

## **Program, Activities, and Schedule**

### **Slide #1 Welcome**

Welcome to this course titled, “***Program, Activities, and Schedule.***”

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:

- Have a stronger understanding of the requirements for the provision and care of learning and play materials within early learning programs
- Understand the importance for setting up an early learning environment designed to support children of all abilities and needs
- Gain an understanding of ways that early learning professionals can assess for and ensure that developmentally appropriate materials are provided for all children; and
- Have knowledge of the safety updates and requirements relating to early learning programs and transportation

### **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:**

- Early learning providers have a critical role in creating opportunities for learning and establishing positive learning environments for all children.
- Children who engage in interesting and age appropriate play experiences often require less adult intervention and are less likely to display challenging behaviors.
- Well-designed early learning environments can set the tone for children to feel safe and secure, encouraging the freedom to explore and learn.
- Outdoor play opportunities are critical for a child’s overall health and development.

### **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. From the Resources section you can download the file to keep as a future reference or print as a desk guide.

**Constructive play** is when children are engaged in manipulating materials in their environment to create things and make sense of the world around them.

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

**Fine motor** skills are small muscle movements like stringing beads, lacing shoes, and writing.

**Gross motor** skills are large muscle movements like crawling, walking, running, throwing and catching.

**RCW** means Revised Code of Washington.

**WAC** means Washington Administrative Code.

**Slide #7**

Young children learn within the context of their daily environments and routines. The physical spaces they are in, the materials they have available, and the interactions they have with others, all contribute to their learning experiences.

Early learning providers have a critical role in creating opportunities for learning and establishing positive learning environments for children. Let's review some of the Foundational Quality Standards to understand how the updates are supporting this process.

**Slide #8**

The Foundational Quality Standards for Early Learning Programs has set standards for children's play and learning materials. Many of these standards focus on aspects of health and safety for children, and include the following requirements:

**WAC 110-300-0150 Program and activities.**

**(1) An early learning provider must supply children in care with early learning materials that are age and developmentally appropriate. For each age group of children in care, a provider must supply a variety of materials that satisfy individual, developmental, and cultural needs. Early learning materials must be:**

- (a) Clean;**
- (b) Washable or disposable;**
- (c) Accommodating to a range of abilities of children in care;**
- (d) Available to children in care appropriate to a child's age and developmental level;**
- (e) Nonpoisonous and free of toxins. If an early learning provider is using prepackaged art materials, the materials must be labeled "non-toxic" and meet ASTM standard D-4236 as described in 16 C.F.R. 1500.14 (b)(8)(i), as now and hereafter amended;**
- (f) In good and safe working condition;**
- (g) Accommodating to special needs of children in care; and**
- (h) Removed from the early learning program space once an item has been recalled by CPSC.**

### **Slide #9**

An important update to note in this WAC is the requirement for prepackaged art materials meeting ASTM standards, as described here:

**e) Nonpoisonous and free of toxins. If an early learning provider is using prepackaged art materials, the materials must be labeled "non-toxic" and meet ASTM standard D-4236**

Follow this link <https://www.astm.org/Standards/D4236.htm> to view the ASTM standards.

### **Slide #10**

In addition to the health and safety requirements we just reviewed, another important consideration in this section of the WAC are the subsections that address accommodations for children with a range of abilities and developmental levels.

Early learning providers can use these subsections as a guide for designing and equipping environments for children.

Doing so will help to ensure that environments are set up to meet the developmental and learning needs of all children enrolled, including those with special needs or disabilities.

These subsections also provide a guide for licensors to use when conducting site visits in early learning programs.

Licensors can use these to help determine compliance with specific WAC requirements, as well as allowing these to serve as discussion points when providing technical assistance to early learning providers.

### **Slide #11**

Let's review some of these requirements more closely to see how they can be used as a guide for early learning professionals in setting up and evaluating environments for compliance.

Subsection (1) requires that learning and play materials be age and developmentally appropriate, and that these materials satisfy individual, developmental, and cultural needs.

Materials such as wooden unit blocks are able to be used by a wide range of children and can easily meet the needs of a variety of abilities and developmental levels.

For example, toddlers can easily grasp or hold the larger blocks, moving them about to make discoveries about weights and balancing.

