

Slide #1 Welcome

Welcome. 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 material 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 understand why family engagement is important to child outcomes
- Will be familiar with the five protective factors and why they are important
- Will know why it is important to have (and consistently enforce) written policies and procedures

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:

- Children learn, grow, and develop within the context of their family or guardian(s)
- Intentional family engagement efforts by early learning professionals result in more positive outcomes for children and families
- Regular and ongoing communication with families or guardians is essential in effectively supporting children's learning
- Early learning professionals should involve parents in planning for children's learning and incorporate family or guardian input

Slide #6 Terms and Definitions

Take a moment to review and familiarize yourself with the following terms and definitions. For your reference, you can access the list at any time by visiting the Glossary or Resources section of your learner's screen. In the Resources section, you can download the file to keep as a future reference, or print as a desk guide.

Corporal Punishment is physical harm inflicted on the body (such as spanking).¹

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

Family Engagement is the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness including in the planning, development, and evaluation of such activities, programs, and systems.

Guidance is techniques that may include coaching behavior; modeling and teaching social skills, offering choices, distracting, redirecting, planning ahead to prevent problems, explaining consistent, clear rules, involving children in solving problems, and explaining to children the

¹ National Resource Center for Health and Safety in Child Care and Early Education. *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*. <http://cfoc.nrckids.org>. Updated 2015. Accessed 2018.

natural and logical consequences related to the child's behavior.

OSPI Office of Superintendent of Public Instruction

Protective Factors (a) Parental resilience; (b) Social connections; (c) Knowledge of parenting and child development; (d) Concrete support in times of need; and (e) Social and emotional competence of children.

RCW Revised Code of Washington

Screening is the process of gathering information to determine the need for further evaluation²

Strengthening Families Program Self-Assessment is a research informed approach to increase family strengths, enhanced child development, and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs, and communities in building five protective factors: (a) Parental resilience; (b) Social connections; (c) Knowledge of parenting and child development; (d) Concrete support in times of need; and (e) Social and emotional competence of children.

Termination of Services is ending 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.

WAC Washington Administrative Code

Slide #7 WAC 110-300-0055

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 website.

The state provides resources to assist early learning providers in meeting this WAC. Licensors and early learning providers can access these resources by visiting the DCYF website at dcyf.wa.gov.

² National Resource Center for Health and Safety in Child Care and Early Education. *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*. <http://cfoc.nrckids.org>. Updated 2015. Accessed 2018.

Slide #8 WAC 110-300-0055 continued

This WAC provides guidance on developmental screenings for all children. While early learning programs are not required to conduct screenings, they are required to share information about the importance of developmental screenings with families and refer them to organizations that conduct them. According to researchers at Johns Hopkins University, approximately 12 percent to 15 percent of American children experience developmental delays or disabilities. These include conditions that affect small motor skills, such as holding a crayon; large motor skills, such as walking; or social and behavioral skills, such as talking.³ Early learning professionals know how important it is to address delays early, so it is less likely they will negatively impact a child once he or she starts school. Early learning providers are in an invaluable position to observe children's developmental progression while in their early learning settings.

The Centers for Disease Control and Prevention have developed an extensive resource library devoted to making information about child development accessible to early learning providers, parents, health care professionals, and others. One module focuses specifically on how to talk with families about their child's development.⁴ Follow this [link](#) to visit the site and explore all the FREE resources they have available.

Slide #9 WAC 110-300-0055 continued

Before we move on in this course, let's do an activity. Follow this [link](#) to visit the site and bookmark three links that early learning professionals can use to learn more about child development and related topics.

One-way compliance with this WAC can be demonstrated or observed is through posting of some of these resources on a family bulletin board in the early learning program. As you review this site, consider your role as a provider or licensor, and think about how this information can be used to support early learning providers, staff and families.

³ Aspril J. (2018). *Developmental Screening and Surveillance Rates Remain Low, New Study Suggests*. Retrieved from <https://www.jhsph.edu/news/news-releases/2018/developmental-screening-and-surveillance-rates-remain-low-new-study-suggest.html>

⁴ Centers for Disease Control and Prevention. (2018). *Child Development*. Retrieved from <https://www.cdc.gov/ncbddd/childdevelopment/index.html>

Slide #10 WAC 110-300-0065

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.

