

B. High Quality Early Childhood Programs and Professionals – Quality rating and improvement system

The expectation is that all 619 programs will participate in STARS by 2015

Domain: Family and Community Partnerships (Maximum 20 points)

Rationale: Family involvement and reciprocal family-provider relationships are fundamental to high quality early care and education services. This dimension of practice emphasizes ongoing, bi-directional communication between families and programs. Meaningful family engagement in early care and education programs requires attention and sensitivity to the needs of all families. Further, collaboration between child care programs and schools/other agencies assists programs in accessing resources to meet the needs of young children and their families.

Categories: Communication (FC) Involvement and Support (FS) Community Partnerships (FP)

Stars Standard FC1: Program welcomes all children and their families with procedures that embrace inclusion and diversity (maximum 2 points)

Regulation (LRE):

- *IDEA 612 (A) (5) (5) Least restrictive environment.--*
- *(A) In general.--To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.*

Required:

- Star 3 Requirement: Programs must follow NAEYC/DEC Inclusion Policy
- Star 4 Requirement: APR Meets LRE Setting A1 or B1 for all classrooms

Documentation:

- LRE page of preschool IEP
- Agreements with Head Start
- Intake documentation with families regarding development, ability, home environment, culture, languages

Stars Standard FC2: Each classroom provides regular written correspondence with families. (maximum 4 points)

- For classrooms with children predominately 0-36 months, correspondence is individualized and provided daily.
- For classrooms with children predominately 37 months and older, correspondence can be group and weekly.

Regulations: None

Required:

- All classrooms/teachers must provide written communication with families at least once a week.

Documentation May Include:

- School District Staff Training Sign In sheet
- Communication Book
- Weekly Newsletter

Comment [JW1]:

- Daily/Weekly Behavior Log
- E-mails
- Classroom webpage
- Bulletin Boards

Stars Standards FC3: Program conducts conferences with families at least twice annually. (maximum 1 point)

Regulation (IEP Progress Updates)

- *925 24.7 Review and revision of IEPs, General: Each public 25 agency shall ensure that, subject to 24.8 and 24.9, the IEP Team reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and revises the IEP, as appropriate, to address:*
- *24.7.1 Any lack of expected progress toward the annual goals described in 20.1.2, and in the general education curriculum, if appropriate;*

Required:

- All teachers must conduct family conferences twice a year for all families

Documentation May Include:

- Conference schedules
- Sign in sheets
- School Calendar
- Annual IEP Meeting Page 1
- Parent signature on dated opt-out forms

Stars Standard FS1: Program makes accommodations for families of children with identified disabilities or who are dual language learners. (maximum 4 points)

- Accommodations for families of children with identified disabilities
- Accommodations for families of children who are dual language learners

Regulation:

- *IDEA Regulations - #300.324 Development, review and implementation of IEP*
- *24.1 Development of IEP, General: In developing each child's IEP, the IEP Team shall consider:*
- *24.2.2 In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;*

Required:

- Home Language Survey must be completed at registration
- Assessments must be conducted in primary language
- Interpreters must be present, when needed
- All communication translated into primary language

Documentation:

Accommodations for families of children with identified disabilities:

The program has ongoing written and/or verbal interaction with families of a child enrolled currently or during the past 12 months regarding progress and accommodations.

- Progress reports provided to and signed by parents
- Journal correspondence to parents
- Printed e-mails to parents

Program has ongoing communication with families whose home language is not English

- Home Language Survey in cumulative folder
- Copies of translated communications into primary language
- IEP and audit folder

- IEP page 1 showing presence of interpreter/translator for families, when needed
- Resources available to facilitate communication with families in their primary language

Stars Standards FS2: Program systematically gathers information from families and uses data to inform program planning annually. (maximum 2 points)

Regulations:

