

TITLE 200 - BOARD OF EDUCATION

CHAPTER 20 - COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

SUBCHAPTER 10 - ACADEMIC STANDARDS, PROGRAMS, AND OPERATIONS

PART 6 – Regulations on Comprehensive Early Childhood Education (CECE) Programs

6.1 Authority

This Part is promulgated pursuant to R.I. Gen. Laws Chapter 16-48 and 16-87.

6.2 Purpose

The purpose of this Part is to establish a two-tier approval process to maintain high-quality early development and early learning experiences in public and private early childhood education programs serving children between the ages of three (3) and six (6) years of age and also kindergarten programs in private schools in which kindergarten is the terminal grade.

6.3 Applicability

- A. Tier 1- Operational Approval: Any person desiring to operate a private early childhood education program serving children between the ages of three (3) and six (6) years of age or a kindergarten program in a private school in which kindergarten is the terminal grade must first submit an application for Tier 1 approval to the Rhode Island Department of Elementary and Secondary Education ("RIDE").. Tier 1 approval is granted to programs or schools.
 - 1. To be eligible for Tier 1 approval, applicants at the time of application must be licensed by the Rhode Island Department of Children Youth and Families ("DCYF") as a child care center.
 - 2. All applicants licensed by DCYF shall receive Tier 1 approval for a period of one year or until the date of expiration of the DCYF license, whichever is earlier.

- B. Tier 2 - Comprehensive Approval: Any operator of an early childhood education program meeting the quality standards set forth in this Part for a comprehensive and developmentally appropriate early childhood education program may apply for Tier 2 approval at the classroom level
 - 1. At the time of application for Tier 2 approval, the classroom for which Tier 2 approval is sought must meet the requirements of the following regulations, as applicable, and/or hold one of the following approvals:

- a. A private early childhood education program granted Tier 1 Operational Approval under this Part;
 - b. An early childhood education program which is part of a public school or public school district meeting the requirements of the Basic Education Program Regulations and/or Special Education Regulations;
 - c. An early childhood education program which is part of a private school (PK-12) approved under the Regulations for Approval of Non-Public Schools in Rhode Island; OR
 - d. An early childhood education program which is part of a special education school approved under the Rhode Island Regulations Governing the Education of Children with Disabilities.
2. Additionally, the applicant must provide evidence that it has already or will submit an application to the state's Quality Rating and Improvement System within one year of submitting the application for Tier 2 approval.
3. Application to RIDE for Tier 2 approval represents the program's desire to seek voluntary approval and designation as a "Comprehensive Early Childhood Education Program" in the state of Rhode Island.
4. When a program is subject to a governmental rule or regulation that exceeds the standard outlined herein for Tier 2 approval, that rule or regulation takes precedence. When a governmental rule or regulation differs or sets a lower threshold of performance, the standard for Tier 2 approval takes precedence.
5. To be eligible for Tier 2 approval, the classroom must operate for a minimum of thirty (30) hours each week of the school year and comply with the following:
 - a. Sessions of six (6) hours or less in duration per day must comply with these standards one hundred percent (100%) of the time that they are in operation.
 - b. Sessions of more than six (6) hours in duration per day must comply with these standards at least six (6) hours within their daily hours of operation.
6. To be eligible for approval as a Tier 2 classroom, the classroom must meet Structural Standards for Schools and Agencies and Early Learning Teaching and Learning Standards set forth in this Part in Section 6.5 and 6.6.as determined through CECE Approval Process including state monitoring and valid and reliable assessments of classroom quality.

6.4 The Approval Process

6.4.1 Procedures for approval under Tier 1 and Tier 2

A. Procedures for approval include:

1. Completion and submission of an application and documentation as required by this part.
2. Upon receipt of a completed application and required documentation, reviewed by RIDE to determine compliance of the program.
3. For Tier 2 approval, an on-site visit by an authorized representative designated by the Commissioner for the purpose of providing assistance in terms of compliance matters or observing the program in action.
4. Determination by an authorized representative designated by the Commissioner that the program meets requirements for approval based on both the program's application and supporting documentation, and the on-site visit to that program as applicable.

6.4.2 Types of applications

A. Prior to filing these applications, it is recommended that the applicant confer with the authorized representative designated by the Commissioner to initiate the steps required for meeting approval requirements. Types of applications include:

1. Application for Initial Approval.
 - a. A person desiring to open a comprehensive early childhood education program shall make formal application for approval on prescribed forms provided by the Commissioner.
 - b. Applications may be submitted for multi-site programs or for single-site programs. In either case, all early childhood education programs in any single site must be approved in order for the site to be approved.
 - c. Approval by the Commissioner is required before any program advertises itself as a comprehensive early childhood education program approved by RIDE.
2. Application for Renewal of Approval.
 - a. Renewal of approval must be made annually. The Commissioner will provide written notification through an authorized representative of the RIDE prior to the expiration of the current approval that a renewal application must be filed.

- b. Early childhood education programs desiring renewal of approval shall make application on forms provided by the Commissioner.
 - c. In addition to the information required on renewal forms, the applicant program shall provide RIDE with information regarding any changes made since the date of last approval.
3. Re-Application for Approval.
- a. A re-application for approval for a comprehensive early childhood education program shall meet the requirements as set forth § 6.4.2(A)(1) above. Re-application shall be filed when:
 - (1) There is a change in the location of the early childhood early education program;
 - (2) There is a major change in the original program, goals and objectives of the program and/or type of population served;
 - (3) There has been a previous discontinuance of the program;
or
 - (4) The Commissioner has revoked or refused to renew the program's approval.

6.4.3 Department action on applications

A. After reviewing the data collected and reported by the authorized representative designated by the Commissioner, approval action by the Commissioner shall take the form of one (1) of the following:

- 1. Approval.
 - a. A program which meets the standards will be approved, issued a certificate to operate for Tier 1 or for Comprehensive Tier 2 Approval will be listed in RIDE's Directory of Early Childhood Education Programs. Approval is for one (1) year and must be renewed annually.
 - (1) Certificates of approval are issued without charge by the Commissioner.
 - (2) A copy of the certificate of approval shall be maintained on file in the program and the certificate of approval shall be posted in a prominent place within the program.
 - (3) The certificate of approval will state the maximum number of children to be served in the program during any given

session and the dates of validity. It will remain in force unless otherwise specified or sooner, if revoked.

