

Standards Alignment – Interactions and Curriculum

Learning Supports – Special needs accommodations

Family Home WAC	Center WAC	WAC 110-300
<p>WAC 170-296A-0050 Special needs accommodations.</p> <p>The provisions of this section apply to any requirement in this chapter.</p> <p>(1) The department may approve accommodations to requirements in these standards for the special needs of an individual child when:</p> <p>(a) The licensee submits to the department a written plan, signed by the parent or guardian, that describes how the child's needs will be met in the licensed child care; and</p> <p>(b) The licensee has supporting documentation of the child's special needs provided by a licensed or certified:</p> <p>(i) Physician or physician's assistant;</p> <p>(ii) Mental health professional;</p> <p>(iii) Education professional;</p> <p>(iv) Social worker with a bachelor's degree or higher degree with a specialization in the individual child's needs; or</p> <p>(v) Registered nurse or advanced registered nurse practitioner.</p>	<p>No current WAC</p>	<p>WAC 110-300-0300</p> <p>Individual care plan.</p> <p>(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:</p> <p>(a) Meet the requirements of this section;</p> <p>(b) Be available for department review;</p> <p>(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;</p> <p>(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;</p> <p>(e) Be updated annually or when there is a change in the child's special needs; and</p> <p>(f) Be kept in the child's file.</p> <p>(2) The individual care plan must be signed by the parent or guardian and may be developed using a department provided template.</p> <p>(a) The individual care plan must contain:</p> <p>(i) The child's diagnosis, if known;</p> <p>(ii) Contact information for the primary health care provider or other relevant specialist;</p>

Standards Alignment – Interactions and Curriculum

(2) The documentation described in subsection (1) of this section must be in the form of an:

(a) Individual education plan (IEP);

(b) Individual health plan (IHP);
or

(c) Individual family plan (IFP).

(3) The licensee's written plan and all documentation required under this section must be kept in the child's file and a copy submitted to the department.

(4) See WAC [170-296A-5625](#) regarding supervision, capacity, and staff-to-child ratios for children with documented special needs.

(iii) A list of medications 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.

(b) An early learning provider must have supporting documentation of the child's special needs provided by the child's licensed or certified:

(i) Physician or physician's assistant;

(ii) Mental health professional;

(iii) Education professional;

(iv) Social worker with a bachelor's degree or higher with a specialization in the individual child's needs; or

(v) Registered nurse or advanced registered nurse practitioner.

(3) An early learning provider's written plan and documentation for accommodations must be informed by any existing:

(a) Individual education plan (IEP);

(b) Individual health plan (IHP);

Standards Alignment – Interactions and Curriculum

		(c) 504 Plan; or (d) Individualized family service plan (IFSP).
Learning Supports – Curriculum philosophy and planning		
Family Home WAC	Center WAC	WAC 110-300
<p>WAC 170-296A-2375 Parent/guardian policies (handbook)</p> <p>The licensee's written parent/guardian policies (handbook) must include:</p> <ul style="list-style-type: none"> (1) Hours of operation including closures and vacations; (2) Information on how children's records are kept current, including immunization records; (3) Enrollment and disenrollment process; (4) Parent/guardian access to their child during child care hours; (5) Program philosophy (the licensee's view of child learning and development); (6) Typical daily schedule, including food and rest periods. See WAC 170-296A-6550; (7) Communication plan with parents/guardians including: <ul style="list-style-type: none"> (a) How the parent or guardian may contact the licensee with questions or concerns; and (b) How the licensee will communicate the child's progress 	<p>WAC 170-295-2010</p> <p>What types of play materials, equipment and activities must I provide for the children?</p> <p>You must:</p> <ul style="list-style-type: none"> (1) Provide a variety of easily accessible learning and play materials of sufficient quantity to implement the centers program and meet the developmental needs of children in care. (2) Have a current daily schedule of activities and lesson plans that are designed to meet the children's developmental, cultural, and individual needs. The toys, equipment and schedule must be: <ul style="list-style-type: none"> (a) Specific for each age group of children; and (b) Include at least one activity daily for each of the following (you can combine several of the following for one activity): <ul style="list-style-type: none"> (i) Child initiated activity (free play); (ii) Staff initiated activity (organized play); 	<p>WAC 110-300-0305</p> <p>Curriculum philosophy and planning.</p> <ul style="list-style-type: none"> (1) An early learning provider must have a written curriculum philosophy that describes the program of planned daily activities related to early childhood or child development. (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: <ul style="list-style-type: none"> (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.

Standards Alignment – Interactions and Curriculum

with the parent or guardian at least twice a year;

(c) How the licensee will support parents regarding parenting;

(8) Written plan for any child's specific needs if applicable. See WAC [170-296A-0050](#);

(9) Fees and payment plans;

(10) Religious activities and how the parent's or guardian's specific religious preferences are addressed;

(11) How holidays are recognized in the program;

(12) Confidentiality policy including when information may be shared. See WAC [170-296A-2025](#);

(13) Items that the licensee requires the parent or guardian to provide;

(14) Guidance and discipline policy. See WAC [170-296A-6050](#);

(15) If applicable, infant/toddler care including infant safe sleep practices, feeding, diapering and toilet training;

(16) Reporting suspected child abuse or neglect. See WAC [170-296A-6275](#);

(17) Food service practices. See WAC [170-296A-7125](#) through [170-296A-7200](#), and [170-296A-7500](#) through [170-296A-7650](#);

(iii) Individual choices for play;

(iv) Creative expression;

(v) Group activity;

(vi) Quiet activity;

(vii) Active activity;

(viii) Large and small muscle activities; and

(ix) Indoor and outdoor play.

(3) You must ensure the lesson plan, daily schedule of events, available toys and equipment contains a range of learning experiences to allow each child the opportunity to:

(a) Gain self-esteem, self-awareness, self-control, and decision-making abilities;

(b) Develop socially, emotionally, intellectually, and physically;

(c) Learn about nutrition, health, and personal safety; and

(d) Experiment, create, and explore.

(4) Post the daily schedule and lesson plan in each room for easy reference by parents and by caregivers;

(5) Keep the daily schedule of events and lesson plans for the past six months on site for inspection;

(4) A lead teacher or family home early learning provider must be given regularly scheduled time to plan and develop curriculum and activities. Planning may be done during rest time but all supervision requirements pursuant to WAC [110-300-0345](#) must be met.

Standards Alignment – Interactions and Curriculum

<p>(18) Off-site field trips requirements. See WAC 170-296A-2450;</p> <p>(19) Transportation requirements. See WAC 170-296A-6475;</p> <p>(20) Staffing plan. See WAC 170-296A-5600 and 170-296A-5775;</p> <p>(21) Access to licensee's and staff training and professional development records;</p> <p>(22) Pet policies. See WAC 170-296A-4800;</p> <p>(23) Health care and emergency preparedness policies including:</p> <p>(a) Emergency preparedness and evacuation plans. See WAC 170-296A-2825;</p> <p>(b) Injury or medical emergency response and reporting. See WAC 170-296A-3575, 170-296A-3600, and 170-296A-2275;</p> <p>(c) Medication management including storage and giving medications. See WAC 170-296A-3325;</p> <p>(d) Exclusion/removal policy of ill persons. See WAC 170-296A-3210;</p> <p>(e) Reporting of notifiable conditions to public health;</p> <p>(f) Immunization tracking. See WAC 170-296A-3250; and</p> <p>(g) Infection control methods, including:</p>	<p>(6) Maintain staff-to-child ratios and group size during transitions from one activity to another during the day;</p> <p>(7) Plan for smooth transitions by:</p> <p>(a) Establishing familiar routines; and</p> <p>(b) Using transitions as a learning experience.</p> <p>(8) Ensure the center's program affords the child daily opportunities for small and large muscle activities, outdoor play, and exposure to language development and books; and</p> <p>(9) Afford staff classroom planning time.</p> <p>WAC 170-295-2080</p> <p>What must I communicate to parents?</p> <p>(1) You must have written documentation signed by the parent in each child's file that you have:</p> <p>(a) Explained to the parent the centers policies and procedures;</p> <p>(b) Discussed the centers philosophy, program and facilities;</p> <p>(c) Advised the parent of the child's progress and issues relating to the child's care and individual</p>	
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Standards Alignment – Interactions and Curriculum

<p>(i) Handwashing (WAC 170-296A-3625) and, if applicable, hand sanitizers (WAC 170-296A-3650); and</p> <p>(ii) Cleaning and sanitizing, or cleaning and disinfecting procedures including the methods and products used. See WAC 170-296A-3850 through 170-296A-3925 and definitions in WAC 170-296A-0010;</p> <p>(24) Napping/sleeping;</p> <p>(25) No smoking policy consistent with WAC 170-296A-4050;</p> <p>(26) Drug and alcohol policy consistent with WAC 170-296A-4025;</p> <p>(27) If applicable, guns and weapons storage. See WAC 170-296A-4725; and</p> <p>(28) If applicable, overnight care requirements. See WAC 170-296A-6850.</p>	<p>practices concerning the child's special needs; and</p> <p>(d) Encouraged parent participation in center activities.</p> <p>(2) You must also give the parent the following written policy and procedure information:</p> <p>(a) Enrollment and admission requirements;</p> <p>(b) The fee and payment plan;</p> <p>(c) A typical activity schedule, including hours of operation;</p> <p>(d) Meals and snacks served, including guidelines on food brought from the child's home;</p> <p>(e) Permission for free access by the child's parent to all center areas used by the child;</p> <p>(f) Signing in and signing out requirements;</p> <p>(g) Child abuse reporting law requirements;</p> <p>(h) Behavior management and discipline;</p> <p>(i) Nondiscrimination statement;</p> <p>(j) Religious and cultural activities, if any;</p> <p>(k) Transportation and field trip arrangements;</p> <p>(l) Practices concerning an ill child;</p> <p>(m) Medication management;</p> <p>(n) Medical emergencies;</p>	
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Standards Alignment – Interactions and Curriculum