- *IDEA Regulations – 925 Development, review and implementation of IEP*
- *5.1 Review of existing evaluation data: As part of an initial evaluation (if appropriate) and as part of any reevaluation under these regulations, the IEP Team and other qualified professionals, as appropriate, shall review existing evaluation data on the child, including:*
 - *5.1.1 Evaluations and information provided by the parents of the child;*
 - *5.1.2 Current classroom based, local, or State assessments, and classroom based observations; and*
 - *5.1.3 Observations by teachers and related services providers; and*
 - *5.1.4 On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine:*
 - *5.1.4.1 Whether the child is a child with a disability, as defined in 14 DE Admin. Code 922.3.0, and the educational needs of the child; or*
 - *5.1.4.2 In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child; the present levels of academic achievement and related developmental needs of the child; whether the child needs special education and related services; or*
 - *5.1.4.3 In the case of a reevaluation of a child, whether the child continues to need special education and related services; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.*

Required:

- The Delaware Department of Education's Building Blocks Manual notes that family members are critical team members.
 - Family members are critical members of their child's IEP team, and play a critical role in the Child Outcome Summary (COS) rating. Parents are keen observers of their child's behavior and have the greatest investment in their progress. Parents and other family caregivers have unique insights about their child's capabilities across settings and daily routines, and therefore provide important information that will inform the child's overall assessment and the COS ratings. Involving the family in determining the rating on the child outcome summary form will increase the accuracy of the data because of the variety and array of information parents have about their children. However, keep in mind that although the parent knows the child, he/she should not be expected to understand child development.
- IEP includes family input that guides team programming decisions for the child
- Survey given to all families in program annually
- Survey data must be reviewed, analyzed, and needed corrections must be made to the program

Documentation May Include:

- IEP

Information from families gathered within the last 12 months:

- Annual parent family surveys and evidence of use
- Districts may place survey results on website to share comments and concerns
- Minutes from meeting of advisory board, PTO, or parent committee

Information of applicable program planning or changes based on information gathered from families

- Written documentation or summary of program changes
- Pictures of program changes
- Written plan with timeline for program changes

Stars Standard FS3: Program implements a variety of family-centered events annually. (Maximum 1 point)

Regulations: None

Required:

- Programs should offer at least two family events each year

Suggestions May Include:

- Open House
- School/Classroom Celebrations
- Assemblies
- After School Events

Documentation:

- Event Announcement/Flyer
- Sign In Sheet
- Pictures of event

Stars Standard FS4: Program supports transition for families:

- Into the school district's early childhood program
- Within the school district's early childhood program
- Out of the early childhood program to kindergarten (maximum 4 points)

Regulations:

- *IDEA Regulations #300.1224 Transition from Part C to Part B*
- *Refer to transition section 2 of 619 Program Manual (pages 6-18)*

Required:

- Transition Plan into Part B Program based on IDEA Regulations
 - Welcome Letter and/or Home Visits
 - Program Orientation (may include individual tour, welcome to school event, etc.)
- Transition Plan to Kindergarten; Includes:
 - Supports in place for Kindergarten Registration (if needed)
 - Share information about Kindergarten

Documentation May Include:

- Transition Into Part B:
 - Transition Plan and previous developmental documentation
- Transition Into and within Part B:
 - Welcome letter from school and/or teacher
 - Flyer/Sign-In sheet for Welcome to School Events and Open House
- Transition to Kindergarten
 - Sign-in sheet for tour of kindergarten school
 - Registration materials completed

- IEP and/or IEP revision indicating supports and accommodations needed for a smooth transition into kindergarten
- Literature about kindergarten readiness sent home to families
- Transitions Within Part B (may include moving to a new district or classroom):
- Welcome letter from school and/or teacher
- Welcome letter from school and/or teacher
- Flyer/Sign-In sheet for Welcome to School Events and Open House
- IEP indicating appropriate supports and accommodations needed for a smooth transition
- Temporary IEP if changing districts

Stars Standard FP1: Program develops and maintains active relationships with schools. (maximum 1 point)

Regulations: None

Required:

- Program develops and maintains active relationships with community child care programs

May Include:

- Itinerant services in programs
- Providing professional development (PD) opportunities for child care staff
- Including child care program staff at statewide and/or school-based meetings
- Continuous communication with community Early Childhood programs

