



In 2022, Woodruff Primary School's preschool and kindergarten programs achieved a third, five-year term of accreditation from the National Association for the Education of Young Children (NAEYC). This accreditation is recognized as one of the highest accomplishments for an early childhood organization. Our early childhood educators, along with Mrs. Allison Duckett, Assistant Principal, and Mrs. Laura Turner, Early Childhood Coordinator, are to be commended for their extraordinary efforts.

In this accreditation process, programs and classrooms are evaluated according to 10 broad program standards that encompass hundreds of criteria. These 10 program standards include relationships, curriculum, teaching, assessment, health, teachers, families, community relations, physical environment, and leadership and management. In order to receive accreditation, 100% of the required criteria must be met, 80% pass rate for the program standards must be met, 70% pass rate in each assessed classroom must be met, and 60% pass rate in each standard must be met. Woodruff Primary School far exceeded those requirements with an overall pass rate of 98%. Classrooms ratings ranged from 97% - 100%.

**NAEYC has set 10 standards for early childhood programs that can help families make the right choice when they are looking for a child care center, preschool, or kindergarten. The standards and criteria are also the foundation of the NAEYC Accreditation system for early childhood programs. To earn accreditation, programs must meet all 10 of the following standards:**

#### **Relationships**

The program promotes positive relationships among all children and adults. It encourages each child's sense of individual worth and belonging as part of a community and fosters each child's ability to contribute as a responsible community member. Warm, sensitive, and responsive relationships help children feel secure. The safe and secure environments built by positive relationships help children thrive physically, benefit from learning experiences, and cooperate and get along with others.

#### **Curriculum**

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. A well-planned written curriculum provides a guide for teachers and administrators. It helps them work together and balance different activities and approaches to maximize children's learning and development. The curriculum includes goals for the content that children are learning, planned activities linked to these goals, daily schedules and routines, and materials to be used. NAEYC and the NAEYC Accreditation system do not prescribe a specific curriculum; programs can design their own or choose a commercially available curriculum that meets NAEYC's guidelines.

#### **Teaching**

The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals. Children have different learning styles, needs, capacities, interests, and backgrounds. By recognizing these differences and using instructional approaches that are appropriate for each child, teachers and staff help all children learn.

#### **Assessment**

The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results benefit children by informing sound decisions, teaching, and program improvement.

### **Health**

The program promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow. Programs must be healthy and safe to support children's healthy development.

### **Teachers**

The program employs and supports a teaching staff with the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests. Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to provide positive interactions, richer language experiences, and quality learning environments.

### **Families**

The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture. To support children's optimal learning and development, programs need to establish relationships with families based on mutual trust and respect, involve families in their children's educational growth, and encourage families to fully participate in the program.

### **Community Relationships**

The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals. Relationships with agencies and institutions in the community can help a program achieve its goals and connect families with resources that support children's healthy development and learning.

### **Physical Environment**

The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development. An organized, properly equipped, and well-maintained program environment facilitates the learning, comfort, health, and safety of the children and adults who use the program.

### **Leadership and Management**

The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences. Effective management and operations, knowledgeable leaders, and sensible policies and procedures are essential to building a quality program and maintaining the quality over time.

We are extremely proud of our early childhood educators on this outstanding accomplishment! We always say that Woodruff Primary School is a special place for young children. Our parents and community make this a special place to work as well, because we feel so supported in our efforts. We appreciate the confidence and trust you place in us. It is our honor and privilege to work with your precious children.