- (4) When the approval is in force, the Commissioner or authorized representative shall be given the right of entrance at any reasonable time, the privilege to inspect the program, and access to all records for the purpose of ascertaining compliance with these standards and investigating complaints.
- (5) The approval is granted to a designated holder of the certificate of approval and limited only to the location named.
- (6) An operator of a program must notify the Commissioner of major changes such as closure of service, change of name or location, change of ownership, change of program administrator or early education coordinator, major program changes, which affect the approval certificate while in force.
- (7) When a program discontinues its operation, the owner or program administrator shall provide written notification to the Commissioner at least thirty (30) days prior to closure.
- (8) A person, unincorporated society, association, or corporation purchasing a program shall comply with all of the requirements for securing an initial approval. An approval is not transferable or assignable.

2. Approval Variance.

- a. A variance to these standards may be allowed at the discretion of the Commissioner.
- b. Application for a variance shall include the following items:
 - (1) an identification of the standard for which the variance is requested, an explanation of the program's current status in relation to the standard in question,
 - (2) a justification for the variance request and a specific plan of tasks and timelines for bringing the program into full compliance with the standard.
- c. Variances shall be allowed for no more than one (1) calendar year or another timeframe not to exceed five (5) years as specified by the Commissioner.

- d. Renewal of the variance can be requested annually as part of the program's annual program approval renewal. A variance renewal request shall address the same items as in the initial variance request plus documentation of task, timelines and progress toward bringing the program into full compliance unless determined unnecessary by the Commissioner or authorized representative.
- 4. Denial of Approval.
 - a. If a program does not meet these standards and the applicant does not submit an acceptable application or step-by-step plan for doing so, the program will be disapproved. When such action is taken, the Commissioner shall upon written request, grant the applicant a hearing.
- 5. Revocation of Approval.
 - a. The Commissioner may consider any violation of these standards cause for the revocation of or refusal to renew the approval. A comprehensive early childhood education program approval shall be revoked for cause as specified in R.I. Gen. Laws § 16-48-5. Where approval is revoked or refused, the applicant has a right to a hearing whereby the extent of the program's compliance with these standards shall be determined.

6.5 Structural Standards for Schools and Agencies

A. Standard one: physical facilities

- 1. It is expected that the early childhood program will comply with either DCYF Child Care Center and School Age Program Regulations for Licensure ([214-RICR-40-00-1](#)) or, if the program is located in a public or private PK-12 school, with section 1.3.4 of the Basic Education Program Regulations (200-RICR-20-10-01) , in addition to these standards listed below.
- 2. A program is defined as a classroom or set of classrooms which are managed using the same overarching policies and procedures, with a shared leadership team. It may be housed in one building or multiple sites.
- 3. A classroom is defined as a group of children in a room with floor to ceiling walls. If floor to ceiling walls are not possible, then stable partitions of at least 4 feet in height shall divide the classroom, separate groups of children, and sound shall not exceed:

Area	Acceptable Noise Levels in Decibels
Classrooms (up to 750 sf)	65 Max
Classrooms (over 750 sf)	60 Max

4. Physical facilities must be:
 - a. Be in compliance with Building Code Commission Title Number 510 and Fire Safety Code Board of Appeal and Review Title Number 450;
 - b. Provide evidence of being lead free or safe;
 - c. Provide evidence of being asbestos-free or safe;
 - d. Have an acceptable score on a radon test within the last three (3) years; and
 - e. Have a public water supply or a Department of Health certificate related to a water supply of drinking water quality.

5. There shall be an appropriately equipped, accessible outdoor play area for gross motor activity.
 - a. The outdoor play area shall have at least seventy-five (75) square feet of space for at least fifty percent (50%) of the capacity of the center each child and be easily accessible from adjacent to the center. With one classroom, the play area shall have at least seventy-five (75) square feet per child. It shall be safe, properly fenced with fencing of at least four (4) feet in height, reasonably level, well-drained, and free from hazards.
 - b. Surfaces and equipment shall comply with the Handbook for Public Playground Safety. Climbing equipment, swings, and large pieces of play equipment shall be developmentally appropriate for the ages of children in that area, securely anchored, and maintained in good repair.
 - c. Outdoor play areas for preschoolers shall be separated by fencing or scheduling from those used by children of first grade age and above. Outdoor play areas for kindergarteners may be in the same area used for preschoolers, first and/or second graders but shall be

separated by fencing or scheduling from those used by children in the third grade or higher grades.

6. Accessible toilet facilities must be in or immediately adjacent to the classroom. If not, the program shall provide a plan that addresses how toileting will be supervised while classroom staff adult/child ratios are maintained.
 - a. Facilities shall have one toilet and one sink for each group of ten (10) children.
 - b. Hand washing sinks shall have:
 - (1) warm and cold running water faucets, or
 - (2) one (1) temperature faucets set at appropriate hand washing temperatures.
 - c. Hot water temperature at sinks used for handwashing, or where the hot water will be in direct contact with children, should be at a temperature of at least 60°F and not exceeding 120°F.
 - d. There shall be separate toilet facilities in the same building for staff.
7. There shall be adequate ventilation and natural and/or artificial lighting throughout the program facility.
 - a. Each room used for instructional purposes shall have sufficient air changes to produce healthful conditions and to avoid odors or concentrations of toxic substances or dust particles.
 - b. All rooms used for children shall have a window or skylight directly to the outdoors.
 - c. The Illuminating Engineering Society of North America standards for the quantity of illumination, Lighting for Educational Facilities RP-3-00, must be met in general classrooms.
 - d. Emergency lighting shall be available when normal lighting systems fail and in locations that permit an orderly egress from the building in an emergency situation.
8. A cot shall be provided for each preschool child. Cots shall be washed and sanitized before reassignment to another child. There shall be at least two (2) feet of space between each cot during rest time.