Documentation May Include:

- Job description/weekly schedule for itinerant teacher
- Announcement, agenda, and/or sign-in sheet for PD event
- Communication log, written and/or e-mail correspondence
- Written agreement
- Sign-In sheet for statewide and/or school-based meetings

Stars Standard FP2: Program develops and maintains active relationships with community-based agencies. (maximum 1 point)

Regulations: None

Required:

- School district must document ways to provide services/relationships with community based agencies. These may include Read Aloud, Foster Grandparent Programs, visits to local libraries, parks, recreation, fire department, dentist, etc.

Documentation:

- School District Directory of specialists or student services including: coordinators for homeless, counselors, social workers, crisis counselors, etc.
- Directory of outside agency information, including Child Development Watch (CDW), Delaware's Department of Services for Children, Youth, and Their Families (DSCYF), Division of Prevention and Behavioral Health Services (DPBHS) etc.
- Pictures of events
- Newsletters
- Flyers
- Invoices
- Written agreement

Domain: Qualification and Professional Development: (Maximum 30 points)

Rationale: A well-prepared teaching and administrative staff are essential to high quality early care and education. Thoughtfully planned professional development linked to effective supervision and evaluation practices provide ongoing support to staff in meeting the needs of young children and their families.

Categories: Education (QE), Training (QT)

Star Standard QE1: Person functioning as Administrator completes the Delaware Administrator Credential and is qualified. (Maximum 4 points)

Regulation:

- State of Delaware requirements for Administrative Certification

Required:

- Administrative Certification

Documentation:

- Certification as listed in DEEDS (Delaware Educator Data System)

Stars Standard QE2: Person functioning as the Administrator (within child care programs) utilizes the *Delaware Early Childhood Career Lattice* for professional development planning and achieves Step 8 or above. (maximum 3 points)

Regulation:

- State of Delaware requirements for Administrator Certification

Required:

- Administrative Certification

Documentation:

- Certification as listed in DEEDS (Delaware Educator Data System)

Stars Standard QE3: Teaching staff complete appropriate credentials. (maximum 2 points)

Regulation:

- State of Delaware requirements for Early Childhood Teacher Certification

Required:

- Early Childhood Teacher Certification

Documentation:

- Certification as listed in DEEDS (Delaware Educator Data System)

Stars Standard QE4: Program staff (child care professionals) utilizes the *Delaware Early Childhood Career Lattice* for career planning. (Maximum 9 points)

Regulation:

- State of Delaware requirements for Early Childhood Teachers, Paraprofessionals, and Related Service Providers

619 Program Standards:

- Classrooms have a minimum of 2 adults with one being a teacher
- Program has access to Related Service Providers

Required:

- State of Delaware Certification and/or License

Documentation:

- Certification and/or License as listed in DEEDS (Delaware Educator Data System)

Stars Standard QE5: Person functioning as Curriculum Coordinator (child care professional) utilizes the *Delaware Early Childhood Career Lattice* for professional development planning. (maximum 3 points)

Regulation: None

Required:

- Teachers have qualifications comparable with Curriculum Coordinators

Documentation:

- Certification as listed in DEEDS

Stars Standards QT1: Annual training hours are quality assured. (maximum 3 points)

Regulations: None

Required:

- Staff participates in school/district/state/national approved professional development to maintain their certification and/or license.

Documentation:

- Maintenance of Certification and/or License as listed in DEEDS

Stars Standard QT2: Program implements a system of staff evaluation that integrates professional development needs. (maximum 5 points)

- Annual evaluation for each staff person that includes observations, written feedback, and a self-assessment completed by staff using the Delaware Competencies for Early Childhood Professionals (child care professionals).
- Program requires staff to use annual competency-based evaluation and self-assessment to create annual Individual Professional Development Plans that integrates professional development needs (child care professionals).