Preschool age children can use the blocks to create structures and begin to understand about patterns and matching. School age children will be able to use the blocks to build

more intricate designs or structures and will be able to predict cause and effect through this process.

These types of wooden blocks are available in a wide variety of shapes and designs, such as triangles, squares, arches and towers. These types of materials allow children to represent and create structures that are familiar to their own cultural experiences.

### **Slide #12**

Early learning providers can adapt the blocks to accommodate the special needs of children in care. For example, sand paper or other textures can be attached to the surface of the blocks. Doing so will allow a child who is visually impaired to be able to use a different sense to differentiate between the blocks. These same blocks can provide an opportunity for children to engage in play in a way that meets their individual sensory needs.

### **Slide #13**

Early learning professionals, including both providers and licensors, can use this example of the wooden blocks and apply it to other materials found in an early learning environment.

If you are a provider, take a minute and think about ways you can expand materials you currently have to be more accommodating to children in your care. If you are a licensor, think about what you might observe in a child care environment that will indicate that the materials available to children are designed to meet their varying needs and abilities.

### **Slide #14**

Next, we'll explore some practices early learning providers can use to promote access and accommodate the learning needs of all children.

Licensors should observe for these when conducting site visits, using this as a way to verify compliance with this section of the WAC.

These practices include:

- Daily routines organized in such a way that children's developmental abilities are considered and accommodations are provided. This might include posting pictures of the daily schedule and routines throughout the early learning space.
- Planning developmentally appropriate curriculum, interactions, and activities based on the needs, interests, and abilities of all children.
- Use of repetition and demonstration throughout the day, allowing enough time for children to respond to prompts or requests.

### **Slide #15**

In this next section, we will explore additional practices that early learning providers can engage in to promote access and accommodate the learning needs of children.

These include:

- Making play and learning meaningful through relevant hands-on activities and facilitated learning experiences.
- Providing options for children. Encourage children to make choices from a variety of available activities and celebrate creativity and individual expression.
- Arranging classroom or family home space so children can easily move around and safely explore the equipment and materials.
- Using developmentally appropriate child guidance and positive reinforcement strategies based on each child's current abilities and needs.

### **Slide #16**

This next section of the WAC addresses the requirements for an early learning program to provide a sufficient supply of learning materials and toys so children can independently find, use, explore, and create, allowing the children to fully engage in the learning environment.

#### **WAC 110-300-0150 Program and activities.**

**(2) An Early learning provider must ensure a sufficient quantity and variety of materials to engage children in the early learning program (for example: Arts and crafts supplies, various textured materials, construction materials, manipulative materials, music and sound devices, books, and social living equipment).**

Children are more likely to become involved in play, and sustain their play, when there is a wide variety of developmentally appropriate, fun, challenging, and interesting play and learning materials for them to choose from.

When the choice of play and learning materials in an early learning program closely matches the interests and the developmental abilities of the children, it is more likely that each child will become engaged in constructive play and learning activities.

### **Slide # 17**

Young children often find it difficult to share favorite toys or learning materials.

This happens when children have not yet reached a developmental stage where they are able to share and move into cooperative play experiences.

It is easier for a group of children to play together when there are multiples of the same items. This allows children to engage in parallel play, using the same items while

playing next to each other, when they are not yet developmentally ready for other types of play.

Early learning providers should include enough materials to successfully engage all children in the classroom or early learning setting. Children who fully engage in interesting and age appropriate play experiences often require less adult intervention and are less likely to display inappropriate or challenging behaviors.

### **Slide #18**

Here are some tips for early learning professionals to ensure there is an appropriate number and variety of materials in the early learning environment:

- Consider the number and ages of children in the program when determining how many and what types of activity areas should be included.
- Multiples of similar items should be provided to support children in sharing. For example, place five or six shovels and buckets in the sandbox for three or four children who are engaged in play at the same time.
- Space should be arranged so that there is more activity space than children, with clearly defined boundaries and pathways. This allows children to freely move from one activity to another without waiting.
- Information should be gathered about each child's individual interests by observing them at play, by asking them, or by asking their parent or caregiver. Children's interests should be included within the daily routines and activities of the center or family home.

