

Foundational Quality Standards for Early Learning Programs

WAC 110-300-0055 Developmental screening and communication to parents or guardians.

- (1) An early learning provider must inform parents or guardians about the importance of developmental screenings for each child from birth through age five.
- (2) If not conducted on-site, an early learning provider must share information with parents or guardians about organizations that conduct developmental screenings such as a local business, school district, health care provider, specialist, or resources listed on the department web site.

WAC 110-300-0065 School readiness and family engagement activities.

- (1) At least once per calendar year, an early learning provider must supply to parents or guardians kindergarten or school readiness materials when developmentally appropriate for enrolled children.
- (2) Kindergarten or school readiness materials must be the same or similar to resources posted online by OSPI, the department, or other equivalent organizations. These materials may address:
 - (a) Kindergarten transition activities, if applicable; and
 - (b) Developmentally appropriate local school and school district activities designed to engage families.

WAC 110-300-0080 Family support self-assessment.

An early learning provider must assess their program within one year of being licensed, or within six months of the date this section becomes effective, to identify ways to support the families of enrolled children. A provider must complete the strengthening families program self-assessment, or an equivalent assessment, applicable to the early learning program type (center or family home).

WAC 110-300-0085 Family partnerships and communication.

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

- (iii) Internal transitions within the early learning program and transitions to external services or programs, as necessary;
- (iv) Collaboration between the provider and the parent or guardian in behavior management; and
- (v) A child's progress, at least two times per year.
- (b) Communicate the importance of regular attendance for the child;
- (c) Give parents or guardians contact information for questions or concerns;
- (d) Give families opportunities to share their language and culture in the early learning program;
- (e) Arrange a confidential time and space for individual conversations regarding children, as needed;
- (f) Allow parents or guardians access to their child during normal hours of operation, except as excluded by a court order; and
- (g) Communicate verbally or in writing:
 - (i) Changes in drop-off and pickup arrangements as needed; and
 - (ii) Daily activities.

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

- (1) An early learning provider must supply to each parent or guardian written policies regarding the early learning program. Each enrolled child's record must have signed documentation stating the parent or guardian reviewed the handbook and early learning program policies.
- (2) An early learning provider must have and follow formal written policies in either paper or electronic format, including:
 - (a) A nondiscrimination statement;
 - (b) A family engagement and partnership communication plan;
 - (c) A parent or guardian's permission for photography, videotaping, or surveillance of his or her child;
 - (d) Alcohol, tobacco, cannabis use and prohibition of illegal drugs;
 - (e) Curriculum philosophy on how children learn and develop, and how this philosophy is implemented;
 - (f) Child guidance plan, which includes restraint policies and forbidding corporal punishment;
 - (g) Expulsion policy;
 - (h) Early learning program staff-to-child ratios and classroom types offered, if applicable;
 - (i) If the early learning program offers any of the following, they must include a policy for each that applies to their program:
 - (i) Care for children with specific or special needs;
 - (ii) Infant and toddler care, covering:
 - (A) Diapering;
 - (B) Feeding;
 - (C) Toilet training;
 - (D) Child sleep pattern; and
 - (E) Safe sleep requirements.
 - (iii) Dual language learning;
 - (iv) Religious and cultural activities, including how holidays will be celebrated;
 - (v) Transportation and off-site field trips;
 - (vi) Water activities;
 - (vii) Overnight care; and
 - (viii) How weapons on the premises are secured.
 - (j) Program days and hours of operation, including closure dates and observed holidays;
 - (k) Enrollment and disenrollment requirements;

- (l) Fees and payment plans;
- (m) Sign-in and sign-out requirements;
- (n) Information required for the child's record, including:
 - (i) The importance and plan for keeping the information current;
 - (ii) A plan to keep the child's information confidential; and
 - (iii) Who may legally access the child's information.
- (o) A kindergarten transition plan, if applicable;
- (p) What parents or guardians must supply for their child (for example: Extra clothing or diapers);
- (q) Permission for a parent or guardian's access to areas of the early learning program during business hours;
- (r) Termination of services policy;
- (s) Emergency preparedness plan;
- (t) The early learning provider and program staff's duty to report incidents including reporting suspected child abuse, neglect, sexual abuse, or maltreatment;
- (u) Policies regarding mixed age groups, if applicable (including when children may be in a mixed age group);
- (v) Description of where the parent or guardian may find and review the early learning program's:
 - (i) Health policy;
 - (ii) Staff policies, if applicable;
 - (iii) Consistent care policy;
 - (iv) Menus;
 - (v) Liability insurance;
 - (vi) Inspection reports and notices of enforcement actions, if applicable; and
 - (vii) Other relevant program policies.

WAC 110-300-0485 Termination of services policy.

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