Regulations:

- DPAS-II (Delaware Performance Appraisal System-II)

Required:

- Follow DPAS-II procedures

Documentation:

- DPAS-II paperwork

Stars Standard QT3: Program completes a *Facility Professional Development Plan* to compile information on staff professional development needs (child care professionals). (maximum 1 point)

Regulations: None

Required:

- Staff participates in school/district/state/national approved professional development to maintain their certification and/or license.

Documentation:

- Maintenance of Certification and/or License as listed in DEEDS

Domain: Management and Administration (Maximum 20 points)

Rationale: Effective management and administrative practices create the infrastructure for the provision of high quality early care and education. Well-managed programs facilitate quality through lower rates of staff turn-over, effective supervision, and appropriate allocation of personnel resources.

Categories: Personnel Management (MP), Operations and Administration (MO), Fiscal Management (MF)

Stars Standard MP1: Program arranges regular, paid planning time, and access to resources for at least one staff member per classroom when they are not responsible for children (child care professionals). (maximum 3 points)

Regulations: None

Required:

- Paid planning time based on school district staff contract

Documentation:

- Staff planning time schedules
- Staff sign in/out sheets

Stars Standard MO1: Program implements a risk management plan. (maximum 2 points)

Regulations: None

Required:

- Risk management plans developed by school/district/state

Documentation - Must include 4:

- Disaster plan
- Liability insurance(s)
- Abuse and Neglect policy
- Health and Safety policies
- Staff Handbook
- Parent Handbook

Stars Standard MO2: Program provides access to the following for employees: Paid vacation, paid sick time, paid holidays, retirement, insurance (health or other) (child care professionals). (maximum 3 points)

Regulations: None

Required:

- Included in State/School District staff contracts

Documentation:

- Staff contracts

Star Standard MO3: Program conducts required all-staff meetings. (maximum 2 points)

Regulations: None

Required:

- Included in State/School District staff contracts

Documentation May Include:

- Sign-In Sheet from last 3 meetings within the last 12 months
- Agenda from last 3 meetings within the last 12 months
- Minutes

Stars Standard MO4: Program implements strategies to retain 75% of classroom staff on a program year basis (child care professionals).(maximum 4 points)

Regulations: None

Required: None

Documentation:

- Seniority Lists
- Current staff list in Stars database
- Current staff list with hire dates

Stars Standard MO5: Program provides staff access to:

- Comfortable adult facilities and storage
- Administrative computer with internet
- Staff computer in staff space with internet
(maximum 4 points)

Regulations: None

Required:

- Staff contracts

Documentation May Include:

- Staff contracts
- **Comfortable adult facilities and storage**
- Secure storage space such as locked cabinets or closet available for staff use
- Private area with comfortable adult furniture for staff that is not used by children
- Adult restroom for staff that is not used by children
- **Staff computer in staff space:**
- Working computer with internet for staff use in space used primarily by staff

Stars Standard MF1: Program implements a system for fiscal management.

- Annual operating budget with income and expense figures
- Program reviews annual operating budget quarterly, adjusts as needed, and files copies for later review
(maximum 2 points)

Regulations: None

Required:

- District and Building Administrative Responsibility

Documentation:

- Building and district budgets
- Financial Reports

Domain: Learning Environment and Curriculum (Maximum 30 points)

Rationale: The provision of effective, developmentally appropriate learning environments is essential to high quality early care and education practice. The foundation for appropriate learning environments is positive interactions between teachers and children. From this foundation, teachers intentionally plan appropriate experiences for young children that address key areas of learning and development

Categories: Classroom Environment (LE), Observation & Assessment (LO), Curriculum Planning & Implementation (LC)

Stars Standard LE1: Program utilizes a system of continuity of care throughout the day. (maximum 3 points)

Regulation: None

Required:

- School District program has same teacher(s) and paraprofessional(s) each day.

Documentation:

- Class lists with staff and student names included
- Staffing schedules that reflect defined groups where children stay with their group throughout the day with no more than 3 group transitions daily (for example: opening room, full day room, and closing room) for the last 3 months
- Staffing schedules that reflect primary care system with very few people (2-3) that work with children in addition to the stable staff for the last 3 months.

