

Updated Center Foundational Quality Standards

The following section outlines the updated regulations for Center early learning providers.

Updated Regulations for Center early learning providers	
INTENT AND AUTHORITY	
Intent and Authority	
License required	
110-300-0010	
Licensee absence	
<p>110-300-0015 Licensee absence.</p> <p>(2) In a center early learning program, an early learning provider must have a written plan for when the Director, Assistant Director, and Program Supervisor will be simultaneously absent but the program remains open for the care of children. If the Director, Assistant Director, and Program Supervisor are simultaneously absent for more than ten consecutive operating days, an early learning provider must submit a written notification to the department and each child's parent or guardian at least two business days prior to the planned absence.</p> <p>(3) A written notification under this section must include the following information:</p> <ul style="list-style-type: none"> (a) The time period of the absence; (b) Emergency contact information for the absent early learning provider; and (c) A written plan for program staff to follow that includes: <ul style="list-style-type: none"> (i) A staffing plan that meets child-to staff ratios; (ii) Identification of a Lead Teacher to be present and in charge; (iii) Early learning program staff roles and responsibilities; (iv) How each child's needs will be met during the absence; and (v) The responsibility for meeting licensing requirements. <p>(4) If a Facility Licensing Compliance Agreement (FLCA) is developed as a result of early learning program staff failing to comply with licensing regulations during an absence described in this section, an early learning provider must:</p> <ul style="list-style-type: none"> (a) Retrain early learning program staff on the Foundational Quality Standards documented on the FLCA; and (b) Document that the retraining occurred. 	
Inactive status – voluntary and temporary closure	
<p>110-300-0016 Inactive status – voluntary and temporary closure.</p> <p>(1) If a center or family home licensee plans to temporarily close their early learning program for more than 30 calendar days, and this closure is a departure from the program's regular schedule, an early</p>	

learning provider must submit a notification to go on inactive status to the department at least two business days prior to the planned closure. Notifications for inactive status must include:

Disclaimer: The materials available in this guidebook are for informational purposes only. These materials are not intended to be relied upon as a comprehensive view of licensing regulations or legal advice. Each individual is responsible for knowing and understanding current Washington State laws and regulations. Current child care laws and rules can be found at chapters 43.216 RCW, 110-300A WAC, and 110-300B WAC. Chapter 110-300 WAC will go in effect on August 1, 2019.

The regulations listed below are excerpts from the sections and may not appear in whole; Center early learning providers should always refer back to the section as a whole to see the regulation in full and in context. Chapter 110-300 WAC, containing all sections, can be found at: <http://app.leg.wa.gov/wac/default.aspx?cite=110-300>

TABLE 1. UPDATED REGULATIONS FOR CENTER EARLY LEARNING PROVIDERS

Updated Regulations for Center-based early learning providers	
<p>(a) The date the early learning program will cease operating; (b) The reasons why the licensee is going on inactive status; and (c) A projected date the early learning program will reopen.</p>	
(2)	The requirements of this section do not apply to licensed early learning programs that have temporary closures beyond 30 calendar days as part of their regular schedule, such as programs based on the school year or seasonal occupation.
(3)	A licensee may not request inactive status during their first initial licensing period (six months) unless for an emergency.
(4)	An early learning provider must inform parents and guardians that the program will temporarily close.
(5)	An early learning provider is responsible for notifying the department of changes to program status including voluntary closures, new household members or staff, or other program changes. Program status updates must also be completed in the department's electronic system.
(6)	Background check rules in chapter 110-06 WAC, as hereafter recodified or amended, including allegations of child abuse or neglect, will remain in effect during inactive status.
(8)	A licensee is still responsible for maintaining annual compliance requirements during inactive status pursuant to RCW 43.216.260.
(9)	If inactive status exceeds six months within a twelve month period, the department must close the license for failing to comply with RCW 43.216.260(2). The licensee must reapply for licensing pursuant to RCW 43.216.260(3).
(10)	The department may pursue enforcement actions after three failed attempts to monitor an early learning program if: (a) The early learning provider has not been available to permit the monitoring visits; (b) The monitoring visits were attempted within a three month time period to the monitoring due date; and (c) The department attempted to contact the provider by phone during the third attempted visit and while still on the early learning premises.
(11)	When a licensee is ready to reopen after a temporary closure, an early learning provider must notify the department in writing. After receiving notice of the intent to reopen, the department will: (a) Conduct a health and safety visit of the early learning program within ten business days to determine that the provider is in compliance with this chapter; (b) Activate the license and inform the licensee that the license is active; and (c) Notify the following programs of the active status: (i) The department's Child Care Subsidy Programs; (ii) CACFP; and (iii) Early Achievers, ECEAP, Head Start Grantee, and Child Care Aware of Washington.
Certified and exempt programs	

110-300-0025 Certified and exempt programs.
(3) A child care program exempt from licensing pursuant to RCW 43.216.010(2) must use the department's form to submit their exempt status.
Non-discrimination
110-300-0030 Non-discrimination.

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(2) An early learning program must have a written non-discrimination policy addressing at least the factors listed in subsection (1) of this section.
CHILD OUTCOMES
Developmental screening and communication to parents and guardians
110-300-0055 Developmental screening and communication to parents or guardians.
(1) An early learning provider must inform parents or guardians about the importance of developmental screenings for each child from birth through age five.
(2) If not conducted on site, an early learning provider must share information with parents or guardians about organizations that conduct developmental screenings such as a local business, school district, health care provider, specialist, or resources listed on the department web site.
School readiness and family engagement
110-300-0065 School readiness and family engagement activities.
(1) At least once per calendar year, an early learning provider must supply to parents or guardians kindergarten or school readiness materials.
(2) Kindergarten or school readiness materials must be the same or similar to resources posted online by OSPI, the department, or other equivalent organizations. These materials may address:
(a) Kindergarten transition activities, if applicable; and
(b) Developmentally appropriate local school and school district activities designed to engage families.
FAMILY ENGAGEMENT AND PARTNERSHIPS
Family support self-assessment
110-300-0080 Family support self-assessment.
An early learning provider must assess their program within one year of being licensed, or within six months of the date this section becomes effective, to identify ways to support the families of enrolled children. A provider must complete the Strengthening Families Program Self-Assessment, or an equivalent assessment, applicable to the early learning program type (center or family home).
Family partnerships and communication

110-300-0085 Family partnerships and communication.

- (1) An early learning provider must communicate with families to identify individual children's developmental goals.
- (2) An early learning provider must attempt to obtain information from each child's family about that child's developmental, behavioral, health, linguistic, cultural, social, and other relevant information. The provider must make this attempt upon that child's enrollment and annually thereafter.
- (3) An early learning provider must determine how the program can best accommodate each child's individual characteristics, strengths, and needs. The provider must utilize the information in subsection (2) of this section and seek input from family members and staff familiar with a child's behavior, developmental, and learning patterns.
- (4) An early learning provider must:
 - (a) Attempt to discuss with parents or guardians information including, but not limited to:
 - (i) A child's strength in areas of development, health issues, special needs, and other concerns;
 - (ii) Family routines or events, approaches to parenting, family beliefs, culture, language, and child rearing practices;
 - (iii) Internal transitions within the early learning program and transitions to external services or programs, as necessary;
 - (iv) Collaboration between the provider and the parent or guardian in behavior management; and
 - (v) A child's progress, at least two times per year.

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- (b) Communicate the importance of regular attendance for the child;
- (c) Give parents or guardians contact information for questions or concerns;
- (d) Give families opportunities to share their language and culture in the early learning program;
- (e) Arrange a confidential time and space for individual conversations regarding children, as needed;
- (f) Allow parents or guardians access to their child during normal hours of operation, except as excluded by a court order; and
- (g) Communicate verbally or in writing:
 - (i) Changes in drop-off and pickup arrangements as needed; and
 - (ii) Daily activities.

PROFESSIONAL DEVELOPMENT, TRAINING AND REQUIREMENTS

General staff qualifications

110-300-0100 General staff qualifications.

All early learning providers must meet the following requirements prior to working:

(3) **Center Directors or Assistant Directors** manage the early learning program and set appropriate program and staff expectations.

(a) A center director must meet the following qualifications:

- (i) Be at least eighteen years old;
- (ii) Have an ECE state certificate or equivalent as approved and verified in the electronic workforce registry by the department as follows:

(A) A center director working at the time this chapter becomes effective must complete an ECE state certificate or equivalent within five years of the date this section becomes effective;

(B) A center director hired or promoted after this chapter becomes effective must have an ECE state certificate or equivalent within five years of the time of hire.

(iv) Complete the applicable preservice requirements, pursuant to WAC [110-300-0105](#);

(v) If a center director does not meet the minimum qualification requirements, the center early learning program must employ an assistant director or program supervisor who meets the minimum qualifications of these positions;

(b) An assistant director must meet the following qualifications:

- (i) Be at least eighteen years old;
- (ii) Have an ECE state certificate or equivalent as approved and verified in the electronic workforce registry by the department as follows:

(A) An assistant director working at the time this chapter becomes effective must complete an ECE state certificate or equivalent within five years of the date this section becomes effective;

(B) An assistant director hired or promoted after this chapter becomes effective must have an ECE state certificate or equivalent within five years of the time of hire. (iii) Have two years of experience as a teacher of children in any age group enrolled in the early learning program or two years of experience in administration or management, or a department approved plan;

(iv) Complete the applicable preservice requirements, pursuant to WAC [110-300-0105](#);

(v) Have their continued professional development progress documented annually.

(c) A Center Director or Assistant Director or equivalent must provide the following services: (i) Be on site for the daily operation of the early learning program 50 percent or more of weekly operating hours up to 40 hours per week,

(iii) Develop a curriculum philosophy, communicate the philosophy to all early learning program staff and parents, and train staff to ensure the philosophy serves all children

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in the early learning program (or designate a Program Supervisor with this responsibility);

(iv) Have knowledge of community resources available to families, including resources for children with special needs and be able to share these resources with families; and
(v) Oversee professional development plans for early learning program staff, including but not limited to:

- (A) Providing support to staff for creating and maintaining staff records; (B) Setting educational goals with staff and locating or coordinating stateapproved training opportunities for staff; and
- (C) Observing and mentoring staff.

(4) **Center program supervisors** plan the early learning program services under the oversight of a center director or assistant director.

(a) A program supervisor must meet the following qualifications:

- (i) Be at least eighteen years old;
- (ii) Have an ECE state certificate or equivalent within five years of the date this section becomes effective or from the time of hire or promotion if a Director or assistant director does not have an ECE state certificate or equivalent as required by this section;.

(6) **Lead Teachers** are responsible for implementing the center or family home early learning program. Lead Teachers develop and provide a nurturing and responsive learning environment that meets the needs of enrolled children.

(a) A Lead Teacher must meet the following qualifications:

- (iii) Complete the applicable pre-service requirements, pursuant to WAC 110-3000105.

(b) A center Lead Teacher must meet the following requirements:

- (i) Have an ECE Initial Certificate or equivalent as approved and verified in the electronic workforce registry by the department within five years of the date this section becomes effective, or five years from being employed or promoted into this position at any licensed early learning program;
- (ii) Progress towards an ECE Short Certificate or equivalent. A center Lead Teacher hired after this chapter becomes effective must have an ECE Short Certificate within two years of receiving an ECE Initial Certificate, or seven years from being employed or promoted into this position at any licensed early learning program;

(7) **Assistant Teachers** help a Lead Teacher or licensee provide instructional support to children and implement developmentally appropriate programs in center or family home early learning programs.

(a) An Assistant Teacher must meet the following qualifications:

- (ii) Have a high school diploma or equivalent; and
- (iii) Have a minimum of an ECE Initial Certificate or equivalent as approved and verified in the electronic workforce registry by the department within five years of the date this section becomes effective, or from being employed or promoted to this position at any licensed early learning program;

(v) Complete the applicable pre-service requirements, pursuant to WAC 110-300-0105;

(b) Assistant Teachers may work alone with children with regular, scheduled, and documented oversight and on-the-job classroom training from the classroom's assigned Lead Teacher who is primarily responsible for the care of the same group of children for the majority of their day. (c) For continuity of care, Assistant Teachers can act as a substitute Lead Teacher up to 2 weeks. If longer than 2 weeks, the provider must notify the department with a plan to manage the classroom.

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(8) **Aides** provide classroom support to an Assistant Teacher, Lead Teacher, Program Supervisor, Center Director, Assistant Director, or family home licensee. Aides must meet the following qualifications:

(b) Have a high school diploma or equivalent, or be currently enrolled in high school or an equivalent education program;

(c) Complete the applicable pre-service requirements, pursuant to WAC 110-300-0105;

(e) Aides may be counted in the staff-to-child-ratio if they are working under the continuous oversight of a Lead Teacher, Program Supervisor, Center Director, Assistant Director, Assistant Teacher, or Family Home Licensee; and

(i) Aides working 19 hours per month or less can count towards ratio with applicable pre-service requirements pursuant to WAC 110-300-0105 and without in-service training requirements pursuant to WAC 110-300-0107(1)(a).

