

Keeping it clean, sanitary, and safe for kids!

Slide #1 Welcome

Welcome to this course titled, ***“Keeping it clean, sanitary, and safe for kids!”***.

This course is developed as part of the Washington State Department of Children, Youth, and Families (DCYF) alignment process, to prepare providers and licensors in their understanding of the “why”, the “what” and the “how” of complying with the updated Foundational Quality Standards for Early Learning Programs (referred to in each course as the Foundational Quality Standards).

Slide #2 Helpful Hints

WA DCYF is pleased to present this e-Learning course! To help provide a positive learning experience for you, please take a moment to review the following “Helpful Hints” summary, detailing what you can expect from this course. A complete listing of Helpful Hints has been added to the Resources section of your learner’s screen for reference.

- If you would like to access and review the full course text, please visit the Resources section of your learner’s screen. You can view, print, or download a full version of the course text that is narrated within each module. The full text will be included in each course and listed as the first resource in the Resources section of your course frame.
- The time to complete the course will depend on the course topic and the pace at which you advance through the slides.
- To help you get the most out of the course, settings are in place to prevent users from skipping ahead through the slides. You can advance through the course when the narration for each slide concludes by selecting the “Next” button, or, go back to review materials already presented by selecting the “Previous” button.
- Web links and additional resources will be utilized in some of the courses to enhance your learning experience. We hope you will take time to explore them to further develop your knowledge about the topics being presented.

Slide #3 Introduction

This course is designed to introduce you to the updated Washington Administrative Code or WAC, as well as outline strategies and examples of WAC compliance. Updated WACs will be detailed in each course as a reference and a full listing of the WAC is included in the Resources section of your learner’s screen. You can print or download this resource at any time, either as a reference while you complete this course, or as a resource after the course is completed.

Slide #4 Learning Outcomes

This course will help early learning professionals understand how to meet, assess for, and demonstrate ongoing compliance with the Foundational Quality Standards.

Upon completion of this course, participants will:

- Determine the appropriate methods and materials to be used in the cleaning and sanitation of early learning premises
- Recognize the early learning program materials, equipment, and space that must be included in the cleaning and sanitation routine
- Understand how to maintain a private septic system
- Identify steps for controlling pests or preventing infestations on the early learning premises
- Identify how to store hazardous materials

Slide #5 Guiding Principles

As we cover the material in this course, please keep in mind the following Guiding Principles. We will revisit these at the end of the course to “check in” with you and give you an opportunity to assess your understanding and application of the course content.

Guiding Principles:

- Illness can be easily spread as children engage in the early learning environment through sensory play and learning experiences.
- Consistent and intentional cleaning and sanitation practices can help prevent the spread of disease.
- Young children are especially susceptible and vulnerable to environmental hazards, like disease, chemical cleaning solutions, or waste water pollution.

Slide #6 Terms and Definitions

Take a moment to review and familiarize yourself with the following terms and definitions. For your reference, a listing of these terms has been added to the Resources section of your learner’s screen. You can access the list at any time by visiting the Resources section of your learner’s screen. You can download the file to keep as a future reference or print as a desk guide.

Clean or **cleaning** means to remove dirt and debris from a surface by scrubbing and washing with a detergent solution and rinsing with water. This process must be accomplished before sanitizing or disinfecting a surface.

Disinfect means to eliminate virtually all germs from an inanimate surface by the process of cleaning and rinsing, followed by:

(a) A chlorine bleach and water solution following the manufacturer's instructions; or

(b) Other disinfectant products registered with the EPA, if used strictly according to the manufacturer's label instructions including, but not limited to, quantity, time the product must be left in place, adequate time to allow the product to dry or rinsing if applicable, and appropriateness for use on the surface to be disinfected. Any disinfectant used on food contact surfaces or toys must be labeled "safe for food contact surfaces."

Disinfectant means a chemical or physical process that kills bacteria and viruses.

Early learning professionals are all early learning providers, child care licensing staff, and other professionals in the early learning field.

Inaccessible to children means a method to prevent a child from reaching, entering, using, or getting to items, areas, or materials of an early learning program.

Pest means an animal, plant, or insect that has a harmful effect on humans, food, or living conditions.

Private septic system means a septic system as defined in chapter 246-272A WAC that is not connected to a public sewer system or a large on-site sewage system as defined in chapter 246-272B WAC. A private septic system includes, but is not limited to, the septic system's drain field and tanks.

RCW means Revised Code of Washington.

Sanitize means to reduce the number of microorganisms on a surface by the process of:

- (a) Cleaning and rinsing with water at a high temperature pursuant to this chapter; or
- (b) Cleaning and rinsing, followed by using:
 - (i) A chlorine bleach and water solution following the manufacturer's instructions; or
 - (ii) Other sanitizer product if it is registered with the EPA and used strictly according to manufacturer's label instructions including, but not limited to, quantity used, time the product must be left in place, adequate time to allow the product to dry, and appropriateness for use on the surface to be sanitized. If used on food contact surfaces or toys, a sanitizer product must be labeled as "safe for food contact surfaces."

WAC means Washington Administrative Code.

Slide #7 Course Introduction

The spread of germs and exposure to contaminants seems inevitable in early learning programs, where young children are actively exploring the environment and equipment through their senses. Children in early learning programs touch materials, put objects in

their mouths, play directly on the floor, and share close proximity with other young children and early learning professionals. In fact, studies show young children in an early learning program may show symptoms of infectious illness one-third to one-half of the days out of the year¹.

