implemented. Modifications to the environment and staffing patterns are made based on IEPs or IFSPs and staff work with appropriate professionals and make referrals when necessary. Therapy is incorporated into the classroom as much as possible. • The daily schedule provides a balance of activities in consideration of the child's total daily experience. • Developmentally appropriate materials and equipment are available to all children. • Active media that children can control (videotaping, cameras and develop- <p style="text-align: center;"><i>continued</i></p>	<p>Children with special needs have an individual program plan and the program has access to a referral system and reviews of each child's progress are done using a team approach.</p> <p>Children have a variety of outdoor activities.</p>	<p>There are written weekly lesson plans for each age group.</p>		<p>interactions promote positive self-esteem.</p> <p>Teachers encourage thinking, reasoning and self-expression.</p> <p>Classroom activities encourage the development of language skills. Basic math and science concepts are presented through age-appropriate materials/activities.</p> <p>Activities encourage creative expression.</p> <p>Activities include daily large and small motor activities.</p> <p>Personal health and safety procedures are practiced throughout the day.</p> <p>Materials and equipment in the classroom are ample, safe, and appropriate to the developmental needs of the children.</p> <p>The use of television, films and videos is limited.</p> <p>Transitions between activities</p> <p style="text-align: center;"><i>continued</i></p>	<p>The curriculum is designed to meet individual needs by using child assessment tools and allowing teachers flexibility to adapt lesson plans.</p> <p>The curriculum is designed to meet the intellectual, physical, social, emotional, and spiritual needs of each child.</p>

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	<p>sensory and perceptual, physical and motor, self-help skills, and social/emotional development.</p> <p>Early Childhood – Curriculum planning at the 2 1/2 - 6 year levels is richly filled with the integration of Montessori's core areas of Practical Life, Sensorial, Math, and Language. In addition, Geometry, Geography, History, Botany, Zoology, Art and Music are important at this age. Order, coordination, concentration and independence are the cornerstones of the child's development and it is within the prepared environment that these are allowed to flourish.</p>	<p>The school provides for the developmental needs and levels of the children it serves.</p>			

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<p>mentally appropriate computer programs) may be in the classroom and the program provides equal access for all children to such active media experiences (for children 3 years of age and older).</p> <ul style="list-style-type: none"> • The use of passive media (television, films) is limited to developmentally appropriate programming and another activity is always available. These media are used infrequently and not on a regular, daily basis. • Teachers provide a variety of developmentally appropriate activities, experiences, and materials that engage children in active, meaningful learning. • Teachers provide materials and time for children to select their own activities during the day. • Teachers conduct smooth and unregimented transitions between activities. Transitions are planned as a vehicle for learning. • Teachers are flexible enough to change planned or <p style="text-align: center;"><i>continued</i></p>				<p>are not overly regimented or structured.</p> <p>Modifications are made to accommodate special needs of children.</p>	

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<p>routine activities according to the needs or interests of children and/or to cope with changes in the weather or other situations that affect routines.</p> <ul style="list-style-type: none"> • Routine tasks are incorporated into the program as a means of furthering children's learning, self-help and social skills. Teachers plan with families to make toileting, feeding and the development of other self-regulation skills a positive experience for children. Quiet activities are provided for children who are early risers and for children who do not nap. 					