(ii) Aides who work 20 hours or more per month with a cumulative 12 months of employment must complete applicable pre-service requirements pursuant to WAC 110-300-0105 and in-service training pursuant to WAC 110-300-0107(1)(a).

(9) **Other personnel** who do not directly care for children and are not listed in subsections (1) through (8) of this section must meet the following qualifications:

(c) Complete program based staff policies and training, pursuant to WAC 110-300-0110.

(10) **Volunteers** help at early learning programs. Volunteers must meet the following qualifications:

(a) Be at least 14 years old (volunteers must have written permission to volunteer from their parent or guardian if they are under 18 years old).

Training requirements

WAC 110-300-0106 Training requirements.

- (1) Early learning providers licensed, working, or volunteering in an early learning program before the date this section becomes effective must complete the applicable training requirements of this section within three months of the date this section becomes effective unless otherwise indicated. Early learning providers hired after the date this section becomes effective must complete the training requirements of subsections (4) through (10) of this section within three months of the date of hire and prior to working in an unsupervised capacity with children.
- (3) License applicants, Center Directors, Assistant Directors, Program Supervisors, Lead Teachers, Assistant Teachers, and Aides must complete the Child Care Basics training as approved or offered by the department:
- (a) Prior to being granted a license;
 - (b) Prior to working unsupervised with children; or
 - (c) Within three months of the date this section becomes effective if already employed or being promoted to a new role.
- (4) Early learning providers must complete the Recognizing and Reporting Suspected Child Abuse, Neglect, and Exploitation training as approved or offered by the department according to subsection (1) of this section. Training must include the prevention of child abuse and neglect as defined in RCW 26.44.020 and mandatory reporting requirements under RCW 26.44.030.
- (5) Early learning providers must complete the Emergency Preparedness training as approved or offered by the department (applicable to the early learning program where they work or volunteer) according to subsection (1) of this section.

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- (6) Early learning providers licensed to care for infants must complete the Prevention and Identifying Shaken Baby Syndrome/Abuse Head Trauma training as approved or offered by the department according to subsection (1) of this section.
- (7) Early learning providers must complete the Serving Children Experiencing Homelessness training as approved or offered by the department according to subsection (1) of this section.
- (9) Family home licensees, Center Directors, Assistant Directors, Program Supervisors, Lead Teachers, and other appropriate staff members must complete the Child Restraint training as approved or offered by the department. This training must be completed annually and: (a) Prior to being authorized to restrain an enrolled child; or (b) According to subsection (1) of this section.
- (10) Family home licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers must complete the Medication Management and Administration training as approved or offered by the department prior to giving medication to an enrolled child, or as indicated in subsection (1) of this section.

In-Service training

WAC 110-300-0107 In-Service Training.

(1) An early learning provider must complete ten hours of annual in-service training after 12 months of cumulative employment.

(a) Family home licensees, Center Directors, Assistant Directors, Program Supervisors, Lead

Teachers, and Assistant Teachers must complete the department Enhancing Quality of Early Learning (EQEL) in-service training within 36 months of being hired in a licensed facility, unless the provider has completed a department approved alternative training. EQEL hours may count towards the ten hours of annual in-service training.

(b) Every 36 months, following the completion of EQEL or a department approved alternative training, family home licensees, Center Directors, Assistant Directors, and Program Supervisors, must complete a minimum of ten hours of in-service training "Child Development" and a minimum of ten hours of in-service training on "Leadership Practices."

Program based staff policies and training

110-300-0110 Program based staff policies and training.

(2) Early learning program staff policies must include, but are not limited to:

(b) Job descriptions, pay dates, and benefits;

(c) Professional development expectations and plans;

(d) Expectations for attendance and conduct; (e) Early learning program staff responsibilities for:

(xv) Following non-smoking, vaping, alcohol and drug regulations;

(xvii) Religious, equity and cultural responsiveness;

(g) A plan that includes how both administrative and child caretaking duties are met when a job requires such dual responsibilities; and

(h) Observation, evaluation, and feedback policies.

(3) An early learning provider must have and follow written policies requiring staff working, transitioning, or covering breaks with the same classroom or group of children to share applicable information with each other on a daily basis regarding:

(a) A child's health needs, allergies and medication;

(b) Any change in a child's daily schedule;

(c) Significant educational or developmental information;

(d) Any communications from the family; and

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(e) Information to be shared with the family.(4) An early learning provider must develop, deliver, and document the delivery of early learning staff training specific to the early learning program and premises.

(b) Training must be updated with changes in program policies and state or federal regulations.

Staff oversight

110-300-0111 Staff oversight.

- (1) An early learning provider who oversees staff must:
 - (a) Establish a work plan with clear expectations;
 - (b) Be aware of what staff members are doing; and
 - (c) Be available and able to respond in an emergency as needed to protect the health and safety of children in care.
- (2) When the family home licensee, Center Director, Assistant Director, Program Supervisor, Lead Teacher, or Assistant Teacher is the only staff supervising an Aide or Volunteer, the Aide or Volunteer may be out of the supervisor's visual and auditory range only when the Aide, Volunteer or supervisor is attending to personal needs.

Staff records

110-300-0115 Staff records.

- (1) An early learning provider must establish a records system for themselves, household members, staff, and volunteers that complies with the requirements of this chapter. Early learning program staff records must be:
 - (a) Verified by the licensee, Center Director, Assistant Director, or Program Supervisor;
 - (b) Entered and maintained in the electronic workforce registry, if applicable. Paper records may be discarded once entered into the electronic workforce registry and confirmed by the department;
 - (c) Updated to delete staff names from the electronic workforce registry when no longer employed at the early learning program; and
- (2) Records for each early learning provider and staff member must include:
 - (c) Job title;
 - (d) First and last day of employment, if applicable;
- (3) A licensee, Center Director, Assistant Director, or Program Supervisor must maintain the following records for each early learning provider and program staff in a confidential manner. These records must be reviewable by the department and must include at a minimum:
 - (a) A copy of current government issued photo identification;
 - (b) Emergency contact information;
 - (d) Annual observation, evaluation, and feedback information;

Providing for personal, professional, and health needs of staff

110-300-0120 Providing for personal, professional, and health needs of staff.

- (1) A licensee must provide for the personal and professional needs of staff by:
 - (a) Having a secure place to store personal belongings that is inaccessible to children;
 - (b) Having a readily accessible phone to use for emergency calls or to contact the parents of enrolled children; and
 - (c) Providing file and storage space for professional materials.
- (3) If a staff person has not been vaccinated, or shown documented immunity to a vaccine preventable disease, that person may be required by the local health jurisdiction or the department to

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<p>remain off-site during an outbreak of a contagious disease described in WAC 246-110-010.</p> <p>(4) An early learning program's Health policy, pursuant to WAC 110-300-0500, must include provisions for excluding or separating staff with a contagious disease described in WAC 246-110-010, as now and hereafter amended.</p>
ENVIRONMENT
Indoor early learning program space
110-300-0130 Indoor early learning program space.
<p>(3) Early learning program space must allow children to move between areas without disrupting another child's work or play.</p>
Routine care, play, learning, relaxation and comfort
110-300-0135 Routine care, play, learning, relaxation, and comfort.
<p>(1) An early learning provider must have accessible and child-size furniture and equipment (or altered and adapted in a family home early learning program) in sufficient quantity for the number of children in care. Tables must not be bucket style.</p> <p>(2) Furniture and equipment must be:</p> <ul style="list-style-type: none"> (c) Visually inspected at least weekly for hazards, broken parts, or damage. All equipment with hazardous, broken parts, or damage must be repaired as soon as possible and must be inaccessible to children until repairs are made according to the manufacturer's instructions, if available; (d) Arranged in a way that does not interfere with other play equipment; (e) Installed and assembled according to manufacturer's specifications; <p>(3) An early learning provider must supply soft furnishings in licensed space accessible to children. Soft furnishings may include, but are not limited to, carpeted areas and area rugs, upholstered furniture, cushions or large floor pillows, and stuffed animals.</p>
Room arrangement, child-related displays, private space, and belongings
110-300-0140 Room arrangement, child-related displays, private space, and belongings.
<p>(2) An early learning provider must display age and developmentally appropriate early learning materials. Materials must be located at enrolled children's eye level and related to current activities or curriculum.</p> <p>(3) An early learning provider must offer, or allow a child to create, a place for privacy. This space must:</p> <ul style="list-style-type: none"> (a) Allow the provider to supervise children; and (b) Include an area accessible to children who seek or need time alone or in small groups. <p>(6) Child useable and accessible areas must be arranged to provide sufficient space for routine care, child play, and learning activities. These areas must be designed to allow:</p> <ul style="list-style-type: none"> (a) Allow the provider to supervise or actively supervise the children, depending on the nature of the activities; (b) Allow children to move freely; and (c) Be designed to allow for different types of activities at the same time (for example: blocks, puppets, language and literary materials, art materials, clay or play dough, music and movement, or dramatic play).
Outdoor early learning program space

110-300-0145 Outdoor early learning program space.

- (1) An early learning provider must visually inspect outdoor program space and equipment daily to ensure outdoor areas and equipment are free of hazards.

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(3) An early learning program must have shaded areas in outdoor play space provided by trees, buildings, or shade structures.

(6) Licensed outdoor play areas must be enclosed with a fence or barrier that is intended to prevent children from exiting and discourages climbing. If the outdoor play area is enclosed by a barrier that is not a fence, the barrier may be a wall constructed with brick, stone, or a similar material.

(8) Fences, barriers, and gates must be in good condition, have no gap through which a sphere with a diameter of three and one-half (3 ½) inches can pass, and have a minimum height of 48 inches or conform in height to applicable local codes.

(9) The opening between a fence post and gate or fence post and building must have no gap through which a sphere with a diameter of three and one-half (3 ½) inches can pass.

(10) An early learning provider must not install any wooden fence, playground structure, or furniture if it contains chromated copper arsenate (CCA), creosote or pentachlorophenol. If wooden fences, structures, and furniture are suspected of having CCA, they must be tested. If CCA is present, fences, structures, and furniture must be removed or sealed with an oil-based outdoor sealant annually or as needed within six months of the date this section becomes effective.

(11) Within six months of the date this section becomes effective or prior to licensing, exiting mechanisms on gates from a licensed outdoor play area to unlicensed space must be equipped with a self-closing and self-latching mechanism (shuts automatically when released from an individual's control). A gate that is not an emergency exit must be locked or self-closing and self-latching.

(12) Outdoor play areas must have two exits that must not be partially or entirely blocked, with at least one exit located away from the building.

Equipment and surfaces in outdoor early learning space

110-300-0146 Equipment and surfaces in outdoor early learning space.

(1) Playground equipment and surfacing used by an early learning provider must comply with applicable CPSC guidelines, as now or hereafter amended including, but not limited to, installing, arranging, designing, constructing, and maintaining outdoor play equipment and surfacing.

- (a) Climbing play equipment must not be placed on or above concrete, asphalt, packed soil, lumber, or similar hard surfaces;
- (b) The ground under swings and play equipment must be covered by a shock absorbing material (grass alone is not an acceptable) such as:
 - (i) Pea gravel at least nine inches deep;
 - (ii) Playground wood chips at least nine inches deep;
 - (iii) Shredded recycled rubber at least six inches deep; or
 - (iv) Any material that has a certificate of compliance, label, or documentation stating it meets ASTM standards F1292-13 and F2223-10, as now or hereafter amended.

(3) Handmade playground equipment must be maintained for safety or removed when no longer safe. Prior to construction of new handmade playground equipment, the provider must notify the department and have plans and a materials list available upon request.

(4) Bouncing equipment including, but not limited to, trampolines, rebounders and inflatable equipment must be inaccessible and locked. This requirement does not apply to bounce balls designed to be used by individual children.

Weather conditions and outdoor hazards

110-300-0147 Weather conditions and outdoor hazards.

(2) An early learning provider must dress children for weather conditions during outdoor play time.

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Garden in outdoor early learning program space

Adopted Permanent Rule

110-300-0148 Gardens in outdoor early learning program space.

- (1) A garden in early learning program space must:
- (a) Have safeguards in place to minimize risk of cross-contamination by animals; (b) Use soil free from agricultural or industrial contaminants such as lead or arsenic if gardening directly in the ground; (c) If gardening in raised beds:
 - (i) Use new soil that is labeled “organic” or “safe for children” and was obtained from a gardening supply or other retail store; or
 - (ii) Use composted soil made from material that is safe according to the Washington State University’s Extension Master Gardener composting guidelines; and
 - (d) Use water that comes from a private well approved by the local health jurisdiction or from a public water system. An early learning provider must make water for gardens inaccessible to children if the provider uses irrigation water.
- (2) Garden beds must not be made of materials that leach chemicals into the soil including, but not limited to, wood treated with chromated copper arsenate, creosote or pentachlorophenol, reclaimed railroad ties, or tires.
- (3) Any herbicide or pesticide must be applied pursuant to the product manufacturer’s directions. The product must not be applied while children are present. Children must not apply the product or have access to the garden during the manufacturer’s prescribed waiting period following application.
- (4) Commonplace toxic plants or plants with poisonous leaves (for example: tomato, potato, or rhubarb) may be grown in the garden. An early learning provider must actively supervise children who are able to access a garden where commonplace toxic plants or plants with poisonous leaves are growing.