However, there are routines and practices an early learning provider can put in place to maintain a clean, sanitary, and safe environment for children in care. These practices can reduce the spread of germs, including viruses, bacteria, mold, or parasites, as well as limit the prevalence of insects or pests carrying disease. The practices covered in this learning course are also designed to limit children from being exposed to hazardous materials used in the cleaning process.

Slide #8 Course Introduction

A primary purpose of the Foundational Quality Standards is to protect the health and safety of children in care, as well as all early learning professionals. The sections covered in this learning course are found in the “Environment” section of the Foundational Quality Standards, in the subsection called “Cleaning and Sanitation”. These sections are:

- WAC 110-300-0240 Clean and healthy environment
- WAC 110-300-0241 Cleaning schedules
- WAC 110-300-0245 Laundry and equipment
- WAC 110-300-0250 Private septic systems
- WAC 110-300-0255 Pest control
- WAC 110-300-0260 Storage of hazardous and maintenance supplies

Slide #9 WAC 110-300-0240

Children will spend the majority of their time, when they are at an early learning program, in the indoor environment. One study suggests it's 76% of the day², on average. The amount of time spent indoors in close proximity with other children and adults increases the potential exposure to germs or toxins in the environment. Because of this, WAC 110-300-0240 states:

¹ United States Environmental Protection Agency. (2013). *Green Cleaning, Sanitizing, and Disinfecting: A Curriculum for Early Care and Education*. Retrieved from https://www.epa.gov/sites/production/files/documents/ece_curriculumfinal.pdf

² Tandon, P., Saelens, B., Zhou, C., & Christakis, D. (October 2018). *A Comparison of Preschoolers' Physical Activity Indoors versus Outdoors at Child Care*. International Journal of Environmental Research and Public Health. Retrieved from <https://www.mdpi.com/1660-4601/15/11/2463>

WAC 110-300-0240 Clean and healthy environment.

(1) Early learning program premises and program equipment must be clean and sanitary.

A clean and sanitary environment impacts more than the physical health of children and staff. Research shows a clean and well-maintained physical environment can increase staff satisfaction, improve children's focus, and reduce absenteeism among children and staff, which can positively impact learning outcomes³.

Slide #10 WAC 110-300-0240

To ensure the early learning program premises and equipment can be easily cleaned, subsection (2) describes the type of surfaces allowable in the early learning program.

WAC 110-300-0240 Clean and healthy environment.

(2) Hard surfaces in early learning programs including, but not limited to, floors (excluding carpet), walls, counters, bookshelves, and tables must be smooth and easily cleanable.

(a) A cleanable surface must be:

- (i) Designed to be cleaned frequently and made of sealed wood, linoleum, tile, plastic, or other solid surface materials;**
- (ii) Moisture resistant; and**
- (iii) Free of chips, cracks, and tears.**

As noted in Caring for Our Children Standard 5.3.1.6, hard surfaces are easier to clean and sanitize than other types of surfaces, which can help prevent against the spread of infectious disease or mold⁴.

For instance, an early learning provider notices the trim around the edge of a table is peeling away, revealing the soft press board below the table's laminate surface. While the top of the table is still intact, the exposure around the edge of the table will allow for germs and liquids to permeate the interior of the table. The early learning provider must take steps to repair or replace the table.

³United States Environmental Protection Agency. (2013). *Green Cleaning, Sanitizing, and Disinfecting: A Curriculum for Early Care and Education*. Retrieved from https://www.epa.gov/sites/production/files/documents/ece_curriculumfinal.pdf

⁴ American Academy of Pediatrics; American Public Health Association. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*. Retrieved from <http://nrckids.org>

Slide #11 WAC 110-300-0240

Areas around sinks and toilets will have a large number of bacteria and, possibly, body fluids. Having a moisture resistant cleanable surface allows for adequate cleaning and sanitizing. Subsection (2)(b) of this WAC outlines specific moisture resistant measurements.

Another reason for the requirements in subsection (2)(b) is to prevent the potential growth and spread of mold. Anywhere water is present, so is the risk for mold. When mold is able to grow and thrive, the inhalation of invisible spores can trigger asthma or allergic reactions. Some molds can cause infections or acute toxicity syndromes.

WAC 110-300-0240 Clean and healthy environment.

(b) An early learning provider must have at least twenty-four inches of moisture resistant and cleanable material or barrier around sinks, drinking fountains, and toilets.

(c) An early learning provider must clean all surfaces before sanitizing or disinfecting. Surfaces must be cleaned with a soap and water solution or spray cleaner and rinsed. If using a spray cleaner, directions on the label must be followed.

For subsection (2)(b), a bathroom sink set in a laminate countertop, where the surrounding floor is tile, meets compliance since the materials around the sink are moisture resistant and cleanable.

A drinking fountain located in a carpeted hallway would not meet compliance, since carpet is not moisture resistant. To be in compliance with this regulation, an early learning program would need to replace the flooring with another surface that is moisture resistant, a minimum of twenty-four inches around the drinking fountain. An early learning provider should consult with their licensor before making any changes to the environment, to ensure that compliance will be met.

Licensors are available to provide technical assistance for these types of situations and when needed can reach out to a DCYF health specialist for additional technical assistance. Working together in these types of situations helps to ensure that early learning providers are making changes that meet regulation requirements and prevents them from having to make additional changes or incur additional costs.

Slide #12 WAC 110-300-0240

Subsection (2) continues:

WAC 110-300-0240 Clean and healthy environment.

(c) An early learning provider must clean all surfaces before sanitizing or disinfecting. Surfaces must be cleaned with a soap and water solution or spray cleaner and rinsed. If using a spray cleaner, directions on the label must be followed.