	<ul style="list-style-type: none"> (o) Disaster preparedness plans; and (p) If licensed for the care of an infant or toddler: <ul style="list-style-type: none"> (i) Diapering; (ii) Toilet training; and (iii) Feeding. 	
Learning Supports – Concept development and feedback quality		
Family Home WAC	Center WAC	WAC 110-300
<p>WAC 170-296A-6000 Interactions with children The licensee and staff members must:</p> <ul style="list-style-type: none"> (2) Interact with children through listening and responding to what the children have to say; (7) Be responsive to children, encouraging them to share experiences, ideas and feelings; (9) Perform age or developmentally appropriate nurturing activities that: (c) Stimulate the child's development. 	<p>WAC 170-295-2030 How should staff interact with children?</p> <ul style="list-style-type: none"> (2) Support the child's development in understanding themselves and others by assisting the child to share ideas, experiences, and feelings; (3) Provide age-appropriate opportunities for the child to grow and develop intellectually. Examples include: <ul style="list-style-type: none"> (b) Language skills development; (c) Encouraging the child to ask questions; (4) Help each child solve problems with intervention as necessary; (5) Encourage children to be creative in their projects; (7) Show tolerance for mistakes; (8) Encourage children to try new activities; and 	<p>WAC 110-300-0310 Concept development and feedback quality.</p> <ul style="list-style-type: none"> (1) An early learning provider must facilitate activities to support child learning and understanding. (2) An early learning provider may facilitate child learning and understanding through a variety of techniques such as: <ul style="list-style-type: none"> (a) Using a variety of teaching strategies (different techniques, curricula, or styles) and materials to address different learning styles, abilities, developmental levels, and temperament; (b) Helping children enter into and sustain play; (c) Encouraging children to participate by asking questions and providing guidance; (d) Providing opportunities for children's creativity; (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;

Standards Alignment – Interactions and Curriculum

		<ul style="list-style-type: none"> (h) Describing and discussing children's learning processes; (i) Encouraging children's efforts and persistence; (j) Showing tolerance for mistakes; (k) Using diverse vocabulary; (l) Leading discussions and activities; (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.
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Learning Supports – Language modeling and reasoning

Family Home WAC	Center WAC	WAC 110-300
<p>WAC 170-296A-6575 Activities to promote child growth and development. The licensee must provide activities that support each child's developmental stage including: (3) Language and literacy;</p> <p>WAC 170-296A-6000 Interactions with children The licensee and staff members must: (2) Interact with children through listening and responding to what the children have to say; (7) Be responsive to children, encouraging them to share experiences, ideas and feelings;</p>	<p>WAC 170-295-2030 How should staff interact with children?</p> <p>(2) Support the child's development in understanding themselves and others by assisting the child to share ideas, experiences, and feelings;</p> <p>(3) Provide age-appropriate opportunities for the child to grow and develop intellectually. Examples include: (b) Language skills development; (c) Encouraging the child to ask questions;</p>	<p>WAC 110-300-0315 Language modeling and reasoning.</p> <p>(1) An early learning provider must be aware of and responsive to children's developmental, linguistic, cultural, and academic needs.</p> <p>(2) An early learning provider must be aware of and responsive to children's needs by engaging in activities such as: (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;</p>

Standards Alignment – Interactions and Curriculum

(4) Help each child solve problems with intervention as necessary;

WAC 170-295-2010

What types of play materials, equipment and activities must I provide for the children?

You must:

(8) Ensure the center's program affords the child daily opportunities for small and large muscle activities, outdoor play, and exposure to language development and books;

(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.

(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

(iii) Playing games in different languages.

Standards Alignment – Interactions and Curriculum

Learning Supports – Facilitating child interests, learning, perspective, and productivity		
Family Home WAC	Center WAC	WAC 110-300
<p>WAC 170-296A-6000 Interactions with children. The licensee and staff members must:</p> <ul style="list-style-type: none"> (7) Be responsive to children, encouraging them to share experiences, ideas and feelings; (9) Perform age or developmentally appropriate nurturing activities that: <ul style="list-style-type: none"> (a) Take into consideration the parent's own nurturing practices; (b) Promote each child's learning self-help and social skills; and (c) Stimulate the child's development. (10) Provide each child opportunities for vocal expression <p>WAC 170-296A-6075 Positive options for discipline. The licensee and staff must use positive guidance methods. The guidance methods may include any of the following:</p> <ul style="list-style-type: none"> (5) Explaining consistent, clear rules; (6) Allowing children to be involved in solving problems <p>WAC 170-296A-6575 Activities to promote child growth and development.</p>	<p>WAC 170-295-2010 What types of play materials, equipment and activities must I provide for the children?</p> <p>You must:</p> <ul style="list-style-type: none"> (1) Provide a variety of easily accessible learning and play materials of sufficient quantity to implement the centers program and meet the developmental needs of children in care. (2) Have a current daily schedule of activities and lesson plans that are designed to meet the children's developmental, cultural, and individual needs. The toys, equipment and schedule must be: <ul style="list-style-type: none"> (a) Specific for each age group of children; and (b) Include at least one activity daily for each of the following (you can combine several of the following for one activity): <ul style="list-style-type: none"> (i) Child initiated activity (free play); (ii) Staff initiated activity (organized play); (iii) Individual choices for play; (iv) Creative expression; (v) Group activity; 	<p>WAC 110-300-0320</p> <p>Facilitating child interests, learning, perspective, and productivity.</p> <ul style="list-style-type: none"> (1) An early learning provider must work to maximize children's interests, engagement with developmentally and culturally responsive activities, and ability to learn from play. (2) An early learning provider must maximize children's interests, engagement, and abilities by using techniques such as: <ul style="list-style-type: none"> (a) Maximizing learning time with learning materials and products, limiting disruptions during activities, and offering additional choices when activities are completed; (b) Giving clear instructions and directions; and (c) Making opportunities for children to learn during transitions by clearly communicating expectations and keeping transitions to a duration that is developmentally appropriate. (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"> (a) Encourage child engagement; (b) Promote each child's self-help and social skills; (c) Organized around child interests and ideas;

Standards Alignment – Interactions and Curriculum

<p>The licensee must provide activities that support each child's developmental stage including:</p> <ul style="list-style-type: none"> (1) Social, emotional and self development; (2) Positive self concepts; (3) Language and literacy; (4) Physical development, including daily opportunities to develop the child's small and large muscles; (5) Spatial concepts (including, but not limited to, size or position); and (6) Numeracy (counting and numbers). <p>WAC 170-296A-6600 Toys and play materials.</p> <p>The licensee must provide toys, objects, and other play materials that are:</p> <ul style="list-style-type: none"> (1) Washable and clean; (2) Nonpoisonous or free of toxins; and (3) For infants, toddlers, or children at those developmental levels, large enough to avoid swallowing or choking. 	<ul style="list-style-type: none"> (vi) Quiet activity; (vii) Active activity; (viii) Large and small muscle activities; and (ix) Indoor and outdoor play. <p>(3) You must ensure the lesson plan, daily schedule of events, available toys and equipment contains a range of learning experiences to allow each child the opportunity to:</p> <ul style="list-style-type: none"> (a) Gain self-esteem, self-awareness, self-control, and decision-making abilities; (b) Develop socially, emotionally, intellectually, and physically; (c) Learn about nutrition, health, and personal safety; and (d) Experiment, create, and explore. <p>(7) Plan for smooth transitions by:</p> <ul style="list-style-type: none"> (a) Establishing familiar routines; and (b) Using transitions as a learning experience. <p>(8) Ensure the center's program affords the child daily opportunities for small and large muscle activities, outdoor play, and exposure to language development and books; and</p> <p>(9) Afford staff classroom planning time.</p>	<ul style="list-style-type: none"> (d) Allow choice, exploration, and experimentation; (e) Promote active and play-based learning experiences; (f) Allow children freedom to move during activities; (g) Ensure child expression; (h) Utilize interesting and creative materials; (i) Offer hands-on opportunities for children; (j) Provide opportunity for children to direct their own learning and problem solving rather than teacher-directed activities; and (k) Orient and guide children toward learning objectives.
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Standards Alignment – Interactions and Curriculum

	<p>170-295-2030 How should staff interact with children?</p> <p>To facilitate interactions between the staff and children that are nurturing, respectful, supportive and responsive, you must:</p> <p>(2) Support the child's development in understanding themselves and others by assisting the child to share ideas, experiences, and feelings;</p> <p>(3) Provide age-appropriate opportunities for the child to grow and develop intellectually. Examples include:</p> <p>(a) Reading readiness skills;</p> <p>(b) Language skills development;</p> <p>(c) Encouraging the child to ask questions;</p> <p>(d) Counting;</p> <p>(e) Matching objects;</p> <p>(f) Differentiating between large and small; and</p> <p>(g) Sorting.</p> <p>(6) Allow independence in selecting routine activities and projects;</p>	
Emotional Support and Classroom Organization – Creating a climate for healthy child development		
Family Home WAC	Center WAC	WAC 110-300
WAC 170-296A-6000 Interactions with children.	WAC 170-295-2030 How should staff interact with children?	WAC 110-300-0325

