



Christian Preschool Association

Accreditation Standards Reference Guide

(Revised April 2023)

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Christian Preschool Association Accreditation Standards Reference Guide

Welcome & Introduction	Page 3
Steps to Accreditation	Pages 4-6
Part A: Administrative Criteria	Page 7
Part B: Program Management	Pages 8-16
Part C: Health and Safety	Pages 17 - 21
Part D: Curriculum and Classroom – Introduction	Page 22
Part D: Curriculum and Classroom – Fours and Fives	Pages 23 - 31
Part D: Curriculum and Classroom – Threes	Pages 32 - 37
Part D: Curriculum and Classroom – Twos	Pages 38 - 44
Part D: Curriculum and Classroom – Toddlers	Pages 45 - 51
Part D: Curriculum and Classroom – Infants	Pages 52 - 57
Appendix 1 Playground Checklist	Page 59
Appendix 2 Christian Preschool Association Ratios and Class Size	Page 61
Appendix 3 Christian Preschool Association Definitions	Page 62
Appendix 4 Staff Qualification Report	Pages 64-67
Appendix 5 Background Screening Report	Pages 68-69
Form: Application for Accreditation Observation and Evaluation Packet	Page 70
Form: Application for Validation Visit	Page 71
Form: Director Change	Page 72



Welcome!

The Christian Preschool Association Accreditation Committee along with its Board of Directors is pleased that you have chosen accreditation through our organization.

You will find that the Christian Preschool Accreditation Standards promote high quality Early Childhood Education practices as well as a strong Christian Education component. The Christian Preschool Association believes that nurturing a child's faith is an important part of their early development. We also believe that Christian role models in the form of teachers, administrators and clergy, make a positive impact on the children and families that our organization serves.

We hope that you find the Christian Preschool Association Accreditation process a time to look at your program both educationally and spiritually. You will discover how teachers build faith in children as they teach basic skills, and you will have an opportunity to share the love of God with staff and families as they enter the accreditation process with you. The Christian Preschool Association has a large network of Early Childhood programs with experienced staff that can answer questions as well as offer support and prayer.

Please let us know how we can be in service to you and your Early Childhood Program as you go through the accreditation process.

In Jesus' Name,

The Christian Preschool Association Board of Directors

Steps to Accreditation for Early Childhood Programs

Eligibility

1. Programs seeking accreditation must be licensed by the governing body of their state as well as any other local licensing agency.
2. Programs seeking accreditation must offer a Christian Curriculum and be supported by a Christian Church.
3. Programs seeking accreditation must be General Members in good standing with the Christian Preschool Association.
4. Programs seeking accreditation may serve children birth through Pre-Kindergarten.
5. Programs seeking accreditation must be willing to prayerfully engage in the accreditation process.
6. Programs seeking accreditation must meet the Christian Preschool Association Standards.

Process/Checklist for Initial Accreditation and First Renewal

1. Early Childhood Programs meeting eligibility requirements may apply for the Christian Preschool Association Accreditation Observation and Evaluation Packet at any time. Upon receipt of this application, a mentor will be assigned to the school to guide the school through the process. The school will receive the Accreditation and Observation Packet, an electronic template, and *Helpful Hints to Accreditation*.
2. The Early Childhood Program prayerfully engages in a self-study of their program.
3. The Early Childhood Program makes any changes necessary to meet the Christian Preschool Association Accreditation Standards listed in the Accreditation Observation and Evaluation Packet.
4. The Early Childhood Program completes all required paperwork and evaluations. All submissions must be done digitally.
5. The Early Childhood Program submits the Application for a Christian Preschool Association Accreditation Validation Visit. See page 71.
6. Upon receipt of the application, the Accreditation Director will assign Commissioners to review all submitted documents.
7. After reviewing all documentation, and using the score sheet, the Commissioners will either ask the Early Childhood program for additional information or make their recommendation for a Validation visit.

8. When a validation visit is approved, a Validator(s) will be assigned. A two-week window for the visit will be coordinated between the Early Childhood Program administrator and the Validator(s). At least two thirds of the enrolled children must be present at the time of the Validators' visit. The validation visit should be within 6 months of receipt of your validation fee. A fee will be imposed if the validation visit is canceled by the director less than seven (7) days before the scheduled window.
9. The mission of the Validator(s) is to validate the self-study and evaluation reports completed by the Early Childhood Program. Validators do not decide on the outcome of Accreditation. It is vital that all components of the evaluation are complete BEFORE the Validator(s) leaves the school.
10. The Validator(s) submit all signed paperwork to the Christian Preschool Association Accreditation Committee/Board. The Board of Directors will review the Commissioners and Validator(s) reports once they are all submitted and vote to approve or defer the Early Childhood Program's accreditation.
11. The Accreditation Director will issue a Christian Preschool Association Accreditation Certificate to Early Childhood Programs that successfully complete this process.
12. The Early Childhood Program is responsible for submitting an application to the State of Florida requesting a Gold Seal Certificate.
13. Christian Preschool Association Accreditation must be renewed every three (3) years by completing the accreditation process and demonstrating that Christian Preschool Association Standards are maintained. The first renewal requires completion of the full accreditation process.

Maintaining Accreditation After the First Renewal

1. After initial accreditation and the first renewal, programs under the same director and with no licensing violations may be eligible for an abbreviated renewal process. This process requires completion of the self-study and documentation for all of Section A, Section B 1.1 and 2.1, and all of Section D. Remaining standards in Sections B & C need only be documented if there has been a significant change in the program (i.e. the program now serves meals). Once abbreviated documentation is submitted, the commissioning, validating and approval process will remain the same as stated previously.
2. When an accredited program has a change of Administrator/Director during the three (3) year accreditation period the Application for Change of Director and required paperwork must be submitted within three (3) months of the change.
3. Accredited Early Childhood Programs must maintain their Christian Preschool Association Membership by submitting yearly dues and the Annual Update form.

4. When an Accredited Early Childhood Program has a change of status with their local or state governing body regarding their program, the Christian Preschool Association Board must be notified.

5. Failure to meet any of the four (4) requirements of “Maintaining Christian Preschool Association Accreditation” will result in a review by the organization’s Accreditation Committee and Board of Directors, and may result in the suspension or termination of Christian Preschool Association Accreditation.

Standards Part A: Administrative Criteria

Section 1: Administrative Requirements

***Please note that all Administrative Requirements (Part A, Section 1) must be met.**

- A1.1 The program must be licensed by the governing body of their state as well as any other local licensing agency. License must be posted.
- A1.2 The program must provide a copy of or a digital link to these rules and regulations for licensed programs in your state. Programs shall provide proof of compliance of said rules as well as proof of oversight and regular monitoring visits.
- A1.3 Inspection reports and permits from the local, county, city or local early childhood office, shall be available. These reports may include but are not limited to, Local Fire Inspection, Health Department Inspection, Food Service Permit, Inspection report from licensing.
- A1.4 The program must carry liability insurance and provide proof of said insurance.
- A1.5 The program staff must meet all local, state and Christian Preschool Association requirements for Staff Credentials. A completed Staff Qualification Report must be submitted. (Appendix 4) See Section B.4 for education requirements.
- A1.6 The program staff completes a local, state and federal Background Screening. A completed Background Screening Report must be submitted. (Appendix 5)

Part B: Program Management

Section 1: The Program

- B 1.1 The program shall maintain a governing board including representatives of the Church Leadership, Children & Family Ministries, Pastor as ex-officio, Parents, Teachers, and program Director.
- B 1.2 The program shall have a Philosophy and Mission Statement available.
- B 1.3 The program has written policies defining roles and responsibilities of board members and staff.
- B 1.4 Fiscal records are kept with evidence of long-range budgeting and sound financial planning.
- B 1.5 Operating budgets are prepared annually and there is a quarterly reconciliation of expenses to budget. The program may work in conjunction with the church finance committee as dictated by church administration.
- B 1.6 The program shall have a written policy for operating. Policy shall include policies related to providing staff compensation (i.e. benefits, raises, time off, free child care, etc.), scheduling (hours and holidays), payment of fees and refunds. Hiring practices are nondiscriminatory.
- B 1.7 Benefit packages for full-time staff include paid leave (annual, sick and personal), medical insurance and retirement options. Benefits for part-time staff are available on a pro-rated basis.
- B 1.8 The program administration and staff have the opportunity to evaluate themselves and the program. *This form is available when the Accreditation, Observation, and Evaluation packet is purchased.
- B 1.9 The program parents have the opportunity to evaluate the program. *This form is available when the Accreditation, Observation, and Evaluation packet is purchased.
- B 1.10 Records are kept on the program and related operations such as attendance records of staff and children.
- B 1.11 The program has a child abuse and neglect policy that includes reporting requirements for staff as well as procedures to be followed should a staff member be accused of abuse or neglect.

B 1.12 The program staff works in partnership with families:

(a) The program provides program information for new or prospective parents and orientation for children and families.

(b) The program welcomes parents and visitors at all times.

(c) Regular communication is encouraged.

(d) Staff and parents work together to support children's development and learning.

(d) Families are informed about the program and the curriculum, policy changes, and other issues that may affect the program.

(e) Staff is familiar with and makes use of community resources. The program connects families with needed resources.