Cleaning surfaces with soap and water or detergent and water, removes the dirt and grime in order for sanitizing and disinfecting solutions to work. Sanitizing reduces the number of germs on a surface to a level considered safe by public health standards. Disinfecting eliminates germs from a surface. Disinfecting solutions are much stronger than sanitizing solutions.

In summary, to remove dirt and kill germs both cleaning, along with sanitizing or disinfecting practices, must be included.

For additional guidance on what it means to clean, disinfect, and sanitize, please refer to the Terms and Definitions listed in the Resources section of your learner's screen.

Slide #13 WAC 110-300-0240

Subsection (2)(d) aligns with Standard 5.2.1.6 in Caring for Our Children and is in place to protect young children.

WAC 110-300-0240 Clean and healthy environment.

(d) Aerosol sprays and air fresheners must not be used during child care hours.

Aerosol sprays use compressed gas propellants like butane or propane and, depending on the purpose of the aerosol, may release additional chemicals, like ethanol, into the air. These chemicals can linger in the air and can negatively affect children through exposure.

Similarly, air fresheners release chemical compounds into the air to create pleasant smells. Exposure to these compounds can also be detrimental to children.

Slide #14 WAC 110-300-0240

Bleach is an allowable sanitizing and disinfecting solution for use in an early learning program as described in subsection (2)(e):

WAC 110-300-0240 Clean and healthy environment.

(e) If a bleach solution is used for sanitizing or disinfecting, an early learning provider must use one that is fragrance-free and follow department of health's current guidelines for mixing bleach solutions for child care and similar environments.

For more information on the guidelines for mixing bleach solutions, visit doh.wa.gov or review the Extend Your Learning document in the Resources section of your learner's screen for a printable PDF.

Slide #15 WAC 110-300-0240

Because children are very susceptible to chemicals in the environment, it is important to consider the types of sanitizers or disinfectants that will be used on the early learning premises. Sanitizers and disinfectants kill germs, but may leave residues that can cause skin irritation or other symptoms. During play, children have high skin contact with floors and other surfaces, which could increase the risk of absorbing these pollutants through the skin.

Subsection (2)(f) outlines requirements for sanitizing or disinfecting agents to reduce the risk of toxic exposure:

WAC 110-300-0240 Clean and healthy environment.

(f) If an early learning provider uses a product other than bleach, including wipes, to sanitize or disinfect, the product must be:

- (i) Approved by the department prior to use;**
- (ii) Used by trained staff only;**
- (iii) Registered with the EPA and have safety data sheets (SDSs) available;**

In the Resources section of your learner's screen, you will find the Sanitizer/Disinfectant approval form. This is not a required form, though it may be useful when seeking department approval.

Slide #16 WAC 110-300-0240

Subsection (2)(f) goes on to state that the sanitizer or disinfectant must be:

WAC 110-300-0240 Clean and healthy environment.

(iv) Used in accordance with the manufacturer's label, which must include:

- (A) Directions for use;**
- (B) A description of the safety precautions, procedures, and equipment that must be used for mixing the substitute product concentration, if applicable;**
- (C) A description of the safety precautions and procedures if the substitute product contacts skin or is inhaled, if applicable; and**
- (D) A description of the procedures and safety precautions for rinsing cleaned areas and cleaning equipment, if applicable.**

Slide #17 WAC 110-300-0240

WAC 110-300-0240 Clean and healthy environment.

(v) Labeled as safe to use on food surfaces if the product will be used to sanitize:

- (A) Food contact surfaces; or**
 - (B) Items such as eating utensils or toys used by the child or put into the child's mouth; and**
- (vi) Fragrance-free.**

Visit the United States Environmental Protection Agency (or EPA) website: epa.gov/childcare for more resources on finding registered or alternative sanitizers and disinfectants.

Slide #18 Test Your Learning!

Before we continue, let's test your learning. Review the question and select the best response.

Which of the following cleaning and sanitizing agents CANNOT be used on the early learning premises during program hours? Select all that apply.

- a. Scented disinfectant wipes
- b. Bleach

- c. Aerosol disinfectant spray
- d. Laundry soap pods

Let's transition now to reviewing the next WAC which focuses on cleaning schedules.

Slide #19 WAC 110-300-0241

Ensuring a clean and sanitary environment is an ongoing process. This process can be managed by creating a schedule of tasks and incorporating cleaning and sanitizing into a routine.

Subsection (1) begins by addressing food preparation areas and related equipment:

WAC 110-300-0241 Cleaning schedules.

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

- (a) Food preparation areas, tables and chairs, high chairs, and food service counters, which must be cleaned and sanitized before and after each meal and snack with single use paper towels or one-time use wiping cloths;**
- (b) Eating utensils, bottles, drinking equipment, and dishes, which must be cleaned and sanitized after each use;**

A common way illness is spread is through indirect contact, where someone touches a contaminated object then touches their own eyes, nose, or mouth before washing their hands. This makes cleaning practices around food preparation and eating very important, since a child will touch many objects, including a chair, table, plate, or cup, then make direct contact with their mouth.

In many programs, the table where children eat snacks may also be used for activities. For example, children finish an art project at the table. Then early learning provider cleans the table with soap and water, removing the bits of glue and scraps of paper leftover from the art project. The provider then rinses the table top to eliminate soap residue. Then, to remove additional germs which may be left from children touching the table, the early learning provider sanitizes the table. Now the table is ready to be used for eating a snack.

Slide #20 WAC 110-300-0241

As the EPA notes, “A good rule to remember: if it’s wet and comes from someone else’s body, it can be infectious⁵”. This especially applies to pacifiers, which are continually mouthed by young children.