9. All equipment and materials shall be kept clean and sanitary and shall be checked monthly to ensure they are free from hazards. Documentation of monthly inspections, and program response, should be maintained on file.
10. The following standards apply to public school programs. Child care centers in good standing with DCYF Child Care Center and School Age Program Regulations for Licensure ([214-RICR-40-00-1](#)) are presumed to meet these requirements.
 - a. Stairways used by children shall have a handrail with a maximum height of forty-eight (48) inches for children's use.
 - b. The program's exterior doors shall be locked, unless monitored by a staff person, at all times. The program's designated main entrance(s) shall have a doorbell, buzzer, keypad, swipe card or other comparable means for entrance.
 - c. There shall be space for the storage of each child's clothing at appropriate levels for the use of children.
 - d. There shall be adequate storage space for equipment, including cots and blankets, materials, supplies and seasonal toys.
 - e. There shall be a sufficient quantity of furniture in the center to accommodate the number of children to be enrolled. Furniture shall be safe, durable, child-sized and easily cleaned. It shall conform to all applicable safety regulations. Seating shall be provided for every child.
 - f. There shall be a minimum of thirty-five (35) square feet of usable floor space for each child in classrooms or activity rooms.

B. Standard two: Health, Safety and Nutrition

1. The following standards apply to all programs seeking approval. Child care centers in good standing with DCYF Child Care Center and School Age Program Regulations for Licensure ([214-RICR-40-00-1](#)) are presumed to have met the requirements below.
 - a. It is expected that the early childhood program will comply with either DCYF or, if the program is located in a public or private K-12 school, with RIDE health and safety regulations for public and private K-12 schools in addition to these standards listed below.
 - b. At least one (1) staff person per classroom in the early childhood education program shall have a current valid certificate showing satisfactory completion of pediatric CPR training and first aid.

- c. Programs shall have written policies and procedures, which are shared with staff, for diapering, changing soiled pull-ups, underwear or clothing that are consistent with the guidelines consistent with the current recommendations of:
 - (1) American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011.
 - (2) Caring for Our Children: National health and safety performance standards; Guidelines for early care and education programs. 3rd Edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.
 - d. Toilet training shall be an individualized plan, relevant to the age and needs of the child, and carried out in conjunction with the family.
 - e. Any suspected case of child abuse and/or neglect shall be reported to the Department of Children, Youth and Families (DCYF) within twenty-four (24) hours (1-800-RI-CHILD) in accordance with state law, including any death or serious injury while in care of the program. The program shall report also report to the Department of Education immediately after reporting to CPS (1-800-RI-CHILD).
 - f. The program shall ensure that specific training is provided to staff to be able to appropriately address health and safety of children with special needs including medical needs.
 - g. The program meets the Nutrition and Food Allergies requirements of sections 1.8 (M) and (N) of the DCYF Child Care Center and School Age Program Regulations for Licensure ([214-RICR-40-00-1](#))
2. The following standards apply to public school.
- a. Safe drinking water shall be available to children throughout the day. Children shall be encouraged to drink water throughout the day, especially before, during or after outdoor play. The source of drinking water shall be separate from the lavatory. When water fountains are used, children shall be provided with disposable, single use cups or washable, one use cups.
 - b. The program shall use appropriate bleach solution or other Environmental Protection Agency approved products for the routine cleaning and sanitizing of all surfaces. These shall be consistent with the recommendations of:

- (1) Caring for Our Children: National health and safety performance standards; Guidelines Out of Home Care. 3rd Edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association, incorporated herein by reference, not including later editions.
- c. The program shall post and follow a cleaning and sanitizing schedule that is consistent with the recommendations of Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, incorporated by reference above.
- d. Each program shall have age appropriate choke-saving posters outlining the Heimlich Maneuver. The choke-saving poster shall be prominently displayed in the areas where the children eat. Child CPR posters shall be posted in every classroom.
- e. All pets maintained on the premises shall be kept in a safe and sanitary manner and according to state and local requirements. Children shall be protected from pets which are potentially dangerous to their health or safety.

C. Standard Three: Enrollment and Staffing

1. A child may be enrolled in an approved preschool program once the child has attained three (3) years of age and until entry into an approved kindergarten program.
2. A child may be enrolled in an approved kindergarten program if the child has turned five (5) on or before September 1st of any school year, as defined by law.
3. Programs retain the discretion to address exceptional circumstances on a case-by-case basis and, after applying relevant criteria, to determine what is in the best educational interest of a child born after September 1st who has not yet turned three (3) to transition into the program, or a child who has not turned five (5) by September 1st of any school year to enter kindergarten. Programs that choose to exercise this option shall have written policies which outline the criteria and that are shared with families and staff
4. The following staff-child ratios and group size requirements shall be maintained in all approved classrooms. These ratios shall apply unless federal or state law of regulation, such as the Individuals with Disabilities Act (IDEA) (20 U.S.C. Chapter 33, 1044 et. Seq.), or the Regulations Governing the Education of Children with Disabilities (200-RICR-20-30-6),

require more stringent ratios, or when determined to be appropriate considering student behavioral, health or educational needs:

AGE	STAFF/CHILD RATIO	MAXIMUM GROUP SIZE
3 year olds and mixed age 3 and 4-year olds	1 to 9	18
4 and 5-year olds	1 to 10	20
Kindergarten children	1 to 12	24

5. In every classroom, staff adult/child ratios shall include at least one qualified teacher as defined in § 6.5 (D)(5) of this Part.
6. Staff adult/child ratios shall be maintained at all times of the day.
7. Teaching staff must be aware of where children are at all times. The structural design for any classroom, restroom or other program space must not interfere with teacher's ability to observe children. When an ancillary or allied professional (such as a music teacher, art teacher, or librarian, special education consultant) is working with one or more children, that person may be considered a member of the teaching staff for supervision purposes only.
8. The grid below represents potential, minimal staffing patterns. Programs can choose any option within a category that meets the size of their programs. Individuals need to meet the credential requirements below to serve in these positions, as listed in the staff qualifications section of these regulations.