Star Standard LE2: Program minimizes transitions with classroom staff throughout program year. (maximum 2 points)

Regulation: None

Required: School District programs have classroom designs that minimize transitions.

Documentation May Include:

- Class lists with staff and student names included

Stars Standard LE3: Program implements lower ratios:

- Infants (under 12 months) 1:3
- Young Toddlers (12-24 months) 1:5
- Older Toddlers (24-36 months) 1:7
- Young Preschoolers (36-48 months) 1:9
- Older Preschoolers (48-60 months) 1:11

(maximum 7 points)

Regulations:

- ***Delaware OCCL Center Regulations #185***
- ***NUMBER OF STAFF***
- ***185. A licensee shall follow the following minimum staff/child ratios and maximum group sizes for each age group listed during normal daily activities at the Center as indicated in the table below:***
- ***Age of Child, Minimum Staff: Child Ratio/Maximum Group Size***
 - ***Infant Under 1 Year, 1:4/8***

- *Young Toddler 1 to 2 Years, 1:6/12*
- *Older Toddler 2 to 3 Years, 1:8/16*
- *Young Preschool Child 3 to 4, Years 1:10/20*
- *Older Preschool Child 4 to 5, Years or older 1:12/24*
 - *(Or not yet in K* or first grade whichever comes first)*

Required:

- 619 Programs must follow OCCL Standards
 - Twos 1:8
 - Threes 1:10
 - Fours 1:12
- Needs Based Funding Ratios (Pre-K, Intense = 1:8, Complex = 1:3)

Documentation May Include:

- Adult/Child Ratio per class
- Observation of classroom ratios by Stars

Stars Standard LO1: Program observes and documents individual children's progress and reports progress to families twice annually. (maximum 2 points)

Regulations:

- *IDEA Regulations – 925 Development, review and implementation of IEP*
- *5.1 Review of existing evaluation data: As part of an initial evaluation (if appropriate) and as part of any reevaluation under these regulations, the IEP Team and other qualified professionals, as appropriate, shall review existing evaluation data on the child, including:*
 - *5.1.1 Evaluations and information provided by the parents of the child;*
 - *5.1.1 Evaluations and information provided by the parents of the child;*
 - *5.1.2 Current classroom based, local, or State assessments, and classroom based observations; and*
 - *5.1.3 Observations by teachers and related services providers; and*
 - *5.1.4 On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine:*
 - *5.1.4.1 Whether the child is a child with a disability, as defined in 14 DE Admin. Code 922.3.0, and the educational needs of the child; or*
 - *5.1.4.2 In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child; the present levels of academic achievement and related developmental needs of the child; whether the child needs special education and related services; or*
 - *5.1.4.3 In the case of a reevaluation of a child, whether the child continues to need special education and related services; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.*

Required:

- Parent-Teacher Conference
- Annual IEP Review
- Progress on IEP goals must be reported using the same schedule as school report cards

Documentation:

- IEP
- IEP progress reports
- Progress Reports

- Report Cards
- Conference summaries
- Individual portfolios
- Email correspondence to parents
- Delaware approved assessment tools for the purpose of COS reporting

Stars Standard LO2: Program implements a method of assessing growth and progress for all infants, toddlers, and preschoolers enrolled annually:

- Child developmental screening
- Curriculum-based assessment (maximum 4 points)

Regulation: None

Required:

- Procedures to measure progress for all children

Documentation May Include:

Child Developmental screening:

- Approved developmental screening tool is used. ??is there a list??
- At least 2 staff members trained on developmental screening tool used in the program or qualified outside contractor is used
 - Training certificate
 - Written description and sign-off of informal training
 - Dated contract or written agreement with outside assessor

Curriculum Based Assessment:

- Approved curriculum-based assessment tool is used. See Building Blocks Manual for list.
- At least 2 staff members trained on curriculum-based assessment tool used
 - Training certificate
 - Written description and sign-off of informal training
 - Assessment report for each child enrolled completed within the last 12 months
- IEP progress reports
- Progress Report
- Report Card