⁵ United States Environmental Protection Agency. (2013). *Green Cleaning, Sanitizing, and Disinfecting: A Curriculum for Early Care and Education*. Retrieved from https://www.epa.gov/sites/production/files/documents/ece_curriculumfinal.pdf

WAC 110-300-0241 Cleaning schedules.

(c) Pacifiers, which:

- (i) Must be cleaned and sanitized after each use by washing and boiling the pacifier or washing the pacifier in the dishwasher; or**
- (ii) May be reused by an individual child if they have been rinsed after each use and stored in a device or container that prevents contamination. Both the pacifier and the storage device or container must be cleaned and sanitized daily;**

Compliance could be demonstrated through the following example: an infant arrives to the early learning program with a pacifier in their mouth. After a while, the baby becomes fussy and spits their pacifier out. The early learning provider decides the baby may want their pacifier later in the day. So the early learning provider rinses the pacifier and places it in the designated plastic container with the child's name on it. At the end of the day, both the pacifier and the plastic container are cleaned and sanitized, making them ready for use the next day.

Slide #21 WAC 110-300-0241

Appliances used in food preparation areas must also be cleaned and sanitized to reduce the potential spread of mold or other germs. Cleaning and sanitizing reduces more than 250 foodborne illnesses like salmonella or norovirus.

WAC 110-300-0241 Cleaning schedules.

- (d) Appliances used to prepare food, which must be cleaned after each use and sanitized daily or more often as needed;**
- (e) Refrigerators, which must be cleaned and sanitized monthly or more often as needed;**
- (f) Freezers, which must be cleaned and sanitized quarterly or more often as needed;**

Appliances may include but are not limited to, microwaves, mixers, blenders, and stovetops. An early learning program may use several of these items during the day. For example, an early learning provider prepares dinner for children in care. During the process, they bake a casserole in the oven and heat vegetables on the stove top. After the meal, the early learning provider would clean and sanitize the stovetop and the exterior of the oven. They would only need to clean the interior of the oven if a spill occurred inside the oven.

Both the interior and exterior of refrigerators and freezers must be included in the cleaning schedule of appliances. For example, an early learning program may designate the last Friday of the month to cleaning and sanitizing their program's refrigerator. However, a week into the new month, a jar of applesauce is spilled inside the refrigerator. The early learning provider would need to clean the affected shelves to remain in compliance. However, if the spill consisted of liquid that leaked from a bag of thawing chicken breasts, the provider would need to both clean and sanitize the affected areas of the refrigerator to remain in compliance. Cleaning is the process of removing dirt or debris from a surface. Applesauce is not likely to be contaminated with harmful bacteria, so cleaning would be sufficient. Liquid from raw meat can be highly contaminated with harmful bacteria, therefore the surface would need to be cleaned and sanitized.

Slide #22 WAC 110-300-0241

In an early learning program, toys can be a primary source for sharing germs. Toys are picked up and played with by many children throughout the day. They are dropped on the floor, set on multiple surfaces, and sometimes, are mouthed by a child. There are many opportunities for these toys, as well as the furniture and equipment used in the program, to accumulate germs and dirt.

WAC 110-300-0241 Cleaning schedules.

- (g) Toys, which must be cleaned and sanitized as follows:**
 - (i) Infant and toddler toys must be cleaned and sanitized at least daily or more often as needed;**
 - (ii) All other toys must be cleaned and sanitized weekly or more often as needed; and**
 - (iii) When a toy comes into contact with a child's mouth or bodily fluids it must be removed from use until it can be cleaned and sanitized prior to reuse; and**
- (h) Furniture and equipment, which must be cleaned monthly or more often as needed.**

Because infants and toddlers are more likely to be mouthing or drooling on toys, the cleaning and sanitizing of toys for this age group will happen more frequently. An early learning provider may choose to keep a bin or tub available in the play space to deposit toys that have become mouthed, dropped on the floor, or that have encountered another potential source of contamination. A designated bin makes it easy to move a toy from the play space and to ensure it is cleaned and sanitized before being reintroduced back into the early learning environment.

Slide #23 WAC 110-300-0241

Laundering fabrics removes dirt and germs. To help kill germs, bleach can be added to the wash water or clothes can be washed and dried using high temperatures. To ensure the cleanliness of clothing, subsection (2) reads:

WAC 110-300-0241 Cleaning schedules.

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

Clothing provided by the early learning program might include the following:

- extra clothing provided to children as replacements in case of soiling, messy play, or weather;
- dress up clothing provided during dramatic play; or
- clothing provided during special activities, like field trip t-shirts, paint shirts, or costumes for programs

Slide #24 WAC 110-300-0241

In early learning programs where children nap or sleep, sleep equipment and bedding must be considered during the cleaning and sanitation schedule.

WAC 110-300-0241 Cleaning schedules.

(3) Sleeping equipment must be:

- (a) Cleaned and sanitized after each use if used by more than one child;**
or
- (b) Cleaned and sanitized weekly or more often as needed if assigned to only one child.**

(4) Bedding must be:

- (a) Laundered and sanitized after each use if used by more than one child; or**
- (b) Laundered and sanitized weekly or more often as needed if assigned to only one child.**

During sleep, children maintain skin contact with bedding materials and occasionally, may drool, sneeze, have a toileting accident, or spit up on sleeping equipment. These subsections are structured to align with the recommendations from Caring for Our Children Standard 3.3.0.4. in protecting against spread of germs between children.

Slide #25 WAC 110-300-0241

WAC 110-300-0241 Cleaning schedules.

(5) Sinks that are not used for handwashing after toileting, diapering, or food preparation must be cleaned and sanitized daily or more often as needed.