B 1.13 The program has policy regarding the enrollment and termination. Consideration is made to protect children's rights as outlined in the Americans with Disabilities Act.

B 1.14 The program is designed to be inclusive of all children, including children with identified disabilities and special learning and developmental needs.

B 1.15 When children with special needs enroll, each child has an individual program plan; each child is professionally evaluated; the program has access to a referral system; and reviews of each child's progress are done using a team concept.

B 1.16 The program has a written policy for use of media, such as TV, computer, and cellphones.

Part B: Program Management

Section 2: School and Church Relationships

- B 2.1 The program is a mission of the church and to the surrounding community.
- B 2.2 The program shall have a connection in the structure of the local church through a church commission, council, or other decision-making body.
- B 2.3 The program has developed harmony with the church and pastor resulting in open communication and cooperation.
- B 2.4 The program has developed a strong and healthy relationship with the church in areas such as shared space and use of materials and facilities.
- B 2.5 The program provides information about activities and special events to the church through newsletters, bulletins or other means of printed communication.
- B 2.6 The program provides information from the church about church functions and events such as the Sacrament of Baptism, to staff and parents through newsletters, brochures, flyers, or other means of printed communication.
- B 2.7 The program participates in, or supports church functions.
- B 2.8 The church participates in, or supports program functions.
- B 2.9 The program and the church support each other financially in a manner that is mutually acceptable.
- B 2.10 The program staff is considered part of the church staff.

Part B: Program Management

Section 3: Christian Education

- B 3.1 Christian Education is presented at the child's level of developmental readiness and interwoven into the total school curriculum. It is to nurture children's knowledge and understanding of God, Jesus, the Bible, the Church, and themselves and others as children of God.
- B 3.2 Children are encouraged to participate in Christian worship and music.
- B 3.3 Children participate in a variety of Christian celebrations both in the classroom and as a part of the church.
- B 3.4 Children are nurtured as they develop a good self-concept as a child of God and a person of value.
- B 3.5 Children learn to care for others and the community through mission opportunities.

Part B: Program Management

Section 4: Program Staff Qualifications

B 4.1 The Christian Preschool Association shall recognize six classifications of program staff:

Administrator/Director – an adult staff member who works in ministry to the children and is directly responsible for the daily operations of the program.

Early Childhood Specialist – an adult staff member employed to direct the educational program. This position may be filled by the director or a teacher.

Lead Teacher – an adult staff member who works in ministry to the children and is directly responsible for the daily operations of a classroom.

Assistant Teacher – an adult staff member who works in ministry to the children under the direction of a Lead teacher.

Student Assistant – a staff member who works in ministry to the children under the direct supervision of the director, a teacher, and/or an assistant.

Support Staff – a staff member who works in ministry to the children, but does not have direct supervision of children or count toward ratio. This would include, but not be limited to bus drivers, cooks, or office staff.

B 4.2 The Administrator/Director of a Christian Preschool Association Accredited Program shall have proof of meeting all local and state regulations for child care directors, and should have at least one of the following educational credentials:

- (a) Bachelor's Degree in Early Childhood Education, Child Development or a related field of education of young children.
- (b) Bachelor's Degree in another field with an additional 12 credit hours in Early Childhood Education.
- (c) If director does not have a Bachelor's Degree, he/she must show proof of ongoing college level courses being completed on an annual basis.

In addition to the educational credentials the following must be met:

- (d) Must be at least twenty-one (21) years old.
- (e) Have one year or more years' experience as an on-site program director.
- (f) Must have at least one course in administration.
- (g) Must successfully complete a training in Emergent Literacy.

B 4.3 The Administrator/Director of a Christian Preschool Association Accredited Program should have the following qualifications:

- (a) Continues training in the field of early childhood education or child development.
- (b) Ability to uphold good Administrative practices, (i.e. record keeping, budgets, rules and regulations, etc.).
- (c) Has knowledge of current Early Childhood research and issues.
- (d) Is supportive of Christian Preschool Association and other early childhood organizations.
- (e) Manifests a concern and love for children expressed daily in interactions such as classroom visits, arrival/departure greetings, etc.
- (f) Should be of Christian faith and be a member of a local church.
- (g) Whether or not a member of the local congregation, should consider herself/himself a leader, responsible for the ministry to others.
- (h) Shows the ability to minister to children, parents and staff.

B 4.4 The Early Childhood Specialist of a Christian Preschool Association Accredited Program should have at least one of the following educational credentials (a or b):

- (a) Bachelor's Degree in Early Childhood Education/Child Development.
- (b) Graduate Degree in Early Childhood Education/Child Development.

In addition to the educational credentials the following must be met:

- (c) Must be at least twenty-one (21) years old.
- (d) Must have three years of full-time teaching experience with young children.
- (e) Must successfully complete training in Emergent Literacy.

B 4.5 A Lead Teacher in a Christian Preschool Association Accredited Program should have at least one of the following educational credentials:

- (a) Bachelor's Degree in Early Childhood Education, Child Development or related field.
- (b) A two-year degree or higher from an accredited college or university with at least 6 credit hours in Early Childhood Education or Child Development.
- (c) A current National C.D.A or state recognized equivalent.

In addition to the educational credentials the following must be met:

- (d) Must be over eighteen (18) years old.
- (e) Must successfully complete training in Emergent Literacy.

B 4.6 A Lead Teacher in a Christian Preschool Association Accredited Program should have the following qualifications.

- (a) Commits to pursuing a higher-level degree (such as AA, AS, BA, BS, MA, etc.) in the field of early childhood education.
- (b) Is supportive of Christian Preschool Association and other early childhood organizations.

- (c) Manifests a concern and love for children expressed daily in interactions.
- (d) Should be of Christian faith and be a member of a local church.
- (e) Whether or not a member of the local congregation, should consider herself/himself a leader, responsible for the ministry to children.
- (f) Ability to minister to children and parents.

B 4.7 An Assistant Teacher in a Christian Preschool Association Accredited Program should have the following educational credentials:

- (a) A High School Diploma or GED
- (b) Must be at least eighteen (18) years old.
- (c) Must successfully complete a training in Emergent Literacy.

B 4.8 An Assistant Teacher in a Christian Preschool Association Accredited Program should have the following qualifications:

- (a) Commits to pursuing continued training in the field of early childhood education.
- (b) Is supportive of Christian Preschool Association and other early childhood organizations.
- (c) Manifests a concern and love for children expressed daily in interactions.
- (d) Should be of Christian faith and be a member of a local church.
- (e) Whether or not a member of the local congregation, should consider herself/himself a leader, responsible for the ministry to children.
- (f) Ability to minister to children and parents.

B 4.9 A Student Assistant in a Christian Preschool Association Accredited Program should meet the following qualifications:

- (a) Must be at least sixteen (16) years old.
- (b) Must be a current High School/college student or enrolled in a GED Program.
- (c) Must successfully complete a training in Emergent Literacy.

B 4.10 Support Staff in a Christian Preschool Association Accredited Program should meet the following qualifications:

- (a) Must be at least eighteen (18) years old.
- (b) Must complete a background screening.

B 4.11 Christian Preschool Association aspirational goals for teacher qualifications are as follows:

Lead Teachers with a 2-year degree, CDA or state equivalent certificate should be encouraged to work towards their Bachelors or higher-level degree.

Assistant Teachers without any form of certification should be working towards a CDA, state equivalent certificate, or other degree in Early Childhood Education or Child Development.

Part B: Program Management

Section 5: Pre-service Training

- B 5.1 The program provides staff with a complete orientation of the program. Orientation for new employees shall include, but not be limited to, observing experienced teachers, in-service training, college courses (when available face-to-face or online courses), observing children, print/audio/video or live presentations.
- B 5.2 Substitutes and volunteers are given orientation to the program and policies and receive ongoing training.
- B 5.3 Volunteers are not counted in ratio unless they are 18 or older. Anyone under 18 must be under direct supervision.

Section 6: In-service Training

- B 6.1 The program provides staff with opportunities to participate in ongoing professional development to improve skills working with children and families or to prepare them to assume more responsible positions.
- B 6.2 Ongoing professional development provides continuing education and other opportunities for staff to keep abreast of the latest developments in the field, including new programs and practices, pending legislation or regulatory changes.
- B 6.3 Professional development experiences should be credit bearing whenever possible.
- B 6.4 Continuing education is encouraged through tuition reimbursement or financial assistance. Staff is encouraged to join and participate in professional organizations.
- B 6.5 Directors and all staff must have at least 30 clock hours of job-related continuing education in the first year of employment at this program and 24 clock hours of job-related continuing education each year thereafter.

Section 7: Additional Training Requirements

- B 7.1 The program Administrator/Director, Teachers, Assistant Teachers, and Support Staff shall complete training in Pediatric CPR and First–Aid within the first ninety (90) days of hire.
- B 7.2 All program staff must complete training requirements in early childhood according to the state and local licensing agency and provide proof thereof.