Standards Alignment – Interactions and Curriculum

<p>The licensee and staff members must:</p> <ul style="list-style-type: none"> (1) Demonstrate positive interactions with children and other adults when children are present; (2) Interact with children through listening and responding to what the children have to say; (3) Be in frequent verbal communication with children in a positive, reinforcing, cheerful and soothing way. Explain actions, even to very young babies; (4) Treat each child with consideration and respect; (5) Appropriately hold, touch and smile at children; (6) Speak to the children at their eye level when possible and appropriate; (7) Be responsive to children, encouraging them to share experiences, ideas and feelings; (8) Respond to and investigate cries or other signs of distress immediately; <p>WAC 170-296A-6025 Prohibited interactions.</p> <p>In the presence of the children in care the licensee and staff must not or allow others to:</p> <ul style="list-style-type: none"> (1) Use profanity, obscene language, "put downs," or cultural or racial slurs; 	<p>To facilitate interactions between the staff and children that are nurturing, respectful, supportive and responsive, you must:</p> <ul style="list-style-type: none"> (1) Ensure staff interact with children using positive communication (for example, giving children options of what to do rather than being told what not to do); (2) Support the child's development in understanding themselves and others by assisting the child to share ideas, experiences, and feelings; (3) Encourage children to be creative in their projects; (4) Allow independence in selecting routine activities and projects; (5) Show tolerance for mistakes; (6) Encourage children to try new activities; and (7) Honor all children's race, religion, culture, gender, physical ability and family structure. <p>WAC 170-295-2040 What behavior management and guidance practices must I have in place?</p> <p>You must:</p> <ul style="list-style-type: none"> (3) Promote the child's developmentally appropriate social 	<p>Creating a climate for healthy child development.</p> <p>(1) When communicating or interacting with children, an early learning provider must maintain a climate for healthy, culturally responsive child development such as:</p> <ul style="list-style-type: none"> (a) Using a calm and respectful tone of voice; (b) Using positive language to explain what children can do and give descriptive feedback; (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,
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Standards Alignment – Interactions and Curriculum

<p>(2) Have angry or hostile interactions;</p> <p>(3) Use name calling or make derogatory, shaming or humiliating remarks; or</p> <p>(4) Use or threaten to use any form of physical harm or inappropriate discipline, such as, but not limited to:</p> <p>(a) Spanking children;</p> <p>(b) Biting, jerking, kicking, hitting, or shaking;</p> <p>(c) Pulling hair;</p> <p>(d) Pushing, shoving or throwing a child; or</p> <p>(e) Inflicting pain or humiliation as a punishment.</p> <p>170-296A-6050 Guidance and discipline.</p> <p>The licensee and staff must use consistent, fair and positive guidance and discipline methods. These methods must be appropriate to the child's developmental level, abilities, culture and are related to the child's behavior.</p> <p>(1) Only the licensee or primary staff person trained in the licensee's expected standards may discipline a child in care.</p> <p>170-296A-6075 Positive options for discipline.</p>	<p>behavior, self-control, and respect for the rights of others;</p> <p>(5) Prevent and prohibit any person on the premises from using cruel, unusual, hazardous, frightening, or humiliating discipline, including but not limited to:</p> <p>(a) Corporal punishment including biting, jerking, shaking, spanking, slapping, hitting, striking, kicking, pinching, flicking or any other means of inflicting physical pain or causing bodily harm to the child;</p> <p>(b) Verbal abuse such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates or frightens a child;</p> <p>(c) The use of a physical restraint method injurious to the child, locked time-out room, or closet for disciplinary purposes; and</p> <p>(d) The using or withholding of food or liquids as punishment.</p>	<p>accepting others' feelings, and controlling impulses to act out feelings;</p> <p>(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</p> <p>(l) Interacting with staff and other adults in a positive, respectful manner.</p> <p>(2) An early learning provider must encourage positive interactions between and among children with techniques such as:</p> <p>(a) Giving children several chances a day to interact with each other while playing or completing routine tasks;</p> <p>(b) Modeling social skills;</p> <p>(c) Encouraging socially isolated children to find friends;</p> <p>(d) Helping children understand feelings of others; and</p> <p>(e) Including children with special needs to play with others.</p>
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Standards Alignment – Interactions and Curriculum

The licensee and staff must use positive guidance methods. The guidance methods may include any of the following:

- (1) Distracting;
- (2) Redirecting;
- (3) Planning ahead to prevent problems;
- (4) Encouraging appropriate behavior;
- (5) Explaining consistent, clear rules;
- (6) Allowing children to be involved in solving problems; and
- (7) Explaining to the child the reasonable and age appropriate natural and logical consequences related to the child's behaviors.

WAC 170-296A-6125

Harmful or aggressive acts of children.

The licensee and staff must:

- (1) Take steps to protect children from the harmful acts of other children; and
- (2) Immediately intervene when a child becomes physically aggressive.

WAC 170-296A-6150

Prohibited actions.

The licensee or staff must not or allow others to:

- (1) Restrict a child's breathing;
- (2) Deprive a child of:

Standards Alignment – Interactions and Curriculum

<p>(a) Sleep, food, clothing, shelter, or physical activity;</p> <p>(b) Needed first aid; or</p> <p>(c) Required or emergency medical or dental care;</p> <p>(3) Interfere with a child's ability to take care of his or her own hygiene and toileting needs; or</p> <p>(4) Withhold hygiene care, toileting care or diaper changing to any child unable to provide such care for him or herself.</p>		
Emotional Support and Classroom Organization – Positive relationships and child guidance		
Family Home WAC	Center WAC	WAC 110-300
<p>WAC 170-296A-6050 Guidance and discipline.</p> <p>The licensee and staff must use consistent, fair and positive guidance and discipline methods. These methods must be appropriate to the child's developmental level, abilities, culture and are related to the child's behavior.</p> <p>(1) Only the licensee or primary staff person trained in the licensee's expected standards may discipline a child in care.</p> <p>(2) The licensee is responsible for developing a written policy including:</p> <p style="padding-left: 20px;">(a) Setting standards for guidance and discipline;</p>	<p>WAC 170-295-2040 What behavior management and guidance practices must I have in place?</p> <p>You must:</p> <p style="padding-left: 20px;">(1) Develop and implement written behavior management and guidance practices for the center;</p> <p style="padding-left: 20px;">(2) Guide the child's behavior based on an understanding of the individual child's needs and stage of development;</p> <p style="padding-left: 20px;">(3) Promote the child's developmentally appropriate social behavior, self-control, and respect for the rights of others;</p> <p style="padding-left: 20px;">(4) Ensure behavior management and guidance practices that are fair,</p>	<p>WAC 110-300-0330</p> <p>Positive relationships and child guidance.</p> <p>(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 strengths, developmental level, abilities, culture, community, and relate to the child's behavior.</p> <p>(2) Guidance techniques may include:</p> <p style="padding-left: 20px;">(a) Coaching behavior;</p> <p style="padding-left: 20px;">(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;</p> <p style="padding-left: 20px;">(c) Offering choices;</p> <p style="padding-left: 20px;">(d) Distracting;</p>

Standards Alignment – Interactions and Curriculum

<p>(b) Communicating to parents, guardians, and children in care what the policy is;</p> <p>(c) Training staff and volunteers in the standards of guidance and discipline policy; and</p> <p>(d) Any disciplinary actions by the licensee or staff that occur during child care hours.</p> <p>WAC 170-296A-6075 Positive options for discipline. The licensee and staff must use positive guidance methods. The guidance methods may include any of the following:</p> <ol style="list-style-type: none"> (1) Distracting; (2) Redirecting; (3) Planning ahead to prevent problems; (4) Encouraging appropriate behavior; (5) Explaining consistent, clear rules; (6) Allowing children to be involved in solving problems; and (7) Explaining to the child the reasonable and age appropriate natural and logical consequences related to the child's behaviors. 	<p>reasonable, consistent, and related to the child's behavior;</p>	<p>(e) Redirecting or helping a child change their focus to something appropriate to achieve their goal;</p> <p>(f) Planning ahead to prevent problems and letting children know what events will happen next;</p> <p>(g) Explaining consistent, clear rules and involving children in defining simple, clear classroom limits;</p> <p>(h) Involving children in solving problems; and</p> <p>(i) Explaining to children the natural and logical consequence related to the child's behavior in a reasonable and developmentally appropriate manner.</p>
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Standards Alignment – Interactions and Curriculum