Sinks that are used for purposes such as handwashing after a painting project, or washing up after playing outside, have less opportunity for becoming contaminated, and therefore, require less sanitizing than sinks that are used for toileting, diapering, or food preparation.

Slide #26 WAC 110-300-0241

Caring for Our Children states in Standard 9.2.3.10, “many infectious diseases can be prevented through appropriate hygiene and sanitation practices.⁶” This is especially true when it comes to diapering and bathroom equipment where gastrointestinal pathogens are commonly passed through improper health or sanitation practices. Norovirus is one of the most commonly spread pathogens. This virus can be present in a child’s stool up to 25 days after symptoms have stopped and can remain active for up to 42 days when dried onto a surface⁷.

Subsections (6) and (7) focus on the frequency and methods with which to maintain healthy bathroom and diapering areas and equipment to prevent the risk of spreading illness.

WAC 110-300-0241 Cleaning schedules.

(6) Toileting and diaper changing areas including, but not limited to, toilets, counters, sinks, and floors must be cleaned and disinfected daily or more often as needed.

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

⁶ American Academy of Pediatrics; American Public Health Association. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*. Retrieved from <http://nrckids.org>

⁷ Miller, C., Fraser, A., Sturgis, R., Chen, X., & Saunders, A. (February 2013). *Changing Dirty Diapers*. Fightbac.org. Retrieved from http://www.fightbac.org/wp-content/uploads/2015/07/All_Diapering.pdf

Slide #27 WAC 110-300-0241

Routinely emptying garbage cans and receptacles not only prevents odors, but also provides for the protection of health and prevents against the infestation of pests, such as insects and rodents.

WAC 110-300-0241 Cleaning schedules.

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

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

One way an early learning program can ensure that the emptying of trash cans and receptacles happens as part of the daily routine, is to assign this as a task to the early learning program staff responsible for “closing” a room or the program space. This task could be placed on a daily checklist, requiring that they would remove the trash from the receptacle and install a new liner.

Slide #28 WAC 110-300-0241

Young children spend a great deal of time playing directly on the floor. When children aren't directly on the floor, they may be participating in an activity that will lead to a messy floor, like playing with play dough or eating a snack. The accumulation of debris or food particles is normal and expected. Subsection (10) lays out the requirements for cleaning and sanitizing floors.

WAC 110-300-0241 Cleaning schedules.

(10) Floors must be cleaned by either sweeping or vacuuming at least once per day or more often as needed. Moisture resistant flooring must be cleaned and sanitized at least once per day or more often as needed.

Removing debris and food particles is important because it reduces the potential of pest infestations and helps prevent children from picking up items that could carry germs or be a health or safety hazard.

For example, an early learning provider determines it is necessary to sweep up the floor beneath the table after lunch, as bits of crackers and fruit have fallen on the floor. The early learning provider doesn't want to attract ants or rodents, and they don't want a toddler in care to later find a piece of cracker which could be a choking hazard or a

source of germs. This removal of debris is done in addition to their practice of cleaning and sanitizing the floor at the end of each program day.

Slide #29 WAC 110-300-0241

Carpets or large area rugs provide a soft and comforting surface. In an early learning program located in a family home, carpeting may be the primary floor covering. While carpeting provides added comfort, it can also absorb moisture, attract crumbs, or build up dust. To maintain a clean and sanitary environment, the following practices must be completed in regard to large area rugs or carpets:

WAC 110-300-0241 Cleaning schedules.

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

(a) An early learning provider must not use dry shampoos or dry chemical sanitizers or disinfectants, unless approved by the department.

(b) If caring for infants, a provider must either place a safe and clean material over large rugs or carpet, or clean rugs or carpet at least once per month or more often if visible stains are present.

Slide #30 WAC 110-300-0241

This WAC describes additional requirements for maintaining carpets and rugs.

WAC 110-300-0241 Cleaning schedules.

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

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

Early learning professionals should treat any bodily fluid, including blood, urine, or vomit, as potentially infectious. Guidance on how to properly clean up these types of spills, while limiting exposure, can be found in the Resources section of your learner's screen.

Slide #31 WAC 110-300-0241

Finally, subsection (14) is designed to protect the air quality for young children.

WAC 110-300-0241 Cleaning schedules.

(14) Children must not:

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

Vacuums can recycle dust or bacteria back into the air while they are in use. HEPA filters can help decrease this risk, but do not remove it entirely. The dust or bacteria released into the air may trigger allergies or lead to infections. This particularly impacts young children who “breathe 4 to 6 times more air than adults, and they breath closer to the ground where air pollutants tend to be⁸”.

The following scenario demonstrates compliance with these requirements. A preschool class is filling a bird feeder, which will be placed outside. During the process of filling the feeder, the bag of bird seed is knocked over onto the carpeted floor. Since the early learning provider has a vacuum with a HEPA filter and there is only one spot on the carpet which needs to be vacuumed, they are able to have the children move to the table across the room to color their bird activity page while they vacuum up the bird seed.

Our review of requirements for cleaning schedules has demonstrated that there are tasks to be completed daily, weekly, monthly and more. So how can an early learning provider ensure all of these tasks are being completed? One way is to develop a written schedule of cleaning tasks that need to be completed. For tasks that need to be completed daily, an early learning provider might consider placing a checklist of items that need to be completed each day on a clipboard in each classroom area, or in the main area of a family child program. The early learning staff can check off the tasks as they are completed throughout the day, providing an easy way for staff to check and see what tasks still need to be done. The same type of checklist can be created for weekly cleaning tasks, monthly tasks, quarterly etc. These checklists would also serve as a method of demonstrating compliance with these requirements to DCYF licensors.