Program and activities

110-300-0150 Program and activities.

- (1) An early learning provider must supply children in care with early learning materials that are age and developmentally appropriate. For each age group of children in care, a provider must supply a variety of materials that satisfy individual, developmental, and cultural needs. Early learning materials must be:
- (d) Available to children in care appropriate to a child’s age and developmental level;
 - (h) Removed from the early learning program space once an item has been recalled by CPSC.

Use of television, video, and computers

110-300-0155 Use of television, video, and computers.

If an early learning provider offers screen time to children in care:

- (1) The screen time available for each child:
 - (a) Must be educational, developmentally and age appropriate, non-violent, and culturally sensitive; and
 - (b) Should be interactive with staff.
- (2) Children must not be required to participate in screen time activities. Alternative activities must be provided to children in care when screen time is offered.
- (3) Screen time must not occur during scheduled meals or snacks.
- (4) Total screen time must not exceed 2.5 hours per week for each child over 24 months of age through preschool in full-day care (1.25 hours per child in half-day care).
- (5) For school-age children, screen time must be limited 2.5 hours per week for each child unless computer use is required for homework or a part of curriculum.

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- (6) There must not be intentional screen time for children under 24 months of age. An infant or toddler must be redirected from an area where screen time is displayed.

Promoting acceptance of diversity**110-300-0160 Promoting acceptance of diversity.**

- (1) An early learning provider must provide culturally and racially diverse learning opportunities. Diverse learning opportunities must be demonstrated by the provider's curriculum, activities, and materials that represent all children, families, and staff. A provider must use equipment and materials that include, but are not limited to:
 - (a) Diverse dolls, books, pictures, games, or materials that do not reinforce stereotypes;
 - (b) Diverse music from many cultures in children's primary languages; and
 - (c) A balance of different ethnic and cultural groups, ages, abilities, family styles, and genders.
- (2) An early learning provider must intervene appropriately to stop biased behavior displayed by children or adults including, but not limited to:
 - (a) Redirecting an inappropriate conversation or behavior;
 - (b) Being aware of situations that may involve bias and responding appropriately; and (c) Refusing to ignore bias.

Safety requirements

110-300-0165 Safety requirements.

(1) An early learning provider must keep indoor and outdoor early learning program space, materials, and equipment free from hazards and in safe working condition. Equipment and toys purchased and used must be compliant with CPSC guidelines or ASTM standards, as now or hereafter amended. Playground equipment and surfaces must meet the requirements of WAC 110-300-0146.

(2) An early learning provider must take steps to prevent hazards to children including, but not limited to:

- (a) Making inaccessible to infants and toddlers any equipment, material, or objects that may pose a risk of choking, aspiration, or ingestion. For the purposes of this section, equipment, material, or objects that have a diameter or overall dimension of one and three-quarter ($1\frac{3}{4}$) inches or less shall be considered items that may pose a risk of choking, aspiration, or ingestion. Small parts from larger equipment, material, or objects that have a diameter or overall dimension of one and three-quarter ($1\frac{3}{4}$) inches or less, that may become detached from the larger equipment, materials, or object shall also be considered items that may pose a risk of choking, aspiration, or ingestion;
- (d) Making inaccessible to children plastic bags and other suffocation hazards;

(4) To ensure a safe environment for children in care, an early learning provider must comply with the following requirements:

(c) **Licensed Space lighting.** Early learning program space must have natural or artificial light that provides appropriate illumination for early learning program activities and supervision. A provider must comply with all light fixture manufacturer's installation and use requirements. A provider must also ensure compliance with the following requirements:

- (i) Light fixtures must have shatter-resistant covers or light bulbs;
- (ii) Lights or light fixtures used indoors must be designed for indoor use only;
- (iii) Free standing lamps must be attached or secured to prevent tipping; and (iv) Halogen lamps and bulbs are prohibited.

(f) **Stairway safety.**

- (i) There must not be clutter or obstructions in the stairway;
- (ii) All stairways (indoor and outdoor), not including play structures, must meet local building codes pursuant to RCW 43.216.340.

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<p>(A) Open stairways with no walls on either side must have handrails with slats (balusters) that prevent a child from falling off either side of the stairway.</p> <p>(B) Stairways with a wall on only one side must have a handrail with slats (balusters) on the side without the wall that prevents a child from falling off the stairway.</p> <p>(C) Stairways with a wall on both sides must have a handrail no higher than 38 inches on at least one side of the stairway; and</p> <p>(iii) Stairways must have a pressure gate, safety gate or door to keep stairs inaccessible to infants and toddlers when not in use. Openings between slats on pressure or safety gates must not be large enough to allow a sphere that is three and one-half (3½) inches wide to pass through.</p> <p>(c) Platforms and decks. All platforms and decks used for child care activities must meet local building codes pursuant to RCW 43.216.340 within six months of the date this section becomes effective. This does not include play equipment. All platforms and decks with a drop zone of more than 18 inches must have guardrails in sections without steps.</p> <p>(5) To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements:</p> <p>(b) Outlets near sinks, tubs, toilets, or other water sources must be inaccessible to children or be tamper-resistant and equipped with a ground fault circuit interrupter (GFCI) outlet type; (c) Electrical cords must be in good working condition, not torn or frayed, and not have any exposed wires;</p> <p>(d) Electrical cords must be plugged directly into a wall outlet or a surge protector;</p> <p>(e) Power strips with surge protectors may be used but must not be accessible to children in care;</p> <p>(f) Extension cords may only be used for a brief, temporary purpose and must not replace direct wiring; and</p> <p>(g) Electrical devices accessible to children must not be plugged into an electrical outlet near a water source such as sink, tub, water table, or swimming pool.</p>
Emergency preparation and exiting
<p>110-300-0166 Emergency preparation and exiting.</p> <p>(3) To ensure a safe exit from the premises during an emergency, the early learning provider must comply with the following requirements:</p> <p>(a) Emergency exit doors must remain unlocked from the inside, but may be locked from the outside while the early learning program is open. The door handle must be of the type that can be opened from the inside without the use of a key, tools, or special knowledge, and must automatically unlock when the knob or handle is turned;</p> <p>(b) Exit doors that are not designated as an emergency exit door may be locked during operating hours. Locking interior doors in early learning program space must be designed to be unlocked from either side. An unlocking device must be readily available; (c) Exit doors must not be partially or entirely blocked;</p>
Fire safety

110-300-0110 Fire safety.

- (2) An early learning provider must arrange for a fire safety inspection annually. A provider must arrange a fire safety inspection with a local government agency. If a local government agency is not available to conduct a fire safety inspection, a provider must inspect for fire safety using the State Fire Marshal form.
- (3) To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements:
 - (b) Furnaces and other heating devices.**

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<ul style="list-style-type: none"> (i) Paper, rubbish, or other combustible materials must be at least three feet from furnaces, fireplaces, or other heating devices; (ii) Furnaces and other heating devices must be inaccessible to children in care; and (c) Electrical motors. Electrical motor fans and appliances must be regularly cleaned to prevent accumulation of dust or lint. (e) Portable heaters and generators. Portable heaters or fuel powered generators must not be used inside early learning program space during operating hours. <ul style="list-style-type: none"> (i) In case of an emergency, a generator may be used but must be placed at least 15 feet from buildings, windows, doors, ventilation intakes, or other places where exhaust fumes may be vented into the premises or early learning space; and (ii) Appliances must be plugged directly into a generator or into a heavy duty outdoor rated extension cord that is plugged into a generator. (f) Fireplaces, woodstoves, or similar wood burning heating devices. Chimneys, fireplaces, gas burning fireplaces, wood stoves or similar wood-burning devices must be inspected annually by a state or locally certified inspector, unless the provider submits to the department a written statement that the chimney, fireplace, wood stove or similar wood-burning device will not be used at any time. (g) Fire alarms and smoke and carbon monoxide detectors. <ul style="list-style-type: none"> (i) An early learning provider must have and maintain at least one smoke detector per licensed sleeping area and one per floor. Pursuant to the State Building Code, center early learning providers must comply with WAC 51-50-0907 and family early learning providers must comply with WAC 51-51-0314; and (ii) An early learning provider must have and maintain carbon monoxide detectors. Pursuant to the State Building Code, the State Building Code, center early learning providers must comply with WAC 51-50-0915 and family early learning providers must comply with WAC 51-51-0315. (h) Backup method to sound an alarm. In addition to working smoke detectors, an early learning provider must have another method to alert all staff and enrolled children of a fire, emergency situation, or drill. (i) Extinguishers. An early learning provider must have and maintain working fire extinguishers that are marked with a minimum rating of 2A:10 BC. <ul style="list-style-type: none"> (i) Fire extinguishers must be located pursuant to the State Building Code chapter 51-54A WAC, and must be readily available for use in case of an emergency; (ii) Fire extinguishers must be located on each level of the early learning program space used by children and mounted within seventy-five feet of an exit next to the path of the exit; and (iii) If a fire extinguisher is mounted in a closet, there must be a sign indicating the location of the extinguisher and obstructions must not block access to the closet. (j) Monthly inspections. An early learning provider must involve staff responsible for different groups of children or individual classrooms during monthly inspections. At least once per month, a provider must inspect the premises to identify possible fire hazards and eliminate any hazards found, including but not limited to: <ul style="list-style-type: none"> (i) Fire extinguishers; (ii) Smoke detectors; (iii) Alternate alarms; and (iv) Emergency lighting. 	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;">Water hazards and swimming pools</div> <p>110-300-0175 Water hazards and swimming pools.</p> <p>(1) The following bodies of water must be inaccessible to children in care by using a physical barrier with a locking mechanism:</p> <ul style="list-style-type: none"> (b) Ponds, lakes, storm retention ponds, ditches, fountains, fish ponds, landscape pools or similar bodies of water; and
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<p>(c) Uncovered wells, septic tanks, wastewater, wastewater tanks, below grade storage tanks, farm manure ponds or other similar hazards.</p> <p>(2) An early learning provider must comply with the following requirements when using a swimming pool as part of the early learning program:</p> <ul style="list-style-type: none"> (a) Comply with the supervision requirements of WAC 110-300-0350; (b) Audible alarms must be on all doors, screens, and gates in licensed areas that lead to a swimming pool. The alarm must be sufficient to warn staff when children enter the outdoor area and could access the swimming pool; (c) Swimming pools must be maintained according to manufacturer specifications; (d) Swimming pools must be cleaned and sanitized according to manufacturer instructions and department of health or local health jurisdiction guidelines; (e) A swimming pool must not be used if the main drain cover is missing; and (f) Children in diapers or toilet training must wear swim pants to lower the risk of contaminating the water. <p>(3) Filtered wading pools must be inaccessible to children when not in use. Wading pools that do not have a filtering system are not permitted in the early learning program space.</p> <p>(4) For bodies of water not located in early learning program space, but that are in close proximity, a physical barrier on the property must make such bodies of water inaccessible to children in care.</p>
Meal and snack schedule
<p>110-300-0180 Meal and snack schedule.</p> <p>(1) An early learning provider must serve meals and snacks to children in care as follows: (d) After school snack, dinner, evening snack, and breakfast:</p> <ul style="list-style-type: none"> (ii) Dinner must be provided to children in nighttime care if a child is at an early learning program after his or her dinnertime, or has not had dinner; (iii) An evening snack must be provided to children in nighttime care; (iv) Breakfast must be provided to children in nighttime care if a child remains in care after the child's usual breakfast time; and <p>(2) An early learning provider must offer children the opportunity for developmentally appropriate tooth brushing activities after each meal or snack.</p> <ul style="list-style-type: none"> (a) Tooth brushing activities must be safe, sanitary, and educational. (b) Toothbrushes used in an early learning program must be stored in a manner that prevents cross contamination. (c) The parent or guardian of a child may opt out of the daily tooth brushing activities by signing a written form.
Menus, milk, and food

110-300-0185 Menus, milk, and food.

To ensure proper nutrition of children in care, an early learning provider must comply with the child nutrition requirements described in this section.

- (1) Meals, snack foods, and beverages provided to children in care must comply with the requirements contained in the most current edition of the USDA Child and Adult Care Food Program (CACFP) Handbook, or the USDA National School Lunch and School Breakfast Program standards.
 - (a) An early learning provider must supply dated menus.
 - (b) Food and beverage substitutions to a scheduled menu must be of equal nutritional value.
 - (c) An early learning provider must only serve water, unflavored milk or 100% fruit or vegetable juice.

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- (d) An early learning provider must limit the consumption of 100% fruit juice to no more than 46 ounces per day for children between one and six years old, and 8-12 ounces per day for children seven through twelve years old.

- (2) An early learning provider must serve a fruit or vegetable as one of the two required components during at least one snack per day.

Food allergies and special dietary needs

110-300-0186 Food allergies and special dietary needs.