Star Standard LO3: Program uses individual child assessments for infants, toddlers, and preschoolers enrolled to inform goal and lesson planning. (maximum 2 points)

Regulation:

- **IDEA Regulations – 925 Development, review, and implementation of IEP**
- **5.1 Review of existing evaluation data: As part of an initial evaluation (if appropriate) and as part of any reevaluation under these regulations, the IEP Team and other qualified professionals, as appropriate, shall review existing evaluation data on the child, including:**
 - **5.1.1 Evaluations and information provided by the parents of the child;**
 - **5.1.2 Current classroom based, local, or State assessments, and classroom based observations; and**
 - **5.1.3 Observations by teachers and related services providers; and**
 - **5.1.4 On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine:**

- **5.1.4.1 Whether the child is a child with a disability, as defined in 14 DE Admin. Code 922.3.0, and the educational needs of the child; or**
- **5.1.4.2 In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child; the present levels of academic achievement and related developmental needs of the child; whether the child needs special education and related services; or**
- **5.1.4.3 In the case of a reevaluation of a child, whether the child continues to need special education and related services; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.**

Required:

- Goal and lesson planning aligned with Delaware Early Learning Foundations (ELFs)
- Use of data collection, informal and formal assessment to develop IEP goals and lesson plans

Documentation:

- IEP benchmarks/goals related to assessment results
- Lesson planning related to IEP benchmarks
- PLC agenda/minutes
- Data collection

Stars Standard LC1: Program follows a daily schedule that supports child-centered play both indoors and outdoors ******Discussion Needed****** (maximum 2 points)

Delaware OCCL Center Regulation

Regulation: Delaware OCCL Center Regulation # 203

OUTDOOR AREA

- 203. A licensee shall maintain or have access to an outdoor play area with at least seventy-five (75) square feet for each child for the maximum number of children who will use the playground at one (1) time.
 - A. The outdoor play area shall be large enough to accommodate at least one-fourth (1/4) of the licensed capacity of the facility at any one (1) time

OCCL Center Regulation# 215

- 215. When a licensee can demonstrate that the outdoor space rule cannot be met, the licensee shall provide, in addition to the indoor play space required by Rule #221, a minimum of 700 square feet of open, accessible indoor play space for large muscle activity.
 - A. The indoor space shall be at the site of the Center.
 - B. The licensee shall have a written plan which specifies how large muscle activity will be provided.
 - C. The licensee shall have a written plan to ensure some opportunities for safe outdoor activities in accordance with Rules #267, 379 & 382.
 - D. When using public areas, staff shall inspect the area before children begin to play to ensure there are no hazards present and play equipment is safe for use.

OCCL Center Regulation # 379

- 379. A licensee shall develop and follow a schedule for each group of children posted for easy reference by parents/ guardians and staff. The schedule shall show blocks of time usually assigned to types of activities and include periods for both active play and quiet play or rest. Blocks of time shall show activities that are scheduled for indoor and outdoor areas. The schedule shall reflect daily opportunities for both free-choice and staff-directed activities OCCL Center Regulation # 382

- 382. A licensee shall ensure that each child, according to his or her ability, is provided the opportunity for a minimum of twenty (20) minutes of moderate to vigorous physical activity indoors and/or outdoors, for every three (3) hours the child is in attendance between the hours of 7:00 am to 7:00 pm.

NOT REQUIRED for licensing exempt programs

Documentation May Include:

- Daily Schedule

Stars Standard LC2: Program implements:

- Daily activities and lesson planning for infants, toddlers, and preschoolers enrolled that are based on the Delaware Early Learning Foundations
- A written comprehensive curriculum that is aligned with the Delaware Early Learning Foundations for infants, toddlers, and preschoolers enrolled
- A supplemental curriculum to support healthy lifestyles, including healthy eating and physical activity (maximum 4 points)