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LITERACY

National Association for the Education of Young Children (NAEYC)	National Early Childhood Program Accreditation (NECPA)	Accredited Professional Preschool Learning Environment (APPLE)	National Association of Family Child Care (NAFCC)	National Accreditation Commission for Early Care and Education Programs (NACECEP)	Association of Christian Schools International (ACSI)
<p>Promotion of literacy development is addressed in the curriculum standards in the section regarding the provision of a variety of developmentally appropriate activities, experience, and materials that are selected to engage children in active, meaningful learning.</p> <p>Teachers encourage language (speaking, listening) and literacy development (emerging reading, writing awareness and skills).</p>	<p>Literacy is not explicitly addressed in the standards, however, language development is addressed in the curriculum standard and the developmental program standards.</p> <p>Staff provides a variety of developmentally appropriate activities and materials that are selected to emphasize concrete experiential learning and to achieve a variety of goals including encouraging language development.</p> <p>Children's language development is promoted through a variety of songs, stories, books and games, including some from their culture and language.</p> <p>The staff frequently talk to the children, addressing each child by name and using clear and correct language patterns.</p>	<p>Lessons plans must show evidence of planned early literacy experiences.</p> <p>Teachers are 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 the motivation to read.</p> <p>The classroom shows evidence of the teacher's understanding of early literacy development.</p> <p>Adults talk with children and model reading and writing. Children have many opportunities to see and use language. Children have access to materials to explore reading and writing.</p> <p>The environment is print rich with charts, graphs, daily news, letter walls, work walls, abundant paper and writing utensils.</p> <p>Children have opportunities to</p> <p style="text-align: center;"><i>continued</i></p>	<p>The provider reads to children at least once a day.</p> <p>Some books are accessible to children every day and the provider encourages children to look at or read books on their own. The provider teaches children to take care of books.</p> <p>The provider builds on children's emerging interest in print and writing. The provider encourages them to scribble; to write their names, notes and stories; to label their drawings; make books; or keep journals in the context of ongoing activities.</p>	<p>Classroom activities encourage the development of language skills.</p> <p>Teachers ask open-ended questions.</p> <p>Children have opportunities to talk about their experiences and engage in conversation.</p> <p>Teachers describe objects and events and add to what a child says.</p> <p>Teachers read books and poems.</p> <p>Pre-writing efforts are accepted and encouraged.</p>	<p>Literacy is not explicitly addressed in the standards; however appropriate receptive and expressive language experiences are discussed in the curriculum standard.</p> <p>Receptive and expressive language experiences appropriate to the development of children are provided throughout the day.</p>

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<p>Programs must meet current state and local requirements.</p>	<p>For infants and toddlers, the teacher demonstrates the ability to design and implement a school day that meets the needs of the children. This includes planning and supporting developmentally appropriate activities and developing original materials for a variety of areas, including language expression.</p> <p>For young children (2 1/2 - 6), the teacher demonstrates good curriculum planning skills. This includes developing a written curriculum designed to meet the needs of the specific classroom; developing a weekly plan for lessons; and developing original materials for a variety of areas, including language arts.</p>	<p>Teachers provide children an abundance of activities to develop language and literacy through meaningful experience; listening to and reading stories and poems; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and experiences requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying and inventing their own spelling.</p>	<p>Literacy is not explicitly addressed in the standards; however, the daily schedule should provide for meaningful experiences in art, language development, music, block building, creative and dramatic play, science, manipulative play, active play, indoor and outdoor periods appropriate to the developmental age of the child.</p>	<p>Literacy is not addressed in the standards.</p>	

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		<p>talk about stories and focus on the sounds of speech as well as on the meaning of the words.</p> <p>Teachers use activities such as songs, rhymes and finger plays to have fun with language while developing phonological awareness.</p> <p>Children have opportunities to write in their play environments by making lists, songs, posters and charts. Children have opportunities to play with shapes and letters on computers and with manipulatives.</p> <p>Teachers use a rich vocabulary, field trips and new experiences to expose children to new words.</p> <p>Children's books are available and accessible.</p> <p>There are sufficient books available for preschoolers.</p> <p>Infant and toddler books are available and accessible.</p> <p>There are sufficient books available for infants and toddlers.</p> <p>Books are replaced and purchased as needed.</p>			