Emotional Support and Classroom Organization – Prohibited behavior, discipline, and physical removal of children		
Family Home WAC	Center WAC	WAC 110-300
<p>WAC 170-296A-6025 Prohibited interactions.</p> <p>In the presence of the children in care the licensee and staff must not or allow others to:</p> <ul style="list-style-type: none"> (1) Use profanity, obscene language, "put downs," or cultural or racial slurs; (2) Have angry or hostile interactions; (3) Use name calling or make derogatory, shaming or humiliating remarks; or (4) Use or threaten to use any form of physical harm or inappropriate discipline, such as, but not limited to: <ul style="list-style-type: none"> (a) Spanking children; (b) Biting, jerking, kicking, hitting, or shaking; (c) Pulling hair; (d) Pushing, shoving or throwing a child; or 	<p>WAC 170-295-2040 What behavior management and guidance practices must I have in place?</p> <p>(5) Prevent and prohibit any person on the premises from using cruel, unusual, hazardous, frightening, or humiliating discipline, including but not limited to:</p> <ul style="list-style-type: none"> (a) Corporal punishment including biting, jerking, shaking, spanking, slapping, hitting, striking, kicking, pinching, flicking or any other means of inflicting physical pain or causing bodily harm to the child; (b) Verbal abuse such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates or frightens a child; (c) The use of a physical restraint method injurious to the 	<p>WAC 110-300-0331 Prohibited behavior, discipline, and physical removal of children.</p> <p>(1) An early learning provider must take steps to prevent and, once aware of, must not tolerate:</p> <ul style="list-style-type: none"> (a) Profanity, obscene language, "put downs," or cultural or racial slurs; (b) Angry or hostile interactions; (c) Threats of physical harm or inappropriate discipline such as, but not limited to, spanking, biting, jerking, kicking, hitting, slapping, grabbing, shaking, pulling hair, pushing, shoving, throwing a child, or inflicting pain or humiliation as a punishment; (d) Intimidation, gestures, or verbal abuse including sarcasm, name calling, shaming, humiliation, teasing, derogatory remarks about a child or the child's family; (e) Emotional abuse including victimizing, bullying, rejecting, terrorizing, extensive ignoring, or corrupting a child; (f) Prevent a child from or punish a child for exercising religious rights; or (g) Anyone to:

Standards Alignment – Interactions and Curriculum

<p>(e) Inflicting pain or humiliation as a punishment WAC 170-296A-6100 Separating a child from the group. (1) The licensee or staff may separate a child three years or older from other children as a form of discipline only long enough to allow the child to regain control of himself or herself. The child must remain under the direct supervision of the licensee or primary staff person. (2) The licensee or primary staff person must:</p> <p>(a) Take into account the child's developmental level and ability to understand the consequences of his or her actions;</p> <p>(b) Communicate to the child the reason for being separated from the other children;</p> <p>(c) Not discipline any child by separating the child from the group and placing him or her in a closet, a bathroom, a locked room, outside or in unlicensed space; or</p> <p>(d) Not use high chairs, car seats and other confining space or equipment for the purpose of punishment or restricting a child's movements. WAC 170-296A-6125</p>	<p>child, locked time-out room, or closet for disciplinary purposes; and</p> <p>(d) The using or withholding of food or liquids as punishment.</p> <p>(6) In emergency situations, a staff person may use limited physical restraint when:</p> <p>(a) Protecting a person on the premises from serious injury;</p> <p>(b) Obtaining possession of a weapon or other dangerous object; or</p> <p>(c) Protecting property from serious damage.</p> <p>(7) Staff who use limited restraint must complete an incident report. A copy of the incident report must be:</p> <p>(a) Placed in the child's individual record; and</p> <p>(b) Given to the parent.</p>	<p>(i) Restrict a child's breathing;</p> <p>(ii) Bind or restrict a child's movement unless permitted under WAC 110-300-0335;</p> <p>(iii) Tape a child's nose, mouth, or other body part;</p> <p>(iv) Deprive a child of sleep, food, clothing, shelter, physical activity, first aid, or regular or emergency medical or dental care;</p> <p>(v) Force a child to ingest something as punishment such as hot sauce or soap;</p> <p>(vi) Interfere with a child's ability to take care of his or her own hygiene and toileting needs;</p> <p>(vii) Use toilet learning or training methods that punish, demean, or humiliate a child;</p> <p>(viii) Withhold hygiene care, toileting care, or diaper changing from any child unable to provide such care for himself or herself;</p> <p>(ix) Expose a child to extreme temperatures as punishment;</p> <p>(x) Demand excessive physical exercise or strenuous postures. Excessive physical exercise includes, but is not limited to, running laps around the yard until 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>
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Standards Alignment – Interactions and Curriculum

Harmful or aggressive acts of children.

The licensee and staff must:

- (1) Take steps to protect children from the harmful acts of other children; and
 - (2) Immediately intervene when a child becomes physically aggressive.
- WAC 170-296A-6150
Prohibited actions.

The licensee or staff must not or allow others to:

- (1) Restrict a child's breathing;
- (2) Deprive a child of:
 - (a) Sleep, food, clothing, shelter, or physical activity;
 - (b) Needed first aid; or
 - (c) Required or emergency medical or dental care;
- (3) Interfere with a child's ability to take care of his or her own hygiene and toileting needs; or
- (4) Withhold hygiene care, toileting care or diaper changing to any child unable to provide such care for him or herself.

(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.

(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.

(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.

(b) Separation time should be minimized and appropriate to the needs of the individual child.

(4) If a child is separated from other children, an early learning provider must:

(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

(b) Communicate to the child the reason for being separated from the other children.

(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

Standards Alignment – Interactions and Curriculum

		<p>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>
Emotional Support and Classroom Organization – Physical restraint		
Family Home WAC	Center WAC	WAC 110-300
<p>WAC 170-296A-6175 (2) Before using physical restraint, the licensee and staff must first use other methods described in WAC 170-296A-6075 to redirect or deescalate a situation.</p> <p>170-296A-6200 The licensee, staff, or household members must not use:</p> <p>(1) Physical restraint as a form of punishment or discipline;</p> <p>(2) Mechanical restraints including, but not limited to, handcuffs and belt restraints;</p> <p>(3) Locked time-out or isolation space;</p> <p>(4) Bonds, ties, tape, or straps to restrain a child; or</p> <p>(5) Physical restraint techniques that restrict breathing or inflict pain. These include, but are not limited to:</p>	<p>WAC 170-295-2040 (5) Prevent and prohibit any person on the premises from using cruel, unusual, hazardous, frightening, or humiliating discipline, including but not limited to:</p> <p>(c) The use of a physical restraint method injurious to the child, locked time-out room, or closet for disciplinary purposes;</p> <p>(6) In emergency situations, a staff person may use limited physical restraint when:</p> <p>(a) Protecting a person on the premises from serious injury;</p> <p>(b) Obtaining possession of a weapon or other dangerous object; or</p> <p>(c) Protecting property from serious damage.</p>	<p>WAC 110-300-0335 Physical restraint.</p> <p>(1) An early learning provider must have written physical restraint protocols pursuant to WAC 110-300-0490, and implement such protocols only when appropriate and after complying with all requirements of WAC 110-300-0330 and 110-300-0331.</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;</p> <p>(c) Developmentally appropriate; and</p> <p>(d) Only performed by early learning providers trained in a restraint technique pursuant to WAC 110-300-0106(9).</p>

Standards Alignment – Interactions and Curriculum

- (a) Restriction of body movement by placing pressure on joints, chest, heart, or vital organs;
- (b) Sleeper holds, which are holds used by law enforcement officers to subdue a person;
- (c) Arm twisting;
- (d) Pulling hair;
- (e) Choking or putting arms around the throat; or
- (f) Chemical restraint such as mace or pepper spray.

WAC 170-296A-6225

When a child's behavior makes it necessary for his or her own or other's protection, the licensee or primary staff person may restrain the child, by holding the child as gently as possible. A child must not be physically restrained longer than necessary to control the situation.

WAC 170-296A-6250

- (1) If physical restraint is used, the licensee must within twenty-four hours: (a) Report the use of physical restraint to the child's parent or guardian and the department as required under WAC 170-296A-2250;
- (b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate; and

(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.

(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 \(2\)\(f\)](#);
- (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.
- (e) Notify the department when a written plan has been developed.

Standards Alignment – Interactions and Curriculum

<p>(c) Document the incident in the child's file, including what happened before, during and after the child was restrained.</p> <p>(2) The licensee must develop a safety plan with the licensor if required by the department.</p>		
Emotional Support and Classroom Organization – Expulsion		
Family Home WAC	Center WAC	WAC 110-300
<p>No Current Standard for “No Expulsion”</p>	<p>No Current Standard for “No Expulsion”</p>	<p>WAC 110-300-0340</p> <p>Expulsion.</p> <p>(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.</p> <p>(2) An early learning provider may expel a child only if:</p> <ul style="list-style-type: none"> (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. <p>(3) If a child is expelled, an early learning provider must:</p> <ul style="list-style-type: none"> (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,

Standards Alignment – Interactions and Curriculum

		<p>time, early learning program staff involved, and details of each incident that led to expulsion; and</p> <p>(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.</p> <p>(4) The early learning provider must report to the department when children are expelled. The information must include:</p> <p>(a) Child demographic data including, but not limited to, the age, race, ethnicity, and gender of the child;</p> <p>(b) The reason the child was expelled; and</p> <p>(c) The resources that were provided to the parent or guardian of the child.</p>
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Program Structure and Organization – Supervising children

Family Home WAC	Center WAC	WAC 110-300
<p>WAC 170-296A-4400</p> <p>(2) The licensee must have a method on exit doors to alert the licensee or staff when an exit door is opened. The licensee may use a chime, bell, alarm, or other device as an alert method.</p> <p>170-296A-4875</p> <p>Pets or other animals interacting with children.</p> <p>The licensee:</p> <p>(1) Or primary staff person must directly supervise, or instruct staff to directly supervise children preschool age and younger when the children are interacting with pets or other animals.</p>	<p>WAC 170-295-2010</p> <p>What types of play materials, equipment and activities must I provide for the children?</p> <p>You must:</p> <p>(3) You must ensure the lesson plan, daily schedule of events, available toys and equipment contains a range of learning experiences to allow each child the opportunity to:</p> <p>(a) Gain self-esteem, self-awareness, self-control, and decision-making abilities;</p>	<p>WAC 110-300-0345</p> <p>Supervising children.</p> <p>(1) An early learning provider must only allow the following persons to have unsupervised access to a child in care:</p> <p>(a) That child's own parent or guardian;</p> <p>(b) Licensees or early learning program staff authorized by the department in chapter 110-06 WAC;</p> <p>(c) A government representative including an emergency responder who has specific and verifiable authority for access, supported by documentation; and</p>