One Classroom	Two to Four Classrooms	5 to nine classrooms	10 or more classrooms
Administrator (part time) Ed. Coordinator (part time) Teacher (full time) Teacher Assistant (full time)	Administrator (part time) Ed. Coordinator (part time) Teachers Teacher Assistants	Administrator (full time) Ed. Coordinator (full time) Teachers Teacher Assistants	Administrator (full time) Ed. Coordinator (full time)

			Administrative Assistant (part time) Teachers Teacher Assistants
Administrator/Ed. Coordinator (part time in each role) Teacher (full time) Teacher Assistant (full time)	Administrator/Ed. Coordinator (part time in each role) Teachers Teacher Assistants	Administrator (part time) and Administrative Assistant (part time) Ed. Coordinator (full time) Teachers Teacher Assistants	
Administrator (part time) Ed. Coordinator/Teacher (full time) Teacher Assistant (full time)	Administrator (part time) Ed. Coordinator/Teacher (part time in each role) Teachers Teacher Assistants	Administrator/Ed. Coordinator (part time in each role) Teachers Teacher Assistants	
Administrator/Ed. Coordinator/Teacher (full time) Teacher Assistant (full time)	Administrator/Teacher (part time in each role) Ed. Coordinator (part time) Teachers Teacher Assistants		

D. Standard Four: Staff Qualifications and Ongoing Professional Development

1. Professional development may consist of workshops/seminars conducted by recognized professionals in the field; professional conferences; courses at an approved or accredited institution of higher education; electronic media, such as webinars; or other professional activities including but not limited to classroom observations, and technical assistance,.
2. The following standards apply to all programs seeking approval.
3. Administrator: Each program shall have a person assigned to the role of Administrator. This role may be assumed by the following, but not

necessarily limited to, the administrator, principal, education manager; or may be a stand-alone position. The Early Childhood Administrator shall meet the following criteria to serve as the program's administrative leader responsible for the operation of the program to ensure compliance with these regulations:

a. Qualifications:

- (1) Option One: Hold a current RIDE administrator certificate; or
- (2) Option Two: Demonstrate that he or she meets the requirements for the role of Child Care Administrator as required by DCYF Child Care Center and School Age Program Regulations for Licensure ([214-RICR-40-00-1](#)).

4. Education Coordinator: Each program shall have a person assigned to the role of the Education Coordinator. This role may be assumed by the following, but not necessarily be limited to, the administrator, principal, education manager, consultant or teacher; or may be a stand-alone position. The Early Childhood Education Coordinator shall meet the following criteria to serve as the program's pedagogical leader:

a. Qualifications:

- (1) Option One: Hold a current appropriate RIDE early childhood certificate.
- (2) Option Two: Hold a Bachelor's or Master's degree in a related field such as Child Development, Elementary Education, or Special Education with twenty-four (24) credits in Early Childhood Early Education from an accredited or approved institution of higher education. Public school staff must also hold a current RIDE Certificate.

b. Additional Qualifications and Experience:

- (1) A minimum of two (2) years of early childhood education classroom teaching experience.
- (2) A three (3) credit college course or a minimum of forty (40) documented hours of professional development over the course of two (2) years in mentoring, supervision and leadership OR an individual professional development plan not to exceed two (2) years from the date of employment for achieving this requirement.
- (3) A Rhode Island Early Learning and Development Standard certificate relevant to this position OR an individual

professional development plan not to exceed two (2) years from the date of employment for achieving this requirement.

c. Ongoing Professional Development

- (1) The program shall assure that each Early Childhood Education Coordinator shall have an individual professional development plan to complete at least twenty (20) hours of professional development related to the Workforce Knowledge and Competencies appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person's annual performance evaluation.

5. Each program shall employ at least one professionally prepared early childhood Teacher in each classroom qualified consistent with the requirements listed below. If the teacher is employed by a school district in any type of classroom, then the teacher shall meet the qualification under Option One. If the teacher is employed by a community agency or program in a kindergarten classroom, the teacher shall meet the requirements in Option Two. Both options apply to teachers in community programs other than school districts.

a. Qualifications

- (1) Option One: Hold a current appropriate RIDE Early Childhood certificate.
- (2) Option Two: Bachelor's or Master's in Early Childhood Education, Early Childhood Special Education, Human Development, or Child Development from an accredited or approved Institution of Higher Education AND achieve the appropriate RIDE Early Childhood certificate within seven (7) years of employment.

b. Additional Qualifications and Experience

- (1) A Rhode Island Early Learning and Development Standard certificate relevant to this position OR an individual professional development plan not to exceed two (2) year from the date of employment for achieving this requirement.

c. Ongoing Professional Development

- (1) The program shall assure that each teacher shall have an individual professional development plan to complete at least twenty (20) hours of professional development related to the Workforce Knowledge and Competencies appropriate to

his/her position. This plan shall be developed and updated annually as part of each staff person's annual performance evaluation.

6. Teacher assistants shall meet the requirements below. If the teacher assistant is employed by a school district in any type of classroom, the teacher assistant shall meet the qualification under Option One. Options One and Two apply to community programs other than school districts.

- a. Qualifications

- (1) Option one: Meet teacher assistant qualifications as established in Rhode Island law (R. I. Gen. Laws § 16-11.2) for teacher assistants employed by school districts, and have documentation of at the time of employment or have an individual professional development plan not to exceed two (2) years from the date of employment for achieving a minimum of twelve (12) credit hours of professional learning relevant to the early childhood education program setting.
- (2) Option two: Be at least eighteen (18) years of age, have documentation of a high school diploma or general equivalency, have documentation of one of the following options at the time of employment or have an individual professional development plan not to exceed two (2) years from the date of employment for achieving:
 - (AA) Successful completion of a Teacher Assistant Training Program approved by the RIDE plus a minimum of nine (9) credit hours of professional learning relevant to the early childhood education program setting; or
 - (BB) A minimum of twelve (12) credit hours of college coursework relevant to the early childhood education program setting; or
 - (CC) A Child Development Associate (CDA) Credential plus nine (9) credit hours of college coursework relevant to the early childhood education program setting.
- (3) Documentation of progress toward any one of these plans shall be submitted annually to RIDE as part of the early childhood education program's annual approval renewal, when applicable.

- b. Additional Qualifications and Experience

- (1) A Rhode Island Early Learning and Development Standard certificate relevant to this position OR have an individual professional development plan for achieving this requirement within two (2) years of employment.
 - c. Ongoing Professional Development
 - (1) The program shall assure that each teacher assistant shall have an individual professional development plan to complete at least twenty (20) hours of professional development related to the Workforce Knowledge and Competencies appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person's annual performance evaluation.
7. There shall be a list of cleared and qualified substitutes who can be called upon in the event of the absence of a staff member in order to maintain the required staff-child ratio.
 - a. Day to day teacher substitutes must meet one of the following options below:
 - (1) Option one: Holds an associate's degree or higher, or
 - (3) Option two: Completed a minimum of two years college completion on a four-year degree track.
 - b. Teacher assistant substitutes must meet the minimum qualifications for the position, or hold a valid Rhode Island certification in any field.
 - c. Long term substitutes shall meet the staff qualifications for the assigned position. Long term substitutes are needed when a person is out for twenty (20) or more consecutive days.