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FAMILY INVOLVEMENT

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<p>Family support is addressed in the standard "Relationships among Teachers and Families" and includes:</p> <p>Providing information about the program to new and prospective families;</p> <p>A process for orienting children and families to the program;</p> <p>Working in collaborative partnerships with families and maintaining ongoing, two-way communication;</p> <p>Encouraging parents to be involved in the program and welcoming them as visitors at all times;</p> <p>A verbal and/or written system for sharing day-to-day happenings;</p> <p>Teachers and parents working together to make decisions about how to best support children's development and learning or to handle problems as they arise;</p> <p>Informing families about the</p> <p style="text-align: center;"><i>continued</i></p>	<p>Information on the program is given to new and prospective families.</p> <p>Parents are welcome visitors in the program at all times and family members are encouraged to be involved in the program in various ways.</p> <p>Parents are informed about all aspects of the program in writing.</p> <p>Parent teacher conferences are held at least twice annually.</p> <p>Staff make efforts to speak daily with each child's parents.</p> <p>The program offers parent education opportunities in the primary language of the family.</p> <p>Parents are given information regarding social services within the community.</p> <p>Information about children and families is held in confidence.</p>	<p>Parents are provided with an enrollment package.</p> <p>Parents are provided with a Parent Handbook.</p> <p>Parents are welcome visitors.</p> <p>The center provides for parent/staff interaction.</p> <p>Parents are encouraged to volunteer and participate.</p> <p>Parents are provided with information brochures.</p> <p>Parents are provided with nutritional information.</p>	<p>Parents are encouraged to visit the program any time their children are present.</p> <p>Diverse family styles and strengths of each family are respected and recognized.</p> <p>Within reason, the program is individualized to respond to a parent's specific requests, preferences and values.</p> <p>Parents are kept informed by conversation or in writing about what their children do – daily for babies and at least weekly for older children.</p> <p>The provider has a conference with each child's parents at least once per year and together review the child's progress and needs and set goals for the child.</p> <p>If the parents do not speak the language of the provider, the provider finds an effective way to communicate with them.</p> <p>The provider discusses concerns with parents when they arise and try to reach a mutually satisfying solution.</p> <p style="text-align: center;"><i>continued</i></p>	<p>Parents and staff evaluate the Center's strengths and weaknesses annually.</p> <p>Parents and children are provided an introduction to the center.</p> <p>Parents are provided with written policies, which contain the center's philosophy, goals, program objectives and information about which they need to know. Parent policies should contain admission procedures, hours of services, fee structure and payment, refund information, holidays, illness, curriculum, discipline, drop off/pick up procedures, complaint procedures, withdrawal/d dismissal, etc. . .</p> <p>Parents are permitted access to the center and to their child during all hours of operation.</p> <p>Parents are encouraged to participate in the center's program. Staff members find ways to involve working parents in their child's</p> <p style="text-align: center;"><i>continued</i></p>	<p>All preschool parents receive a handbook that describes how the preschool functions on a day-to-day basis, including the philosophy statement as well as the policies regarding holidays, illnesses, hours, fees, refunds, enrollment, and termination.</p> <p>Weekly or monthly memoranda are sent to parents as a regular means of communication.</p> <p>The preschool communicates with parents regarding their child's developmental progress at least annually.</p> <p>Conferences with each child's parent(s) are held at least once a year and at other times as needed to discuss the child's progress, care, and education. Parents are encouraged to participate in the goal-setting process for their child.</p> <p>Child observation forms are used for scheduled observations and parent</p> <p style="text-align: center;"><i>continued</i></p>

FAMILY INVOLVEMENT

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<p>Programs must meet current state and local requirements.</p>	<p>At least annually the school administration, staff and other appropriate persons such as the board of directors and parents should meet to discuss and evaluate how the school is meeting its stated mission and master plan.</p> <p>The school shall provide accurate and comprehensive information to prospective and enrolled families that includes: an overview of the school; application and fee policies; general school policies; supervision policies; student safety policies; discipline policies; assessment of performance/grading; student cumulative records and parent involvement.</p> <p>A clear set of guidelines, regarding parent interaction and involvement in the daily activities and education of their children help to develop a spirit of cooperation and confidence. The school shall provide written policies regarding</p> <p style="text-align: center;"><i>continued</i></p>	<p>The school has developed, implemented and communicated an effective school-community interaction plan that strengthens the school and community, facilitates support for the school, and provides opportunities for parent education and participation in the activities of the school.</p> <p>The school has an organized plan in place for communication among all persons within the school unit, among units within the school system and with parents and agencies in the community.</p> <p>Parents take an active role in the planning process of the school.</p> <p>The school provides opportunities for parent education and participation in the activities of the school.</p>	<p>Family involvement is not addressed explicitly as a standard; however, parent involvement activities are discussed throughout the standards.</p> <p>A variety of events must be pre-planned and arranged according to the school calendar, posted and given to the parents, (i.e. school pictures, parties, special events, progress reports, programs and events.)</p> <ul style="list-style-type: none"> • Parents should be informed/reminded several days in advance of special events. Special care should be taken regarding field trips and special visitors to the center, especially if the routine is to be altered for the children. • Notes and daily comments to parents regularly build family-school relationships. The better the parent feels about progress the better the image of the school. • A positive comment to parents reduces stress for parents and provides a <p style="text-align: center;"><i>continued</i></p>	<p>There are a number of family types in today's school age care programs. Staff will need to examine how they define the word "family". A new and broader definition of "family" may include: children and adults living together in a home, adults who are responsible for the care and well-being of the child, parents who may not live in the same household as the child, and the child's legal guardian. Successful providers try to recognize and value the child's definition of family, even if it is different from the provider's experience.</p> <p>Staff and families interact with each other in positive ways.</p> <ul style="list-style-type: none"> • Staff and families treat each other with respect. • Staff share the languages and cultures of the families they serve, and the communities they live in. • Staff and families work together to make arrivals and departures between home and child care go smoothly. <p>Staff support families'</p> <p style="text-align: center;"><i>continued</i></p>	