- (2) An early learning provider must arrange with the parents or guardians of a child in care to ensure the early learning program has the necessary medication, training, and equipment to properly manage a child's food allergies.
- (3) If a child suffers from an allergic reaction, the early learning provider must immediately:
 - (a) Administer medication pursuant to the instructions in that child's Individual Care Plan;
 - (b) Contact 911 whenever epinephrine or other lifesaving medication has been administered; and
 - (c) Notify the parents or guardians of a child if it is suspected or appears that any of the following occurred, or is occurring:
 - (i) The child is having an allergic reaction; or
 - (ii) The child consumed or came in contact with a food identified by the parents or guardians that must not be consumed by the child, even if the child is not having or did not have an allergic reaction.
- (4) Early learning providers must review each child's Individual Care Plan information for food allergies prior to serving food to children.

Parent or guardian provided food and Written Food Plans

110-300-0190 Parent or guardian provided food and Written Food Plans.

- (1) A Written Food Plan must be developed by the provider and a child's parent or guardian, signed by all parties, and followed when accommodating a child's:
- (a) Special feeding needs;
 - (b) Special diets;
 - (c) Religious or cultural preferences; (d) Family preference; or (e) Other needs.
- (3) If a parent or guardian provides meals for their child, an early learning provider must:
- (a) Notify the parent or guardian in writing of the USDA CACFP requirements for each meal; and
 - (b) Supplement a child's meal that does not satisfy USDA CACFP requirements if necessary.
- (4) On special occasions, such as birthdays, an early learning provider may allow parents or guardians to bring in snacks that may not satisfy the nutritional requirements for all children. The snacks provided must be limited to:
- (a) Store purchased fruits and vegetables (uncut)
 - (b) Food prepackaged in the original manufacturer containers; or
 - (c) Snacks prepared, cooked, or baked at home by parents or guardians of a child in care. Prior to serving, an early learning provider must receive written permission from each child's parent or guardian stating their child may consume food prepared, cooked, or baked by another child's parent or guardian.

Food service, equipment, and practices

110-300-0195 Food service, equipment, and practices.

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- (2) Snacks and meals must be prepared and served by an early learning provider who possesses a valid and current Food Worker card pursuant to WAC 110-300-0106(13), unless the food is provided pursuant to WAC 110-300-0196(3).
- (3) An early learning provider must:
- (b) Clean and sanitize eating and drinking equipment after each use. Water cups or bottles must be cleaned and sanitized daily if designated for a single child;
 - (c) Ensure plastic eating and drinking equipment does not contain BPA (a chemical used in hard plastic bottles and as a protective lining in food and beverage cans) or have cracks or chips;
 - (f) Be respectful of each child's cultural food practices.
- (4) An early learning provider must:
- (a) Serve each child individually or serve family style dining, allowing each child the opportunity to practice skills such as passing shared serving bowls and serving themselves; and (b) Sit with children during meals.

Food sources

110-300-0196 Food sources.

- (1) Food prepared and served from an early learning program must not be tampered with or spoiled.
- (2) Food prepared and served from an early learning program must be obtained from an approved source licensed and inspected by the local health jurisdiction, the Washington State Department of Agriculture (WSDA), or the USDA. Food items not approved to be served to children in care include: (a) Meat, fish, poultry, eggs, or milk that has not been inspected by the USDA or WSDA; (e) Food from roadside stands selling without a permit.
- (4) Fruits and vegetables (produce) grown on site in a garden as part of an early learning program may be served to children as part of a meal or snack. Prior to preparing and serving:
 - (a) The produce must be thoroughly washed and scrubbed in running cold water to remove soil and other contaminants;
 - (b) Damaged or bruised areas on the produce must be removed; and (c) Produce that shows signs of rotting must be discarded.

Safe food practices

110-300-0197 Safe food practices.

- (5) For food requiring temperature control, a center early learning program must maintain a food temperature log by using a calibrated and working metal stem-type or digital food thermometer.
- (7) An early learning provider may serve leftover food that originated from the early learning program if the leftover food was not previously served and:
 - (b) Frozen leftover food must be promptly served after thawing and being cooked.

Food preparation areas

110-300-0198 Food preparation areas. (2) In an early learning program's food preparation area, kitchens must:

- b) Have a properly maintained and vented range hood, exhaust fan, or operable window; and
- (3) An early learning provider must:
 - (a) Have at least eight feet between the food preparation area and any diaper changing tables or counters and sinks used for diaper changing;
 - (b) Clean and sanitize a sink immediately before using it to prepare food to be served to children in care;

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- (c) Use a colander or other method to prevent food and kitchen utensils from touching the sink basin; and
- (d) Clean dishes, pans, baby bottles, and kitchen utensils as follows:
 - (i) Cleaning and sanitizing with an automatic dishwasher that uses heat or chemicals to sanitize; or
- (4) Center early learning programs licensed after the date this chapter becomes effective must have:
 - (a) A handwashing sink separate from dishwashing facilities;
 - (b) A food preparation sink located in the food preparation area; and

Handwashing and hand sanitizer

110-300-0200 Handwashing and hand sanitizer.

(1) Early learning providers must comply with the following handwashing procedures or those defined by the United States Center for Disease Control and Prevention, and children should strongly be encouraged to:

- (a) Wet hands with warm water;
- (b) Apply soap to the hands;
- (c) Rub hands together to wash for at least 20 seconds;
- (d) Thoroughly rinse hands with water;
- (e) Dry hands with a paper towel, single-use cloth towel, or air hand dryer;
- (f) Turn water faucet off with using a paper towel or single use cloth towel unless it turns off automatically; and
- (g) Properly discard paper single-use cloth towels after each use.

(2) An early learning provider must wash and sanitize cloth towels after a single use. Soiled and used towels must be inaccessible to children.

(3) To prevent children from being burned, air hand dryers must have a heat guard (barrier that prevents user from touching heating element) and turn off automatically.

(4) Early learning providers must wash their hands following the handwashing procedures listed above:

- (h) After handling raw or undercooked meat, poultry, or fish;
- (i) After using tobacco or vapor products;
- (n) After gardening activities;
- (o) After handling garbage and garbage receptacles;

(5) Early learning providers must direct, assist, teach, and coach, children to wash their hands, using the steps listed above:

- (e) After gardening activities;

(6) Hand sanitizers or hand wipes with alcohol may be used for adults and children over 24 months of age under the following conditions:

- (a) When proper handwashing facilities are not available; and (b) Hands are not visibly soiled or dirty.

(7) Children must be actively supervised when using hand sanitizers to avoid ingestion or contact with eyes, nose, or mouths.

- (a) Hand sanitizer must not be used in place of proper handwashing.
- (b) An alcohol-based hand sanitizer must contain 60-95% alcohol to be effective.

Child, staff, and household member illness

110-300-0205 Child, staff, and household member illness.

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- (3) When a child becomes ill, an early learning provider (or school nurse, if applicable) must determine whether the child should be sent home or separated from others. A provider must supervise the child to reasonably prevent contact between the ill child and healthy children.
- (4) An ill child must be sent home or reasonably separated from other children if:
- (a) The illness or condition prevents the child from participating in normal activities;
 - (b) The illness or condition requires more care and attention than the early learning provider can give;
 - (c) The required amount of care for the ill child compromises or places at risk the health and safety of other children in care; or
- (5) Unless covered by an individual care plan or protected by the ADA, an ill child, staff member, or other individual must be sent home or isolated from children in care if the ill individual has:
- (e) Open sores or wounds discharging bodily fluids that cannot be adequately covered with a waterproof dressing or mouth sores with drooling;
 - (f) Lice, ringworm, or scabies. Individuals with head lice, ringworm, or scabies must be excluded from the child care premises beginning from the end of the day the head lice, ringworm, or scabies was discovered. The provider may allow an individual with head lice, ringworm, or scabies to return to the premises after receiving the first treatment; or
 - (g) A child who appears severely ill, which may include lethargy, persistent crying, difficulty breathing, or a significant change in behavior or activity level indicative of illness.
- (7) An early learning provider must not take ear or rectal temperatures to determine a child's body temperature.
- (a) Providers must use developmentally appropriate methods when taking infant or toddler temperatures (for example, digital forehead scan thermometers or underarm methods);
 - (c) Glass thermometers containing mercury must not be used.

Immunizations and exempt children

110-300-0210 Immunizations and exempt children.

- (5) An early learning provider may accept homeless or foster children into care without the records listed in this section if the child's family, caseworker, or health care provider offers written proof that he or she is in the process of obtaining the child's immunization records.
- (7) If an outbreak of a vaccine-preventable disease occurs within an early learning program, an early learning provider must notify the parents or guardians of children exempt from that disease and children without vaccination documents. A provider may exclude the child from the child care premises for the duration of the outbreak of that vaccine-preventable disease.

Managing and storing medication

110-300-0215 Medication

- (2) **Medication Training.** An early learning provider must not give medication to a child if the provider has not successfully completed:
- (b) The department standardized training course in medication administration that includes a competency assessment pursuant to WAC 110-300-0106(10) or equivalent training; and
 - (c) If applicable, a training from a child's parents or guardian (or an appointed designee) for special medical procedures that are part of a child's Individual Care Plan. This training must be documented and signed by the provider and the child's parent or guardian (or designee).
- (3) **Medication Administration.** An early learning provider must not give medication to any child without written and signed consent from that child's parent or guardian, must administer medication pursuant to directions on the medication label, and using appropriate cleaned and sanitized medication measuring devices.
- (a) An early learning provider must administer medication to children in care as follows:
 - (iv) **Non-medical items.** A parent or guardian must annually authorize an early learning provider to administer the following non-medical items:

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- (C) Lip balm or lotion;
 - (D) Hand sanitizers or hand wipes with alcohol, which may be used only for children over 24 months old; and
 - (E) Fluoride toothpaste for children two years old or older.
- (vi) An early learning provider must not give or permit another to give any medication to a child for the purpose of sedating the child unless the medication has been prescribed for a specific child for that particular purpose by a qualified health care professional.
- (b) Medication Documentation (excluding non-medical items). An early learning provider must keep a current written medication log that includes:
- (iv) Notes about any side effects exhibited by the child;
- (e) An early learning provider must not accept or give to a child homemade medication, such as diaper cream or sunscreen

Bathroom space and toilet training

110-300-0220 Bathroom space and toilet training.

- (2) If an early learning program space is equipped with a bathtub or shower, the provider must: (b)
- Only use the bath or shower:
 - (ii) During non-standard hours;
- (4) An early learning provider may use a modified toilet seat if it is cleaned and disinfected using a safe disinfectant at least daily or more often if soiled.
- (5) Toilet training equipment must be cleaned in a sink not used for food preparation, handwashing, or clean up.
- (6) If a child is developmentally ready, and an early learning provider uses a stand-up diapering procedure, it must be done in the bathroom or a diaper changing area.

Diaper changing areas and disposal

110-300-0221 Diaper changing areas and disposal.

- (1) A center early learning provider must have a designated diaper changing area, including stand-up diapering, for each classroom or for every age grouping of children who require diapering.
 - (a) A diaper changing area must:
 - (i) Be separate from areas where food is stored, prepared, or served;
 - (ii) Have a sink with hot and cold running water, not used for food preparation and clean up;
 - (iii) Have a sturdy surface or mat that:
 - (A) Is not torn or repaired with tape;
 - (D) Is large enough to prevent the area underneath the diaper changing area from being contaminated with bodily fluids;
- (2) If an early learning provider uses a diaper changing station, the station must:
 - (b) Be on moisture resistant, washable material that horizontally or vertically surrounds and extends at least two feet from the diaper changing station and handwashing area; and either:
 - (i) A table or counter large enough to accommodate the length of a child, with a protective barrier at least three and one-half (3½) inches high on all sides from the surface the child lays on; or
 - (ii) A wall mounted diaper changing station that meets manufacturer guidelines and specifications in addition to the requirements of this section.
- (4) An early learning provider must provide a container designated for disposing of soiled diapers and diapering supplies only. The diaper disposal container must be:
 - (c) Within arm's length of the diaper changing area.

Pets and animals

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110-300-0225 Pets and animals.

- (4) An early learning provider must:
 - (a) Make reptiles and amphibians that are not part of the early learning program or activities inaccessible to enrolled children due to the risk of Salmonella or other diseases;
 - (b) Require that chickens, ducks, turkeys, doves, pigeons, or other birds are caged, cooped, or penned outside early learning program space when children are in care, at a distance that prevents children from having direct access to the enclosures or waste; (i) Store pet and animal medication separate from human medication.
- (5) An early learning provider must require:
 - (a) Animals and pets to go to the bathroom outdoors if the animals do not have a designated indoor litter area. The designated outdoor area must be inaccessible to children in care; (f) Animal waste to be disposed of in a manner that prevents children from coming into contact with the waste material;
 - (g) Animal waste, including fish tank water, must be disposed of in unlicensed space or toilets or custodial sinks. Toilets and custodial sink areas must be washed, rinsed, and disinfected after disposal; and
 - (h) Indoor and outdoor play space to be cleaned and disinfected where animal or bird waste or vomit is present. This must be done as soon as possible or prior to access by children.

First aid supplies

110-300-0230 First aid supplies.