Part B: Program Management

Section 8: Staff Interactions

- B 8.1 The program shall provide time for administration and staff to plan and consult together frequently about the program, children and families. Time to meet together, pray together, socialize, laugh, plan and share ideas, consult or seek advice from each other.
- B 8.2 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.
- B 8.3 Teachers are provided weekly paid planning time, away from the responsibility of the children. Staff keeps information about children, families and associates confidential.
- B 8.4 The program staff compiles written, individual descriptions of children's development and learning. Staff uses the information to plan appropriate activities.
- B 8.5 The Program shall have a schedule for assessment of children. Assessments should be developmentally appropriate and based on a child's age. There should also be a plan for sharing assessment information with parents.
- B 8.6 The program has a consistent method of communication between school and home. These methods may include but are not limited to, newsletters, daily reports, conferences, etc.
- B 8.7 The work environment for staff, including classrooms and staff rooms, is comfortable, well organized, and in good repair.
- B 8.8 The program provides staff space and time away from the children during the day. When staff work directly with children for more than 4 hours, they are provided at least one break in each 4-hour period.
- B 8.9 Staff keeps information about children, families and associates confidential.

Part C: Health and Safety

Section 1: Food and Nutrition

C 1.1 The program shall meet USDA guidelines for Nutrition and Food Service:

- (a) Meals and/or snacks are planned to meet the child's nutritional requirements in proportion to the amount of time the child is in the program each day and the age of the child.
- (b) Written menus are provided for parents, and/or written suggestions for parents who provide snacks and meals.
- (c) Feeding times and food consumption information is provided to parents of infants and toddlers at the end of each day.
- (d) Foods indicative of children's cultural background are served periodically.
- (e) When the program does not provide food, parents are educated regarding well balanced meals that may be brought from home. Food brought from home is stored appropriately until consumed.
- (f) Where food is prepared on the premises, the program is in compliance with legal requirement for food preparation and service.

C 1.2 The program staff sits and eats with the children. Mealtime/and or snack time is relaxed and pleasant for the children. Program staff model appropriate behavior, using meal/snack time as a learning experience.

C 1.3 Program has a plan for discretely displaying and sharing allergy information with program staff.

C 1.4 Parents provide a nutrition plan for children who have special dietary needs or restrictions.

Part C: Health & Safety

Section 2: Transportation

***These items are required of all programs regardless of transportation procedure.**

- *C 2.1 The program has written policies and procedures for field trips that are distributed to parents.
- *C 2.2 The program takes children's emergency information with them whenever leaving the building as a class. If being transported in separate vehicles, this information is available in each vehicle.
- *C 2.3 The program has a written pick up/drop off routine, including a procedure for accounting for each child.

The following standards apply to schools that offer field trips.

- C 2.4 The program provides adequate supervision of children while transporting and while on the field trip, including walking and riding in private vehicles. Supervision may include additional staff, parents, or volunteers.
- C 2.5 The program pre-plans field trips and has emergency procedures prepared.
- C 2.6 The program has written requirements for drivers. Requirements must meet or exceed local licensing requirements.
- C 2.7 Field trip permission slips and transportation logs are kept for six months.

These standards apply to schools that use school/church van to transport children.

- C 2.8 The program schedules a complete vehicle safety inspection, performed by a certified mechanic, at least once a year.
- C 2.9 The program shall keep a maintenance log for each vehicle.
- C 2.10 The program uses appropriate restraint systems for each child.
- C 2.11 The program has a complete first aid kit on each vehicle.
- C 2.12 The program provides vehicle insurance on each vehicle.
- C 2.13 The drivers for the program carry current certification in Pediatric CPR and first aid.
- C 2.14 The drivers for the program are examined yearly by a physician and certified fit to drive.

Part C: Health and Safety

Section 3: Health

- C 3.1 The program has a written policy and procedure for assessing a new employee's mental and physical health and ability to work effectively with young children. Assessment should be made during the employee's probationary period.
- C 3.2 The program has a system for daily health screenings where program staff can record their observations of each child screened.
- C 3.3 The program collects and maintains the following records for each child enrolled:
 - (a) A complete health exam, dated within six months of enrollment
 - (b) A record of immunizations
 - (c) Emergency contact information
 - (d) List of persons permitted to pick up child
 - (e) A record of pertinent health records
- C 3.4 The program provides for the safe arrival and departure of all children which also allows for interaction among teaching staff and families.
- C 3.5 The program has a written policy for sick children, which is given to all families. The policy should include specific information on when sick children are to be excluded, included but isolated, or included in the regular classroom.
- C 3.6 The program has a system for recording and reporting individual medical problems to staff and families.
- C 3.7 The program has a separate area to care for children who are too ill to receive care in the regular group.
- C 3.8 The program has a policy for reporting suspected incidents of child abuse/neglect to appropriate local agencies. The program staff is aware of the policy.
- C 3.9 The program maintains a fully stocked first aid kit in the facility. If the facility is housed in multiple buildings or has multiple floors, a first aid kit shall be kept in each building or on each floor.
- C 3.10 The program has a plan for medical emergencies.
- C 3.11 The program trains staff and implements the use of universal precautions to prevent transmission of fluid transmitted diseases.
- C 3.12 The program staff washes their hands with liquid soap at appropriate times.

- C 3.13 The facility is cleaned daily. Cleaning logs are completed and kept for 3 months.
- C 3.14 The program has a schedule for washing toys weekly, except toys that are mouthed which are washed daily.
- C 3.15 The program has toilets, hand washing facilities, and drinking water that are accessible to children.
- C 3.16 The program has a written policy for administering medication. Medication is administered only to children when written permission has been given by the parent. Medication is administered by a designated staff person and a medication log is kept.
- C 3.17 The program provides regular vision, speech and language, hearing and developmental screenings either on-site or through referral to a community health agency.
- C 3.18 The program documents annual screenings for each child.
- C 3.19 The program supplies information to parents on the appropriate type of clothing to wear based on the weather and indoor/outdoor play.
- C 3.20 The program has a policy for ensuring bedding is washed at least once a week and is only used by one child between washing. Bedding must be labeled with child's name.
- C 3.21 Smoking, including e-cigarettes, is not permitted on the campus (indoors or outdoors).
- C 3.22 The program must have MSDS (material safety data sheets) for all products used on campus.
- C 3.23 The program has a plan to encourage dental hygiene.
- C 3.24 Classroom pets or visiting animals appear to be in good health and have documentation from a veterinarian or animal shelter showing full immunization as needed. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. Hygiene practices will occur after handling any animal. Program staff ensure that a child who is allergic to a particular kind of animal is not exposed to that animal. Reptiles are not allowed as classroom pets due to the risk of salmonella infection.
- C 3.25 Lighting and temperature in rooms are adequate and comfortable.

Part C: Health and Safety

Section 4: Safety

- C 4.1 The program staff maintains supervision of children at all times.
- C 4.2 The program has a procedure for emergencies. Emergency procedures shall include but not be limited to fire, natural disaster, gas leak, lock down, power failure, etc.
- C 4.3 The program has a designated staff member responsible for health and safety issues.
- C 4.4 The program staff and volunteers are familiar with emergency procedures.
- C 4.5 The program staff and volunteers are familiar with evacuation routines. Evacuation procedures are practiced monthly.
- C 4.6 Electrical outlets are covered with protective caps.
- C 4.7 The program has a minimum of 35 square feet of useable indoor playroom floor space per child.
- C 4.8 The facility layout is arranged so that all areas can be viewed by at least one other adult in addition to the caregiver.

Section 5: Outdoor/Playground Areas

- C 5.1 The program has a minimum of 75 square feet of play space outdoors per child.
- C 5.2 The program provides outdoor or indoor storage for equipment not secured to the ground.
- C 5.3 The program has a designated staff member who conducts daily inspections of the playground area. A playground inspection log is maintained and reflects the daily inspection.
- C 5.4 Outdoor/Playground areas are maintained and safety checks are done at least monthly. For a sample of a playground safety checklist refer to Appendix 1.
- C 5.5 Playground rules are posted. Teachers remind children of the rules as needed.
- C 5.6 Sandboxes that are part of a program facility are constructed to allow for drainage, are covered when not in use, and are cleaned of foreign matter on a regular basis. Staff replaces sand as often as necessary.

Part D: Curriculum and Classroom Criteria

Introduction

Christian Preschool Association Accredited Programs have the freedom to choose a curriculum that best meets the needs of the children the program serves. When choosing a curriculum, programs should refer to the Christian Preschool Association age level criteria to ensure all areas are being met.

Christian Preschool Association does not approve of the abuse of worksheets. Children should not be made to complete worksheets or coloring sheets. Worksheets, if used, should be offered as an option and only to older age groups.

The Christian Preschool Association Accredited program curriculum should be based on developmentally appropriate practices emphasizing center-based, emergent literacy and hands-on learning experiences. The curriculum should be age appropriate. Children should be encouraged to make choices while learning in a safe, nurturing environment. Opportunities should be provided to encourage curiosity, exploration, critical thinking, and problem solving.

The Christian Preschool Association Accredited program provides an environment that encourages children to experience, express, and enjoy their own creativity. Let children use their imagination. Let children express their own creative interpretation, as a response to any stimulus they perceive through their senses, and at their own pace. Worksheets and coloring books are not appropriate to use in an Art Center. Children should not be expected to produce a result that is like another child, nor duplicate a teacher's model. Remember that the process, not the product, is important for children.