Standards Alignment – Interactions and Curriculum

<p>170-296A-4925 Licensed outdoor space (3) When the licensed outdoor play space is not adjacent to the home the licensee must:</p> <p style="padding-left: 40px;">(a) Identify and use a safe route to and from the licensed outdoor space that is approved by the department; and</p> <p style="padding-left: 40px;">(b) Supervise the children at all times when passing between the licensed outdoor space and the home.</p> <p>170-296A-5750 Supervising Children (1) The licensee must provide required staffing levels, staff-to-child ratios and supervision for the number of children in attendance. (2) The licensee or primary staff person must be aware of what the children are doing at all times and be available and able to promptly assist or redirect activities when necessary. If unable to see the children, the licensee or primary staff person must frequently go the area where the children are located to check on them. For the purposes in this section frequently is defined as on many occasions with little time between them. (3) The licensee must consider the following when deciding how closely to supervise the children:</p>	<p style="padding-left: 40px;">(b) Develop socially, emotionally, intellectually, and physically;</p> <p style="padding-left: 40px;">(d) Experiment, create, and explore.</p> <p style="padding-left: 40px;">(6) Maintain staff-to-child ratios and group size during transitions from one activity to another during the day</p> <p>170-295-2030 How should staff interact with children?</p> <p style="padding-left: 40px;">To facilitate interactions between the staff and children that are nurturing, respectful, supportive and responsive, you must:</p> <p style="padding-left: 40px;">(2) Support the child's development in understanding themselves and others by assisting the child to share ideas, experiences, and feelings;</p> <p style="padding-left: 40px;">(4) Help each child solve problems with intervention as necessary;</p> <p style="padding-left: 40px;">(5) Encourage children to be creative in their projects;</p> <p style="padding-left: 40px;">(6) Allow independence in selecting routine activities and projects;</p> <p style="padding-left: 40px;">(8) Encourage children to try new activities; and</p>	<p style="padding-left: 40px;">(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.</p> <p>(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:</p> <p style="padding-left: 40px;">(a) Indoor and outdoor play activities;</p> <p style="padding-left: 40px;">(b) Off-site activities;</p> <p style="padding-left: 40px;">(c) During transportation;</p> <p style="padding-left: 40px;">(d) Meal times;</p> <p style="padding-left: 40px;">(e) Rest periods;</p> <p style="padding-left: 40px;">(f) Evening or overnight care; and</p> <p style="padding-left: 40px;">(g) When children are on different floor levels of the early learning program.</p> <p>(3) An early learning provider must supervise children in care by:</p> <p style="padding-left: 40px;">(a) Scanning the environment looking and listening for both verbal and nonverbal cues to anticipate problems and plan accordingly;</p> <p style="padding-left: 40px;">(b) Visibly checking children on many occasions with little time in between;</p> <p style="padding-left: 40px;">(c) Positioning him or herself to supervise all areas accessible to children;</p> <p style="padding-left: 40px;">(d) Attending to children and being aware of what children are doing at all times;</p> <p style="padding-left: 40px;">(e) Being available and able to promptly assist or redirect a child as necessary; and</p> <p style="padding-left: 40px;">(f) Considering the following when deciding whether increased supervision is needed:</p> <p style="padding-left: 40px;">(i) Ages of children;</p>
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Standards Alignment – Interactions and Curriculum

<p>(a) Ages of the children; (b) Individual differences and abilities; (c) Layout of the indoor and outdoor licensed space and play area; (d) The risk associated with the activities children are engaged in; and (e) Any nearby hazards including those in the licensed or unlicensed space.</p> <p>(4) A baby monitor or video monitor must not be used in place of direct supervision of the children.</p> <p>Additional requirements when the children are indoors.</p> <p>(5) The licensee or primary staff person must be within sight or hearing range when children are indoors and be available and able to respond if the need arises for the safety of the children.</p> <p>(6) When children are present on more than one level (floor) of the home, the licensee or primary staff person must be supervising the children on each level and maintain required staff-to-child ratios. Each level of the home used by the children must be licensed space.</p> <p>Additional requirements when the children are outdoors.</p> <p>(7) The licensee or primary staff person must be within sight and hearing range</p>	<p>170-295-2040 What behavior management and guidance practices must I have in place? You must: (2) Guide the child's behavior based on an understanding of the individual child's needs and stage of development;</p> <p>170-295-2060 What are the requirements for evening and nighttime care? In addition to meeting the other requirements of chapter 170-295 WAC, if you offer child care during evening and nighttime hours, you must: (2) Maintain the same staff-to-child ratio that is in effect during daytime care; (3) Keep the child within continuous visual and auditory range at all times; (5) Ensure all staff attending to children in care are awake.</p> <p>170-295-2070 What do I need to transport the children on offsite trips? (6) When you transport children, you must maintain the staff-to-child ratio established for the youngest child in the group; and (7) Staff or driver must not leave</p>	<p>(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.</p> <p>(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) of this section. 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.</p> <p>(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;</p>
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Standards Alignment – Interactions and Curriculum

when children preschool age or younger are using the licensed outdoor space and be available and able to respond if the need arises for the safety of the children.

(8) The licensee or primary staff person must be within sight or hearing range of school age children when in the licensed outdoor space and be available and able to respond if the need arises for the safety of the children.

(9) The required staff-to-child ratio must be maintained when the children are in the licensed outdoor space, except as provided in subsection (10) of this section.

(10) Except when children in care are using a wading pool or swimming pool, a second staff person or assistant may engage in other child care activities temporarily as long as he or she is in sight or hearing range and is available and able to respond if the need arises for the safety of the children.

WAC 170-296A-6000

Interactions with children

The licensee and staff members must:

(2) Interact with children through listening and responding to what the children have to say;

(3) Be in frequent verbal communication with children in a

the children unattended in the motor vehicle.

170-295-2090

What are the required staff to child ratios and maximum group sizes for my center:

(1) You must ensure the required staff to child ratios are met at all times when children are in your care. The licensee must conduct group activities within the groups size and staff to child ration requirements, according to the age of the children: (Chart)

(2) You must conduct activities for each group in a specific room or other defined space within a larger area.

(3) You must ensure each group is under the direct supervision of a qualified staff person or team of staff involved in directing the child's activities.

(4) You must ensure the staff person providing direct care and supervision of the child is free of other duties at the time of care.

(5) You must maintain required staff-to-child ratios indoors, outdoors, on field trips, and during rest periods. During rest periods, staff may be involved in other activities if:

(a) Staff remain on the

(iv) Use a safe route to access an outdoor play area not immediately adjacent to the early learning program;

(v) Engage in planned activities in the kitchen;

(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) Diapering;

(ii) Bottle feeding; or

(iii) Tummy time.

(e) Provide developmentally appropriate supervision to children while bathing.

Standards Alignment – Interactions and Curriculum

positive, reinforcing, cheerful and soothing way. Explain actions, even to very young babies;

(5) Appropriately hold, touch and smile at children;

(7) Be responsive to children, encouraging them to share experiences, ideas and feelings;

(8) Respond to and investigate cries or other signs of distress immediately;

(9) Perform age or developmentally appropriate nurturing activities that:

(a) Take into consideration the parent's own nurturing practices;

(b) Promote each child's learning self-help and social skills; and

(c) Stimulate the child's development.

170-296A-6425

Off-site activity supervision.

When on an off-site activity, the licensee and staff responsible for the care of the children must at all times provide supervision, and be able to promptly assist or redirect the children's activities.

170-296A-6475

Transportation

When transporting children the licensee, staff, and volunteers must:

(6) Take attendance each time children are getting in or getting out of the vehicle

(7) Never leave children unattended in

premises; and

(b) Each child is within continuous visual and auditory range of a staff person.

(6) You must ensure staff:

(a) Attend to the group of children at all times; and

(b) Keep each child (including school age children) within continuous visual and auditory range of center staff. Toilet trained children using the toilet must within auditory range of a center staff member.

(7) When only one staff person is present, you must ensure a second staff person is readily available in case of emergency.

(8) When only one caregiver is required to meet the staff to child ratio, you must be sure there is coverage for emergencies to meet both ratios and worker qualifications by either:

(a) Posting the name, address, and telephone number of a person who meets the qualifications of at least a lead teacher, who has agreed in writing to be available to provide emergency relief and who can respond immediately; or

(b) Having a second person that meets the

Standards Alignment – Interactions and Curriculum

the vehicle; and
 (8) Maintain required staff-to-child ratio and capacity.

170-296A-6500

Using public transportation.

The licensee may transport children using public transportation, provided that children are supervised at all times and required staff-to-child ratios are maintained. The licensee or staff must not allow or send children on public transportation unsupervised.

170-296A-6800

Rest periods.

(1) The licensee must offer a daily supervised rest period for children.

(2) The supervised rest period must be...

170-296A-6850

Overnight care

The licensee must be approved by the department to provide overnight care. If the licensee provides overnight child care:

(1) The licensee or primary staff person must be awake until all children in care are asleep;

(2) The licensee or a primary staff person must be on the same level of the home as the children in care;

(3) The licensee or primary staff person must maintain required staff-to-child ratios; and

qualifications of at least a lead teacher on the premises who is not needed for the staff to child ration, but is available to provide emergency relief.