Slide #11 WAC 110-300-0065 continued

Did you know that Washington already has an excellent resource in place to assist early learning providers in demonstrating compliance with this WAC? Included as a page on the OSPI website, accessible by selecting [OSPI icon](#), *the Washington Kindergarten Inventory of Developing Skills (WaKIDS)*⁵ is a transition process that helps to ensure a successful start to the K-12 experience and connect the key adults in a child's life.

The three components of the program are as follows:

1. **Family connection** welcomes families into the Washington K-12 system as partners in their child's education.
2. **Whole-child assessment** helps kindergarten teachers learn about the skills and strengths of the children in their classrooms so they can meet the needs of each child.
3. **Early learning collaboration** aligns practices of early learning professionals and kindergarten teachers to support smooth transitions for children.

Slide #12 WAC 110-300-0065 continued

A video is available which presents an overview of WaKIDS and is accessible using the WaKIDS logo on this page. You can also select the web link k12.wa.us/wakids to sign up for the Early Learning Newsletter.

⁵ Washington State Office of Superintendent of Public Instruction. (2018). *Washington Kindergarten Inventory of Developing Skills*. Retrieved from <http://www.k12.wa.us/wakids>

Slide #13 WAC 110-300-0065 continued

It is essential that early learning professionals understand and recognize that children are part of a family, and that the child's family is his or her first caregiver, nurturer, and teacher.

Research continues to prove that building the capacity of families improves outcomes for children. One way to build capacity is through intentional family engagement strategies and activities. The US Department of Health and Human Services describes family engagement as *the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.*⁶

Epstein and Salinas (2004) outline a research-based framework of six ways that schools, including early learning programs, can be intentional when focusing on family engagement as a way to improve outcomes for children and families. They are listed and defined on the next slide.

Slide #14 WAC 110-300-0065 continued

Parenting: Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.

Communicating: Communicate with families about school programs and student progress. Create two-way communication channels between school and home.

Volunteering: Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.

Learning at Home: Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks.

Decision Making: Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations.

Collaborating with the Community: Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community.⁷

⁶ Policy Statement on Family Engagement. (2016, May). Retrieved September, 2018, from <https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf>

⁷ Epstein, J. & Salinas, K. (2004). *Partnering with Families and Communities*. Retrieved from http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200405_epstein.pdf

Slide #15 WAC 110-300-0065 continued

Child Care Aware of America is an excellent resource for child care information, including information on family engagement. We are going to complete an activity to help you locate some of those resources you may need in the future.

First, select the following link: childcareaware.org. Next, navigate to the Resourcestab, select State by State Resources for Families, and select Washington.

Take a moment to review the available resources before moving on to complete the activity on the following slide that relates to this information.

Slide #16 WAC 110-300-0065 continued

Feel free to go back and review or open a browser window so you can access the course content as well as view the Child Care Aware site as you match the following options.

From the options, match the letter option with the content that you could find under the listed resource.

- A. Child Care
- B. Financial Assistance
- C. Children with Special Needs

Under which heading can you find information about Early Intervention—Early Support for Infants and Toddlers?

Under which heading can you find the Child Care Fact Sheet?

Under which heading can you find information about Department of Social and Health Services Emergency Programs?

Slide #17 WAC 110-300-0080

It is important that early learning professionals understand and recognize children as part of a family.

Strengthening Families is a program that focuses on how families are supported to build key protective factors that enable children to thrive.

ChildWelfare.gov defines protective factors as *conditions or attributes in individuals, families, communities, or the larger society that, when present, mitigate or eliminate risk in families and communities that, when present, increase the health and well-being of children and families. Protective factors help parents to find resources, supports, or coping strategies that allow them to parent effectively, even under stress.*⁸

⁸ Child Welfare Gateway Information. (2017). Protective Factors to Promote Well-Being. Retrieved from <https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/>

The WAC describes the requirement for using the [Strengthening Families Program Self-Assessment](#):

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).

