

Foundational Quality Standards for Early Learning Programs Covered in this Learning Session

WAC 110-300-0030 Nondiscrimination.

(1) Early learning programs are defined by state law as places of public accommodation that must:

- (a) Not discriminate in employment practices or client services based on race, creed, color, national origin, sex, honorably discharged veteran or military status, marital status, gender, sexual orientation, age, religion, or ability; and
- (b) Comply with the requirements of the Washington law against discrimination (chapter [49.60](#) RCW) and the ADA.

(2) An early learning program must have a written nondiscrimination policy addressing at least the factors listed in subsection (1) of this section.

WAC 110-300-0160 Promoting acceptance of diversity.

(1) An early learning provider must provide culturally and racially diverse learning opportunities. Diverse learning opportunities must be demonstrated by the provider's curriculum, activities, and materials that represent all children, families, and staff. A provider must use equipment and materials that include, but are not limited to:

- (a) Diverse dolls, books, pictures, games, or materials that do not reinforce stereotypes;
- (b) Diverse music from many cultures in children's primary languages; and
- (c) A balance of different ethnic and cultural groups, ages, abilities, family styles, and genders.

(2) An early learning provider must intervene appropriately to stop biased behavior displayed by children or adults including, but not limited to:

- (a) Redirecting an inappropriate conversation or behavior;
- (b) Being aware of situations that may involve bias and responding appropriately; and
- (c) Refusing to ignore bias.

WAC110-300-0300 Individual care plan.

(1) An early learning provider must develop an individual care plan for each child with special needs and must notify the department when a child with special needs is

enrolled or identified in the early learning program. Plans and documentation required under this section must:

- (a) Meet the requirements of this section;
- (b) Be available for department review;
- (c) Have written permission from a child's parent or guardian stating that a visiting health professional may provide services to the child at the early learning program, if applicable;
- (d) Have verification that early learning program staff involved with a particular child has been trained on implementing the individual care plan for that child, if applicable;
- (e) Be updated annually or when there is a change in the child's special needs; and
- (f) Be kept in the child's file.

(2) The individual care plan must be signed by the parent or guardian and may be developed using a department provided template.

- (a) The individual care plan must contain:
 - (i) The child's diagnosis, if known;
 - (ii) Contact information for the primary health care provider or other relevant specialist;
 - (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);
- (c) 504 Plan; or
- (d) Individualized family service plan (IFSP).