### **Slide #19**

Before we move on, let's apply what we've learned! Here is a sample early learning environment. Select an area of the environment by choosing a number from the list below to reveal practices that early learning providers can use to meet the requirements of the WACs relating to program materials.

- 1**
  - **Manipulative and Block Area**
  - Early learning provider regularly checks all materials to ensure they are in good condition, free from any broken edges or splinters.
- 2**
  - **Arts and Writing Area**
  - Early learning provider ensures that all materials provided in this area are free from toxins and meet ASTM standards.
  - Early learning program provides a wide variety of materials, in sufficient quantities, so all children who wish to participate are able to.
- 3**
  - **Dress Up Area**
  - Early learning provider ensures that all play and dress up materials are reflective of diverse cultures, are kept clean and in good repair, and are made available to any child who wishes to explore them.

### Slide #20

Next we will discuss the types of programs and activities required by the Foundational Quality Standards.

#### **WAC 110-300-0150 Program and activities.**

##### **(2) Materials must:**

- (a) Encourage both active physical play and quiet play activities;**
- (b) Promote imagination and creativity;**
- (c) Promote language development and literacy skills;**
- (d) Promote numeracy (counting and numbers) and spatial ability;**
- (e) Encourage discovery and exploration; and**
- (f) Promote learning skills.**

The requirements outlined in this WAC regarding program materials are included intentionally to highlight the important role materials play in a child's overall development.

### Slide #21

The Child Care and Development Block Grant Act of 2014 updated the federal child care law. This law encouraged lead agencies like DCYF to go beyond baseline standards and develop a comprehensive and robust set of health and safety standards. For this reason, the updates to the Foundational Quality Standards relied heavily on practices supported by Caring for Our Children, 3<sup>rd</sup> Edition. Caring for Our Children is



the national standard for health and safety performance in early care and education settings.

Caring for Our Children states,

*“Programs should provide children a balance of guided and self-initiated play and learning indoors and outdoors. These should include opportunities to observe, explore, order and reorder, to make mistakes and find solutions, and to move from the concrete to the abstract in learning.”*

Well-equipped early learning spaces and appropriate early learning materials help ensure that early learning professionals can:

- Focus on facilitation of learning experiences and developing activities;
- Observe children; and
- Meet individual needs.

Effective and supportive early childhood environments help children feel welcome to explore and learn!

### **Slide #22 Strategies for Small Spaces**

Some early learning programs, especially family child care settings, may not have large program or classroom spaces. Programs with smaller spaces are able meet the requirements of this WAC by changing out and rotating learning materials and by adding new and interesting items to explore. This will help promote children’s exploration, learning and curiosity. With a little creativity, small spaces can provide quality learning opportunities.

Early learning providers may also consider starting or participating in a “lending library” of play and learning materials. Collaborating with local early learning programs to exchange materials on a rotating basis can help reduce program costs. Remember, proper cleaning, sanitation, and inspecting of any materials exchanged across programs, both when sending and upon receiving materials, is an important part of any “lending library.”

### **Slide #23**

Let’s explore some ways that early learning program materials can be used to support children in developing their skills.

Select each tab to learn more:

#### ***Language development and literacy skills:***

Children develop language and literacy skills in a variety of ways. For smaller children, labeling shelves and items found in an early learning program, with both pictures and written words, helps children begin to formulate the understanding that letters and words represent objects. Adding a child’s photograph next to their written name allows them to identify and read their name more quickly.

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For older children, adding elements such as journals for daily writing and drawing encourages children to expand their writing skills. Materials like paper, pens and pencils can be made available and accessible to children at all times, allowing children to engage in literacy activities spontaneously.

***Numeracy (counting and numbers) and spatial ability:***

Here are examples of items that an early learning provider can include in the early learning space to promote exploration and development of numeracy and spatial skills:

- Printed materials such as newspapers, magazines, signs, and brochures that contain numbers, symbols, and graphs;
- Items with numbers on them, such as calculators, telephones, dice, and spinners;
- Patterned items from nature such as shells or leaves;
- Patterns that children can match such as pattern cards with beads and string, or patterned blocks;
- Paired items that have one-to-one correspondence such as peg boards or egg cartons with plastic eggs; and
- Everyday things that fit together that children can manipulate and take apart, such as plastic storage containers with lids, clothing with different fasteners such as buttons or hook and eye fasteners, and nesting items.