E. Standard Five: Administration

1. The following standards apply to all programs seeking approval.
2. This section includes standards related to general administration; continuous quality improvement; and staff evaluation and professional development.
3. It is expected that the early childhood program will comply with either DCYF or RIDE standards related to Administration in addition to these standards listed below.
4. Designated Administrator

- a. Each early childhood education program shall have a designated Administrator. This role includes providing leadership for compliance with the Structural Program Standards contained herein. The position of the designated program administrator may vary from program to program, such as, a child care center director, a public school principal, etc.
5. Education Coordinator
 - a. Each program shall have a person assigned to the role of Education Coordinator. This role includes providing leadership for compliance with the Educational Program Standards and system of staff support contained herein. Additional information about this role can be found in §§ 6.5(D)(3) and (E)(5) of this Part.
6. Each program shall provide a minimum of two (2) hours of paid time per week for each classroom dedicated to curriculum planning, including authentic assessment. A part of this planning time shall include collaboration among teaching team members, as relevant.
7. The program shall provide teachers with time and classroom support to implement a system of authentic assessment.
8. Reports shall be submitted to the Commissioner, in such manner and form as may be required including the RI Early Care and Education Data System.
9. The program shall have a method for gathering pre-entry information such as an open house, family conference or phone interview from each family to gather health and family history, to obtain background information on the child and his/her home, and to develop the child's program. Information may include, but not be limited to:
 - a. child's strengths and needs;
 - b. families goals for a child;
 - c. family history and background; and
 - d. necessary supports and accommodations to ensure the child's health, safety and early learning and development.
10. Families must also be provided with a copy of the programs policies and procedures, which should be reviewed with them. A signed verification should be maintained in each child's file.
11. The program shall have written policies and procedures which shall be given to families and staff. Enrollment policies shall be explained to all

families and staff. Policies and procedures shall include, but not be limited to, information on:

- a. child, family, and staff orientation programs;
- b. medical emergency and sick child procedures;
- c. toileting policies and procedures;
- d. classroom management/guidance of children;
- e. calendar, program closing, hours of operation;
- f. open door policy;
- g. schedule of daily activities;
- h. curriculum goals and philosophy;
- i. program evaluation;
- j. children's records requirements;
- k. evaluation of children/child assessment practices;
- l. supervision of children;
- m. procedures for reporting cases of child abuse and neglect;
- n. child drop off and release policies;
- o. confidentiality policy and procedures;
- p. program philosophy;
- q. volunteer policies and procedures;
- r. opportunities for family to be engaged in their child's education;
- s. opportunities for families to be involved in program leadership/decision making;
- t. attendance; and
- u. transitioning children from Pre-K to Kindergarten including communication with community school.

12. The program shall establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff.
13. Children shall be released only to a parent/guardian or authorized individual. The program shall have written policies and procedures for releasing children to persons other than parents/guardians including:
 - a. documentation of any custody or restraining orders relating to the child;
 - b. current written parental/guardian authorization for release to named individuals updated annually;
 - c. verification of identity of authorized individuals including photo id;
 - d. emergency call-in authorization by parent/guardian including verification of identity of parent/guardian over phone, and;
 - e. children shall not be released to any adult under the apparent influence of alcohol or controlled substances.
14. Additionally, programs shall ensure that children are dropped off to the custody and supervision of an authorized individual.
15. The program shall be in full compliance with all requirements related to criminal record checks found in:
 - a. Child Care Center and School Age Program Regulations for Licensure ([214-RICR-40-00-1](#)) promulgated by DCYF OR
 - b. the Basic Education Plan ([200-RICR-20-10-1](#)).
16. The program shall welcome children and families of all abilities, modify the program, make reasonable accommodations, and collaborate with key partners to support all children. The program shall have a written plan which describes the process for supporting all children including, but not limited to, those with developmental delays and disabilities, mental health diagnosis and behavioral challenges.
17. The program shall have a written philosophy statement describing the educational beliefs and practices which inform the implementation of a Comprehensive Early Childhood education program, including:
 - a. Philosophies, beliefs, and theories of central aspects of child development and learning child development, learning, child assessment and family engagement that inform the program's practices;

- b. How the community served is reflected;
- c. How all children are welcomed into the program and exclusionary practices of any kind are not allowed (principal of “zero reject”);
- d. How the program supports children and families of all abilities, modifies the program, makes reasonable accommodations, and collaborates with key partners to support children with developmental delays and disabilities in inclusive/integrated classroom settings;
- e. How each child’s individual interests, individual learning goals, and individual learning styles are supported, including English language learners as well as children with developmental disabilities and delays in inclusive settings;
- f. How the Rhode Island Early Learning and Development Standards for preschool and/or the state endorsed standards for kindergarten are used to inform program practices, as well as the additional components of quality curriculum; context, process, teaching and facilitating;
- g. The programs commitment to using assessment practices that reflect research and best practices;
- h. Purposes for collecting child assessment;
- i. The programs commitment to engaging families in the education of their child;
- j. The programs commitment to ongoing program improvement; and
- k. The programs commitment to supporting staff and welcoming volunteers.

F. Continuous Quality Improvement

- 1. Each program shall have a system in place for engaging in continuous quality improvement.
- 2. At least once each year, the program shall engage in a comprehensive self-assessment to determine compliance with the structural and educational program standards contained herein and all other standards and regulations governing the program and the program’s effectiveness in meeting needs of children and families. This assessment shall include a review and analysis of program-wide child assessment information that reveals patterns and trends. The process shall involve families and staff.

3. As a result of this self-assessment, the program shall document its improvement plan, which shall include priority goals, specific strategies for attaining each goal, and progress towards goal attainment.

G. Staff Evaluation and Professional Development

1. Each program shall have a system of staff evaluation and professional development in place that provides individualized supervision and support to every person employed by the program, as defined herein, aligned to the Workforce Knowledge and Competencies relevant to her or his position.
2. Each program shall have a staff and volunteer orientation which includes a review of the program's staff and family handbook(s) and/or policies and procedures. A signed and dated description of the information covered in the orientation shall be kept on file in the center for review by the Department representative during monitoring visits.
3. Each program shall have an ongoing staff evaluation process that:
 - a. includes individual self-assessments;
 - b. includes supervisor feedback based on formal observation;
 - c. includes an evaluation of family engagement;
 - d. is linked to the individual's job description;
 - e. is performance-based;
 - f. includes a formal supervisor/staff conference, conducted at least annually;
 - g. leads to an annual individual professional development plan; and
 - h. provides results that inform the program's annual professional development plan.