The program provides a stimulating environment rich in materials for learning. The teacher provides time, space, and opportunity for children to learn through play. The teacher functions as the supportive adult, who mediates to maximize the learning opportunities for the young child.

A child-centered infant and toddler curriculum is not a set of adult-directed learning activities, nor is it a revised version of a curriculum for preschoolers. A child-centered infant and toddler curriculum is a dynamic, interactive experience that builds on respect for and responsiveness to the child's interests, curiosity, and motives. Infants and toddlers 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 infants and toddlers. The interactions between adult and child should be personal, warm, and loving.

Part D: Curriculum and Classroom Criteria

Section 1: General Classroom and Playground Observations - Criteria for Four- and Five-year-old children (Next Year's Kindergarten)

- D 1.1 Christian Preschool Association Accreditation Program staff/child ratio of 1 to 10 is met. (Appendix 2) * This standard will be rated met (2) or not met (0).
- D 1.2 Each classroom shall have lesson plans and goals posted within the classroom. 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. A schedule or calendar is not an acceptable substitute.
- D 1.3 Each classroom shall have schedules posted. Schedules should include large group time, small groups, outdoor time, center time, music and movement and should provide for the entire day's activities.
- D 1.4 The physical environment is inviting and enriched with print. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.
- D 1.5 Centers are clearly defined and organized. There are clearly defined traffic areas and a large group area. Each classroom has a designated cozy area for children.
- D 1.6 Every classroom has a library area with adequate and age-appropriate books for each child. Books should be in good condition and represent both real life and fantasy. Christian books must also be offered.
- D 1.7 Furniture is of appropriate size, clean and in good repair. Cabinets are secured to the walls when necessary.
- D 1.8 Cleaning supplies are kept out of the reach of children per requirements of your local licensing agency.
- D 1.9 Playground is safe and includes opportunities for pushing, pulling, climbing, crawling, pedaling, throwing, catching, sand play, balancing, running, quiet place.
- D 1.10 Staff interact with the children on the playground, and plan activities that children may choose. Examples include painting with water, games, music, gardening, bubbles, washing dolls, and clothes.
- D 1.11 Indoor play equipment is inspected regularly.

Section 2: Staff Interactions - Criteria for Four- and Five-year-old children

- D 2.1 Program staff treats children with respect. Keep in mind “Do unto others as you would have them do unto you.”
- D 2.2 Program staff show God’s love through words and actions.
- D 2.3 Program staff use positive discipline to teach children right from wrong; which behaviors are acceptable and which are not and how to respect the rights of others. Discipline is never punishment. Discipline is teaching, done positively and with respect and is appropriate to the situation and age of the child.
- D 2.4 The program staff speaks with children in a friendly, positive and courteous manner.
- D 2.5 The program staff encourages children’s development of independent functioning as appropriate.
- D 2.6 The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage is never withheld as a form of discipline.
- D 2.7 Program staff is aware that children may display a variety of emotions. Staff help children deal with their emotions in supportive ways.
- D 2.8 Program staff interacts with children in ways that are appropriate to their age. The staff speaks to children directly and at their eye level.
- D 2.9 Program staff builds a trusting relationship with each child that provides both emotional and physical security.
- D 2.10 Program staff model and encourage social behavior such as helping, sharing and cooperating.
- D 2.11 Program staff understands and respects the diversity of the children and their families. Each child and family is loved as a child of God.
- D 2.12 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.
- D 2.13 Routine tasks are incorporated into the program as a means of furthering children’s learning, self-help, and social skills.
- D 2.14 Program staff is professional and respectful when communicating with families.

D 2.15 Program staff offer guidance and encourage communication during problem solving and conflict resolution.

D 2.16 Teachers have written, clearly defined goals for each individual child that serve as a guide for curriculum planning.

Section 3: Christian Education - Criteria for Four- and Five-year-old children

The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for Four-and-Five-year-old groups.

D 3.1 Children have opportunities to experience God’s love and forgiveness through teachers and the church as the community of faith. List 2 examples:

D 3.2 Children are given opportunities to experience the creative power of God as they discover the world God created. List 2 examples:

D 3.3 Children are encouraged to participate in Christian worship and music. List 2 examples:

D 3.4 Children participate in a variety of Christian celebrations in the classroom. List 2 examples:

D 3.5 Program staff helps children to appreciate, show and understand God’s love for all God’s creation, including people of different cultures, races and religions. List 2 examples:

D 3.6 Children broaden their experiences and build ideas, feelings, and understandings related to the Christian faith through Bible stories, pictures, songs, Bible verses, and play activities. List 2 examples:

Section 4: Language, Communication and Emergent Literacy - Criteria for Four- and Five-year-old children

D 4.1 Children are given opportunities to listen to spoken word, through storytelling, audio books etc.) List 4 examples:

D 4.2 Children are provided with materials and activities that encourage them to engage in conversations. List 4 examples:

D 4.3 Children are given opportunities to explore and develop phonological skills. List 4 examples:

D 4.4 Children are exposed to a print rich environment. List 4 examples:

D 4.5 Children are provided with activities that build vocabulary. List 4 examples:

D 4.6 Children have an opportunity to see and hear their words (dictation, recording, etc.). List 4 examples:

Section 5: Mathematical Readiness - Criteria for Four- and Five-year-old children

D 5.1 Manipulative materials for teaching concepts relating to number and size relationships are available to children and integrated into the lesson plans. List 4 examples:

D 5.2 Mathematical Readiness activities are available to the children and integrated into the lesson plans. List 2 examples:

a. Geometry – two- and three-dimensional shapes (cube, sphere, cone, etc.)

b. Sorting and Classifying

c. Spatial Relations and positional words

d. Ordering and positioning numerals and objects

e. Comparing Quantities using length, weight and height

f. Duplicating and Creating Patterns

g. Counting (to 31), constructing and comparing sets

Section 6: Science and Discovery - Criteria for Four- and Five-year-old children

D 6.1 Children are provided with tools and equipment to observe and explore. List 2 examples:

D 6.2 Evidence of a “hands-on” science program must be apparent.

a. Living things - List 2 examples:

b. The earth and universe - List 2 examples:

c. Magnification and magnets - List 2 examples:

d. Experiments relating to seasons, weather, etc. - List 2 examples:

Section 7: Social Studies - Criteria for Four- and Five-year-old children

D 7.1 Children are provided with opportunities to learn about their community. List 2 examples:

D 7.2 Children are provided with opportunities to learn about cultural diversity in their family and community. List 2 examples:

D 7.3 Children are provided with opportunities to learn responsibility and take leadership roles. List 2 examples:

Section 8: Creative Expression - Criteria for Four- and Five-year-old children

D 8.1 Artwork is displayed at children’s height when possible; examples include on the backs of cupboards, teacher’s desk, filing cabinets or low clothesline against the wall using clip clothespins.

D 8.2 Children are provided with a variety of materials to express their creativity in the following areas.

a) Art - List 4 examples:

b) Rhythmic activities – use of rhythm instruments, scarves, etc. - List 4 examples:

c) Musical Diversity - List 4 examples:

d) Drama - List 4 examples:

Section 9: Health, Safety and Nutrition - Criteria for Four- and Five-year-old children

D 9.1 Children are given opportunities to learn about nutrition. List 2 examples:

D 9.2 Children participate in activities that promote safety. List 2 examples:

D 9.3 Children participate in activities that promote good health. List 2 examples:

Section 10: Physical Development - Criteria for Four- and Five-year-old children

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 4 examples:

D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 4 examples:

D 10.3 Opportunities for children to become aware of body parts and the control of the body. List 4 examples:

D 10.4 Opportunities for developing their five (5) senses. List 4 examples:

Part D: Curriculum and Classroom Criteria

Section 1: General Classroom and Playground Observations - Criteria for Three-year-old children

- D 1.1 UMAP Accreditation Program staff/child ratio of 1 to 8 is met. (Appendix 2)
* This standard will be rated met (2) or not met (0).
- D 1.2 Each classroom shall have lesson plans and goals posted within the classroom. 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. A schedule or calendar is not an acceptable substitute.
- D 1.3 Each classroom shall have schedules posted. Schedules should include large group time, small groups, outdoor time, center time, music and movement and should provide for the entire day's activities.
- D 1.4 The physical environment is inviting and enriched with print. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.
- D 1.5 Centers are clearly defined and organized. There are clearly defined traffic areas and a large group area. Each classroom has a designated cozy area for children.
- D 1.6 Every classroom has a library area with adequate and age-appropriate books for each child. Books should be in good condition and represent both real life and fantasy. Christian books must also be offered.
- D 1.7 Furniture is of appropriate size, clean and in good repair. Cabinets are secured to the walls when necessary.
- D 1.8 Cleaning supplies are kept out of the reach of children per requirements of your local licensing agency.
- D 1.9 Playground is safe and includes opportunities for pushing, pulling, climbing, crawling, pedaling, throwing, catching, sand play, balancing, running, quiet place.
- D 1.10 Staff interact with the children on the playground, and plan activities that children may choose. Examples include painting with water, games, music, gardening, bubbles, washing dolls, and clothes.
- D 1.11 Indoor play equipment is inspected regularly.