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<p>program, curriculum and policy or regulatory changes;</p> <p>Communicating to ensure children experience smooth transitions;</p> <p>Communicating to ensure trust and respect are conveyed;</p> <p>Making appropriate use of community resources; and</p> <p>Policies to ensure staff and families have effective ways of negotiating difficulties and differences.</p>			<p>The provider tries to involve every parent in the program's activities in a variety of ways, responding to their interests and time availability, but their participation is not required.</p> <p>The provider and/or parents plan occasional activities where the child care families can get together.</p>	<p>weekday experience that do not require time away from their job.</p> <p>The center has an established method for communicating important information to parents on a regular basis.</p> <p>Staff maintains ongoing and regular communication with parents about day-to-day happenings.</p> <p>The center has a plan for keeping parents informed about the child's progress and overall development.</p> <p>The center has a policy statement respecting the role and influence of parents. Staff work cooperatively with parents in developing a plan for the child's successful experience in group care.</p> <p>The center has a process to receive and review suggestions and recommendations from parents.</p> <p>The center identifies community agencies and</p> <p style="text-align: right;"><i>continued</i></p>	<p>conferences.</p> <p>The director oversees reporting to parents about their children and about the preschool.</p> <p>The director assists the staff with methods of recording their observations of children. Observation records are used for curriculum planning and parent conferences.</p> <p>Parents are provided information regarding the preschool's philosophy of child development and discipline techniques in order to minimize potential conflicts and confusion for the children.</p> <p>Significant changes in a child's physical or emotional state are reported to parents immediately, documented, and placed in the child's file.</p> <p>The director plans and implements regularly scheduled parent education programs that assist in fulfilling the preschool's</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>its expectations of parent participation.</p> <p>Teachers communicate with parents/guardians frequently; make themselves available to discuss parent/guardian concerns; prepare well for parent/guardian conferences; and have a good rapport with parents/guardians.</p> <p>Teachers demonstrate good communication skills with parents/guardians and articulate clearly the Montessori philosophy, management of the classroom and the school's mission.</p> <p>Regarding student support services, the school shall gather information regarding services available to parents. This information shall be published and available to parents/guardians of enrolled students. The school shall develop written policies and procedures, specific to each level the school operates, for enrolled students who require additional services not provided by the school.</p>		<p>more peaceful, calm environment for young children.</p> <p>Prior to admission of a child to a child care facility, the facility shall notify the parents in writing of the disciplinary practices used by the facility. The specific types of discipline used for each age group must be included in the written material provided to parents. Verification that the child care facility has provided parents with the disciplinary practices used by the facility in writing shall be documented on the enrollment form or an equivalent form with the signature of the parent.</p> <p>Parents should be informed regularly as to the preschool child's progress towards developmental milestones appropriate for each child's age.</p> <p>Helpful parent involvement activities relevant to the child's developmental needs should be shared with parents.</p>	<p>involvement in the program.</p> <ul style="list-style-type: none"> • There is a policy that allows family members to visit any time throughout the day. • Staff offer orientation sessions for new families. • Staff keep families informed about the program. • Staff encourage families to give input and to get involved in program events. <p>Staff, families and schools share important information to support the well-being of children and youth.</p> <ul style="list-style-type: none"> • Program policies require that staff and family members communicate about the child's well-being. • Staff, families and schools work together as a team to set goals for each child; they work with outside specialists when necessary. • Staff and families share information about how to support children's development. • Staff and families join together to communicate and work with the schools. 	

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				<p>services and uses them to enrich curriculum and to connect families to needed resources.</p>	<p>spiritual mission.</p> <p>The director is familiar with community services and resources and can direct parents or children with specific needs to an appropriate agency. The director and teachers work collaboratively with community agencies in providing information, as needed.</p> <p>Policies concerning parental involvement (e.g., visiting, observing, and volunteering) are in place to ensure that the partnership between home and preschool is maintained.</p>

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