(9) Service staff, such as cooks, janitors, or bus drivers, may be counted in the required staff to child ratio if they meet all child care worker qualifications.

170-295-2110

Are children allowed in the kitchen when they are doing supervised activities?

(1) You must be sure that children are not in the kitchen except during supervised activities.

(2) When children are in the kitchen, you must:

(a) Supervise food preparation activities involving children; and

(b) Make the kitchen environmentally safe for children to participate in planned kitchen activities.

170-295-2130

Do I need an outdoor play area?

(4) You must ensure appropriate child grouping by developmental or age levels, staff-to-child ratio adherence, and maintain group size;

(5) Staff must be outdoors with

Standards Alignment – Interactions and Curriculum

<p>170-296A-7025 Infant “tummy time” positioning When infants are awake, the licensee or staff must allow each infant supervised tummy time at least three times daily....</p> <p>170-296A-7175 Bottle feeding infants (2) When an infant can hold his or her own bottle, the licensee or staff: (b) Must be in the same room within visual range of the infant during feeding.</p> <p>170-296A-7300 Diaper changing (1) The licensee or staff must: (c) Attend to the child at all times when diapering a child;</p>	<p>the children in continuous visual and auditory range;</p> <p>170-295-4120 What must I do to be sure that diaper changing is safe and does not spread infections? (3) You must not leave the child unattended during the diaper change.</p> <p>170-295-5020 (4) You must implement a method to monitor entrance and exit doors to prevent children from exiting the buildings unsupervised. You may use: (a) A door alarm; (b) A bell that can be heard throughout the building; (c) Adult supervision at the exits; or (d) Other method to alert the staff (you may not lock the door to prevent an exit. It is against the fire code).</p> <p>170-295-5100 What are the requirements for toilets, handwashing sinks and bathing facilities? (10) If the center is equipped with a bathing facility, you must: (c) Provide constant supervision for the child five years of age and younger and older children who require supervision.</p>	
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Standards Alignment – Interactions and Curriculum

170-295-6060
 Who is allowed to have unsupervised access to children in care:

(1) During operating hours or while a child is in care, individuals allowed to have unsupervised access to the child in care are:

- (a) You;
- (b) An employee or volunteer who has been authorized by DEL to care for or have unsupervised access to children in care; and
- (c) A representative of a governmental agency who has specific, verifiable authority supported by documentation for the access.

(2) A parent can have unsupervised access only to his or her own child. A parent may sign an authorization for an individual to have unsupervised access to his or her own child (for example a therapist).

(3) You must not allow anyone else to have unsupervised access to a child in child care.

Program Structure and Organization – Supervising children during water activities

Family Home WAC

Center WAC

WAC 110-300

Standards Alignment – Interactions and Curriculum

<p>WAC 170-296A-5150 Water activity – Supervision When children in care are attending a swimming or water play activity outside the licensed premises: (1) The licensee must have written permission from each child’s parent or guardian; (2) There must be a certified lifeguard on duty; and (3) When infants or toddlers are in water depth that is: (a) Twenty-four inches or less, the licensee or staff must stay within reach of infants or toddlers; or (b) Greater than twenty-four inches, the licensee must provide one-to-one staff-to-child ratio for each infant or toddler. Staff must hold or be in constant touch contact with each infant or toddler.</p> <p>170-296A-5175 Wading pools – Defined – Supervision (2) When a wading pool on the premises is intended for use by the children, the licensee must: (a) Directly supervise or have a primary staff person directly supervise the children; (c) Maintain staff-to-child ratios when children are in a wading pool; (d) Keep infants or</p>	<p>WAC 170-295-5050 How can I make sure water activities are as safe and sanitary as possible? (1) To ensure that the children are safe with a swimming pool on the premises, you must: (a) Ensure that pools are inaccessible to children when not in use; (b) Provide a certified lifeguard at all times in addition to required staff, when child use a swimming pool;</p>	<p>WAC 110-300-0350 Supervising children during water activities. (1) During water activities, an early learning provider must meet all supervision requirements of this section and WAC 110-300-0345. (2) During water activities, an early learning provider must: (a) Ensure a one-to-one (1:1) staff-to-child ratio for infants; (b) Hold or have continuous touch of infants, nonambulatory toddlers, and children with special needs as required; and (c) Keep toddlers within arm's length. (3) An early learning provider must have written permission for water activities from each child's parent or guardian. (4) For water activities on or off the early learning program premises, where the water is more than twenty-four inches deep, an early learning provider must ensure: (a) A certified lifeguard is present and on duty; and (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</p>
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Standards Alignment – Interactions and Curriculum

toddlers in the wading pool within reach of the licensee or staff;
 170-296A-5200
 Swimming pools defined – Barriers and supervision
 (4) When the swimming pool on the premises is used by the children:
 (b) One person present at the swimming pool must have lifeguard training;
 (c) The licensee must provide:
 (i) One additional staff person more than the required staff-to-child ratio than provided in WAC 170-296A-5700 to help supervise children preschool age and older;
 (ii) A one-to-one staff-to-child ratio for infants or toddlers in the swimming pool;
 (d) Staff must hold or be in constant touch contact with infants or toddlers in the swimming pool;
 170-296A-5225
 Bodies of water or water hazard on the licensed premises.
 (2) When children are in care the licensee must:
 (b) Directly supervise or have a primary staff person directly supervise children, with the staff-to-child ratios observed, whenever

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.

Standards Alignment – Interactions and Curriculum

children play in any area with a body of water.

170-296A-5250

Bodies of water outside and near licensed space.

(3) When the licensee or primary staff person takes children near a body of water outside the licensed premises and children have access to a body of water that is more than four inches deep, there must be:

(a) One additional staff person more than the required staff-to-child ratio provided in WAC 170-296A-5700 to help with the children; and

(b) At least one staff person in attendance must be able to swim

170-296A-5750

(11) See:

(a) WAC 170-296A-5150 for additional supervision requirements when children are engaged in an off-site water play or swimming activity;

(b) WAC 170-296A-5175 for additional supervision requirements when children are using a wading pool; and

(c) WAC 170-296A-5200 for additional supervision requirements when children are using a swimming pool.

Program Structure and Organization – Indoor early learning program space capacity

Standards Alignment – Interactions and Curriculum

Family Home WAC	Center WAC	WAC 110-300
		<p>WAC 110-300-0354</p> <p>Indoor early learning program space capacity.</p> <p>(1) To define capacity, licensed indoor early learning program space must have a minimum of thirty-five square feet per child in attendance and further comply with the requirements of this chapter.</p> <p style="padding-left: 40px;">(a) Center early learning program space must provide fifteen additional square feet for each infant or toddler using a crib or playpen if the crib or playpen is located or placed in the sleeping or play area.</p> <p style="padding-left: 40px;">(b) Floor space under tables, desks, chairs, and other equipment used as part of children's activities must be included in the overall capacity.</p> <p style="padding-left: 40px;">(c) Office or kitchen space that is inaccessible to children and not intended for their use must not be included in the overall capacity.</p> <p style="padding-left: 40px;">(d) Napping areas may be used as early learning program space if mats and cots are removed when not in use and children have free access to the area.</p> <p>(2) The following indoor space must not be counted in the overall capacity:</p> <p style="padding-left: 40px;">(a) Unlicensed space;</p> <p style="padding-left: 40px;">(b) Hallway space that is used for emergency evacuation or is not approved to be used for program activities;</p> <p style="padding-left: 40px;">(c) Bathrooms and diaper changing areas (including twenty-four inches surrounding diaper</p>

Standards Alignment – Interactions and Curriculum

		<p>changing areas and handwashing sink, unless the diaper changing area has a two foot high barrier);</p> <ul style="list-style-type: none"> (d) Laundry areas; (e) Closets; (f) Stairways; and (g) Floor space occupied by shelves, built-in cabinets, file cabinets, desks, or other office equipment not intended to be accessible to children. <p>(3) A large, licensed indoor gross motor activity space may be used to supplement the requirements of outdoor program space, pursuant to WAC 110-300-0145, but must not be counted in the overall capacity if:</p> <ul style="list-style-type: none"> (a) The space provides seventy-five square feet per child for the maximum number of children listed on the license or the provider rotates groups of children; and (b) The space is safe and appropriate for activities otherwise performed in an outdoor play space.
Program Structure and Organization – Family home capacity, ratio, and group size		
Family Home WAC	Center WAC	WAC 110-300
<p>FH 170-296A-5400 Infant-toddler only license (birth to two years old) FH 170-296A-5450 Two through five year old only license FH 170-296A-5500 School age only license (over five years through twelve years). FH 170-296A-5550 Birth through twelve years license.</p>		<p>WAC 110-300-0355</p> <p>Family home capacity, ratio, and group size.</p> <p>(1) The department issues initial or nonexpiring family home licenses for up to twelve children. The department will not issue a family license to care for more children than permitted by the rules in this chapter but may issue a license to care for fewer</p>