Section 2: Staff Interactions - Criteria for Three-year-old children

- D 2.1 Program staff treats children with respect. Keep in mind “Do unto others as you would have them do unto you.”
- D 2.2 Program staff show God’s love through words and actions.
- D 2.3 Program staff use positive discipline to teach children right from wrong, which behaviors are acceptable and which are not and how to respect the rights of others. Discipline is never punishment. Discipline is teaching, done positively and with respect and is appropriate to the situation and age of the child.
- D 2.4 The program staff speaks with children in a friendly, positive and courteous manner.
- D 2.5 The program staff encourages children’s development of independent functioning as appropriate.
- D 2.6 The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage is never withheld as a form of discipline.
- D 2.7 Program staff is aware that children may display a variety of emotions. Staff helps children deal with their emotions in supportive ways.
- D 2.8 Program staff interacts with children in ways that are appropriate to their age. The staff speaks to children directly and at their eye level.
- D 2.9 Program staff builds a trusting relationship with each child that provides both emotional and physical security.
- D 2.10 Program staff model and encourage social behavior such as helping, sharing and cooperating.
- D 2.11 Program staff understands and respects the diversity of the children and their families. Each child and family is loved as a child(ren) of God.
- D 2.12 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.
- D 2.13 Routine tasks are incorporated into the program as a means of furthering children’s learning, self-help, and social skills.
- D 2.14 Program staff is professional and respectful when communicating with families.

D 2.15 Program staff offer guidance and encourages communication during problem solving and conflict resolution.

D 2.16 Teachers have written, clearly defined goals for each child that serve as a guide for curriculum planning.

Section 3: Christian Education – Criteria for Three-year-olds

The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for three-year-old groups.

D 3.1 Children have opportunities to experience God’s love and forgiveness through teachers and the church as the community of faith. List 2 examples:

D 3.2 Children are given opportunities to experience the creative power of God as they discover the world God created. List 2 examples:

D 3.3 Children are encouraged to participate in Christian worship and music. List 2 examples:

D 3.4 Children participate in a variety of Christian celebrations in the classroom. List 2 examples:

D 3.5 Program staff helps children to appreciate, show and understand God’s love for all God’s creation, including people of different cultures, races and religions. List 2 examples:

D 3.6 Children broaden their experiences and build ideas, feelings, and understandings related to the Christian faith through Bible stories, pictures, songs, Bible verses, and play activities. List 2 examples:

Section 4: Language, Communication and Emergent Literacy – Criteria for Three-year-old children

D 4.1 Children are given opportunities to listen to spoken word, through storytelling, audio books, etc.) List 4 examples:

D 4.2 Children are provided with materials and activities that encourage them to engage in conversations. List 4 examples:

D 4.3 Children are given opportunities to explore and develop phonological skills. List 4 examples:

D 4.4 Children are exposed to a print rich environment. List 4 examples:

D 4.5 Children are provided with activities that build vocabulary. List 4 examples:

D 4.6 Children have an opportunity to see and hear their words (dictation, recording, etc). List 4 examples:

Section 5: Mathematical Readiness – Criteria for Three-year-old children

D 5.1 Manipulative materials for teaching concepts relating to number and size relationships are available to children and integrated into the lesson plans. List 4 examples:

D 5.2 Mathematical Readiness activities are available to the children and integrated into the lesson plans. List 2 examples:

a. Geometry – two-dimensional shapes

b. Sorting and Classifying

c. Spatial Relations and positional words

d. Ordering and positioning numerals and objects

c. Comparing Quantities using length, weight and height

f. Duplicating Patterns

g. Counting (to 20), constructing, and comparing sets

Section 6: Science and Discovery – Criteria for Three-year-old children

D 6.1 Children are provided with tools and equipment to observe and explore. List 2 examples:

D 6.2 Evidence of a “hands-on” science program must be apparent.

a. Living things - List 2 examples:

b. The earth and universe - List 2 examples:

c. Magnification and magnets - List 2 examples:

d. Experiments relating to seasons, weather, etc. - List 2 examples:

Section 7: Social Studies – Criteria for Three-year-old children

D 7.1 Children are provided with opportunities to learn about their community. List 2 examples:

D 7.2 Children are provided with opportunities to learn about cultural diversity in their family and community. List 2 examples:

B 7.3 Children are provided with opportunities to learn responsibility and take leadership roles. List 2 examples:

Section 8: Creative Expression – Criteria for Three-year-old children

D 8.1 Artwork is displayed at children’s height when possible, such as on the backs of cupboards, teacher’s desk, filing cabinets or low clothesline against the wall using clip clothespins.

D 8.2 Children are provided with a variety of materials to express their creativity in the following areas.

a) Art - List 4 examples:

b) Rhythmic activities – use of rhythm instruments, scarves, etc. - List 4 examples:

c) Musical Diversity - List 4 examples:

d) Drama - List 4 examples:

Section 9: Health, Safety and Nutrition – Criteria for Three-year-old children

D 9.1 Children are given opportunities to learn about nutrition. List 2 examples:

D 9.2 Children participate in activities that promote safety. List 2 examples:

D 9.3 Children participate in activities that promote good health. List 2 examples:

Section 10: Physical Development – Criteria for Three-year-old children

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 4 examples:

D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 4 examples:

D 10.3 Opportunities for children to become aware of body parts and the control of the body. List 4 examples:

D 10.4 Opportunities for developing their five (5) senses. List 4 examples:

Part D: Curriculum and Classroom Criteria

Section 1: General Classroom and Playground Observations – Criteria for Two-year-old children

- D 1.1 UMAP Accreditation Program staff/child ratio of 1 to 6 is met. (Appendix 2)
* This standard will be rated met (2) or not met (0).
- D 1.2 Each classroom shall have lesson plans and goals posted within the classroom. 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. A schedule or calendar is not an acceptable substitute.
- D 1.3 Each classroom shall have schedules posted. Schedules should include large group time, small groups, outdoor time, center time, music and movement and should provide for the entire day's activities.
- D 1.4 The physical environment is inviting and enriched with print. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.
- D 1.5 Centers are clearly defined and organized. There are clearly defined traffic areas and a large group area. Each classroom has a designated cozy area for children.
- D 1.6 Every classroom has a library area with adequate and age-appropriate books for each child. Books should be in good condition and represent both real life and fantasy. Christian books must also be offered.
- D 1.7 Furniture is of appropriate size, clean, and in good repair. Cabinets are secured to the walls when necessary.
- D 1.8 Cleaning supplies are kept out of the reach of children.
- D 1.9 Playground is safe and includes opportunities for pushing, pulling, climbing, crawling, pedaling, throwing, catching, sand play, balancing, running, quiet place.
- D 1.10 Staff interact with the children on the playground, and plan activities that children may choose. Examples include painting with water, games, music, gardening, bubbles, washing dolls and clothes.
- D 1.11 Indoor play equipment is inspected regularly.
- D 1.12 Diapering procedures are followed consistently within each classroom:
- (a) The diaper/ changing area is never located near the food preparation areas.

- (b) Diaper changing procedures are posted at each changing table and a handwashing sink is nearby.
- (c) Changing tables are sanitized after each use.
- (d) Staff checks diapers regularly and changes wet or soiled diapers/clothing immediately.
- (e) Every diaper changing area has a lidded, foot-pedal operated, plastic lined trash receptacle.

Section 2: Staff Interactions – Criteria for Two-year-old children

- D 2.1 Program staff treats children with respect. Keep in mind “Do unto others as you would have them do unto you.”
- D 2.2 Program staff show God’s love through words and actions.
- D 2.3 Program staff use positive discipline to teach children right from wrong, which behaviors are acceptable and which are not and how to respect the rights of others. Discipline is never punishment. Discipline is teaching, done positively and with respect and is appropriate to the situation and age of the child.
- D 2.4 The program staff speaks with children in a friendly, positive and courteous manner.
- D 2.5 The program staff encourages children’s development of independent functioning as appropriate.
- D 2.6 The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage is never withheld as a form of discipline.
- D 2.7 Program staff is aware that children may display a variety of emotions. Staff help children deal with their emotions in supportive ways.
- D 2.8 Program staff interacts with children in ways that are appropriate to their age. The staff speaks to children directly and at their eye level.
- D 2.9 Program staff builds a trusting relationship with each child that provides both emotional and physical security.
- D 2.10 Program staff model and encourage social behavior such as helping, sharing and cooperating.

- D 2.11 Program staff understands and respects the diversity of the children and their families. Each child and family is loved as a child of God.
- D 2.12 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.
- D 2.13 Routine tasks are incorporated into the program as a means of furthering children’s learning, self-help, and social skills.
- D 2.14 Program staff is professional and respectful when communicating with families.
- D 2.15 Program staff offer guidance and encourage communication during problem solving and conflict resolution.
- D 2.16 Teachers have written, clearly defined goals for each child that serve as a guide for curriculum planning.

Section 3: Christian Education – Criteria for Two-year-old children

The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for two-year-olds.