H. The program shall have individual professional development plans in place, aligned with the Workforce Knowledge and Competencies and the staff evaluation process, which supports staff in developing competencies associated with:

1. curriculum design and implementation and are associated with achieving child outcomes; implementing differentiated teaching and learning practices to enhance each child's learning and development;
2. child assessment; and

3. enhancing families' involvement in the program and in their child's learning and development.
- I. A program-wide professional development plan shall be developed annually, and shall:
 1. be informed by the program evaluation;
 2. be informed by individual staff professional development plans; and
 3. include a variety of ongoing professional development strategies that reflect effective research-based professional development practices.
- J. Volunteers
 1. The following standards apply to public school programs. Child care centers in good standing with DCYF Child Care Center and School Age Program Regulations for Licensure ([214-RICR-40-00-1](#)), are presumed to have met the requirements below.
 2. The following applies to volunteers who are used on a routine basis as opposed to those who may be involved on an episodic basis, such as, for a party, field trip, etc. These volunteers shall:
 - a. have a background check pursuant to R.I. Gen. Laws §§ 16-2-18.4 and 16-2-18.5.
 - b. have a personnel record maintained by the program;
 - c. complete an application for volunteering;
 - d. be provided with an orientation to the program and the volunteer assignment; and
 - e. always work under the supervision of program staff and never be left alone with children or engage in any disciplinary action with a child, and shall sign a statement attesting to their understanding of this policy.
- K. Volunteers shall not be counted as staff when scheduling to meet staff/child ratios.
 1. Volunteers must be eighteen (18) years of age or older.
 2. All volunteers shall be cleared and approved.
 3. All volunteers shall be given a formal orientation to center policies and procedures, and the volunteer assignment.

4. All volunteers must always work under the supervision of program staff and never be left alone with children or engage in any disciplinary action with a child.
 5. Volunteers shall be allowed to be counted in the staff/child ratio when scheduled staff are absent due to illness or emergency provided that the volunteer has fulfilled all staff requirements.
- L. If teen volunteers or interns are engaged, the following I standards apply:
1. Teen volunteers must be at least fourteen (14) years of age and closely monitored by an adult who is physically present in monitoring at all times.
- M. Programs must keep the following documentation on file:
1. Have a signed consent agreement from a parent or guardian stating that they approve of this volunteer assignment, and have reviewed with their child assuring the teen must never be alone with a child/group of children or engage in any disciplinary action with a child.
 2. Have copies of the child's emergency contact information.
 3. Have a copy of the child's signed school physical form.
- N. The programs shall have a confidentiality policy that requires all employees, consultants and volunteers to maintain confidentiality of child, family, and staff information included in files, conversations, observations, meetings, correspondence, electronic media or any other source. The program shall have policies and procedures to ensure the appropriate implementation of this policy.
- O. Information contained in a child's record shall only be released with written authorization from the child's parent/guardian. The center shall maintain such authorization on file.

6.6 Early Learning Teaching and Learning Standards

- A. Standard Six: Curriculum
1. The following early learning and development standards apply to all programs seeking approval.
 2. Programs must have an evidence-based written plan that describes program practices for supporting the learning of each child based on their individual developmental levels, learning styles and interests, and is informed by the Rhode Island Early Learning and Development Standards for preschool and/or state endorsed standards for kindergarten as approved by the Council on Elementary and Secondary Education and published on the RIDE website.

3 Program Level

- a. The program shall have a written curriculum aligned to the Rhode Island Early Learning and Development Standards and/or state endorsed standards for kindergarten that on the RIDE endorsed list of Early Childhood Education curriculums or is a RIDE approved locally developed curriculum. This curriculum includes a description of how the program will implement core components of the curriculum:
 - (1) Context;
 - (2) Content;
 - (3) Teaching and Facilitation;
 - (4) Process.
- b. The curriculum shall describe how the materials and equipment are intentionally chosen to support children's learning, interests, and skills levels while:
 - (1) reflecting the lives of the children and families;
 - (2) reflecting the diversity found in society, including gender, age, language and abilities;
 - (3) encouraging exploration, experimentation, and discovery;
 - (4) organized to support independent use;
 - (5) rotated to reflect changing curriculum and accommodate new interests and skill levels;
 - (6) rich in variety; and
 - (7) accommodate children's developmental delays and disabilities.
- c. The curriculum shall guide teachers in the development of a developmentally appropriate daily schedule that is predictable, yet flexible and responsive to the needs of the children.
- d. The curriculum shall guide teachers in incorporating content, concepts and activities that foster and integrate the Rhode Island Early Learning and Development Standards and/or state endorsed standards for kindergarten to support all children's learning.

- e. The curriculum shall articulate the intentional teaching practices, such as learning through play, and the mechanisms through which children attain developmentally appropriate goals in all developmental domains.
 - f. The curriculum shall reflect the programs understanding of how children learn and develop to guide teachers in meeting the individual needs of children.
 - g. The curriculum shall act as a guide for teachers in designing and implementing a variety evidence based strategies and multi-level learning opportunities based on the assessment of the child's developmental levels, learning styles and interests.
4. Classroom Level
- a. Classroom level instruction emerges from the program level curriculum as it is translated into the daily experiences for the individual children in the class. It is informed by the Rhode Island Early Learning and Development Standards, and/or state endorsed standards for kindergarten, as well as child assessment data and includes a variety of instructional strategies and multilevel learning opportunities. It also encompasses teaching staff roles, daily schedule, classroom environment, planned activities, intentional practice and nurturing relationships.
5. Context
- a. Teachers shall design a learning environment that is well organized, accessible to all children and equipped with clearly defined learning areas which include, at a minimum, areas devoted to: construction, dramatic play, discovery, books, manipulatives and creative expression.
 - b. Teachers shall organize space and select materials to stimulate exploration, experimentation, discovery and conceptual learning in all developmental areas. These materials shall be:
 - (1) chosen intentionally to support children's learning goals;
 - (2) well-maintained;
 - (3) organized and labeled;
 - (4) easily accessible to children;
 - (5) representative of the interests, needs and cultures of children;