Standards Alignment – Interactions and Curriculum

<p>(1) The department issues an initial license or non-expiring full license for the licensee to care for not more than twelve children birth through twelve years of age.</p> <p>(2) The department may issue an initial license or nonexpiring full license for fewer than twelve children if the total square footage of licensed indoor or outdoor space is less than the minimum square footage required to care for twelve children.</p> <p>(3) If the licensee has less than one year of child care experience, the department may issue an initial license limited to:</p> <p>(a) Caring for not more than six children; or</p> <p>(b) Caring for children older than eighteen months and walking independently.</p> <p>(4) See the table in WAC 170-296A-5700 for the number and ages of children a licensee may care for and the staff-to-child ratios required based on the licensee's experience and staffing levels.</p> <p>FH 170-296A-5600 Staff-to-child ratio</p>		<p>than the maximum allowable enrolled children. Family home licenses state:</p> <p>(a) The maximum number of children that may be in care at any one time (total capacity); and</p> <p>(b) The age range of children allowed in care.</p> <p>(2) The department determines capacity for a family home early learning program after considering:</p> <p>(a) Square footage of the early learning program;</p> <p>(b) An early learning provider's years of experience in licensed child care (experience must be from working as a center director, program supervisor, lead teacher, family home licensee, or another similar role in a child care setting);</p> <p>(c) A provider's education and ongoing training;</p> <p>(d) The age range requested or approved by the department;</p> <p>(e) The amount of developmentally appropriate equipment, materials, and toys an early learning program can provide children to use;</p> <p>(f) A provider's licensing history with the department; and</p> <p>(g) The number of qualified staff available to meet staff-to-child ratios.</p> <p>(3) A family home licensee must not exceed the total capacity or age range stated on the child care license at any time except as provided in this section. All children on the premises, signed in to child care, on an off-site trip from the early learning program, or being transported by the early learning program staff are counted in capacity including the children of staff.</p>
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Standards Alignment – Interactions and Curriculum

<p>(1) The licensee must provide qualified staff to fulfill the staffing requirements and ratios described in WAC 170-296A-5700 at all times during all operating hours, including off-site trips or when transporting children in care.</p> <p>(2) The licensee must provide additional staff as described in WAC 170-296A-5150, 170-296A-5175, or 170-296A-5225 when children are participating in water activities or activities near water.</p> <p>FH 170-296A-5625 Capacity and ratio</p> <p>(1) The licensee must not exceed the total number or ages of children in care (capacity) stated on the child care license.</p> <p>(2) All children in care through twelve years of age in attendance on the premises or being transported by the licensee or staff or a household member are counted in capacity.</p> <p>(3) Any child within the age range on the license count in ratio, including the licensee's own children, children of staff, or visiting children who are not accompanied by an adult</p>		<p>(a) A family home licensee must receive department approval to care for a child with special needs, pursuant to WAC 110-300-0300, if the child is older than the maximum age identified on the license. A child with documented special needs may be in care up to age nineteen and must be counted in both capacity and staff-to-child ratio.</p> <p>(b) A child with special needs who requires individualized supervision pursuant to WAC 110-300-0300 counts towards capacity but does not count in the staff-to-child ratio.</p> <p>(c) A child who turns thirteen years old permitted by chapter 110-15 WAC and who must be counted in both capacity and staff-to-child ratio.</p> <p>(4) Any child birth through twelve years old on the premises, signed in to the child care, on an off-site trip from the early learning program, or being transported counts in capacity. This includes a family home licensee's own children, children of staff, or visiting children not accompanied or supervised by an adult.</p> <p>(5) A family home licensee must provide qualified staff to fulfill the staffing requirements and staff-to-child ratios during operating hours, including off-site activities and when transporting children in care.</p> <p>(6) A family home licensee must provide additional staff, pursuant to WAC 110-300-0350, when children are participating in water activities or activities near water.</p>
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Standards Alignment – Interactions and Curriculum

<p>(4) The licensee must receive department approval to care for a child with special needs as documented in WAC 170-296A-0050 if the child is older than the maximum age identified on the license. A child with documented special needs may be in care up to age nineteen and must be counted in ratio.</p> <p>(5) If an individual child with special needs requires individualized supervision, a staff member providing individualized supervision for that child does not count in the staff-to-child ratio for the other children in care.</p> <p>FH 170-296A-5700 Capacity and ratio table – Birth through twelve year license. The table in this section describes the required staff-to-child ratio, age composition of children in care, and maximum licensed capacity permitted in a licensed family home child care depending on the :</p> <p style="padding-left: 20px;">(1) Licensee’s years of experience;</p> <p style="padding-left: 20px;">(2) Number and qualifications of staff providing care:</p> <p>Chart</p>	<p>(7) When applying for an initial or nonexpiring family home license, a family home licensee with less than one year of experience may request from the department a capacity of up to six children, birth through twelve years of age.</p> <p style="padding-left: 40px;">(a) A maximum of three children may be under two years of age.</p> <p style="padding-left: 40px;">(b) If there are three children under two years of age, one of these children must be able to walk independently.</p> <p>(8) When applying for an initial or nonexpiring family home license, a family home licensee with at least one year but less than two years of experience and:</p> <p style="padding-left: 40px;">(a) Working alone may request a capacity of up to eight children ages two through twelve years of age, with a maximum of four children under three years of age.</p> <p style="padding-left: 40px;">(b) Working with a qualified assistant may request a capacity of up to nine children birth through twelve years of age with a maximum of four children under two years of age.</p> <p>(9) When applying for an initial or nonexpiring family home license, a family home licensee with at least two years’ experience and:</p> <p style="padding-left: 40px;">(a) Working alone may request a capacity of up to ten children ages three years through twelve years of age;</p> <p style="padding-left: 40px;">(b) Working alone may request a capacity of up to twelve children for school age children only; and</p> <p style="padding-left: 40px;">(c) Working with a qualified assistant, may request a capacity of up to twelve children birth</p>
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Standards Alignment – Interactions and Curriculum

(3) As used in this section, "walking independently" means being able to stand and move about easily without the aid of assistance of or holding on to an object, wall, equipment or other person.

through twelve years of age with a maximum of six children under two years of age with two children being able to walk independently.

(10) A family home licensee, with two years of experience, may request a license for birth to twenty-four months of age with a maximum group size of eight when:

(a) There are two staff present with the group consisting of one staff who meets the qualification of the licensee and another who meets the qualifications to be counted in ratio;

(b) The staff-to-child ratio is 1:4;

(c) Fifteen additional square feet are provided for each infant or toddler; and

(d) A second staff member is present whenever:

(i) More than two children in care do not walk independently; or

(ii) When there are more than four children in care.

(11) The staff-to-child ratio is determined by the ages and number of children in care. Two early learning program staff are required anytime:

(a) More than six children are in care and any child in care is under two years of age;

(b) More than eight children are in care and any child in care is under three years of age; or

(c) More than ten children are in care and any child is under school age.

***** Family Home capacity, ratio and group size table*****

Standards Alignment – Interactions and Curriculum

Program Structure and Organization – Center capacity, ratio, and group size				
Family Home WAC	Center WAC			WAC 110-300
	<p>Center 170-295-2090 What are the required staff to child ratios and maximum group sizes for my center? The following requirements apply to centers licensed for any number of children: (1) You must ensure the required staff to child ratios are met at all times when children are in your care. The licensee must conduct group activities within the group size and staff to child ratio requirements, according to the age of the children:</p>			<p>WAC 110-300-0356 Center capacity, ratio, and group size. (1) The department issues initial or nonexpiring center early learning provider licenses. The department will not issue a center license to care for more children than permitted by the rules in this chapter. The department may issue a license to care for fewer than the maximum allowable enrolled children. For each center, licenses state: (a) The maximum number of children that may be in care at any one time (total capacity); (b) The licensed capacity for each space within the center licensed for use by children; and (c) The age range of children allowed in care. (2) The department determines capacity for a center early learning program after considering: (a) Square footage of the early learning program; (b) A provider's education and ongoing training; (c) The age range of children requested or approved by the department; (d) The amount of developmentally appropriate equipment, materials, and toys an early learning program can provide children to use; (e) A provider's licensing history with the department; and</p>
	If the age of the children is:	Then the staff to child ratio is:	And the maximum group size is:	
	a) One month, through 11 months (infant)	1:4	8	
	b) Twelve months through 29 months (toddler)	1:7	14	
	c) Thirty months through six years	1:10	20	

Standards Alignment – Interactions and Curriculum

	<p>not attending kindergarten or elementary school (preschool age child)</p>			<p>(f) The number of qualified staff available to meet staff-to-child ratios.</p> <p>(3) A center licensee must not exceed the total capacity or age range stated on the child care license at any time except as provided in this section. All children on the premises, signed in to child care, on an off-site trip from the early learning program, or being transported by the early learning program staff are counted in capacity including the children of staff.</p> <p>(a) A center licensee must receive department approval to care for a child with special needs, pursuant to WAC 110-300-0300, if the child is older than the maximum age identified on the license. A child with documented special needs may be in care up to age nineteen and must be counted in capacity and staff-to-child ratio.</p> <p>(b) A child with special needs who requires individualized supervision pursuant to WAC 110-300-0300 does not count in the staff-to-child ratio.</p> <p>(c) A child who turns thirteen years old permitted by chapter 110-15 WAC must be counted in both capacity and staff-to-child ratio.</p> <p>(4) A center licensee must provide qualified staff to fulfill staffing requirements, staff-to-child ratios, group size, and mixed age grouping during operating hours, including off-site activities or when transporting children in care.</p> <p>(5) In each classroom or well-defined space, the maximum group size and ratio of center staff members to children, including children related to staff or the licensee, must be:</p>
	<p>(d) Five years through 12 years attending kindergarten or elementary school (school-age child)</p>	<p>1:15</p>	<p>30</p>	
	<p>(2) You must conduct activities for each group in a specific room or other defined space within a larger area.</p> <p>(3) You must ensure each group is under the direct supervision of a qualified staff person or team of staff involved in directing the child's activities.</p> <p>(4) You must ensure the staff person providing direct care and supervision of the child is free of other duties at the time of care.</p> <p>(5) You must maintain required staff-to-child ratios indoors, outdoors, on field trips, and during rest periods. During rest periods, staff may be involved in other activities if:</p> <p style="padding-left: 20px;">(a) Staff remain on the premises; and</p>			

Standards Alignment – Interactions and Curriculum

(b) Each child is within continuous visual and auditory range of a staff person.