***Promote Imagination and Creativity:***

Through play and exploration children naturally make links between ideas and experiences and they discover concepts of cause and effect. Early learning providers can support these experiences by ensuring the program contains opportunities for music, dramatic play, building, and art. In each of these play situations, offering materials with a variety of purpose, design, function, texture, and sound will enhance the child's ability to link experiences and solve problems in new and creative ways.

These are the types of items that licensors should observe for when conducting site visits at early learning programs, as the presence of these items demonstrates compliance with this WAC requirement.

The WAC next addresses requirements for the early learning program and daily schedule.

**WAC 110-300-0360 Program and daily schedule.**

- (1) An early learning provider must have an established program and daily schedule that is familiar to children.**
- (2) A schedule must be designed to meet enrolled children's developmental, cultural, and special needs. The daily schedule must:**
  - (a) Be specific for each age group of children, when applicable;**
  - (b) Offer a variety of activities to meet children's needs, pursuant to WAC 110-300-0150;**
  - (c) Meet the following daily morning or afternoon active outdoor play time requirements:**
    - (i) Twenty minutes for each three hours of programming for infants (as tolerated) and toddlers;**
    - (ii) Thirty minutes for each three hours of programming for children preschool age and older; and**
    - (iii) Programs that operate more than six hours a day must provide ninety minutes of active play for preschool age and up or sixty minutes of active play for infants and toddlers (thirty minutes of which may be moderate to vigorous indoor activities).**

**Slide #25**

The updates to the program and daily activity schedule requirements address each of the following areas:

- The cultural and individual needs of children: this update ensures that early learning providers develop a daily schedule and program that is based on the needs and abilities of the children currently enrolled in the early learning program.
- The ages of children: the daily schedule must be specific for each age group of children, when applicable. In center early learning programs, infants and toddlers will have a different schedule than preschool or school age children. In a family home early learning program, an early learning provider will develop a daily schedule and routine as a guide, adjusting the schedule based on the needs of children currently enrolled. The family home provider will want to keep the schedule as routine as possible, allowing children to be familiar with the daily routine.
- Active outdoor play opportunities for children: this is specified by length of program day and is specific to the ages of the children.  
The intent of this update is to ensure that every child has the opportunity to

play outside and that the daily schedule for each classroom, family home, and early learning program reflects scheduled outdoor play.

**Slide #26**

*Caring for Our Children* provides the basis for the updates to the program schedule requirements.

*“Facilities should have a written comprehensive and coordinated planned program of daily activities based on a statement of principles for the facility and each child’s individual development, as well as appropriate activities for groups of children at each stage of early childhood. The objective of the program of daily activities should be to foster incremental developmental progress in a healthy and safe environment and should be flexible to capture the interests of the children and the individual abilities of the children.” – Caring for Our Children.*

**Slide #27**

*Caring for Our Children* also addresses outdoor play for children, stating:

*“Outdoor play is not only an opportunity for learning in a different environment; it also provides many health benefits. Outdoor play allows for physical activity that supports maintenance of a healthy weight. Short exposure of the skin to sunlight promotes the production of vitamin D that growing children require. Open spaces in outdoor areas, even those confined to screened rooftops in urban play spaces, encourage children to develop gross motor skills and fine motor play in ways that are difficult to duplicate indoors.” – Caring for Our Children.*

**Slide #28**

Additional standards relating to program and daily schedule for early learning programs are listed below:

**WAC 110-300-0360 Program and daily schedule.**

- (d) Include scheduled and consistent times for meal service;**
- (e) Include routine transportation times, if applicable;**
- (f) Include rest periods, if applicable; and**
- (g) Include overnight care, if applicable.**

These standards address the importance of having scheduled and consistent mealtimes for children in care. Also addressed are transportation times, rest periods and overnight care. Not all early learning programs will have transportation, rest, and overnight care as part of their daily program offering. Those that do offer these will need to incorporate these activities into their daily schedules.

### **Slide #29**

The next section of the WAC that we'll explore relates specifically to updates for program activities that require transportation to off-site activities. The primary update in this section relates to the amount of time a child spends being transported during participation in an early learning program, limiting the total transportation time to two hours.