- (1) An early learning provider must keep a complete first aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care. A first aid kit must:
 - (e) Be stored in a manner that prevents contamination; and
 - (f) Have sufficient supplies for the number of enrolled children and staff consistent with the early learning program's licensed capacity, or sufficient supplies for each room in the licensed space.
- (2) A first aid kit must include:
 - (a) Disposable nonporous protective non-latex gloves;
 - (g) Ice packs;
 - (h) A disposable or mercury free thermometer that uses disposable sleeves, or is cleaned and sanitized after each use;
 - (k) A CPR barrier with a one-way valve or both an adult and pediatric CPR mask with a oneway valve;
 - (m) Hand-sanitizer (for adult use only).

Safe sources of drinking water

110-300-0235 Safe sources of drinking water.

- (2) An early learning provider must use a Washington state certified water laboratory accredited by the department of ecology to test the program water supply for lead and copper.

Safe drinking water

110-300-0236 Safe drinking water.

- (1) An early learning program's drinking water must:
 - (a) Be offered multiple times throughout the day and be readily available to children at all times;
 - (e) Be served fresh daily or more often as needed.

Clean and healthy environment

110-300-0240 Clean and healthy environment.

- (2) Hard surfaces in early learning programs including, but not limited to, floors (excluding carpet), walls, counters, bookshelves, and tables must be smooth and easily cleanable.
 - (b) An early learning provider must have at least 24 inches of moisture resistant and cleanable material or barrier around sinks, drinking fountains, and toilets.

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- (d) Aerosol sprays and air fresheners must not be used during child care hours.
- (e) If a bleach solution is used for sanitizing or disinfecting, an early learning provider must use one that is fragrance-free and follow department of health's current Guidelines for Mixing Bleach Solutions for Child Care and Similar Environments.
- (f) If an early learning provider uses a product other than bleach, including wipes, to sanitize or disinfect, the product must be:
 - (ii) Used by trained staff only;
 - (iii) Registered with the EPA and have Safety Data Sheets (SDS) available;

Cleaning schedules

110-300-0241 Cleaning schedules.

(1) An early learning provider must develop and follow a cleaning schedule that includes:

- (c) Pacifiers, which:
 - (i) Must be cleaned and sanitized after each use by washing and boiling the pacifier or washing the pacifier in the dishwasher; or
- (d) Appliances used to prepare food, which must be cleaned after each use and sanitized daily or more often as needed;
- (e) Refrigerators and freezers, which must be cleaned and sanitized monthly or more often as needed;
- (f) Toys, which must be cleaned and sanitized as follows:
 - (ii) All other toys must be cleaned and sanitized weekly or more often as needed; and

(2) Machine washable clothes provided by the early learning program must be laundered as needed.

(7) Diaper changing tables and changing pads must be cleaned and disinfected between children, even if using a non-absorbent covering that is discarded after each use.

(8) Garbage cans and receptacles must be emptied on a daily basis and cleaned and disinfected as needed.

(9) Diaper receptacles must be emptied, cleaned, and disinfected daily or more often as needed. Contents of a diaper receptacle must be removed from the licensed space, and replaced with a new liner at least daily or more often if odor is present.

(11) Large area rugs or installed carpet must be cleaned at least once every six months, or when visible dirt or stains are present, using a carpet shampoo machine, steam cleaner, or other method that minimizes the exposure of children in care to pathogens and allergens.

- (a) An early learning provider must not use dry shampoos or dry chemical sanitizers or disinfectants, unless approved by the department.
- (b) If caring for infants, a provider must either place a safe and clean material over large rugs or carpet, or clean rugs or carpet at least once per month or more often if visible stains are present.

(12) Small area rugs must be shaken outdoors or vacuumed daily, and laundered as needed.

(13) Carpets or area rugs soiled with bodily fluids must be cleaned and disinfected with high heat or an EPA registered product. An early learning provider must limit exposure to blood and body fluids during cleanup.

(14) Children must not:

- (a) Be present when carpets are cleaned or vacuumed unless the provider is spot vacuuming, the vacuum has a HEPA filter, and children are not within the immediate area; or
- (b) Use or play on or near carpet areas until dry.

Laundry and equipment

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Private septic systems

110-300-0250 Private septic systems.

(1)

(d) An early learning provider must notify the department and local health jurisdiction if there is a problem, concern, or malfunction with a private septic system.

Pest control

110-300-0255 Pest control.

(1) An early learning provider must take appropriate steps to safely prevent or control pests that pose a risk to the health and safety of adults and children in and around the licensed space. Pest control steps must include:

(b) **Inspection.** Indoor and outdoor areas in and around the licensed space must be inspected for evidence of pests. A provider must document the date and location if evidence is found. (c) **Identification.** Pests found in the licensed space must be identified and documented so the pest may be properly removed or exterminated.

(d) **Management.** A provider must document steps taken to remove or exterminate the pests if found in the licensed space.

(f) **Application.** Pesticide must be applied to early learning program space when children are not present. When pesticide is applied, center providers must comply with chapter 17.21 RCW and family home providers must comply with the pesticide manufacturer's instructions.

(2) An early learning provider must have a pest control policy that emphasizes prevention and natural, non-chemical, low-toxicity methods where pesticides or herbicides are used as a last resort (i.e. Integrated Pest Management).

Storage of hazardous and maintenance supplies

110-300-0260 Storage of hazardous and maintenance supplies.

(1) An early learning provider must ensure all poisonous or dangerous substances including, but not limited to fuels, solvents, oils, laundry, dishwasher, other detergents, sanitizing products, disinfectants and items labeled "keep out of reach of children" are stored:

(d) In compliance with the manufacturer's directions (including not storing products near heat sources).

(2) Storage areas and storage rooms must:

(b) Have locking doors or other methods to prevent child access;

(d) Have a designated maintenance or janitorial utility sink, or another method to dispose of wastewater (kitchen sinks must not be used for disposal of wastewater); and (e) Be kept clean and sanitary.

(5) Saws, power tools, lawn mowers, toilet plungers, toilet brushes, and other maintenance and janitorial equipment must be inaccessible to children.

Sleep, rest, and equipment

110-300-0265 Sleep, rest, and equipment.

(3) An early learning provider must communicate a child's sleep needs and patterns with that child's parent or guardian.

(7) Floor mats designed for sleeping and mattresses must be at least one inch thick.

Overnight care

110-300-0270 Overnight care.

(1) An early learning provider must be approved by the department to provide overnight care between nine o'clock at night and five o'clock in the morning when any enrolled child sleeps for three or more hours at the program.

(2) If approved by the department to provide overnight care, an early learning provider must supply every child an individual bed or other sleep equipment that:

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	<p>(a) Is safe and in good working condition;</p> <p>(d) Is stored so sleeping surfaces are not touching each other unless cleaned and sanitized after each use.</p>
(3)	<p>Each child's bedding must:</p> <p>(a) Have a clean sheet or blanket to cover the sleeping surface and a clean cover for the child except for infants;</p> <p>(b) Be laundered weekly or more often if soiled. Bedding must be laundered daily if used by different children; and</p> <p>(c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use.</p>
(4)	<p>An early learning provider must:</p> <p>(a) Supervise children until they are asleep, except where children demonstrate the need for privacy to change clothes and can safely do so; and</p> <p>(b) Have department approval prior to using night latches, deadbolts, or security chains.</p>
(5)	<p>An early learning provider who sleeps while children are in overnight care must:</p> <p>(a) Have written permission and documentation that parents are aware that the provider is sleeping while their children are in care and have read the facilities policies and procedures for overnight care;</p> <p>(b) Stay awake until all children are asleep or returning to sleep;</p> <p>(c) Remain on the same floor level as sleeping children at all times;</p> <p>(d) Sleep in the same room with infants and toddlers;</p> <p>(e) Be physically available and responsive, available to immediately respond to a child's needs; (f) Have alarms to alert them if a child should leave the room;</p> <p>(g) Have monitoring devices to assist in hearing and visibly checking on children in each room used for sleeping; and</p> <p>(h) Be awake for the arrival and departure of each child in overnight care.</p>
(6)	<p>An early learning provider who accepts infants for overnight care must comply with all safe sleep rules pursuant to WAC 110-300-0291 for at least the first 15 nights a new infant is enrolled in that program. A provider may sleep while the infant sleeps during overnight care if:</p> <p>(a) The provider continues to comply with WAC 110-300-0291(1)(b), (c), (f), (g), (h), and (i) and 0291(2);</p> <p>(b) Once that provider has become familiar with the sleep routines and patterns of that infant; and</p> <p>(c) The provider has observed no apparent health or safety risks while the infant sleeps.</p>
Infant and toddler care	

110-300-0275 Infant and toddler care.

- (4) A center early learning provider licensed to care for any infants must employ or contract with a child care health consultant to provide health consultation to support the practices of staff working with infants and to support the needs of individual infants.
- (5) The provider must enter into a department approved written agreement for services with a child care health consultant.
 - (a) The child care health consultant must be a currently licensed registered nurse who:
 - (i) Has worked in pediatrics or public health in the past five years or has taken or taught classes in pediatric nursing at the college level in the past five years;
 - (ii) Has experience with state licensing and public health requirements; and
 - (iii) Attests in writing to knowledge and experience sufficient to provide service consistent with the health consultant competencies described in the most current version of *Caring for Our Children*.
- (6) The provider must ensure that the child care health consultant:

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- (a) Conducts at least one on-site visit monthly, if an infant is enrolled, during which the consultant;
 - (i) Observes and assesses staff knowledge of infant health, development, and safety and offers support through training, consultation, or referral;
 - (ii) Observes and assesses classroom health practices, including but not limited to, infection control including cleaning, sanitizing, and disinfecting, and provides technical assistance to correct any practices of concern;
 - (iii) Observes and assesses behavior, development, and health status of individual infants in care and make recommendations to staff or parents or guardians including if further assessment is recommended, as requested or otherwise determined appropriate.
- (c) Reports each visit to the department.

(8) If a center early learning provider is unable to independently employ or contract with a child care health consultant within 30 calendar days of enrolling an infant, the provider shall contact the department for assistance. The department shall assist the provider obtain the services of a child care health consultant or may grant a waiver until the services can be secured.

Bottle preparation

110-300-0280 Bottle preparation.

- (3) To prepare bottles, an early learning provider must:
 - (a) Clean bottles and nipples before use using warm soapy water and a bottlebrush and sanitize by boiling in hot water for one minute, or pursuant to WAC 110-300-0198;
 - (b) Clean and sanitize the sink used for preparing bottles;
 - (e) Use glass or stainless steel bottles, or use plastic bottles labeled with "1," "2," "4," or "5" on the bottle. A plastic bottle must not contain the chemical bisphenol-A or phthalates;

Breast milk

110-300-0281 Breast milk.

- (1) When a parent or guardian provides breast milk, an early learning provider must:
 - (d) Keep frozen breast milk for no more than 30 days upon receipt and return any unused frozen breast milk to the parent after 30 days.
- (2) Frozen breast milk must be kept in the refrigerator at a temperature of 39 degrees Fahrenheit for up to 24 hours after thawed.
- (3) Thawed breast milk that has not been served within 24 hours must be labeled “do not use” and returned to the parent or guardian.
- (4) An early learning provider must return any unused refrigerated, not been previously frozen, bottles or containers of breast milk to the parent at the end of the child’s day, or label “do not use”.
- (7) An early learning provider must obtain parental consent prior to feeding infant formula to an otherwise breastfed infant.

Infant and toddler nutrition and feeding

110-300-0285 Infant and toddler nutrition and feeding.

- (1) An early learning provider must have and follow written policies on providing, preparing, and storing breast milk or infant formula and food.
- (2) After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that include:
 - (a) A plan to support the needs of a breastfeeding mother and infant by:
 - (i) Providing an area for mothers to breastfeed their infants; and
 - (ii) Providing educational materials and resources to support breastfeeding mothers;

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<p>(d) When bottle feeding, an early learning provider must:</p> <ul style="list-style-type: none"> (i) Test the temperature of bottle contents before feeding to avoid scalding or burning the child's mouth; (ii) Hold infants and, when developmentally appropriate, toddlers to make eye contact and talk to them; <p>(f) Introducing age-appropriate solid foods no sooner than four months of age, based on an infant's ability to sit with support, hold his or her head steady, close his or her lips over a spoon, and show signs of hunger and being full, unless identified in Written Food Plan pursuant to WAC 110-300-0190 or written medical approval;</p> <p>(g) Not adding food, medication, or sweeteners to the contents of a bottle unless a health care provider gives written consent;</p> <p>(k) Placing infants or toddlers who can sit up on their own in high chairs or at an appropriate child-size table and chairs when feeding solid foods or liquids from a cup, and having an early learning provider sit with and observe each child eating. If high chairs are used, each high chair must:</p> <ul style="list-style-type: none"> (i) Have a base that is wider than the seat; (ii) Have a safety device, used each time a child is seated, that prevents the child from climbing or sliding down the chair; (iii) Be free of cracks and tears; and (iv) Have a washable surface; <p>(l) Not leaving infants or toddlers more than 15 minutes in high chairs waiting for meal or snack time, and removing a child as soon as possible once he or she finishes eating;</p> <p>(m) Preventing infants or toddlers from sharing the same dish or utensil;</p> <p>(n) Not serving any uneaten food from the serving container after the intended meal; and (o) Not serving food to infants or toddlers using polystyrene foam (Styrofoam) cups, bowls, or plates.</p>
<p>Infant toddler sleep, rest, and equipment</p>
<p>110-300-0290 Infant and toddler sleep, rest, and equipment.</p> <p>(2) An early learning provider must allow toddlers to follow their own sleep patterns</p> <p>(4) An early learning provider must immediately remove sleeping children from car seats, swings, or similar equipment not designed for sleep unless doing so would put another enrolled child at risk.</p> <p>(6) An early learning provider must transition children who are able to climb out of their sleeping equipment to developmentally appropriate sleep equipment. When parents don't agree with transitioning, the provider and parent will co-create a transition plan.</p>
<p>Infant and toddler programs and activities</p>
<p>110-300-0295 Infant and toddler programs and activities.</p> <p>(1) An early learning provider must support each infant and toddler's culture, language, and family.</p> <p>(2) An early learning provider must ensure an adequate supply of age and developmentally appropriate program materials and equipment for infants and toddlers. Materials and equipment must meet individual, developmental, and cultural needs of children in care, and must be:</p> <ul style="list-style-type: none"> (b) Nonpoisonous, free of toxins, and meets ASTM D-4236 labeling requirements for chronic health hazards; (g) Accessible for children to find, use, and return independently; and (h) Removed from the early learning premises as soon as a provider becomes aware an item has been recalled by CPSC.
<p>Infant and toddler development</p>

110-300-0296 Infant and toddler development.