Slide #18 WAC 110-300-0080 continued

The idea behind the Strengthening Families approach was that, *in having daily contact with young children and their parents, staff of early care and education programs could play a more intentional, active role in the prevention of child maltreatment in addition to being legally required to report abuse or neglect when it is observed or suspected.*⁹

Slide #19 WAC 110-300-0080 continued

Select a tab to reveal the five protective factors of Strengthening Families:

1. **Parental Resilience:** Managing stress and functioning well even when faced with challenges, adversity and trauma.
2. **Social Connections:** Positive relationships that provide emotional, informational, instrumental and spiritual support.
3. **Knowledge of Parenting and Child Development:** Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development.
4. **Concrete Support in Times of Need:** Access to concrete support and services that address a family's needs and helps minimize stress caused by challenges.
5. **Social and Emotional Competence of Children:** Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions, and establish and maintain relationships.

⁹ https://www.cssp.org/reform/strengtheningfamilies/2014/The-Strengthening-Families-Approach-and-Protective-Factors-Framework_Branching-Out-and-Reaching-Deeper.pdf

Slide #20 WAC 110-300-0080 continued

By completing the Strengthening Families Self-Assessment, early learning providers can get an idea of how well they are utilizing strategies to make families stronger. The findings can be used to create an action plan for the early learning program.

The Self-Assessment can be entered online at cssp.org. Completing the Self-Assessment online allows the program to print reports showing strengths and areas to focus on improvement, as well as to link to parent and staff surveys.¹⁰

Slide #21 WAC 110-300-0080 continued

Let's add some more tools to your toolbox! Sign up to receive updates from the Strengthening Families website by visiting cssp.org and entering your email address under the "Stay Informed" heading on the page.

Slide #22 WAC 110-300-0085

In the next section of the WAC we will review talks about building family partnerships and communicating with families.

The amount of detail in this WAC should give early learning professionals an idea of how important effective family partnerships and communications are! Some of these items should be addressed in an early learning provider's family handbook, but many of them require intentional efforts by the staff of an early learning program.

You may wonder why this WAC matters so much. Research continues to support that successful collaboration between families and early learning programs, schools, etc. lead to better outcomes for both children and families!¹¹

¹⁰ <https://www.cssp.org/reform/strengtheningfamilies/2014/CENTER-BASED-EARLY-CARE-AND-EDUCATION-PROGRAM-SELF-ASSESSMENT.pdf>

¹¹ Van Voorhis, F. L., Maier, M. F., Epstein, J. L., Lloyd, C. M., & Leung, T. (2017, April 24). The Impact of Family Involvement on the Education of Children Ages 3 to 8. Retrieved from <https://www.mdrc.org/publication/impact-family-involvement-education-children-ages-3-8>

Slide #23 WAC 110-300-0085 continued

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.**

Slide #24 WAC 110-300-0085 continued

WAC 110-300-0085 Family partnerships and communication.

- (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.**

Slide #25 WAC 110-300-0085 continued

WAC 110-300-0085 Family partnerships and communication.

- (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;**

Slide #26 WAC 110-300-0085 continued

WAC 110-300-0085 Family partnerships and communication.

- (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;**

Slide #27 WAC 110-300-0085 continued

WAC 110-300-0085 Family partnerships and communication.

- (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.**

Slide #28 WAC 110-300-0085 continued

Before we explore this WAC more deeply, let's check your knowledge! Select the items from the WAC that are required in a Parent or Family Handbook.

- A. Communicate the importance of regular attendance for the child;
- B. Give parents or guardians contact information for questions or concerns;
- C. Daily menu for all meals served, in an early learning program.

Slide #29 WAC 110-300-0085 continued

Next, let's talk about some of the practices early learning programs can implement to demonstrate compliance on the first few items in this WAC. In order to gather the required

information, it is vital that early learning providers systematically and intentionally communicate with families while respecting cultural, socioeconomic, racial, ability, and any other diversity. Multiple interactions with families will be crucial to demonstrate compliance with this WAC.

Demonstrating care requires that early learning professionals are intentional, frequent, meaningful, and respectful in their communications with every family. It may be challenging, but it is essential in gathering important information that will impact outcomes for children.

The next slide contains examples of how early learning programs can demonstrate compliance on this WAC.