⁸ United States Environmental Protection Agency. (2013). *Green Cleaning, Sanitizing, and Disinfecting: A Curriculum for Early Care and Education*. Retrieved from https://www.epa.gov/sites/production/files/documents/ece_curriculumfinal.pdf

Slide #32 Test Your Learning!

Before we continue, let's test your learning. Review the question and select the best response.

How frequently must toys in a preschool classroom be cleaned and sanitized?

- a. Daily or more often as needed
- b. Weekly or more often as needed
- c. Monthly or more often as needed

Slide #33 WAC 110-300-0245

While laundering and washing fabrics is beneficial in reducing the spread of germs, precautions must be taken to reduce the risk of harm to children through exposure to laundry equipment or washing agents.

WAC 110-300-0245 Laundry and equipment.

(1) Laundry and laundry equipment at an early learning program must be inaccessible to children and separated from areas where food is prepared to prevent cross contamination.

Subsection (1) aligns with WAC 110-300-0165(3)(d), where washers and dryers are highlighted as potential entrapment hazards to children, and thus, should remain inaccessible to children unless under active supervision. Separating the laundry area from food preparation aligns with Caring for Our Children Standard 5.4.4.2. This separation also limits exposure to laundry chemicals and contaminated items that can be found in the laundry room.

For many early learning programs, laundry equipment may be located in a separate laundry room or utility room where a door may be closed to create a separate laundry space. To make the space inaccessible to children, the early learning provider can lock the door to the laundry room, or some type of barrier can be present in the hallway or space leading to the laundry area, such as a baby gate. Early learning programs can work closely with their assigned licensor to find a solution that works effectively for the program and meets compliance with these regulations.

Slide #34 WAC 110-300-0245

WAC 110-300-0245 Laundry and equipment.

(2) Dirty or soiled laundry must be:

(a) Kept separate from clean laundry;

(b) Cleaned with laundry soap or detergent;

(c) Rinsed; and

(d) Sanitized:

(i) With bleach or a similar sanitizer registered by the EPA; or

(ii) By using a "sanitize" setting on a washing machine or dryer that reaches at least 140 degrees Fahrenheit.

(3) A dryer must be vented to the outside of the building or following the manufacturer's specifications.

The Federal Emergency Management Agency (or FEMA) notes, “serious hazards occur when dryer vents do not exhaust directly to the outside⁹.” Venting a dryer to the outside of a building protects against fires, carbon monoxide poisoning, mold growth and respiratory concerns. This requirement aligns with Caring for Our Children, Standard 5.4.4.2 and building codes, like the International Residential Building Code and the International Mechanical Code¹⁰. If early learning providers have questions about meeting these licensing requirements, they should contact their licensor for technical assistance. Let’s now move into discussing requirements for private septic systems.

Slide #35 WAC 110-300-0250

WAC 110-300-0250 applies to early learning programs served by a private septic system. This could include a program located in a family home or a center. Septic systems play a crucial role in treating waste water; without proper maintenance, a septic system malfunction can become costly and cause possible health issues, such as well water contamination or exposure to pathogens.

⁹ Federal Emergency Management Agency. (August 2012). *Clothes Dryer Fires in Residential Buildings (2008-2010)*. Retrieved from <https://www.usfa.fema.gov/downloads/pdf/statistics/v13i7.pdf>

¹⁰ International Code Council. (August 2017). *2018 International Residential Code for One- and Two- Family Dwellings*. Retrieved from <https://codes.iccsafe.org/content/IRC2018/chapter-15-exhaust-systems>
International Code Council. (August 2017). *2018 International Mechanical Code*. Retrieved from <https://codes.iccsafe.org/content/yc7355qk7/chapter-5-exhaust-systems>

WAC 110-300-0250 Private septic systems.

(1) If an early learning program is served by a private septic system, the septic system must be designed, constructed, and maintained in accordance with state and local health jurisdiction requirements.

(a) A private septic system must be inspected by a septic system maintenance service provider approved by the local health jurisdiction and monitored on a routine basis. Any deficiencies noted in an inspection report must be corrected with the necessary permits and inspections.

(b) The most recent private septic system pumping and inspection records must be kept on the licensed premises or in the program's administrative office.

Providing on-going maintenance extends the life of the septic system and may prevent costly repairs. Septic tanks should be inspected and pumped at least once every three years or more often as needed, so that scum and solids do not enter and damage the drainfield. If scum and solids enter the drainfield, they can clog the openings of the pipes and cause the drainfield to fail. Sewage backup into an early learning program may be due to a clogged pipe between the building and septic tank, a tank that hasn't been pumped, or a crushed or clogged pipe in the drainfield.

Signs of a failing system include:

- Lush, green mushy grass when stepped on;
- Effluent surfacing or pooling with lush grass growth;
- Odors of sewage or "rotten egg" smell around the septic tank or drainfield or
- Toilets, sinks, or bathtubs backup or drain slowly when flushing or doing laundry.

Contact your local health jurisdiction for information on how to prevent septic system failure.

Slide #36 WAC 110-300-0250

WAC 110-300-0250 Private septic systems.

(c) If an early learning provider does not have the documentation described in (b) of this subsection, the provider must obtain from the state, local health jurisdiction, or a department approved private company such documentation within six months of the date this section becomes effective.

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

(e) If a private septic system problem, concern, or malfunction interferes with the proper care of children and an approved alternative is not available, the state, local health jurisdiction, or department may require an early learning program to close until the system is inspected, repaired, and approved by the local health jurisdiction.

For more information on private septic systems or to search for your local health jurisdiction, visit the Washington Department of Health site: doh.wa.gov.