(6) You must ensure staff:

(a) Attend to the group of children at all times; and

(b) Keep each child (including school age children) within continuous visual and auditory range of center staff. Toilet trained children using the toilet must be within auditory range of a center staff member.

(7) When only one staff person is present, you must ensure a second staff person is readily available in case of emergency.

(8) When only one caregiver is required to meet the staff to child ratio, you must be sure there is coverage for emergencies to meet both ratios and worker qualifications by either:

(a) Posting the name, address, and telephone number of a person who meets the qualifications of at least a lead teacher, who has agreed in writing to be available to provide emergency relief and who can respond immediately; or

(b) Having a second person that meets the qualifications of at least a lead teacher on the premises who is not needed for the staff to child

(a) Infants (birth through eleven months of age) with a:

(i) Maximum group size of eight with a ratio of one staff to four children (1:4);

(ii) Maximum group size of nine with a ratio of 1:3.

(b) Toddlers (twelve through twenty-nine months of age) with a:

(i) Maximum group size of fourteen with a ratio of 1:7;

(ii) Maximum group size of fifteen with a ratio of 1:5.

(c) Preschoolers (thirty months through six years of age who are not attending kindergarten or elementary school) with a maximum group size of twenty with a ratio of 1:10; and

(d) School-age children (five years through twelve years of age who are enrolled in or attending kindergarten or elementary school) with a maximum group size of thirty with a ratio of 1:15.

(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.

(7) Children at least five years old and enrolled in or attending kindergarten may be a part of the preschool or school-age group if developmentally appropriate and the child's parent or guardian agrees to this placement.

Standards Alignment – Interactions and Curriculum

ratio, but is available to provide emergency relief.
(9) Service staff, such as cooks, janitors, or bus drivers, may be counted in the required staff to child ratio if they meet all child care worker qualifications.

Center 170-295-2100

What are the exceptions to group sizes and staff to child ratios?

(1) If the center is licensed for twelve or fewer children, you may combine children (excluding infants not walking independently) of different age groups if you:

(a) Maintain the staff to child ratio for the youngest child in the mixed group; and

(b) Provide a separate area when infants not walking independently are in care.

(2) In centers licensed for thirteen or more children, you may group children between one year and two years of age who are walking independently with older children, provided:

(a) The total number of children in the group does not exceed twelve; and

(b) Two staff are assigned to the group.

(8) A center licensee must conduct activities for each group of children in a specific room or other defined space within a larger area.

(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 capacity, ratio and group size table*****

Standards Alignment – Interactions and Curriculum

(3) Excluding infants not walking independently, you may place an individual child in a different age group and serve the child within the different age group's required staff to child ratio. Prior to making the change, you must:

- (a) Consult with the child's parent; and
- (b) Document that the change is appropriate to the child's individual needs and developmental level.

(4) Mixed groups including infants walking independently under subsections (1) and (3) of this section must not include school-age children.

(5) You may combine children of different age groups for periods of no more than one hour at the beginning and end of the day provided you maintain the staff to child ratio and group size designated for the youngest child in the mixed group;

(6) You may have nine infants in a classroom with appropriate square footage if you maintain a ratio of one staff to three infants; and

(7) You can request a waiver to group size limitations. If we approve variations to group size limitations, you must maintain the required staff-to-child ratios. Our approval

Standards Alignment – Interactions and Curriculum

	<p>will depend on factors including, but not limited to:</p> <ul style="list-style-type: none"> (a) Staff qualifications; (b) Program structure; (c) Square footage; and (d) Lower staff to child ratios. <p>(8) As used in this section, "walking independently" means being able to stand and move about easily without the aid or assistance of or holding on to an object, wall, equipment, or other person.</p>	
Program Structure and Organization – Center mixed age groupings capacity, ratio, and group size		
Family Home WAC	Center WAC	WAC 110-300
		<p>WAC 110-300-0357</p> <p>Center mixed age group capacity, ratio, and group size.</p> <p>(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):</p> <ul style="list-style-type: none"> (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. <p>(2) A center early learning program must do the following to mix groups of children birth to thirty-six</p>

Standards Alignment – Interactions and Curriculum

		<p>months old with a maximum group size of eight children:</p> <ul style="list-style-type: none">(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. <p>(3) A center early learning program must do the following to mix groups of children birth to thirty-six months old with a maximum group size of nine children:</p> <ul style="list-style-type: none">(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>(4) A center early learning program must do the following to mix groups of children twelve to thirty-six months old:</p> <ul style="list-style-type: none">(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 1:7 with a maximum group size of fourteen children. <p>(5) A center early learning program must do the following to mix groups of children twelve to thirty-six months old:</p> <ul style="list-style-type: none">(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 1:5 with a maximum group size of fifteen children.
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Standards Alignment – Interactions and Curriculum

		<p>(6) A center early learning program must do the following to mix groups of children between thirty-six months old through kindergarten with a maximum group size of twenty children:</p> <ul style="list-style-type: none">(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>(7) A center early learning program must do the following to mix groups of children between thirty-six months old through kindergarten with a maximum group size of twenty-six children:</p> <ul style="list-style-type: none">(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>(8) 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 twenty children:</p> <ul style="list-style-type: none">(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>(9) 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 twenty-six children:</p> <ul style="list-style-type: none">(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
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Standards Alignment – Interactions and Curriculum

		<p>(b) Keep a staff-to-child ratio of 1:10.</p> <p>*** Center mixed age grouping capacity, ratio and group size table***</p>
Program Structure and Organization – Program and daily activity schedule		
Family Home WAC	Center WAC	WAC 110-300
<p>WAC 170-296A-6550 Developmental Activities</p> <p>(1) The licensee must have and post a typical daily schedule that includes program activities.</p> <p>(2) The typical daily schedule must include:</p> <p>Hours of operation</p> <p>(a) Types of activities, including screen time;</p> <p>(b) General timelines for activities;</p> <p>(c) Routine transportation times;</p> <p>(d) Meal service;</p> <p>(e) Rest periods</p> <p>(f) Outdoor times; and</p> <p>(g) If applicable, overnight care.</p> <p>(3) Evidence of daily activities may be shared or demonstrated through:</p> <p>(a) Display;</p> <p>(b) Writing; or</p> <p>(c) A checklist.</p>	<p>WAC – 170-295-2010 What types of play materials, equipment and activities must I provide for children? You must:</p> <p>(2) Have a current daily schedule of activities and lesson plans that are designed to meet the children’s developmental, cultural, and individual needs. The toys, equipment and schedule must be:</p> <p>(a) Specific for each age group of children; and</p> <p>(b) Include at least one activity daily for each of the following (you can combine several of the following for one activity):</p> <p>(i) Child initiated activity (free play);</p> <p>(ii) Staff initiated activity (organized play);</p> <p>(iii) Individual choices for play;</p> <p>(iv) Creative expression;</p> <p>(v) Group activity;</p> <p>(vi) Quiet activity;</p>	<p>WAC 110-300-0360</p> <p>Program and daily schedule.</p> <p>(1) An early learning provider must have an established program and daily schedule that is familiar to children.</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:</p> <p>(i) Twenty minutes for each three hours of programming for infants (as tolerated) and toddlers;</p> <p>(ii) Thirty minutes for each three hours of programming for children preschool age and older; and</p> <p>(iii) Programs that operate more than six hours a day must provide ninety minutes of active play for preschool age and up or sixty minutes of active play for infants and toddlers (thirty minutes of which may be moderate to vigorous indoor activities).</p>

Standards Alignment – Interactions and Curriculum

<p>WAC 170-296A-5125</p> <p>(d) The licensee or staff must provide outdoor activities <i>at least thirty minutes each day</i> unless conditions pose a health and safety risk to the children.</p>	<ul style="list-style-type: none"> (vii) Active activity; (viii) Large and small muscle activities; and (ix) Indoor and outdoor play. <p>(3) You must ensure the lesson plan, daily schedule of events, available toys and equipment contains a range of learning experiences to allow each child the opportunity to:</p> <ul style="list-style-type: none"> (a) Gain self-esteem, self-awareness, self-control, and decision-making abilities; (b) Develop socially, emotionally, intellectually, and physically; (c) Learn about nutrition, health, and person safety; and (d) Experiment, create, and explore. <p>(4) Post the daily schedule and lesson plan in each room for easy reference by parents and by caregivers;</p> <p>(5) Keep the daily schedule of events and lesson plans for the past six months on site for Inspection;</p>	<ul style="list-style-type: none"> (d) Include scheduled and consistent times for meal service; (e) Include routine transportation times, if applicable; (f) Include rest periods, if applicable; and (g) Include overnight care, if applicable.
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Standards Alignment – Interactions and Curriculum

(8) Ensure the center’s program affords the child daily opportunities for small and large muscle activities, outdoor play, and exposure to language development and books, and

(9) Afford staff classroom planning time
170-295-2130
Do I need an outdoor play area?

(2) If you provide full-time care, the activity schedule must provide the child daily morning and afternoon outdoor play.