- (6) age-appropriate;
 - (7) of sufficient quantity for the numbers of children being served.
 - c. Teaching staff shall post, maintain, and follow a regular daily schedule which allows flexibility to meet interests and individual needs of the children. The schedule prioritizes play and incorporates:
 - (1) a combination of teacher-initiated and child-initiated activities;
 - (2) learning opportunities, experiences, and projects that extend over the course of several days;
 - (3) large group, small group and individual activities;
 - (4) indoor and outdoor activities; and
 - (5) an age appropriate balance between active and quiet activities.
 - d. The outdoor environment shall be used to promote children's development and active physical play through intentional curriculum planning.
- 6. Content
 - a. Teachers shall intentionally plan and imbed learning opportunities/activities aligned with the domains of the Rhode Island Early Learning and Development Standards and/or state endorsed standards for kindergarten to support all children's learning throughout the day.
 - b. Teachers shall maintain a method of documented planning that demonstrates that curriculum is based on the Rhode Island Early Learning and Development Standards and/or state endorsed standards for kindergarten. Plans should be written at least on a weekly basis with adjustments as needed based on emerging needs, skills and interests of children in the class.
- 7. Teaching and Facilitating
 - a. Teaching staff shall create a positive learning environment by using a wide range of teaching strategies. Teaching strategies shall be:

- (1) based on information gained through ongoing observation and documentation of children's behavior and learning;
 - (2) supportive of children's growth and development in the areas addressed in all domains; and
 - (3) supportive of the development of individual relationships through interactions that are respectful of and sensitive and responsive to differing abilities, temperaments, activity levels, culture and cognitive and social developmental levels.
- b. Teaching staff shall implement curriculum in a manner that:
- (1) reflects responsiveness to goals that families have for their children;
 - (2) is informed by child assessment and observation data; and
 - (3) supports the development and maintenance of children's home language whenever possible while promoting English language acquisition; while
 - (4) ensuring that all children have access to universal curriculum, are active participants in classroom activities, and provided accommodations, as needed, to facilitate such participation.
- c. Teaching staff shall promote children's learning by responding to their observed and documented need for and interest in practicing emerging skills. Teaching staff shall:
- (1) provide targeted and individualized instruction;
 - (2) utilize multi-level learning opportunities and a variety of instructional strategies to support children's development;
 - (3) use children's interest in and curiosity about the world to engage them with new content and developmental skills; and
 - (4) provide children opportunities to affect what happens in the classroom through participation in decision making about issues concerning classroom behavior, plans, and activities.
- d. Teaching staff shall promote positive interactions with children by:
- (1) managing behavior, teaching and implementing classroom rules and expectations, and helping individual children learn

socially appropriate behavior by providing positive guidance that is consistent with the child's level of development;

- (2) talking frequently with children and listening to children with attention and respect through responding to children's questions and requests, using multiple strategies to communicate and build relationships with every child, and engage in meaningful and extended conversation with each child;
- (3) creating a positive environment through their own behaviors, including frequent social conversations with children, joint laughter and affection, eye contact, tone of voice and smiles;
- (4) developing individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive; and
- (5) providing children with opportunities to affect what happens in the classroom through participation in decision making about issues concerning classroom behavior, plans, and activities

e. When a child presents with challenging behavior, teaching staff shall:

- (1) Meet with parents/guardians to share observations, listen to parental/guardian insights, and discuss intentions of how best support the child's appropriate behavior.
- (2) Observe the child, then identify events, activities, interactions and other factors that predict and may contribute to challenging behavior.
- (3) Focus on teaching the child social communication and emotional regulation skills and using environmental modifications, activity modifications, adult or peer support and other intervention strategies to support the child's appropriate behavior rather than focusing only on eliminating the challenging behavior.
- (4) Respond to challenging behavior, including physical aggression, in a manner that provides for the safety of the child and others in the classroom, is calm and respectful to the child, and provides the child with information about acceptable behavior

- f. For all children, staff shall not use food or outdoor play as a reward or as a behavior consequence. Exceptions may only be made if specifically stated in a child's Individualized Education Program (IEP).
 - g. For children requiring special education services, teaching staff shall collaborate with special education professionals and families to support children with disabilities and developmental delays to succeed in inclusive environments and ensure each partner has access to necessary information and supports for appropriate services.
 - h. When technology is used in a program, technology shall be used for the purpose of extending learning within the classroom to integrate and enrich the curriculum. Staff shall be actively engaged in this process with children.
8. Process
- a. Teachers shall implement curriculum through play experiences that provide multiple opportunities for all children to attain developmentally appropriate goals in each developmental domain.
 - b. Teachers shall design learning opportunities that integrate multiple goals.

B. Standard Seven: Child Assessment

- 1. The program has a written plan and description of practices for implementing a child assessment system aligned with the Rhode Island Early Learning and Development Standards for preschool and/or the state endorsed standards for kindergarten. This plan:
 - a. Monitors children's development;
 - b. Informs curriculum and decision-making;
 - c. Identifies how programs determine if children might benefit from additional supports and/or special services; and
 - d. Describes how programs communicate with families and other authorized parties.
- 2. At the program level, this information is also used to:
 - a. Ascertain the degree to which the program is attaining desired child outcomes and goals for children;

- b. Identify patterns and trends across the program; and
 - c. Inform the program's improvement plan and professional development of staff.
3. Program level: the program has written policies and procedures that guide their child assessment practices at the program and classroom level.
- a. The program shall have a written plan and description of practices for implementing a child assessment system that is aligned with the Rhode Island Early Learning and Development Standards and program curriculum for preschool children and/or the state endorsed standards and program curriculum for kindergarten. The plan shall include:
 - (1) timelines associated with assessments that occur throughout the year;
 - (2) procedures to keep individual child records confidential;
 - (3) ways to involve families in planning and implementing assessments (see § 6.9(B)(3)(d) of this Part); and
 - (4) methods for communicating assessment information with families, including two-way communication.
 - b. The program shall have a written plan outlining the types of assessment used by the program and their appropriateness, including:
 - (1) monitoring children's development and learning;
 - (2) informing curriculum and decision-making;
 - (3) identifying children who might benefit from additional or increased supports and/or special services; and
 - (4) monitoring program effectiveness.
 - c. The assessment methods used by the program shall be:
 - (1) sensitive to and informed by family culture, experiences, children's abilities, and home language;
 - (2) meaningful, accurate, and objective; and
 - (3) used in settings familiar to the children.