Slide #30 WAC 110-300-0085 continued

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.**

Early learning professionals alone are not able to help children reach their full potential. Parents, families, and guardians play a critical role in helping to shape a child's healthy growth and learning. Children are tremendously influenced by parental messages, attitudes, and interactions. Therefore, teaming with families to learn about their goals, interests, culture, and needs is essential in not only building strong relationships with families but impacting children's growth and learning.

Slide #31 WAC 110-300-0085 continued

Forming connections means developing an intentional and ongoing relationship between early learning professionals and parents that is designed to enhance children's learning as well as address any obstacles that may interrupt it.

This process requires consistently communicating the message to families and guardians that mutual respect and connections between the child's home and "school" are essential to a child's healthy development.

Here's an example: An early learning provider requires a parent conference at the time of enrollment in order to gather important developmental and relevant information from families.

Slide #32 WAC 110-300-0085 continued

WAC 110-300-0085 Family partnerships and communication.

(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.

Here's an example: Before a newly enrolled child arrives the first time, the director meets with the early learning providers who will be working with the child and shares a verbal and written summary of the information he or she gathered from her conference with the family. In addition, he or she answers questions they may have and points out important information, like allergies.

Slide #33 WAC 110-300-0085

WAC 110-300-0085 Family partnerships and communication.

(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.

Here's an example: An early learning provider conducts individual conferences on an ongoing basis. One conference is a home or community visit and the other is at the school. At the conferences, he or she updates general information about the child and family. He or she also talks about progress the child has made and concerns the family may have. The early learning provider also shares information about the transition to the next setting for the child well in advance of the event, so the family can make decisions and participate in preparing their child.

Slide #34 WAC 110-300-0085 continued

In many communities, a family's child care center or family child care home serves as more than just child care. Because of the evolving nature of caring for children, communicating with parents about their child's progress and milestones, and sharing in children's learning and development, child care programs and program staff often become a support system to families in many ways.

Slide #35 WAC 110-300-0085 continued

Across early childhood programs we often say, "parents are a child's first teacher," but have you ever found yourself struggling to effectively collaborate with families? You might have experienced a series of miscues in communication between what the family wants and what you think is best for children. The relationship can further disconnect when factors such as racial, ethnic, and social class diversity are present.

Slide #36 WAC 110-300-0085 continued

To **truly** partner with families, early learning providers must be intentional about the steps they take to form collaborative partnerships with parents that move beyond simply **accepting** a family's cultural diversity or differing perspective to effectively **team** with parents to achieve outcomes. To achieve the desired child and program outcomes, early learning providers should develop strategies that help blend the professional knowledge they bring to families with the parent's specific knowledge of their child's nuances and the family's culture and values. The importance of this approach is emphasized in a report from Johns Hopkins University, which studied the impact of family involvement. Researchers in this study list as one of their key findings that parents who are more engaged with their children have children who tend to do better developmentally.

Slide #37 WAC 110-300-0085 continued

Additional research by Robin McWilliam shows that parent or caregiver engagement and responsive caregiving in daily routines may be more critical to a child's growth and learning than any intervention or caregiving provided by early learning professionals.¹²

Research shows that learning occurs throughout a child's day, not just in isolated settings or during time spent in an early learning program.

¹² McWilliam, R. (n.d.) "Early Intervention in Natural Environments: A Five -Component Model". Early Steps, Children's Medical Services, 1-16

Robin McWilliam says it best comparing this learning process with taking golf lessons.¹³ An adult can take a lesson from a 'golf' pro to... fix their game. Adults can learn in isolated training sessions to improve their golf swing or their putting skills and then carry these skills over to improve their game.

Research shows that children do not learn skills in isolation nor do they transfer skills well from one setting to another. Rather, children learn within the context of their environment, relationships, and early experiences. Children are learning throughout the day and in every daily routine and experience they are presented with.

Building partnerships with families, communicating about a child's needs and the family's routine, and planning together with families are all essential in ensuring that families have the information they need to help support their child's current growth and learning needs.

Slide #38 Test Your Learning!

Let's think about some ways early learning providers can exhibit compliance with this WAC. Match the statement from the WAC with an activity that demonstrates WAC compliance by selecting the appropriate corresponding letter.

Give families opportunities to share their language and culture in the early learning program.