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- (1) An early learning provider must expose infants and toddlers to a developmentally appropriate curriculum.
- (2) Developmentally appropriate curriculum may include, but is not limited to:
 - (a) Developing infant and toddler language and communication by:
 - (i) Talking and listening to children, encouraging soft infant sounds, naming objects, feelings, and desires, and describing actions;
 - (ii) Giving individual attention to children when needed;
 - (iii) Playing and reading with children;
 - (iv) Mirroring similar infant sounds and sharing a child's focus of attention;
 - (v) Communicating throughout the day and during feeding, changing, and cuddle times; and
 - (b) Developing infant and toddler physical and cognitive abilities by:
 - (i) Providing infants and toddlers freedom to explore and learn on their own on the floor;
 - (ii) Providing infants and toddlers access to active outdoor playtime. An early learning provider must enforce sun safety precautions for infants younger than six months old by keeping them out of the direct sunlight and limiting sun exposure when ultraviolet rays are strongest (typically from 10:00 a.m. to 2:00 p.m.); and
 - (iii) Encouraging infants and toddlers to play, crawl, pull up, and walk by using materials and equipment that promotes:
 - (A) Physical and cognitive activities, for example rattles, grasping and reaching toys, busy boxes, nesting cups, small push, and pull toys, riding toys, balls, squeezable toys, books, dolls, press-together blocks, and limited use of equipment such as bouncers, swings, or bopees; and
 - (B) Spatial and numeracy understanding, for example counting toys, soft blocks and toys with different sizes such as measuring cups or spoons, and toys with different shapes and colors to help introduce sorting and categorization.
 - (c) Developing infant and toddler social and emotional abilities by:
 - (i) Providing social contact with infants and toddlers in addition to time spent feeding, diapering and bathing by playing with children, naming and acknowledging emotions, and encouraging peer interaction;
 - (ii) Immediately investigating cries or other signs of distress;
 - (iii) Providing comfort to an upset or hurt child;
 - (iv) Positively responding to a child's verbal and non-verbal cues;
 - (v) Intervening during negative peer interactions such as when a child grabs other children's toys, pulls hair, or bites;
 - (vi) Providing physical stimulation through holding, cuddling, rocking, talking, singing, playing, carrying, and changing positions; and
 - (vii) Providing materials and equipment that promote social and emotional activities such as pictures of children and adults exhibiting different emotions, pictures of infants and family members, dolls and soft toys, rattles, music, and dancing scarves.

INTERACTIONS AND CURRICULUM

Individual Care Plan

110-300-0300 Individual Care Plan.

(1) An early learning provider must develop an Individual Care Plan for each child with special needs and must notify the department when a child with special needs is enrolled or identified in the early learning program. Plans and documentation required under this section must:

- (c) Have written permission from a child's parent or guardian stating that a visiting health professional may provide services to the child at the early learning program, if applicable;
- (d) Have verification that early learning program staff involved with a particular child has been trained on implementing the Individual Care Plan for that child, if applicable;
- (e) Be updated annually or when there is a change in the child's special needs;

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(2) The Individual Care Plan must be signed by the parent or guardian and may be developed using a department provided template.

(a) The Individual Care Plan must contain:

- (iii) A list of medication to be administered at scheduled times, or during an emergency along with descriptions of symptoms that would trigger emergency medication;
- (iv) Directions on how to administer medication;
- (v) Allergies;
- (vi) Food allergy and dietary needs, pursuant to WAC 110-300-0186;
- (vii) Activity, behavioral, or environmental modifications for the child;
- (viii) Known symptoms and triggers;
- (ix) Emergency response plans and what procedures to perform; and
- (x) Suggested special skills training, and education for early learning program staff, including specific pediatric first aid and CPR for special health care needs.

Curriculum philosophy and planning

110-300-0305 Curriculum philosophy and planning.

- (2) The curriculum philosophy must address all age groups being served, be informed by the Washington State Early Learning and Development Guidelines, and may include:
- (a) How children develop emotionally, socially, cognitively, and physically;
 - (b) What early learning looks like or areas of focus for each age group being served;
 - (c) How the provider will meet cultural, dual language learner, and special needs of children in care;
 - (d) How to guide learning and social interactions;
 - (e) The importance of play to a child's learning process; and
 - (f) For infants and toddlers, the importance of developing consistent, nurturing relationships with caregivers as a component of learning.

(3) Staff must be trained on the program's curriculum philosophy.

Concept development and feedback quality

110-300-0310 Concept development and feedback quality.

- (2) An early learning provider may facilitate child learning and understanding through a variety of techniques such as:
- (b) Helping children enter into and sustain play;
 - (e) Linking concepts and activities to one another and to the children's lives and interests;
 - (f) Noticing and responding to teachable moments;
 - (g) Clarifying and expanding children's understanding;
 - (h) Describing and discussing children's learning processes;
 - (i) Encouraging children's efforts and persistence;
 - (k) Using diverse vocabulary;
 - (m) Providing materials during the day, including daily routines such as meals and transitions, to encourage communication in English and children's home languages when possible; and
 - (n) Use scaffolding methods to gradually move children toward stronger understanding and greater independence in the learning process.

Language modeling and reasoning

110-300-0315 Language modeling and reasoning.

- (1) An early learning provider must be aware of and responsive to children's developmental, linguistic, cultural, and academic needs.
- (2) An early learning provider must be aware of and responsive to children's needs by engaging in activities such as:

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- (a) Asking developmentally appropriate questions for the age group and allow children to answer without interruption from the provider;
- (b) Circulating among the children during free choice activities and talking with children about what they are doing;
- (c) Using teaching techniques such as:
 - (i) Self-talk: when the provider talks about what he or she is doing, seeing, eating, touching, or thinking as he or she is involved in that activity;
 - (ii) Parallel-talk: when the provider talks about what the child is doing, seeing, eating, or touching as the child is engaging in those activities; or
 - (iii) Language expansion: when the provider adds detail or new words to build on ideas that children are expressing;
- (d) An early learning provider working with preschool and school-age children must use language to develop and encourage reasoning skills by using techniques such as:
 - (i) Talking about logical relationships or concepts during the day including, but not limited to the daily schedule, the differences and similarities between objects, or people in the classroom;
 - (ii) Introducing concepts using guiding questions that encourage children to figure out cause and effect relationships;
 - (iii) Providing opportunities for reading and writing activities; and
 - (iv) Asking open ended questions to help children improve skills and acquire knowledge; and
- (e) An early learning provider working with non-English speaking children must encourage language development and acquisition by using techniques such as:
 - (i) Using words in various languages to talk about the routines;
 - (ii) Reading books out loud or using audio books; and

Playing games in different languages.

Facilitating child interests, learning, perspective, and productivity
110-300-0320 Facilitating child interests, learning, perspective, and productivity. (3) An early learning provider must offer developmentally and culturally responsive activities that offer a range of auditory, visual, and movement opportunities by using techniques such as: <ul style="list-style-type: none">(c) Organized around child interests and ideas;(d) Allow choice, exploration, and experimentation;(h) Utilize interesting and creative materials;
Creating a climate for healthy child development
110-300-0325 Creating a climate for healthy child development. (1) When communicating or interacting with children, an early learning provider must maintain a climate for healthy, culturally responsive child development such as: <ul style="list-style-type: none">(c) Having relaxed conversations with children by listening and responding to what they say. Adult conversations must not dominate the overall sound of the group;(d) Greeting children upon arrival and departure at the early learning program;(e) Using facial expressions such as smiling, laughing, and enthusiasm to match a child's mood;(f) Using physical proximity in a culturally responsive way to speak to children at their eye level and with warm physical contact, including but not limited to, gently touching a hand or shoulder, sitting next to a child, appropriately holding younger children close while communicating;(g) Validating children's feelings and show tolerance for mistakes;(h) Being responsive and listening to children's requests and questions, encouraging children to share experiences, ideas, and feelings;(i) Observing children in order to learn about their families, cultures, individual interests, ideas, questions, and theories;(j) Modeling and teaching emotional skills such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings;
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<ul style="list-style-type: none">(k) Representing the diversity found in the early learning program and society, including gender, age, language, and abilities, while being respectful of cultural traditions, values, religion and beliefs of enrolled families; and(l) Interacting with staff and other adults in a positive, respectful manner. (2) An early learning provider must encourage positive interactions between and among children with techniques such as: <ul style="list-style-type: none">(a) Giving children several chances a day to interact with each other while playing or completing routine tasks;(b) Modeling social skills;(c) Encouraging socially isolated children to find friends;(d) Helping children understand feelings of others; and(e) Including children with special needs to play with others.
Positive relationships and child guidance

110-300-0330 Positive relationships and child guidance.

- (1) An early learning provider must work to maintain positive relationships with children by using consistent guidance techniques to help children learn. Guidance techniques must adapt an early learning program's environment, routines, and activities to a child's strength's, developmental level, abilities, culture, community, and relate to the child's behavior.
- (2) Guidance techniques may include:
- (a) Coaching behavior;
 - (b) Modeling and teaching social skills such as taking turns, cooperation, waiting, self-control, respect for the rights of others, treating others kindly, and conflict resolution;
 - (f) Planning ahead to prevent problems and letting children know what events will happen next;
 - (g) Explaining consistent, clear rules and involving children in defining simple, clear classroom limits;
 - (h) Involving children in solving problems; and
 - (i) Explaining to children the natural and logical consequence related to the child's behavior in a reasonable and developmentally appropriate manner.

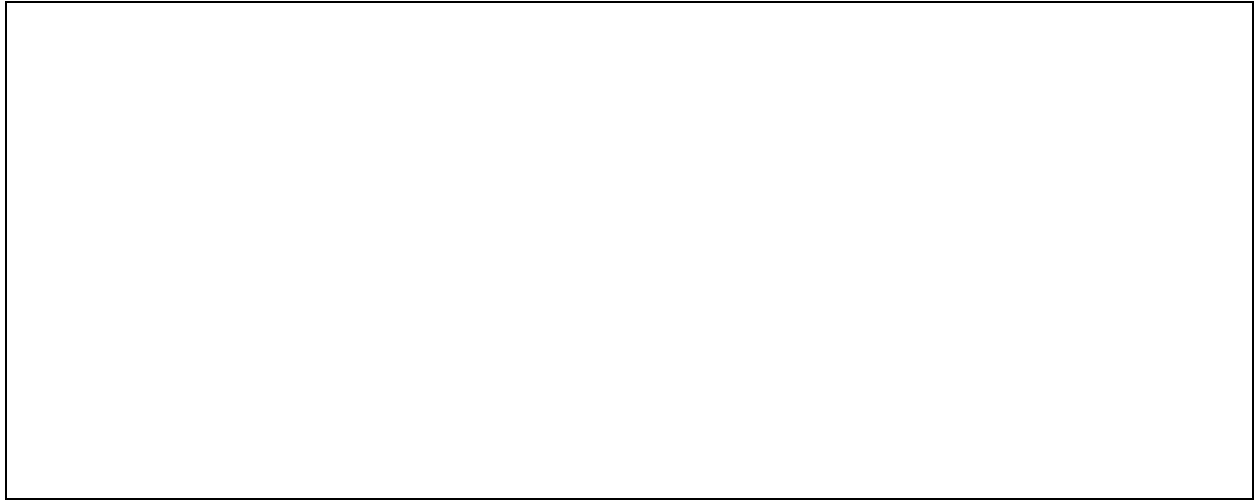
Prohibited behavior, discipline, and physical removal of children

110-300-0331 Prohibited behavior, discipline, and physical removal of children.