Slide #37 WAC 110-300-0250

Private septic systems are designed to have a drain field where wastewater is released back into the ground to filter through soil. DOH prohibits planting trees, or placing building structures or heavy equipment (such as a car) on a drain field¹¹. This guidance is reflected in the requirements in subsection (2):

WAC 110-300-0250 Private septic systems.

(2) Pursuant to WAC [110-300-0146\(2\)](#), playground design must not:

(a) Interfere with access to or the operation of a private septic system, including a private septic system's drain field and tanks; or

(b) Be located or placed in a way that impacts the private septic system's drain field or tanks as determined by local officials.

¹¹ United States Environmental Protection Agency. (N.D.) *SepticSmart Homeowners*. Retrieved from <https://www.epa.gov/septic/septic-smart-homeowners>

By keeping a playground structure from being placed on the drain field or over the septic tank, the integrity of the septic tank structure is maintained. It also allows for proper access to the septic tank or field if needed during maintenance, repair, or replacement.

Slide #38 Test Your Learning!

Before we continue, let's test your learning. Review the question and select the best response.

True or false?

Maintaining a private septic system includes completing routine inspections by a septic system maintenance service provider approved by the local health jurisdiction.

- True
- False

Slide #39 Test Your Learning!

Review the question and select the best response.

After cleaning with laundry soap and rinsing dirty or soiled laundry, what are acceptable methods to sanitizing laundry? Select all that apply.

- a. Using bleach
- b. Using a sanitizing agent registered with the EPA
- c. Using the "Sanitize" setting on a washer or dryer, provided it reaches 110 degrees
- d. Using the "Sanitize" setting on a washer or dryer, provided it reaches 140 degrees

Slide #40 WAC 110-300-0255

Pest control protects children in care from exposure to disease, asthma, bites, or stings caused by pests like ants, fleas, cockroaches, or mice.

WAC 110-300-0255 Pest control.

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

(a) Prevention. A provider must take steps to prevent attracting pests including, but not limited to, identifying and removing food and water sources that attract pests.

(b) Inspection. Indoor and outdoor areas in and around the licensed space must be inspected for evidence of pests. A provider must document the date and location if evidence is found.

Prevention is a key step in pest control, and many of the cleaning and sanitation requirements reviewed in this module are practices that can be taken to prevent pests.

For example, the daily emptying of trash cans will remove food debris from the premises that may otherwise attract flies or ants. Sweeping and sanitizing the floor daily will remove food debris from under tables or cabinets, which might otherwise attract cockroaches or mice. Can you think of other cleaning or sanitation requirements reviewed in this module which would prevent the attraction of pests in an early learning program? Take a minute to think about this and record your responses for later reference.

Slide #41 WAC 110-300-0255

Pest control steps also include:

WAC 110-300-0255 Pest control.

(c) Identification. Pests found in the licensed space must be identified and documented so the pest may be properly removed or exterminated.

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

Documenting the identified pests and steps taken to remove or exterminate the pests is beneficial because it creates a record of the steps the early learning provider has taken to address the issue, as well as providing a way to demonstrate compliance with these licensing regulations. The record also gives the early learning program the ability to

examine occurrences and identify any trends or recurring incidents, so they can better plan for pest prevention and removal in the future.

For example, after a thorough cleaning of the kitchen, including under and behind kitchen equipment and inside the drawers and cabinets, the early learning provider sees ants on the premises. After reviewing the pest control log, the early learning provider notices ants were documented in the kitchen multiple times in the last three months. The early learning provider realizes the prevention methods have been inadequate, and following their program's pest control protocol, escalates their efforts to the next treatment option.

Slide #42 WAC 110-300-0255

The final pest control steps involve the appropriate use of pesticides:

WAC 110-300-0255 Pest control.

(e) Notification. If pesticides are used, the early learning provider must notify the parents or guardians of enrolled children what pesticide will be applied and where it will be applied no less than forty-eight hours before application, unless in cases of emergency (such as a wasp nest).

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

Standard 5.8.2.1 in Caring for Our Children puts it plainly, “children must be protected from exposure to pesticides¹².” As noted throughout this module, young children are extremely susceptible to toxins. By requiring that children are not present when pesticides are applied, the risk that a child would become exposed to toxic chemicals through the air, or by touching surfaces harboring toxic residue, is minimized.

Slide #43 WAC 110-300-0255

The EPA has found pesticides are “listed as one of four environmental pollutants that may influence the induction or exacerbation of asthma¹³”. Pesticides have also been linked to long term health problems including some types of cancer, birth defects, endocrine disruption, or immune system deficiencies.

¹² American Academy of Pediatrics; American Public Health Association. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*. Retrieved from <http://nrckids.org>

¹³ Anderson, M. (N.D.). *Integrated Pest Management in Child Care Centers: Protecting our Children from Pests and Pesticides*. United States Environmental Protection Agency. Retrieved from https://www.epa.gov/sites/production/files/documents/IPM_CCC.pdf

Because of the profound risk pesticides may pose to both human health and the environment, DCYF included the requirements contained in subsection (2). This section outlines the requirements of the early learning program's pest control policy.

WAC 110-300-0255 Pest control.

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

The development of a pest control policy allows an early learning provider to plan ahead of time and consider how their program will handle or address concerns if they arise. The pest control policy must emphasize prevention practices that will help deter pests and ensure that programs are engaging in practices that do not attract pests. Engaging in these types of practices, such as sweeping and vacuuming daily and emptying trash receptacles daily, keep pests from finding food sources or livable conditions that allow them to thrive.

