

Standard 7: NAEYC Accreditation Criteria for Families Standard

Program Standard: 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.

Rationale: Young children’s learning and development are integrally connected to their families. Consequently, to support and promote children’s optimal learning and development, programs need to recognize the primacy of children’s families, establish relationships with families based on mutual trust and respect, support and involve families in their children’s educational growth, and invite families to fully participate in the program.

7.A. Knowing and Understanding the Program's Families

7.A.01 U I T P K

As a part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with diverse families.

7.A.02 U I T P K

Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.

7.A.03 U I T P K

Program staff actively use information about families to adapt the program environment, curriculum, and teaching methods to the families they serve.

7.A.04 U I T P K

To better understand the cultural backgrounds of children, families, and the community, program staff (as a part of program activities or as individuals), participate in community cultural events, concerts, storytelling activities, or other events and performances designed for children and their families. (This criterion is an Emerging Practice.)

7.A.05 U I T P K

Program staff provide support and information to family members legally responsible for the care and well-being of a child.

7.A.06 U I T P K

Program staff establish intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.

7.A.07 U I T P K

Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider each family's interests and skills and the needs of program staff.

7.A.08 U I T P K

Program staff engage with families to learn from their knowledge of their child's interests, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. This information is incorporated into ongoing classroom planning.

7.A.09

U I T P K

Program staff use a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning. Staff use a variety of methods such as new family orientations, small group meetings, individual conversations, and written questionnaires, which help staff get input from families about curriculum activities throughout the year.

7.A.10

U I T P K

The program works with families on shared child caregiving issues, including routine separations, special needs, the food being served and consumed, and daily care issues.

7.A.11

U I T P K

Families may visit any area of the facility at any time during the program's regular hours of operation as specified by the procedures of the facility.

7.A.12

U I T P K

The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other.

7.A.13

U I T P K

The program's governing or advisory groups include families as members and active participants. Staff or other families in the program encourage and support family members in taking on leadership roles.

7.A.14

U I T P K

Program staff and families work together to plan events. Families' schedules and availability are considered as part of this planning.

7.B. Sharing Information Between Staff and Families

7.B.01

U I T P K

Program staff use a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed.

7.B.02

U I T P K

The program compiles and provides program information to families in a language the family can understand. This information includes program policies and operating procedures.

7.B.03

U I T P K

Program staff inform families about the program's systems for formally and informally assessing children's progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families, and ways the program will use the information.

7.B.04

U I T P K

When program staff suspect that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner and is provided with documentation and explanation for the concern, suggested next steps, and information about resources for assessment.

7.B.05

I T

Program staff communicate with families on a daily basis regarding infants' and toddlers'/twos' activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and

development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

7.B.06 U I T P K
Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means.

7.C. Nurturing Families as Advocates for Their Children

7.C.01 U I T P K
Program staff encourage families to regularly contribute to decisions about their child's goals and plans for activities and services.

7.C.02 U I T P K
Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice.

7.C.03 U I T P K
Program staff encourage and support families to make the primary decisions about services that their children need, and they encourage families to advocate to obtain needed services.

7.C.04 U I T P K
Program staff use a variety of techniques to negotiate difficulties that arise in their interactions with family members. Program staff make arrangements to use these techniques in a language the family can understand.

7.C.05 U I T P K
Program staff provide families with information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment, and educational services for their children. (This criterion is an Emerging Practice.)

7.C.06 U I T P K
Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs.

7.C.07 U I T P K
To help families with their transitions to other programs or schools, staff provide basic general information on enrollment procedures and practices, visiting opportunities, and program options.

7.C.08 U I T P K
Before sharing information about a child with other relevant providers, agencies, or other programs, staff obtain written consent from the family.