- D 3.1 Children have opportunities to experience God’s love and forgiveness through teachers and the church as the community of faith. List 2 examples:

- D 3.2 Children are given opportunities to experience the creative power of God as they discover the world God created. List 2 examples:

- D 3.3 Children are encouraged to participate in Christian worship and music. List 2 examples:

- D 3.4 Children participate in a variety of Christian celebrations in the classroom. List 2 examples:

D 3.5 Program staff helps children to appreciate, show and understand God’s love for all God’s creation, including people of different cultures, races and religions. List 2 examples:

D 3.6 Children broaden their experiences and build ideas, feelings, and understandings related to the Christian faith through Bible stories, pictures, songs, Bible verses, and play activities. List 2 examples:

Section 4: Language, Communication and Emergent Literacy – Criteria for Two-year-old children

D 4.1 Children are given opportunities to listen to spoken word, through storytelling, audio books etc.) List 4 examples:

D 4.2 Children are provided with materials and activities that encourage them to engage in conversations. List 4 examples:

D 4.3 Children are exposed to a print rich environment. List 4 examples:

D 4.4 Children are provided with activities that build vocabulary. List 4 examples:

D 4.5 Children have an opportunity to see and hear their words (dictation, recording, etc.). List 4 examples:

Section 5: Mathematical Readiness – Criteria for Two-year-old children

D 5.1 Manipulative materials for teaching concepts relating to number and size relationships are available to children and integrated into the lesson plans. List 4 examples:

D 5.2 Mathematical Readiness activities are available to the children and integrated into the lesson plans.

a. Geometry – two-dimensional shapes – List 2 examples:

b. Sorting and Classifying - List 2 examples:

Section 6: Science and Discovery – Criteria for Two-year-old children

D 6.1 Children are provided with tools and equipment to observe and explore the world around them. List 2 examples:

D 6.2 Evidence of a “hands-on” science program must be apparent.

a. Living things - List 2 examples:

b. Magnification and magnets - List 2 examples:

c. Experiments relating to seasons, weather, etc. - List 2 examples:

d. Weight and measurement - List 2 examples:

Section 7: Social Development – Criteria for Two-year-old children

D 7.1 Children are provided with opportunities to learn about their community. List 2 examples:

D 7.2 Children are provided with opportunities to establish routines both as a group and individually. List 2 examples:

D 7.3 Children are provided with opportunities to develop social values, sharing, independence and dependability. List 2 examples:

Section 8: Creative Expression – Criteria for Two-year-old children

D 8.1 Artwork is displayed at children’s height when possible, such as on the backs of cupboards, teacher’s desk, filing cabinets or low clothesline against the wall using clip clothespins.

D 8.2 Children are provided with a variety of materials to express their creativity in the following areas.

a) Art - List 4 examples:

b) Rhythmic activities – use of rhythm instruments, scarves, etc. - List 4 examples:

c) Musical Diversity - List 4 examples:

d) Drama - List 4 examples:

Section 9: Health, Safety and Nutrition – Criteria for Two-year-old children

D 9.1 Children are given opportunities to learn about nutrition. List 2 examples:

D 9.2 Children participate in activities that promote safety. List 2 examples:

D 9.3 Children participate in activities that promote good health. List 2 examples:

Section 10: Physical Development – Criteria for Two-year-old children

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 4 examples:

D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 4 examples:

D 10.3 Opportunities for children to become aware of body parts and the control of the body. List 4 examples:

D 10.4 Opportunities for developing their five (5) senses. List 4 examples:

Part D: Curriculum and Classroom Criteria

Section 1: General Classroom and Playground Observations – Criteria for Toddlers

- D 1.1 UMAP Accreditation Program staff/child ratio of 1 to 5 is met. (Appendix 2)
* This standard will be rated met (2) or not met (0).
- D 1.2 Each classroom shall have lesson plans and goals posted within the classroom. 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. A schedule or calendar is not an acceptable substitute.
- D 1.3 Each classroom shall have schedules posted. Schedules should include large group time, small groups, outdoor time, center time, music and movement and should provide for the entire day's activities.
- D 1.4 The physical environment is inviting and enriched with print. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.
- D 1.5 Centers are clearly defined and organized. There are clearly defined traffic areas and a large group area. Each classroom has a designated cozy area for children.
- D 1.6 Every classroom has a library area with adequate and age-appropriate books for each child. Books should be in good condition and represent both real life and fantasy. Christian books must also be offered.
- D 1.7 Furniture is of appropriate size, clean and in good repair. Cabinets are secured to the walls when necessary.
- D 1.8 Cleaning supplies are kept out of the reach of children per requirements of your local license agency.
- D 1.9 Playground is safe and includes opportunities for pushing, pulling, climbing, crawling, pedaling, throwing, catching, sand play, balancing, running, quiet place.
- D 1.10 Staff interact with the children on the playground and plan activities that children may choose. Examples include painting with water, games, music, gardening, bubbles, washing dolls and clothes.
- D 1.11 Indoor play equipment is inspected regularly.

D 1.12 Diapering procedures are followed consistently within each classroom:

- (a) The diaper/ changing area is never located near the food preparation areas.
- (b) Diaper changing procedures are posted at each changing table and a handwashing sink is nearby.
- (c) Changing tables are sanitized after each use.
- (d) Staff checks diapers regularly and changes wet or soiled diapers/clothing immediately.
- (e) Every diaper changing area has a lidded, foot-pedal operated, plastic lined trash receptacle.

D 1.13 Toddlers under age two do not have bottles while in a crib or bed and do not eat from propped bottles at any time.

Section 2: Staff Interactions – Criteria for Toddlers

D 2.1 Program staff treats toddlers with respect. Keep in mind “Do unto others as you would have them do unto you.”

D 2.2 Program staff show God’s love through words and actions.

D 2.3 Program staff use positive discipline to teach toddlers right from wrong, which behaviors are acceptable and which are not and how to respect the rights of others. Discipline is never punishment. Discipline is teaching, done positively and with respect and is appropriate to the situation and age of the child.

D 2.4 Program staff is aware that toddlers may display a variety of emotions. Staff help children deal with their emotions in supportive ways.

D 2.5 Program staff interacts with toddlers in ways that are appropriate to their age. The staff speaks to toddlers directly and at their eye level.

D 2.6 The program staff speaks with children in a friendly, positive and courteous manner.

D 2.7 The program staff encourages children’s development of independent functioning as appropriate.

D 2.8 The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage is never withheld as a form of discipline.

- D 2.9 Program staff builds a trusting relationship with each child that provides both emotional and physical security.
- D 2.10 Program staff model and encourage social behavior such as helping, sharing and cooperating.
- D 2.11 Program staff understands and respects the diversity of the children and their families. Each child and family is loved as a child of God.
- D 2.12 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.
- D 2.13 Routine tasks are incorporated into the program as a means of furthering children’s learning, self-help, and social skills.
- D 2.14 Program staff is professional and respectful when communicating with families.
- D 2.15 Program staff offer guidance and encourage communication during problem solving and conflict resolution.
- D 2.16 Teachers have written, clearly defined goals for each child that serve as a guide for curriculum planning.

Section 3: Christian Education – Criteria for Toddlers

The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for Toddlers.

- D 3.1 Toddlers are encouraged to participate in Christian worship and music. List 2 examples:

- D 3.2 Toddlers are given opportunities to experience prayer. List 2 examples:

- D 3.3 Toddlers participate in a variety of Christian celebrations in the classroom. List 2 examples:

D 3.4 Program staff helps toddlers to appreciate, show and understand God’s love for all God’s creation. List 2 examples:

D 3.5 Toddlers broaden their experiences and build ideas, feelings, and understandings related to the Christian faith through Bible stories, pictures, songs, Bible verses, and play activities. List 2 examples:

Section 4: Language, Communication and Emergent Literacy - Criteria for Toddlers

D 4.1 Toddlers are given opportunities to listen to spoken word, through storytelling, audio books, etc.) List 4 examples:

D 4.2 Toddlers are encouraged to use language to express their wants and needs. List 2 examples:

D 4.3 Toddlers are exposed to a print rich environment. List 4 examples:

D 4.4 Toddlers are provided with activities that build vocabulary. List 4 examples:

D 4.5 Toddlers have an opportunity to see that pictures represent objects and events. List 4 examples:

Section 5: Mathematical Readiness – Criteria for Toddlers

D 5.1 Toddlers are introduced to numbers through finger-plays, songs and simple counting activities. List 2 examples:

D 5.2 Toddlers are introduced to shapes through finger-plays, songs and simple activities. List 2 examples:

D 5.3 Toddlers are introduced to sorting activities by color and size. List 2 examples:

Section 6: Science and Discovery – Criteria for Toddlers

D 6.1 Toddlers are provided with tools and equipment to observe and explore the world around them. List 2 examples:

D 6.2 Evidence of a “hands-on” science program must be apparent. List 2 examples:

D 6.3 Toddlers are provided with opportunities to explore using their senses. List 2 examples:

Section 7: Social Development – Criteria for Toddlers

D 7.1 Toddlers are nurtured to develop relationships with others. List 2 examples:

D 7.2 Toddlers are provided with opportunities to establish routines both as a group and individually. List 2 examples:

D 7.3 Toddlers are provided with opportunities to develop problem solving skills. List 2 examples:

Section 8: Creative Expression – Criteria for Toddlers

D 8.1 Artwork is displayed at children’s height when possible, such as on the backs of cupboards, teacher’s desk, filing cabinets or low clothesline against the wall using clip clothespins.