- A. Hold a family event, like a potluck, encouraging each family to bring a dish that is unique to their family and/or culture.
- B. Conduct parent/teacher conferences throughout the year, utilizing various communication methods (e.g. telephone, Skype or Facetime, in person).
- C. Ensure the parent handbook defines "regular attendance" and explains why it is important, along with the program's policy about attendance.

Slide #39 Test Your Learning! continued

Let's think about some ways early learning providers can exhibit compliance with this WAC. Match the statement from the WAC with an activity that demonstrates WAC compliance by selecting the appropriate corresponding letter.

Communicate the importance of regular attendance for the child.

- A. Hold a family event, like a potluck, encouraging each family to bring a dish that is unique to their family and/or culture.
- B. Conduct parent/teacher conferences throughout the year, utilizing various communication methods (e.g. telephone, Skype or Facetime, in person).
- C. Ensure the parent handbook defines "regular attendance" and explains why it is important, along with the program's policy about attendance.

¹³McWilliam, R. (n.d.) "Early Intervention in Natural Environments: A Five -Component Model". Early Steps, Children's Medical Services, 1-16

Slide #40 Test Your Learning! continued

Let's think about some ways early learning providers can exhibit compliance with this WAC. Match the statement from the WAC with an activity that demonstrates WAC compliance by selecting the appropriate corresponding letter.

A child's progress, at least two times per year.

- A. Hold a family event, like a potluck, encouraging each family to bring a dish that is unique to their family and/or culture.
- B. Conduct parent/teacher conferences throughout the year, utilizing various communication methods (e.g. telephone, Skype or Facetime, in person).
- C. Ensure the parent handbook defines "regular attendance" and explains why it is important, along with the program's policy about attendance.

Slide #41 WAC 110-300-0450

The Parent, Family, or Guardian handbook has been mentioned a few times so far, but this WAC provides a detailed list of items that must be included and addressed.

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;**

Slide #42 WAC 110-300-0450 continued

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

- (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;**

Slide #43 WAC 110-300-0450 continued

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

- (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;**

Slide #44 WAC 110-300-0450 continued

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

- (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;**

Slide #45 WAC 110-300-0450 continued

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

- (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;

Slide #46 WAC 110-300-0450 continued

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

- (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);

Slide #47 WAC 110-300-0450 continued

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

- (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);

Slide #48 WAC 110-300-0450 continued

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

(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;**

Slide #49 WAC 110-300-0450 continued

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

- (iv) Menus;**
- (v) Liability insurance;**
- (vi) Inspection reports and notices of enforcement actions, if applicable; and**
- (vii) Other relevant program policies.**

Slide #50 WAC 110-300-0450 continued

Before moving on, let's explore some sample policies that contain elements programs must include in their Parent or Guardian Handbook in order to demonstrate compliance with this WAC. Select a tab to reveal a Sample Policy Description.

Child Guidance Plan: *PROGRAM NAME* staff use guidance and positive behavior management/ reinforcement techniques in the classroom. Positive guidance will help your child to manage inappropriate behavior while learning correct responses. Staff should never use any form of corporal punishment or belittlement with any child. Strict measures will be taken against any staff member found to be using harsh, extreme, or physical methods of punishment. Our teachers are reminded to maintain a nurturing, caring tone of voice and to be thoughtful of what each interaction communicates to the child.

If we find that a child continues to display inappropriate behavior we will, with your help and input, implement a behavior plan. A meeting may be required to prepare the plan together, and recommendations for referrals to behavior specialist may be a result of the plan. To ensure the effectiveness of the behavior plan, it should also be implemented in your home.