An early learning program's pest control policy must ensure that natural, nonchemical, and low toxicity methods are utilized first. An early learning program's pest control policy should guide them to use pesticides and herbicides as a last resort, if the other methods have not been effective at ridding the facility of the pests. This type of pest management practice is called integrated pest management.

For further information about pest control, review the Extend Your Learning document in the Resources section of your learner's screen for links to useful resources.

Slide #44 Test Your Learning!

Before we continue, let's test your learning. Review the question and select the best response.

True or false?

Pesticides must never be used on the early learning premises.

- True
- False

We will now focus on the WAC addressing the storage of hazardous and maintenance supplies on the early learning program premises.

Slide #45 WAC 110-300-0260

Cleaning substances pose a very real risk to children. The National Capital Poison Center reports the second most common source of non-fatal poisonings, after “Cosmetics and Personal Care Products”, is “Cleaning Substances”.

Poisonings also disproportionately affect children. In fact, nearly half of all poison exposures, 45.2%, affect children under the age of six, with the peak poisoning frequency impacting children one to two years old. Since the vast majority of poisonings, 77%, are unintentional, intentional steps can be taken to prevent poisonings¹⁴.

The final section reviewed in this module, WAC 110-300-0260, outlines requirements intended to prevent exposure to hazardous supplies.

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

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

- (a) In a location that is inaccessible to children;**
- (b) Separate and apart from food preparation areas, food items, and food supplies;**
- (c) In their original containers or clearly labeled with the name of the product if not in the original container; and**
- (d) In compliance with the manufacturer's directions (including, not storing products near heat sources).**

Slide #46 WAC 110-300-0260

Creating storage areas for the hazardous items listed in this subsection, and making them inaccessible to children, helps an early learning program prevent injuries or accidents related to children accessing harmful materials.

¹⁴ National Capital Poison Center. (2017). *Poison Statistics National Data 2017*. Retrieved from <https://www.poisson.org/poison-statistics-national>

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

(2) Storage areas and storage rooms must:

- (a) Be inaccessible to children;**
- (b) Have locking doors or other methods to prevent child access;**
- (c) Have moisture resistant and easily cleanable floors;**
- (d) Have a designated maintenance or janitorial utility sink, or another method to dispose of wastewater (kitchen sinks must not be used for disposal of wastewater); and**
- (e) Be kept clean and sanitary.**

For example, an early learning provider may choose to use their laundry room as a storage area for these types of items. If the laundry room has a utility sink (for disposing of waste water), a locking door (for keeping materials inaccessible to children), a window (for ventilation), and a moisture resistant and easily cleanable floor (to ensure spilled chemicals can be cleaned up and removed) then this space will likely meet the requirements of this section.

Slide #47 WAC 110-300-0260

Storage areas may look different between center or family home early learning premises. Yet the goal is the same: to prevent children from being exposed to fumes, toxic vapors, or chemicals, all of which can be detrimental to the health, safety, and development of a child.

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

(3) Center early learning program space with storage areas and rooms that contain chemicals, utility sinks, or wet mops must be ventilated to the outdoors with an exterior window or mechanical ventilation to prevent the buildup of odors, fumes, or other hazards.

(4) Family home providers must store and maintain chemicals and wet mops in a manner that minimizes the buildup of odors, fumes, or other hazards.

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

Subsection (5) addresses items often found on child care premises, as they are used to maintain the facilities and keep children safe. The types of equipment listed in this section can be harmful to children for a variety of reasons: power tools, lawn mowers, and saws contain sharp edges and parts that can be dangerous if touched by a child; toilet plungers and brushes may contain germs and bacteria that can cause a child to

become ill if a child comes into contact with it; and maintenance and janitorial equipment can be hazardous for the same reasons, as well as containing electrical parts or other hazards. These are some of the reasons why it is vital that this type of equipment is kept inaccessible to children.

Slide #48 Test Your Learning!

Before we continue, let's test your learning. Review the question and select the best response.

Which of the following are considered hazardous to children and must be stored so they are inaccessible to children? Select all that apply.

- a. Lawn mowers
- b. Dishwasher detergent
- c. Disinfectant wipes
- d. All of the items listed

Slide #49 Closing

This concludes the content portion of this course! Thank you for your participation!

Before this course ends, please take a moment to reflect and set personal goals related to the following Guiding Principles and ways that each of the principles relate to early learning professionals.

Guiding Principles:

- Illness can be easily spread as children engage in the early learning environment through sensory play and learning experiences.
- Consistent and intentional cleaning and sanitation practices can help prevent the spread of disease.
- Young children are especially susceptible and vulnerable to environmental hazards, like disease, chemical cleaning solutions, or waste water pollution.

What take-a-ways do you have? How will you change your practices as a result of participation in this learning module?

Slide # 50 Course Evaluation

Please take a moment to answer the following end-of-course evaluation questions by selecting the appropriate choice.

This course improved my understanding of this course content.

- True

- False

Slide #51 Course Evaluation

The information presented in this course was clearly connected to the session and Learning Outcomes.

- True
- False

Slide #52 Course Evaluation

There are opportunities for application of this course content in my role as an early learning professional.

- True
- False

Slide #53 Course Evaluation

I would recommend this course to others who work in the field.

- True
- False

Slide #54 Course Conclusion

This concludes this course on **Keeping it clean, sanitary, and safe for kids!** If you have questions following this session, please contact your supervisor or licenser.

We hope this course has been helpful in providing information about the WAC and how programs can meet the new standards with compliance.

Our goal is that all early learning professionals viewing this course have left with an increased understanding and knowledge of the updated WAC, and that you will be able to either assess programs for compliance or be able to maintain and demonstrate compliance.

Be sure to visit the Learning Management System to review and select additional learning modules that are part of this series.