D 8.2 Toddlers are provided with a variety of materials to express their creativity in the following areas:

a) Art - List 4 examples:

b) Rhythmic activities – use of rhythm instruments, scarves, etc. - List 4 examples:

c) Drama - List 4 examples:

Section 9: Health, Safety and Nutrition – Criteria for Toddlers

D 9.1 Toddlers are given opportunities to learn about nutrition. List 2 examples:

D 9.2 Toddlers participate in activities that promote safety. List 2 examples:

D 9.3 Toddlers participate in activities that promote good health. List 2 examples:

Section 10: Physical Development – Criteria for Toddlers

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 2 examples:

D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 2 examples:

D 10.3 Opportunities for children to become aware of body parts and the control of the body. List 2 examples:

D 10.4 Opportunities for developing their five (5) senses. List 2 examples:

Part D: Curriculum and Classroom Criteria

Section 1: General Classroom and Playground Observations – Criteria for Infants

D 1.1 UMAP Accreditation Program staff/child ratio of 1 to 4 is met. (Appendix 2)

* This standard will be rated met (2) or not met (0).

D 1.2 Each classroom shall have clearly defined routines for feeding, diapering, and cleaning posted.

D 1.3 Routines (schedules) should include outdoor time, social interactions with other infants and adults, language, stories (2-3 per day), music and movement. There should also be water play.

D 1.4 The physical environment is inviting and clearly defined traffic areas with sleeping and feeding areas separate. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.

D 1.5 Each classroom should have adequate, age-appropriate toys and activities.

D 1.6 There should be cloth and board books as well as some Christian books available. Each classroom has a designated cozy (quiet) area for infants.

D 1.7 Furniture is of appropriate size, clean and in good repair. Cabinets are secured to the walls when necessary.

D 1.8 Cleaning supplies are kept out of the reach of children per requirements of your local licensing agency.

D 1.9 Room is free of unpleasant odors (mildew, mold, etc.); soiled diapers disposed of properly.

D 1.10 Staff interact with the infants in the fresh air (outside/playground), and plan activities (such as painting with water, music, sensory activities, bubbles, washing dolls, etc.).

D 1.11 Indoor play equipment is inspected regularly.

D 1.12 Diapering procedures are followed consistently within each classroom:

(a) The diaper/ changing area is never located near the food preparation areas.

(b) Diaper changing procedures are posted at each changing table and a handwashing sink is nearby.

(c) Changing tables are sanitized after each use.

- (d) Staff checks diapers regularly and changes wet or soiled diapers/clothing immediately.
- (e) Every diaper changing area has a lidded, foot-pedal operated, plastic lined trash receptacle.

D 1.13 Infants do not have bottles when in a crib and do not eat from propped bottles at any time.

D 1.14 The sides of infants' cribs are in a locked position when occupied.

D 1.15 Adults have a comfortable place to sit, hold and feed infants.

D 1.16 Precautions must be taken to protect the floor where infants crawl or play.

D 1.17 To reduce the risk of Sudden Infant Death Syndrome (SIDS), safe sleep practices as defined by the American Academy of Pediatrics are followed.

Section 2: Staff Interactions – Criteria for Infants

D 2.1 Program staff treats infants with respect. Keep in mind "Do unto others as you would have them do unto you."

D 2.2 Program staff show God's love through voice and touch.

D 2.3 Program staff use discipline appropriate to the situation, done positively and with respect. The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage is never withheld as a form of discipline.

D 2.4 Program staff is aware that infants may display a variety of emotions. Staff help children deal with their emotions in supportive ways.

D 2.5 The Program staff identify and respond to a variety of infants' emotions and deal with them in supporting ways.

D 2.6 The program staff encourages infants' development of independent functioning as appropriate.

D 2.7 Program staff builds a trusting relationship with each infant that provides both emotional and physical security.

D 2.8 Program staff continually talk and converse with infants. The program staff speaks with infants in a friendly, positive and courteous manner.

- D 2.9 Program staff understands and respects the diversity of the infants and their families. Each infant and family is loved as a child of God.

- D 2.10 Program staff is professional and respectful when communicating with families. Program staff and parents collaborate to provide individualized care.

- D 2.11 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.

- D 2.12 Routine tasks are incorporated into the program as a means of furthering children’s learning, self-help, and social skills.

- D 2.13 Teachers have written, clearly defined goals for each individual child that serve as a guide for curriculum planning.

Section 3: Christian Education – Criteria for Infants

The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for infants.

- D 3.1 Infants are introduced to Christian worship and music. List 2 examples:

- D 3.2 Infants are given opportunities to experience prayer. List 2 examples:

- D 3.3 Infants are introduced to a variety of Christian celebrations in the classroom. List 2 examples:

Section 4 : Language, Communication and Emergent Literacy – Criteria for Infants

- D 4.1 Infants are given opportunities to develop auditory skills in the following areas:

- a) Auditory discrimination (loud vs. quiet, etc.). Describe:

b) Recognizes sounds and follows the sounds direction. Describe:

c) Auditory association through age-appropriate phonological awareness. Describe:

d) Expresses interest in sounds, rhythms of language, and repetition. Describe:

e) Listens, sees, and touches as books are read. Multiple books should be read each day. Infants are not permitted any screen time (including phones, computers, or televisions). Describe:

f) Makes a variety of sounds and movements to communicate. Describe:

D 4.2 Infants are given opportunities to develop visual skills in the following areas:

- a) Visual focusing-- bringing their hands together in the middle of their body; reaching, grabbing, and putting objects in their mouth.
- b) Visual tracking – following moving objects.

D 4.3 Infants are given opportunities to develop tactile skills in the following areas:

- | | |
|-------------|---------------------------------|
| a) Clapping | f) Shaking rattle |
| b) Waving | g) Mouthing and fingering toys |
| c) Blowing | h) Moving around on their tummy |
| d) Smelling | i) Holding toy with both hands |
| e) Banging | j) Rolling over and over |

D 4.4 Infants are given opportunities to develop verbal skills in the following areas:

- a. Regular verbal communication of teacher/caregiver with infant, as routine care is given. Describe:

b. Babbling sounds as a part of their recognition of their own sounds. Describe:

c. Producing sounds found in their home language. Describe:

Section 5: Mathematical Readiness – Criteria for Infants

D 5.1 Infants are introduced to numbers through finger-plays, songs, and simple counting activities. List 4 examples:

Section 6: Science and Discovery – Criteria for Infants

D 6.1 Infants are provided opportunities to observe and explore the world around them. List 2 examples:

D 6.2 Infants are provided with opportunities to explore using their senses. List 2 examples:

Section 7: Social Development- Criteria for Infants

D 7.1 Infants are nurtured to develop relationships with others. Describe:

D 7.2 Infants are provided with opportunities to establish routines. Describe:

D 7.3 Infants are nurtured to help them gain confidence in their emerging skills. Describe:

Section 8: Creative Expression – Criteria for Infants

- D 8.1 Artwork is displayed at children’s height when possible such as on the backs of cupboards, teacher’s desk, filing cabinets or low clothesline against the wall using clip clothespins.
- D 8.2 Infants are provided with a variety of materials to stimulate their creativity in the following areas:
 - a) Art - pictures of family, animals, nature
 - b) Rhythmic activities – clapping, banging, tapping sticks
 - c) Music – mood setting, soft-loud, slow-fast

Section 9: Health, Safety and Nutrition – Criteria for Infants

- D 9.1 Infants are provided with appropriate toys and room equipment.
- D 9.2 Infants are involved in appropriate cleanliness and safety routines.

Section 10: Physical Development – Criteria for Infants

- D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 2 examples:

- D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 2 examples:

- D 10.3 Opportunities for children to become aware of body parts and the control of the body are integrated into the lesson plans. List 2 examples:

- D 10.4 Opportunities for developing their five (5) senses. List 2 examples:

Appendices

Playground Safety Checklist – Appendix 1

Playground Safety Checklist

(Add an additional page to record a brief description of any necessary repairs.)

Items to be Checked	OK	Deficiency Noted	Date Corrected
Main Play Structure			
1. Posts and footings are not exposed, cracked or loose			
2. Clamps, screws and pins are secure			
3. Welds are intact and free of cracks			
4. Slides are clean, intact and free of cracks			
5. Ladders, steps and climbing structures are intact and secure			
6. Any additional challenges are securely attached			
7. No exposed rust or corrosion			
8. No splintered, cracked or deteriorated wood			
9. No popped nails, raised screws, or sharp edges			
10. Metal parts show not warping, breakage or cracks			
11. Screws, nuts or bolts are intact and tight			
12. Swivels, bearings and other moving parts are lubricated			
13. No broken or missing parts			
14. No components pose possible pinch or crush points			
Swings & Play Events			
1. Plastic is not cut or cracked			
2. Metal is not rusted or corroded			
3. All "S" hooks or other connectors are closed and intact			
4. No exposed metal or cracked plastic on swing seats			
5. Chain is in good condition and not excessively worn			
Surrounding Area			
1. Fall surfacing material is sufficiently deep/ not worn			
2. Border/fence is secure and in good condition			
3. No roots, rocks or other potential tripping hazards			
4. Area is clear of litter (broken glass, large branches, etc)			
5. Benches are secure and in good condition			
6. Sandboxes contain no foreign or hazardous objects			
7. Sandbox covers are in good condition			

Appendix 2



Ratios and Class size shall be as follows:

Ratio	Class Size
Infants 1:4	Maximum of 8 children
Toddlers 1:5	Maximum of 10 children
Two year olds 1:6	Maximum of 12 children
Three year olds 1:8	Maximum of 16 children
Four and Five year olds 1:10	Maximum of 20 children

If the local or state licensing is LOWER, Christian Preschool Association will follow the lower ratio.