- d. The program shall have a written statement in their family handbook informing families about their child assessment practices that includes information about the assessments used by the program, including:
 - (1) purposes for which assessment is used;
 - (2) methods used for assessment;
 - (3) tools used for assessment, and how staff or others are trained to use assessment procedures and interpret results; and
 - (4) how assessment information will be shared with families.
- e. Families shall have ongoing opportunities to share the results of observations from home to contribute to the assessment process and the identification of goals for their child.
- f. The program shall make provisions for teachers, families and relevant specialists to have regular opportunities to participate in two-way communication to discuss each child's goals, progress, accomplishments and developmental challenges in the classroom, and at home, as well as to plan learning activities. This includes providing family members with information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports as part of the family conferences at least two times a year.
- g. The program shall use child assessment data at the program level to:
 - (1) ascertain the degree to which the program is attaining desired child outcomes and goals for children;
 - (2) identify patterns and trends across the program; and
 - (3) inform the program's continuous quality improvement plan as well as the professional development of staff.
- h. The program shall collaborate with Child Outreach programs to screen children annually through active collaborations such as providing space for onsite screenings, coordinating onsite community screening events for children and their families in community-based setting and/or providing families with dates and times of upcoming child outreach screenings.

4. Classroom Level: Classroom level child assessment practices, aligned with the RI Early Learning and Development Standards developmental progressions and/or the state endorsed standards for kindergarten, emerge from the written program level assessment plan and are used to monitor children's development and learning; inform curriculum and decision making; determine who might require additional supports and/or special services; and communicate early learning and development information with families and other authorized parties.
 - a. Teachers shall use ongoing, formative assessments to inform the implementation of classroom practices that reflect each child's developmental level, learning style, and interests in each Rhode Island Early Learning and Development Standards domain and/or state endorsed standards for kindergarten.
 - b. Teachers shall have a system to help manage and organize the collection of assessment information for each child.
 - c. Teachers shall assess the developmental progress of each child using assessment data from natural classroom environments and situations consistent with children's culture, language, developmental abilities and everyday experiences.
 - d. Teachers shall use child assessment information to:
 - (1) identify children's strengths, learning styles and developmental levels;
 - (2) inform classroom instruction, make sound decisions about individual and group curriculum content, inform teaching approaches, guide personal interactions, and inform the design of the children's learning environment;
 - (3) identify children who might benefit from additional or increased supports and/or special services;
 - (4) document and implement a plan for each child that supports his or her inclusion and success; and
 - (5) share information on each child's progress with families and other authorized parties.
 - e. For children requiring special education services, early childhood educators and special education providers shall work collaboratively, and in partnership with families, in supporting successful participation in inclusive environments and in ensuring that each partner has access to the necessary information and supports.

- f. Teachers shall conduct child assessment as an integral part of the classroom, so that children are provided with multiple options and varied opportunities for learning and demonstrating what they have learned.
- g. Teachers shall engage families and relevant specialists in regular two-way communication to discuss each child's goals, progress, accomplishments and development needs, both in the program and at home.

C. Standard Eight: Family Engagement

- 1. The program has a written plan that describes program practices for communicating with and involving family members as partners in their child's education and in program decision-making. Family members include adults and children significant in the child's daily life who influence the child and support their learning.
- 2. Program Level:
 - a. The program shall be open to families for observation and visits whenever the program is in operation.
 - b. The program shall implement activities to facilitate the transition of children and families including:
 - (1) opportunities for the child and parent/guardian to visit the program one or more times prior to enrollment;
 - (2) activities to support internal transitions within the program, e.g., from class to class, during program enrollment; and
 - (3) strategies to support families with their transitions to other programs or schools as they transition out of the program. These strategies may include providing information on future program options, enrollment procedures and practices, networking with families who have already made this transition, and opportunities for program visitation.
 - c. The program shall use a variety of methods to engage all families in active two-way communication on an ongoing basis such as new family orientations, small group meetings, individual conversations, notes between program and home, and written questionnaires.
 - d. The program shall plan and implement a wide variety of opportunities for families to be engaged in their child's education, both within the program and in the family's home.

- e. The written program plan shall delineate the expectation that teaching staff engage all families in the education of their child, including families with special needs and circumstances, so that they can take full advantage of family engagement opportunities.
 - f. Programs shall encourage collaboration with families by making teachers available to meet with families to discuss children's progress, collaborate with IEP teams by attending meetings, participating in relevant training, and/or sharing information to support children with and without developmental delays or disabilities and their families.
 - g. The written program plan shall describe the opportunities for all families to be actively involved in program decision making (e.g. advisory groups) and leadership.
 - h. The written program level plan shall describe how program actively seek and utilize input from families in the following areas:
 - (1) establishing or refining program philosophies, long-term goals and short-term objectives;
 - (2) conducting program assessment and evaluation;
 - (3) designing family engagement opportunities;
 - (4) establishing strategies to ensure that the program remains relevant to the values, culture, identity and home language; and
 - (5) creating a physical environment that is welcoming to families.
 - i. The program shall make efforts to accommodate families with special needs and circumstances so that they can take full advantage of family engagement opportunities.
3. Classroom Level: Classroom level family engagement emerges from the program level written plan as it is translated into individual teacher and staff practices with families.
- a. Teaching staff shall implement intentional practices designed to foster strong two-way relationships with all families from the first contact and maintain them over time.
 - b. Teaching staff shall communicate with all families in a variety of ways on at least a weekly basis regarding children's activities and developmental milestones, shared care-giving issues, and other

information that affects the well-being and development of their children.

- c. Teaching staff shall collect information from individual families for use in designing family engagement opportunities appropriate to their interests and circumstances.
- d. Teaching staff shall use a variety of resources to communicate with families who speak languages different from their own and, whenever possible, provide information for families in their primary language.
- e. Teaching staff shall communicate with all families to gather information about their child's interests, approaches to learning and developmental needs, and to learn about each family's goals and concerns and goals for their children. This information shall be incorporated into ongoing classroom planning and assessment.
- f. Teaching staff shall plan and implement a continuum of opportunities so that all families:
 - (1) know what young children should know and be able to do as articulated in the Rhode Island Early Learning and Development Standards and/or the state endorsed standards for kindergarten;
 - (2) recognize how standards-based programs support their child's learning; and
 - (3) understand and embrace the positive role that families play in supporting their child in learning at home and in the program.