Family Engagement Plan: *PROGRAM NAME offers a "family centered" approach to services, meaning the family is viewed as "the expert" on their child's and family's needs. Families are active participants in all aspects of services and are the ultimate decision makers. PROGRAM NAME's role as professionals is to work together collaboratively with parents/legal guardians to enhance the strengths of the family and to support the child. To understand the "Family Centered" approach to services, it is necessary to define what strengths and needs are. All families have strengths that can be simply defined as abilities (things we know), capabilities (things we can do), and values (things that have significant meaning/worth). Strengths are what we use to get needs met. Needs are defined as something that is desired or lacking but wanted or required to achieve a goal or outcome. Having needs is not perceived as a deficiency or weakness. It is being aware that something should or could be different or knowing that there are resources that are available. With that, families truly are the expert in knowing what their strengths and needs are. We hope we can provide assistance to help locate resources that can assist families with their identified needs. If your child needs services that we do not have readily available, we will try to help you find these services. Simply stated, our goal is to help you meet the needs of your family.*

Dual Language Learners Plan: *We recognize and welcome the diverse community and world in which we live. In efforts to include all families who are served by our program, here are some of the ways PROGRAM NAME supports dual language learners:*

- *Inviting families to come in to the program to share elements of their culture with children and staff*
- *Preparing peers prior to enrollment with discussions about the new child and family enrolling and providing opportunities for the children to learn a few key words of the child's native language*
- *Using the classroom visual schedule paired with the English word for activities and routines*
- *Utilizing peers to help promote assimilation into the program*
- *Sharing with families some of the English songs that are sung in the classroom, so they can participate with their child in their home routine singing their child's favorite English songs*
- *Encouraging the English language learner to share their culture with the staff and children (e.g. counting to 5 or 10 in English and allowing the child to count to 5 or 10 in their home language)*

Slide #51 WAC 110-300-0450 continued

In most cases, early learning providers and families develop a rich, positive, and mutually respectful relationship. However, there may be a time when, despite the best efforts of all parties involved, the relationship between the early learning provider and the family must be terminated. The WAC provides guidance on the necessity and development of a termination of services policy.

Slide #52 WAC 110-300-0485

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.

While the WAC requires early learning programs to develop Termination of Services policies, as with other policies, it is important that early learning providers consistently follow any termination of services policy they adopt.

A Termination of Services policy is a written document, not something that is "unspoken", and it should be covered with all families at the time of enrollment.

It is important to clearly describe the consequences for not complying with program requirements up to and including termination, whether relating to unpaid bills, late arrivals, or unacceptable parental behavior. Vague or incomplete language in a written policy can create communication issues or mis-understandings with families and can set early learning providers up to have to constantly re-assess the policy and the action that will be taken to enforce the policy in each situation that arises.

Slide #53 WAC 110-300-0485 continued

During times of an escalated issue is likely not the best time to inform a parent or family member that a Termination Policy exists. Doing so could be considered threatening; however, if the policy has been discussed at the time of enrollment, and has been consistently applied, an early learning professional can greatly reduce any escalation or legal risk associated with implementing the termination policy.

It is also important to note that if early learning providers are not willing to enforce a rule for any parent or family member who violates the rule, the rule should be eliminated or revised. When not consistently enforced, the program policy has become more of a suggestion than a rule. Inconsistent policy enforcement can create conflict and potential legal issues.

Slide #54 WAC 110-300-0485 continued

To assist early learning providers, a sample Child Care Fee Contract has been added to the Resources section of your learner's screen. This sample contract details information early learning providers may want to consider including in their own Tuition Contract or Fee Agreement forms as well as in their Parent, Family, or Guardian Handbook.

Slide #55 Guiding Principles

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

- Children learn, grow, and develop within the context of their family or guardian(s)
- Intentional family engagement efforts by early learning professionals result in more positive outcomes for children and families
- Regular and ongoing communication with families or guardians is essential in effectively supporting children's learning
- Early learning professionals should involve parents in planning for children's learning and incorporate family or guardian input

Slide #56 Test Your Learning!

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

True or False. It is not necessary to have written child care policies and procedures. Families and early learning providers can always work out an understanding.

- A. False
- B. True

Slide #57 Test Your Knowledge! continued

Which of the following are NOT one of the five Protective Factors?

- A. Social Connections
- B. Termination of Services Policy
- C. Social and Emotional Competence of Children

Slide #58 Test Your Knowledge! continued

An early learning provider must supply to each parent or guardian written policies regarding the early learning program. These policies are required to include all of the following EXCEPT which one?

- A. Family engagement and partnership communication plan
- B. Termination of services policy
- C. Child's favorite breakfast cereal

Slide #59 End of Course

This concludes this course. If you have questions following this session, please contact your supervisor. 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.