Appendix 3

Christian Preschool Association Definitions

Accreditation – The program meets the Christian Preschool Association Standards and is issued a Christian Preschool Association Certificate, valid for 3 years.

Defer – Accreditation will be deferred for corrective action whenever:

1. Any one class falls lower than 75% of the possible score on the Christian Preschool Association Standards for that particular age class.
2. The total rating of all the classes or administrative total rating score falls below 85% of the possible total score for EITHER section.

The Commissioners will offer suggestions for compliance to be completed for presentation at the next Board Meeting. Final decision will be voted on by the Christian Preschool Association Board of Directors.

Deny - The Program will be denied accreditation whenever:

Both the “Total Administrative Rating Score” AND the “Total Rating Score of all classes” falls below the 85% level for both. The Program did not demonstrate sufficient compliance with the standards or the ratings did not meet Christian Preschool Association guidelines. Final decision will be voted on by the Christian Preschool Association Board of Directors. Programs that are denied will be offered suggestions to improve scores. The accreditation evaluation process will need to be resubmitted and the program re-visited.

Validator – Christian Preschool Association Accreditation Validators are volunteers, who have completed and submitted a Validator’s Application. Validators may receive an honorarium and mileage for their service. Validators are trained by the Christian Preschool Association Accreditation Committee and must attend renewal trainings every two (2) years or if changes are made in the standards and procedures. Validator trainees must complete two (2) accreditation visits with a Mentor, and be verified by their mentor before being considered a full validator.

Accreditation Commissioners – Christian Preschool Association Accreditation Commissioners are members of the Christian Preschool Association Board of Directors and the Accreditation Committee. Commissioners are trained as validators and attend trainings as needed.

National Christian Preschool Association Accreditation -- National Christian Preschool Association Accreditation is equivalent to other National Accreditations, and includes a Christian Education component for the program and administration and, a Christian Education domain for each age level. Christian Education is integrated into the total program of the early childhood program and usually strongly supported by the sponsoring church congregation.

Forms

Staff Qualification Report

Please complete the following information for all staff. Complete in the following order: *Administrator/Director(s), *Early Childhood Specialist, *Teachers, Classroom Assistants, and other Support Staff. (Please make copies as needed for additional staff)

* Denotes **REQUIRED** Staff members.

All applicant programs **MUST** provide the following:

1. Documentation of education requirements from local/state licensing agency

Examples of documentation required can include, but are not limited to:

Copy of local or state requirements

Copy of local or state statutes

2. Proof staff meets local licensing requirements

Examples of documentation required can include, but are not limited to:

Copy of inspection report from local licensing agency stating staff meets requirements (no more than six months old).

Letter or report from local or state monitoring agency stating staff meets requirements

Copy of training certificates for staff

3. Proof staff meets Christian Preschool Association Staff Qualifications.

Administrators/Directors

Name	Position/Job Title	Date of Birth	Highest level of Education	Degree Field	CPR Expires	First Aid Expires	Early Literacy
	Administrator/ Director						
	Early Childhood Specialist						

Teachers

Name	Position/ Job Title	Date of Birth	Highest level of Education	Degree Field	CPR Expires	First Aid Expires	Early Literacy
	Teacher						
	Teacher						
	Teacher						
	Teacher						
	Teacher						
	Teacher						
	Teacher						
	Teacher						
	Teacher						

Assistant Teachers

Name	Position/ Job Title	Date of Birth	Highest level of Education	Degree Field	CPR Expires	First Aid Expires	Early Literacy
	Assistant Teacher						
	Assistant Teacher						
	Assistant Teacher						
	Assistant Teacher						
	Assistant Teacher						
	Assistant Teacher						
	Assistant Teacher						
	Assistant Teacher						

Student Assistant

Name	Position/ Job Title	Date of Birth	Highest level of Education	Degree Field	CPR Expires	First Aid Expires	Early Literacy
	Student Assistant						
	Student Assistant						
	Student Assistant						

Support Staff

Name	Position/ Job Title	Date of Birth	Highest level of Education (Optional)	Degree Field or Certifications (Optional)	CPR Expires (Optional)	First Aid Expires (Optional)	Early Literacy (Optional)



Christian Preschool Association Background Screening Report

School _____ Person Completing Report _____ Position _____ Date _____

All applicant programs **MUST** provide the following:

1. Documentation of Background Screening Requirements from local/state licensing agency

Examples of documentation required can include, but are not limited to:

- Copy of local or state requirements
- Copy of local or state statutes

2. Proof staff meets Background Screening Requirements

Examples of documentation required can include, but are not limited to:

- Copy of inspection report from local licensing agency stating staff meets requirements (no more than six months old).
- Letter from local or state monitoring agency stating staff meets requirements.
- Copy of training certificates for staff

Please use the next page to record documentation that you have provided.

Please complete the following information for all staff. Complete in the following order: Administrators(s), Teachers, Classroom Assistants, and other Support Staff. *Remember to include church staff that comes in contact with children.

Name	Position/ Job Title	Meets local requirement Yes/No	Proof provided	Other comments



Application for Accreditation Observation and Evaluation Packet

Early Childhood Programs who complete and submit the below information will be issued the Accreditation Observation and Evaluation Packet and a Template through Google Drive. This packet contains all of the information needed to complete the Accreditation process. For programs located in Florida, receipt of the Christian Preschool Association Accreditation packet does not change your status from General Member to Gold Seal Pending, and you may not register your school as “pending Gold Seal” with the state.

Program Information: (Please print or type)

Name of program _____

Church Name _____ Pastor Name _____

Address _____

City _____ State _____ Zip Code _____

School Telephone _____

Director Information: (Please print or type)

Name _____ Phone _____

Email _____

Please answer yes or no:

- Yes No The Applicant Program is a General Member in good standing of the Christian Preschool Association.
- Yes No A copy of General Membership and state issued DCF License is enclosed.
- Yes No The Accreditation Packet fee of \$150.00 is enclosed. Checks are to be made out to Christian Preschool Association. Return check fee \$35.00.

Do you qualify for an abbreviated renewal?

- Yes No Is this your first renewal?
- Yes No Is the Director the same from the last accreditation cycle?
- Yes No Are your last two DCF inspections violation free? (provide a copy)

Director Signature _____ Date _____

Email application and inspections to: accreditation@christianpreschoolassociation.com

If paying by credit card, list the email address for invoicing here: _____

*please note that you will receive an invoice from “Christian Preschool Association messenger@messaging.squareup.com” which includes a credit card surcharge.

If paying by check, mail to: Christian Preschool Association, 10726 Libby Number 3 Rd, Clermont, FL 34715. Return check fee \$35.



Christian Preschool Association
Application for Validation Visit

Name of Program _____

Church Name _____

Address _____

City _____ State _____ Zip _____

Telephone _____ E-mail _____

Director Name _____

Email _____

Please check one box:

_____ 1-60 enrolled children - \$375.00 Validation fee + \$175.00 Administrative fee.

_____ 61-120 enrolled children - \$575.00 Validation fee + \$175.00 Administrative fee.

_____ 121 or more enrolled children - \$700.00 Validation fee + \$175.00 Administrative fee.

**Contact us for expenses outside the state of Florida. Additional \$250 fee to complete within 30-45 days.*

Number of children in each age level: Infants _____, Toddlers _____, 2s _____,
3s _____, and 4/5s _____

Current Accreditation Expires: _____

Signed: _____ Date: _____

Fees payable to: Christian Preschool Association. Return check fee \$35.00.

Email application to: accreditation@christianpreschoolassociation.com

If paying by credit card, list the email address for invoicing here: _____

*please note that you will receive an invoice from "Christian Preschool Association messenger@messaging.squareup.com" which includes a credit card surcharge.

If paying by check, mail to: Christian Preschool Association, 10726 Libby Number 3 Rd, Clermont, FL 34715. Return check fee \$35.



Application for Director Change

Gold Seal Accreditation must be renewed every three years. **Change of director during those validated three years will require Application for Director Change within three (3) months of the change.** Schools with new directors may be selected to complete a validation visit.

Program Information: (Please print or type)

Name of program _____

Church Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____ Email _____

Former Director: _____ Last date of Employment _____

New Director Information: (Please print or type.)

Name _____ First date as Director _____

Director's Credential # _____ Completed on _____

Highest level of college in ECE _____

Email address _____

Date current Accreditation expires: _____

Director Signature: _____ Date _____

Verification Information:

Please have the above information verified by the Pastor or Board member:

I, _____, verify the information and dates contained in this application are correct.

Signed _____ Position/Title _____

Email application, DCF transcript, and college transcript to:

accreditation@christianpreschoolassociation.com