Specifically, the WAC requirements state:

**WAC 110-300-0480 Transportation and off-site activity policy.**

**(1) An early learning provider must have and follow a transportation and off-site activity policy for personal or public transportation service, or nonmotorized travel offered to children in care.**

**(a) The transportation and off-site activity policy must include routine trips, which must not exceed two hours per day for any individual child.**

**(b) Written parent or guardian authorization to transport the parent or guardian's child. The written authorization must be:**

**(i) A specific event, date, and anticipated travel time;**

**(ii) A specific type of trip (for example, transporting to and from school, or transporting to and from a field trip); or**

**(iii) A full range of trips a child may take while in the early learning provider's care.**

**(c) Written notices to parents or guardians, to be given at least twenty-four hours before field trips are taken.**

### **Slide #30**

*Caring for Our Children* addresses the issue of transportation time and recommends limiting a single trip to 45 minutes. Due to the potential effect on a child's development when contained for long periods during transportation, the WAC has been updated to limit transportation to two hours total per day for any individual child.

Early learning programs should also be aware of and ensure that program policies and practices reflect the additional requirements of this WAC relating to written parent or guardian permissions and notices. When reviewing an early learning program's policies, licensors should be sure to check that these components have been added.

### **Slide #31**

Additional guidance is provided relating to specific considerations when early learning programs participate in off-site activities requiring transportation, including nonmotorized travel. These guidelines are detailed in the following WAC:

**WAC 110-300-0480 Transportation and off-site activity policy.**

**(2) During travel to an off-site activity, an early learning provider must:**

- (a) Have the health history, appropriate medication (if applicable), emergency information, and emergency medical authorization forms accessible for each child being transported;**
- (b) Have a phone to call for emergency help;**
- (c) Have a complete first-aid kit;**
- (d) Maintain the staff-to-child ratio, mixed groupings, and active supervision requirements;**
- (e) Have at least one staff member currently certified in first aid and CPR supervise children;**
- (f) Take attendance using a roll call or other method that assures all children are accounted for each time children begin and end travel to an off-site activity, and every time children enter and exit a vehicle; and**
- (g) Never leave children unattended in the vehicle.**

Updates to this WAC include having all needed medications, if applicable, and having a phone to call for emergency help.

The requirement for early learning programs to bring medications along during off-site activities ensures that children will continue to receive medications as scheduled, as well as ensuring that any rescue medications will be available should the need arise.

### **Slide #32**

Taking attendance during off-site activities, including each time children begin and end travel, and every time children enter and exit a vehicle, is paramount for children's safety. Early learning providers and licensors may be wondering what types of attendance methods can be used to meet this WAC requirement. Subsection (f) above states "using a roll call or other method that assures all children are accounted for". Let's explore some methods that can be used that have parameters in place to assure children will be accounted for.

First, let's talk about the roll call method. This method involves an early learning provider or other adult maintaining a list of children being transported or involved in an off-site activity. The adult's responsibility is to keep this list current.

For example, if a child is picked up by a parent or guardian during a transportation process or off-site activity, the adult must be sure to document the child's departure from the program.

If a child joins the group during the transportation process or off-site activity, the adult must ensure the child is added to the attendance list. Failure to do so could result in that child being left behind without anyone recognizing the child is missing.

When beginning and ending an off-site activity, or when children are entering or exiting a vehicle, an adult will gather the children together, calling off each child's name and waiting for the child to respond and confirm their presence. While it may seem extreme to take attendance each time children are getting in and out of a vehicle, this is an important step that should not be missed.

Children sometimes fall asleep while in the car or play games and hide when the vehicle has stopped moving. It is easy for adults to "miss" or "forget" a child they cannot see or hear. Leaving a child unattended in a vehicle can result in severe injury or death to a child.

### **Slide #33**

Another method for taking attendance is a name-to-face verification. This method involves the same steps as listed above, but in this instance, the adult reads through the list, making face to face contact and visually confirming each child on the list is still with the group.