- (1) An early learning provider must take steps to prevent and, once aware of, must not tolerate:
- (e) Emotional abuse including victimizing, bullying, rejecting, terrorizing, extensive ignoring, or corrupting a child; or
 - (f) Prevent a child from or punish a child for exercising religious rights; (g) Anyone to:
 - (i) Restrict a child's breathing;
 - (ii) Bind or restrict a child's movement unless permitted under WAC 110-300-0335;
 - (iii) Tape a child's nose, mouth, or other body part;
 - (iv) Deprive a child of sleep, food, clothing, shelter, physical activity, first aid, or regular or emergency medical or dental care;
 - (v) Force a child to ingest something as punishment such as hot sauce or soap;
 - (vi) Interfere with a child's ability to take care of his or her own hygiene and toileting needs;
 - (vii) Use toilet learning or training methods that punish, demean, or humiliate a child;
 - (viii) Withhold hygiene care, toileting care, or diaper changing from any child unable to provide such care for himself or herself;
 - (ix) Expose a child to extreme temperatures as punishment;
 - (x) Demand excessive physical exercise or strenuous postures. Excessive physical exercise includes, but is not limited to, running laps around the yard until

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<p>overly tired, an extensive number of push-ups, having a child rest more than the child's development requires, standing on one foot for an uncomfortable amount of time, or holding out one's arms until tired or painful;</p> <p>(xi) Place the separated child in a closet, bathroom, locked room, outside, or in an unlicensed space; and</p> <p>(xii) Use high chairs, car seats, or other confining space or equipment to punish a child or restrict movement.</p> <p>(2) An early learning provider must supervise to protect children from the harmful acts of other children. A provider must immediately intervene when they become aware that a child or children are teasing, fighting, bullying, intimidating or becoming physically aggressive.</p> <p>(3) An early learning provider may separate a preschool age or school age child from other children when that child needs to regain control of him or herself.</p> <p>(a) During separation time, the child must remain under the appropriate level of supervision of a Licensee, Center Director, Assistant Director, Program Supervisor, Lead Teacher or an Assistant Teacher.</p> <p>(b) Separation time should be minimized and appropriate to the needs of the individual child.</p> <p>(4) If a child is separated from other children, an early learning provider must:</p> <p>(a) Consider the child's developmental level, language skills, individual and special needs, and ability to understand the consequences of his or her actions; and</p> <p>(b) Communicate to the child the reason for being separated from the other children.</p> <p>(5) If an early learning provider follows all strategies in this section, and a child continues to behave in an unsafe manner, only a Licensee, Center Director, Assistant Director, Program Supervisor, Lead Teacher, or an Assistant Teacher may physically remove the child to a less stimulating environment. Staff must remain calm and use a calm voice when directing or removing the child. Physical removal of a child is determined by that child's ability to walk:</p> <p>(a) If the child is willing and able to walk, staff may hold the child's hand and walk him or her away from the situation.</p> <p>(b) If the child is not willing or able to walk, staff may pick the child up and remove him or her to a quiet place where the child cannot hurt themselves or others.</p>	<p style="text-align: center;">Physical restraint</p> <p>110-300-0335 Physical restraint.</p> <p>(1) An early learning provider must have written physical restraint protocols pursuant to WAC 110300-0490, and implement such protocols only when appropriate and after complying with all requirements of WAC 110-300-0330 and 0331.</p> <p>(2) Physical restraint must only be used if a child's safety or the safety of others is threatened, and must be:</p> <p>(a) Limited to holding a child as gently as possible to accomplish restraint;</p> <p>(b) Limited to the minimum amount of time necessary to control the situation; (c) Developmentally appropriate; and</p> <p>(d) Only performed by early learning providers training in a restraint technique pursuant to WAC 110-300-0106(9).</p> <p>(3) No person may use bonds, ties, blankets, straps, car seats, high chairs, activity saucers, or heavy weights (including an adult sitting on a child) to physically restrain children.</p>
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- (4) Licensees, Center Directors, Assistant Directors, Program Supervisors, Lead Teachers or trained staff must remove him or herself from a situation if they sense a loss of their own self-control and concern for the child when using a restraint technique if another early learning provider is present. If an early learning provider observes another staff using inappropriate restraint techniques, the staff must intervene.
- (5) If physical restraint is used, staff must:
- (a) Report the use of physical restraint, pursuant to WAC 110-300-0475;
 - (b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate;
 - (c) Document the incident in the child's file, including the date, time, early learning program staff involved, duration and what happened before, during and after the child was restrained;
 - (d) Develop a written plan with input from the child's primary care or mental health provider, and the parents or guardians, to address underlying issues and reduce need for further physical restraint if:
 - (i) Physical restraint has been used more than once; and
 - (ii) A plan is not already a part of the child's Individual Care Plan; and
 - (e) Notify the department when a written plan has been developed.

Expulsion

110-300-0340 Expulsion.

- (1) To promote consistent care and maximize opportunities for child development and learning, an early learning provider must develop and follow expulsion policies and practices, pursuant to WAC 110-300-0486.
- (2) An early learning provider may expel a child only if:
 - (a) The child exhibits behavior that presents a serious safety concern for that child or others; and
 - (b) The program is not able to reduce or eliminate the safety concern through reasonable modifications.
- (3) If a child is expelled, an early learning provider must:
 - (a) Review the program's expulsion policy with the parent or guardian of the child;
 - (b) Provide a record to the parent or guardian about the expulsion and the steps that were taken to avoid expulsion. The record must include the date, time, early learning program staff involved, and details of each incident that led to expulsion; and
 - (c) Provide information to the parent or guardian of the child that includes, but is not limited to, community-based resources that may benefit the child.
- (4) The early learning provider must report to the department when children are expelled. The information must include:
 - (a) Child demographic data including, but not limited to, the age, race, ethnicity, and gender of the child;
 - (b) The reason the child was expelled; and
 - (c) The resources that were provided to the parent or guardian of the child.

Supervision children

110-300-0345 Supervising children.

- (1) An early learning provider must only allow the following persons to have unsupervised access to a child in care:

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(d) A person authorized in writing or over the phone by that child's parent such as a family member, family friend, or the child's therapist or health care provider.

(2) An early learning provider must meet capacity, group size, mixed age grouping, and staff-to-child ratios while children are in care. This includes but is not limited to: (e) Rest periods;

(3) An early learning provider must supervise children in care by:

- (a) Scanning the environment looking and listening for both verbal and nonverbal cues to anticipate problems and plan accordingly;
- (b) Visibly checking children on many occasions with little time in between;
- (c) Positioning him or herself to supervise all areas accessible to children;
- (d) Attending to children and being aware of what children are doing at all times; (e) Being available and able to promptly assist or redirect a child as necessary; and
- (f) Considering the following when deciding whether increased supervision is needed:
 - (i) Ages of children;
 - (ii) Individual differences and abilities of children;
 - (iii) Layout of the indoor and outdoor licensed space and play area;
 - (iv) The risk associated with the activities children are engaged in; and (v) Any nearby hazards including those in the licensed or unlicensed space.

(4) An early learning program staff member may undertake other activities for a temporary time period when not required to be providing active supervision required under subsection (5)(c). Such activities include, but are not limited to, cleaning up after an activity or preparing items for a new activity. This early learning staff member must remain in visual or auditory range, and be available and able to respond if needed.

(5) An early learning provider must:

- (a) Not use devices such as a baby monitors, video monitors, or mirrors in place of supervision, unless used pursuant to WAC 110-300-0270(5);
- (b) Be able to hear when doors in the immediate area are opened to prevent children from leaving unsupervised;
- (c) Actively supervise children when the children:
 - (i) Interact with pets or animals;
 - (ii) Engage in water or sand play;
 - (iii) Play in an area in close proximity to a body of water;
 - (iv) Use a safe route to access an outdoor play area not immediately adjacent to the early learning program;
 - (vi) Ride on public transportation;
 - (vii) Engage in outdoor play; and (viii) During field trips.
- (d) Ensure no infant or child is left unattended during:
 - (i) Bottle feeding; or
 - (ii) Tummy time; and
- (e) Provide developmentally appropriate supervision to children while bathing.

Supervising children during water activities

110-300-0350 Supervising children during water activities.

(2) During water activities, an early learning provider must:

- (a) Ensure a one-to-one (1:1) staff-to-child ratio must for infants;
- (b) Hold or have continuous touch of infants, non-ambulatory toddlers, and children with special needs as required; and
- (c) Keep toddlers within arm's length.

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(4)	For water activities on or off the early learning program premises, where the water is more than 24 inches deep, an early learning provider must ensure: (b) At least one additional staff member than would otherwise be required is present to help actively supervise if the children are preschool age or older.
(5)	An early learning provider must have life-saving equipment readily accessible during water activities if a pool is six feet or more in any direction and two feet or more in depth. Life-saving equipment may include a ring buoy and rope, a rescue tube, or a throwing line and a shepherd's hook that will not conduct electricity.
(6)	If an early learning provider takes children off-site to an area with an accessible body of water more than four inches deep (for example, a park with a lake or stream) but children are not engaging in a water activity, there must be: (a) At least one more staff person than required in the staff-to-child ratio; and (b) At least one attending staff person must be able to swim.
Center capacity, ratio, and group size	
110-300-0356 Center capacity, ratio, and group size.	
(2)	The department determines capacity for a center early learning program after considering: (d) The amount of developmentally appropriate equipment, materials, and toys an early learning program can provide children to use;
(6)	A center licensee may combine children of different age groups for periods of no more than the first two hours of the day or the last two hours of the day, not to exceed two hours in any given day, provided the staff-to-child ratio and group size designated for the youngest child in the mixed group are maintained.
(9)	A center licensee must provide additional staff as described in WAC 110-300-0350 when children are participating in water activities or activities near water.
(10)	When only one center staff is required to care for the only group of children on-site for up to an hour at the beginning or end of the day, the center licensee must ensure: (a) That staff member provides an appropriate level of supervision at all times to the children in care; (b) That staff member is free of all other duties while providing care to children; and (c) A second individual with a cleared background check is on-site and readily available to respond if needed, or the department approves an alternate plan.
Center mixed age group capacity, ratio, and group size	

110-300-0357 Center mixed age group capacity, ratio, and group size.

- (1) A center early learning program must do the following to mix age groups of children in care (in addition to any specific requirements of this section):
- (a) Meet the square footage and staff-to-child ratio requirements for the youngest child present in the group;
 - (b) Meet the health, safety, and developmental needs for all ages of children in the mixed group; and
 - (c) Inform the department of the center's mixed age group policy.
- (2) A center early learning program must do the following to mix groups of children birth to 36 months old with a maximum group size of eight children:
- (a) Have at least two staff present with the group, consisting of one Lead Teacher and one other staff member qualified under this chapter; and
 - (b) Keep a staff-to-child ratio of 1:4.

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<p>(3)</p> <p>(4)</p> <p>(5)</p> <p>(6)</p> <p>(7)</p> <p>(8)</p> <p>(9)</p>	<p>A center early learning program must do the following to mix groups of children birth to 36 months old with a maximum group size of nine children:</p> <p>(a) Have at least three staff present with the group, consisting of one Lead Teacher and two other staff members qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:3.</p> <p>A center early learning program must do the following to mix groups of children 12 to 36 months old:</p> <p>(a) Have at least two staff present with the group, consisting of one Lead Teacher and one other staff member qualified under this chapter; and</p> <p>(b) Keep a staff-to-child ratio of 1:7 with a maximum group size of 14 children.</p> <p>A center early learning program must do the following to mix groups of children 12 to 36 months old:</p> <p>(a) Have at least three staff present with the group, consisting of one Lead Teacher and two other staff members qualified under this chapter; and</p> <p>(b) Keep a staff-to-child ratio of 1:5 with a maximum group size of 15 children.</p> <p>A center early learning program must do the following to mix groups of children between 36 months old through kindergarten with a maximum group size of 20 children:</p> <p>(a) Have at least two staff present with the group, consisting of one Lead Teacher and one other staff member qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:10.</p> <p>A center early learning program must do the following to mix groups of children between 36 months old through kindergarten with a maximum group size of 26 children:</p> <p>(a) Have at least three staff present with the group, consisting of one Lead Teacher and two other staff members qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:10.</p> <p>A center early learning program must do the following to mix groups of children four-and-one-half to nine years old with a maximum group size of 20 children:</p> <p>(a) Have at least two staff present with the group, consisting of one Lead Teacher and one other staff member qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:10.</p> <p>A center early learning program must do the following to mix groups of children four-and-one-half to nine years old with a maximum group size of 26 children:</p> <p>(a) Have at least three staff present with the group, consisting of one Lead Teacher and two other staff members qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:10.</p>
<p>Program and daily schedule</p>	
<p>110-300-0360 Program and daily schedule.</p> <p>(2) A schedule must be designed to meet enrolled children's developmental, cultural, and special needs. The daily schedule must:</p> <p>(a) Be specific for each age group of children, when applicable;</p> <p>(b) Offer a variety of activities to meet children's needs, pursuant to WAC 110-300-0150;</p> <p>(c) Meet the following daily morning or afternoon active outdoor play time requirements: (A) 20 minutes for each 3 hours of programming for infants (as tolerated) and toddlers;</p> <p>(B) 30 minutes for each 3 hours of programming for children preschool age and older;</p> <p>and</p>	

- (c) Programs that operate more than six hours a day must provide 90 minutes of active play for preschool age and up or 60 minutes of active play for infants and toddlers (30 minutes of which may be moderate to vigorous indoor activities).