Regulations: OCC: Center Regulation #375

- 375. A licensee shall have a written plan of developmentally appropriate activities designed to help all children reach the goals described in Rule #374. The activity plan shall be current and accessible to parents/guardians and staff. The activity plan shall include at least one (1) daily activity for each goal specified in Rule #374. Activities that allow children to choose to participate with the whole group, part of the group, or independently shall be identified. The plan shall reflect that the children have the choice to participate in at least four (4) activities each day. The time allotted for such activities shall constitute at least one-third (1/3) of the time the child is in attendance for a particular day.
 - A. Activities shall be varied, developmentally appropriate, may be related to themes, culturally meaningful and educationally valuable and promote the development of language, literacy, reasoning and problem-solving skills, understanding of numbers and other mathematical and scientific concepts, large and small muscles skills, social skills, understanding and self-regulation of emotions, self-esteem and positive self-image, as appropriate to the ages and developmental levels of children in care. Adaptations of activities shall be made for children with disabilities to enable them to reach goals described in IEPs, IFSPs, and Section 504 plans.
 - B. Activity plans shall also be based on best practices and accepted research in the field of early care and education and in alignment with principles of foundations of learning and development as set forth by the Delaware and/or United States Department of Education.
 - C. Delaware Early Learning Foundations for School Success regarding preschoolers is on the Delaware Department of Education website at: http://www.doe.k12.de.us/early_childhood/Standards/preschool.htm
 - D. Delaware Infant and Toddler Early Learning Foundations: A Curriculum Framework regarding infants and toddlers is on the Delaware Department of Education website at: http://www.doe.k12.de.us/early_childhood/Standards/InfantToddlerFoundationStandards.pdf
- 376. A licensee shall ensure that activities and materials reflect children’s cultures, and communities, including both familiar and new materials, pictures, and experiences. Staff shall consult with parents/guardians about care practices specific to their children’s culture and community, and provide as much consistency as possible in their direct child care practices especially concerning infants and toddlers.

NOT REQUIRED for licensing exempt programs

Documentation May Include:

Daily activities and lesson plans:

- IEPs and/or lesson plans referencing Delaware Early Learning Foundations

Written Comprehensive Curriculum:

- Copies of lesson plans showing implementation of approved curriculum for the last 3 months referencing the Delaware Early Learning Foundations.

Supplemental Curriculum to Support Healthy Lifestyles:

- Daily activities and lesson plans that include activities focusing on healthy lifestyles, including healthy eating and physical activity for the last 3 months.

Stars Standard LC3: Program implements instructional and environmental modifications that support the learning of all children.

- Program implements formalized procedures for making accommodations for children with identified disabilities
- Program implements formalized procedures for making accommodations for children who are dual language learners (maximum 4 points)

Regulations:

IDEA Regulations – 925 Development, review and implementation of IEP

5.1 Review of existing evaluation data: As part of an initial evaluation (if appropriate) and as part of any reevaluation under these regulations, the IEP Team and other qualified professionals, as appropriate, shall review existing evaluation data on the child, including:

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5.1.3 Observations by teachers and related services providers; and

5.1.4 On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine:

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5.1.4.2 In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child; the present levels of academic achievement and related developmental needs of the child; whether the child needs special education and related services; or

5.1.4.3 In the case of a reevaluation of a child, whether the child continues to need special education and related services; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

Required:

- Program must make accommodations for children identified with disabilities.
- Program must make accommodations for children who are dual language learners.

Documentation May Include:

- Program implements formalized procedures for making accommodations for children with identified disabilities:
 - Enrollment of children with IFSPs or IEPs
 - Dated registration form signed by parents and attendance records (within last 3 months)
 - Instructional and/or environmental modifications based on child's IFSP/IEP
 - Lesson plans
 - Individual progress reports

- Documentation and observations or pictures of accommodations
- Program implements formalized procedures for making accommodations for children who are dual language learners
 - Enrollment of children who are dual language learners within the last 12 months
 - Dated registration form signed by parents and attendance records (within last 3 months)
 - Accommodations made to curriculum and/or environment as needed
 - Lesson plans
 - Individual progress reports
 - Documentation and observations or pictures of accommodations