Recent updates requiring early learning programs to use electronic attendance systems has providers and licensors wondering how that will work during transportation and off-site activities. If an early learning program has a mobile device that will allow a provider to keep track of attendance while they are transporting or engaged in an off-site activity, they should discuss options with their licensor. What will be important to consider is that an early learning provider must be able to demonstrate how they are maintaining attendance during transportation, off-site activities, and each time a child enters and exits a vehicle.

If an early learning provider has other ideas or methods of taking attendance during transportation and off-site activities, they should talk to their licensor before putting that plan in place. This will ensure that they are meeting the WAC requirement, and will allow the licensor an opportunity to provide technical assistance or offer other ideas or methods that are approved for use.

Before we move on, take a moment to review the requirements in this section of the WAC. The next slide will test your knowledge of these important transportation safety requirements.

**Slide #34 Test Your Knowledge!**

Select the choice from the statement that is NOT a part of the transportation guidelines for early learning programs:

- Have a phone to call for emergency help;
- Have a complete first-aid kit;
- Maintain the staff-to-child ratio, mixed groupings, and active supervision requirements;
- All staff members must be certified in first aid and CPR;
- Assure all children are accounted for each time children begin and end travel to an off-site activity by taking attendance

**Slide #35**

Additional updates relating to transportation safety which we will explore further in the next WAC include:

- The temperature of the vehicle
- The status of the driver's license
- The health conditions of the driver
- Requirements for keeping the vehicle locked

**WAC 110-300-0480 Transportation and off-site activity policy.**

- (3) When an early learning provider supplies the vehicle to transport children in care, the program and provider must:**
- (a) Follow chapter [46.61 RCW](#), Rules of the road, and other applicable laws regarding child restraints and car seats;**
  - (b) Assure that the number of passengers does not exceed the seating capacity of the vehicle;**
  - (c) Maintain the vehicle in good repair and safe operating condition;**
  - (d) Maintain the vehicle temperature at a comfortable level to children;**
  - (e) Assure the vehicle has a current license and registration as required by Washington state transportation laws;**
  - (f) Assure the vehicle has emergency reflective triangles or other devices to alert other drivers of an emergency;**
  - (g) Assure the driver has a valid driver's license for the type of vehicle being driven and a safe driving record for at least the last five years;**
  - (h) Prevent any driver with a known condition that would compromise driving, supervision, or evacuation capabilities from operating program vehicles; and**
  - (i) Have a current insurance policy that covers the driver, the vehicle, and all occupants.**



### **Slide #36**

Let's do a deeper review of these specific updates:

**The temperature of the vehicle:** early learning providers can ensure the safety and comfort of children in their care by checking the interior temperature of vehicles used for transporting children. The temperature should be maintained to ensure that children do not become overheated or too cold.

**The status of the driver's license:** early learning providers should ensure that staff who are responsible for transporting children have a valid driver's license for the vehicle being driven and a safe driving record for at least the last five years.

**The health conditions of the driver:** early learning providers responsible for transporting children should be free from any known condition that could compromise driving, supervision, or evacuation capabilities while operating program vehicles. Allowing early learning program staff to drive and transport children with known compromising conditions puts the health and safety of children at risk. Drivers should ensure that they have no medical condition that would compromise driving, supervision, or evacuation capability when transporting children.

**The need to keep the vehicle locked when not in use:** Language guiding this WAC is taken directly from Caring for Our Children and says, *"Children have died from heat stress from being left unattended in closed vehicles. Temperatures in hot motor vehicles can reach dangerous levels within fifteen minutes. Due to this danger, vehicles should be locked when not in use."*

### **Slide #37 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:**

- Early learning providers have a critical role in creating opportunities for learning and establishing positive learning environments for all children.
- Children who engage in interesting and age appropriate play experiences often require less adult intervention and are less likely to display challenging behaviors.
- Well-designed early learning environments can set the tone for children to feel safe and secure, encouraging the freedom to explore and learn.
- Outdoor play opportunities are critical for a child's overall health and development.

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

**Slide #38 Course Evaluation**

Please take a moment to answer the following questions by selecting the appropriate choice.

This course improved my understanding of **Program, Activities, and Schedule**.

- True
- False

**Slide #39**

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

- True
- False

**Slide #40**

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

- True
- False

**Slide #41**

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

- True
- False

**Slide #42**

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

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

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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 educational modules that are part of this series.