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PROGRAM ADMINISTRATION AND OVERSIGHT

Changing early learning program space or location

110-300-0402 Changing early learning program space or location

- (1) An early learning provider must notify the department prior to making a change to early learning program space that may impact the health, safety, or welfare of enrolled children. Such changes include but are not limited to:
- (a) Moving early learning programs to a different, residence, building, or facility (even if the new location is on the same premises);
 - (b) An early learning program altering a planned use of space including, but not limited to, the ages of children served in a room or previously unlicensed areas;
 - (c) Modifying facilities in a way that requires a permit under the Washington state building code or by a local jurisdiction, such as remodeling or renovating early learning program space; and (d) Changing outdoor play areas, such as adding or altering the type of surface or altering stationary climbing or play equipment.
- (2) An early learning provider must submit to the department the new proposed floor plan prior to making changes under subsections (1)(a) through (1)(c) of this section.
- (3) An early learning provider planning a change under subsection (1)(a) of this section must also:
- (a) Submit a complete application, pursuant to WAC 110-300-0400, as soon as the provider plans to move and has an identified address, but not more than 90 calendar days before moving;
 - (b) Not significantly change or move a center early learning program until the department has first inspected the new location and determines it meets the requirements in this chapter and RCW 43.216.305; and

License and program location

110-300-0410 License and program location.

(1) An applicant for a license under this chapter must be at least 18 years old.

(3) Early learning program space must be located:

- (a) On a site free from known environmental hazards;
- (b) In an area where non-emergency services and utilities can serve the early learning program space; and

(4) An early learning provider must prevent enrolled children from being exposed to the following known hazards within and around the licensed premises:

- (b) Plumbing and fixtures containing lead or lead solders;
- (c) Asbestos;
- (d) Arsenic, lead, or copper in the soil or drinking water;
- (e) Toxic mold; and

(5) An early learning provider must place address numbers or signage on the outside of the house or building that contains the early learning program space. The numbers or signage must be legible and plainly visible from the street or road serving the premises.

(6) A license applicant planning to open an early learning program in the designated Tacoma smelter plume (counties of King, Pierce, and Thurston) must contact the state department of ecology (DOE) and complete and sign an access agreement with DOE to evaluate the applicant's property for possible arsenic and lead soil contamination.

Prohibited substances

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110-300-0420 Prohibited substances.

(2) Pursuant to RCW 70.160.050, an early learning provider must:

- (a) Prohibit smoking, vaping, or similar activities in licensed indoor space, even during nonbusiness hours;
- (b) Prohibit smoking, vaping, or similar activities in licensed outdoor space unless:
- (d) Prohibit smoking, vaping, or similar activities by any provider who is supervising children, including during field trips;

(3) An early learning provider must:

- (c) Store any tobacco or vapor products, or the packaging of tobacco or vapor products in a space that is inaccessible to children;
- (d) Prohibit children from accessing cigarette or cigar butts or ashes;
- (e) Store any cannabis or associated paraphernalia out of the licensed space and in a space that is inaccessible to children; and
- (f) Store alcohol in a space that is inaccessible to children (both opened and closed containers).

(4) A center early learning provider must prohibit any person from using, consuming, or being under the influence of cannabis in any form on licensed space.

Initial, non-expiring, dual licenses, and license modification

110-300-0425 Initial, non-expiring, dual licenses, and license modification.

(9) An early learning provider must report within 24 hours:

(b) To the department:

(v) Any changes in the early learning program hours of operation to include closure dates.

Waiver from department rules (WAC)

110-300-0435 Waiver from department rules (WAC).

(4) A granted waiver may be time specific or may remain in effect for as long as the early learning provider continues to comply with the conditions of the waiver. If the waiver from the rule is time limited, the provider must not exceed the timeframe established by the department.

Variance from department rules (WAC)

110-300-0436 Variance from department rules (WAC).

(1) The department cannot provide variance from a requirement in state (RCW) or federal law.

(2) Upon written request of an applicant, licensee, Center Director, Assistant Director, or Program Supervisor, the department may grant a variance from a rule in this chapter if the proposed program alternative does not jeopardize the health, safety, or welfare of the children in care.

(3) A request for variance from a rule in this chapter must be:

(a) Submitted in writing on the department's form to the local licensing office; (b)

Approved by the department director or the director's designee prior to the early learning provider implementing the variance from the rule; and

(c) For a specific program approach or methodology.

(4) A granted variance may be time specific or may remain in effect for as long as the early learning provider continues to comply with the conditions of the variance. If the variance from the rule is time limited, the provider must not exceed the timeframe established by the department.

Parent or guardian handbook and related policies

110-300-0450 Parent or guardian handbook and related policies.

(1) An early learning provider must supply to each parent or guardian written policies regarding the early learning program. Each enrolled child's record must have signed documentation stating the parent or guardian reviewed the handbook and early learning program policies. (2) An early learning provider must have and follow formal written policies in either paper or electronic format, including:

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<ul style="list-style-type: none"> (b) A family engagement and partnership communication plan; (e) Curriculum philosophy on how children learn and develop, and how this philosophy is implemented; (g) Expulsion policy; (h) Early learning program staff-to-child ratios and classroom types offered, if applicable; (i) If the early learning program offers any of the following, they must include a policy for each that applies to their program: <ul style="list-style-type: none"> (iii) Dual language learning; (vi) Water activities; (viii) How weapons on the premises are secured; (n) Information required for the child's record, including: <ul style="list-style-type: none"> (ii) A plan to keep the child's information confidential; and (iii) Who may legally access the child's information; (o) A kindergarten transition plan, if applicable; (r) Termination of services policy; (u) Policies regarding mixed age groups, if applicable (including when children may be in a mixed age group); (v) Description of where the parent or guardian may find and review the early learning program's: <ul style="list-style-type: none"> (iii) Consistent care policy
Child records
<p>110-300-0460 Child records.</p> <ul style="list-style-type: none"> (2) Each child's enrollment record must include the following: <ul style="list-style-type: none"> (i) Expulsion information, documentation, and steps taken to avoid expulsion; (j) Termination of services documentation and communication; and (k) Notification of child developmental screening information given to the child's parent or guardian, if applicable. (4) A health record is required for every child who is enrolled and counted in an early learning program's capacity. A health record must include: <ul style="list-style-type: none"> (f) Dates of the child's last physical exam and dental exam, if available;
Retaining facility and program records
<p>110-300-0465 Retaining facility and program records.</p> <ul style="list-style-type: none"> (5) An early learning provider must keep the following records available for department review: <ul style="list-style-type: none"> (b) Furniture, sleep, and play equipment forms and specifications; (n) Cleaning log for large area rugs or carpets; (s) Curriculum planning schedule; (t) Strengthening Families Program Self-Assessment or an equivalent assessment;
Emergency preparedness plan

110-300-0470 Emergency preparedness plan.

(1) An early learning provider must have and follow a written emergency preparedness plan. The plan must be reviewed and approved by the department prior to when changes are made. Emergency preparedness plans must:

(f) Be reviewed at program orientation, annually with all early learning program staff with

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documented signatures, and when the plan is updated; and

(g) Be reviewed with parents or guardians when a child is enrolled and when the plan is updated.

(2) The written emergency preparedness plan must cover at a minimum:

(a) Disaster plans, including fires that may require evacuation:

(iv) How the early learning provider will evacuate children, especially those who cannot walk independently. This may include infant evacuation cribs (for center early learning programs), children with disabilities, functional needs requirements, or other special needs;

(v) Where the alternate evacuation location is;

(vi) What to take when evacuating children, including:

(A) First-aid kit(s);

(B) Copies of emergency contact information;

(C) Child medication records; and

(D) Individual children's medication, if applicable;

(vii) How the provider will maintain the required staff-to-child ratio and account for all children;

(viii) How parents or guardians will be able to contact the early learning program; and

(ix) How children will be reunited with their parents or guardians after the event;

(4) An early learning provider must practice and record emergency drills with staff and children as follows:

(c) Emergency drills must be conducted with a variety of staff and at different times of the day, including in the evening and during overnight hours for early learning programs that care for children during those hours;

110-300-0475 Duty to protect children and report incidents.

- (2) An early learning provider must report by telephone to the listed individuals, department, and other government agencies when the provider knows or has reason to know of an act, event, or occurrence described in (a) through (f) of this subsection.
- (a) Law enforcement or the department at the first opportunity, but in no case longer than 48 hours:
 - (ii) A child's attempted suicide or talk about attempting suicide;
 - (b) Emergency Services (911) immediately, and to the department within 24 hours:
 - (i) A child missing from care, triggered as soon as staff realizes the child is missing;
 - (iii) A child who is given too much of any oral, inhaled, or injected medication,
 - (iv) A child who took or received another child's medication;
 - (vi) Poisoning or suspected poisoning; or
 - (c) Washington Poison Center immediately after calling 911, and to the department within 24 hours:
- (3) In addition to reporting to the department by phone or e-mail, an early learning provider must submit a written incident report of the following on a department form within 24 hours:
- (a) Situations that required an emergency response from Emergency Services (911), Washington Poison Center, or department of health;
 - (b) Situations that occur while children are in care that may put children at risk including, but not limited to, inappropriate sexual touching, neglect, physical abuse, maltreatment, or exploitation; and
 - (c) A serious injury to a child in care.

Transportation and off-site activity policy

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110-300-0480 Transportation and off-site activity policy.

- (1) An early learning provider must have and follow a transportation and off-site activity policy for personal or public transportation service, or non-motorized travel offered to children in care. (a) The transportation and off-site activity policy must include routine trips, which must not exceed two hours per day for any individual child.
- (2) During travel to an off-site activity, an early learning provider must:
- (a) Have the health history, appropriate medication (if applicable), emergency information, and emergency medical authorization forms accessible for each child being transported;
 - (b) Have a phone to call for emergency help;
 - (f) Take attendance using a roll call or other method that assures all children are accounted for each time children begin and end travel to an off-site activity, and every time children enter and exit a vehicle; and
- (3) When an early learning provider supplies the vehicle to transport children in care, the program and provider must:
- (d) Maintain the vehicle temperature at a comfortable level to children;
 - (g) Assure the driver has a valid driver's license for the type of vehicle being driven and a safe driving record for at least the last five years;
 - (h) Prevent any driver with a known condition that would compromise driving, supervision, or evacuation capabilities from operating program vehicles;

Termination of services policy

110-300-0485 Termination of services policy.

An early learning provider may terminate a child's services due to that child's parent or guardian's inability to meet the expectations and requirements of the early learning program. Expectations and requirements of the program may include unpaid bills, continual late arrivals, or a parent, guardian or family member's inappropriate or unsafe behavior in or near early learning program space.

Expulsion policy

110-300-0486 Expulsion policy.

- (1) An early learning provider must have and follow an expulsion policy, pursuant to WAC 110-3000340.
- (2) An expulsion policy must:
- (a) Provide examples of behavior that could lead to expulsion from the early learning program;
 - (b) Detail steps the provider takes to avoid expelling a child including, but not limited to, environmental and staffing changes;
 - (c) Detail how the provider communicates to the parent or guardian of a child the steps taken under subsection (2)(b) and this section; and
 - (d) Include information that may benefit an expelled child including, but not limited to, community based resources.

Child restraint policy

110-300-0490 Child restraint policy.

- (1) An early learning provider must have and follow a child restraint policy that contains behavior management and practices, pursuant to section WAC 110-300-0335.
- (2) A restraint policy must be:
 - (a) Appropriate for children's developmental level, abilities, and language skills;
 - (b) Directly related to the child's behavior; and
 - (c) Designed to be consistent, fair, and positive.

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- (3) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, Lead Teachers and other appropriate staff members must be trained annually in the program's child restraint policy.
- (4) Only trained staff may restrain a child in care in accordance with WAC 110-300-0335.

Consistent care policy

110-300-0495 Consistent care policy.

- (1) An early learning program must have and follow a policy that promotes the consistent care of children.
- (2) When possible, an early learning provider must be assigned to work with a consistent group of children for much of the day with a goal of building long term, trusting relationships.

Health policy

110-300-0500 Health policy.

- (1) An early learning provider must have and follow a written health policy reviewed and approved by the department that includes the topics listed in subsection (2) of this section. The health policy must be reviewed and approved by the department when changes are made, and as otherwise necessary.
- (2) An early learning program's health policy must meet the requirements of this chapter including, but not limited to:
 - (a) A prevention of exposure to blood and body fluids plan;
 - (b) Meals, snacks, and food services including guidelines for food allergies and food brought from home;
 - (d) Observing children for signs of illness daily;
 - (n) Dental hygiene practices and education.

Postings

110-300-0505 Postings.

- (1) Postings on early learning premises must include:
 - (g) Emergency numbers and information, including but not limited to:
 - (ii) Name, address and directions from the nearest arterial street or nearest cross street to the facility;
 - (h) The location of emergency medical information for children and staff;
 - (l) A copy of a department approved waiver or variance from a rule of this chapter, if applicable. Waivers or variances must be posted for parent or guardian view when related to the overall program (not related to any specific child), and as long as the waiver or variance is approved;

