Buugga Leysanka Xannaannada iyo Waxbarashada Hore ee Carruurta

Xogta Ugu Danbaysa ee Juun 2025

DCYF waxay dib u eegid ku wadaa Buugga Leysanka Xannaannada iyo Waxbarashada Hore ee Carruurta.

Daabacaadan waxaa kaliya loogu talo gelo tilmaam ahaan. Ma sheego u hogaansanka barnaamijka ee Washington Administrative Code (Xeerka Maamulka Washington, WAC).

Mawduucyada la eegayo waxaa kamid ah:

- WAC iyo luuqada siyaasada
- Linkiyada websaytka
- Tilmaamaha daryeelka caruurta barnaamijyada
- Ku darka laga baaraan degey ee wax ku oolka ah ee Mudnaanaha Khidadaysan ee DCYF (**https://www.dcyf.wa.gov/practice/strategic-plan**).

Xogta waraaqaha la akhriyay waxaa lasoo dhigi doonaa Tilmaamaha Hawlgalka Liisanka Haysta ee Barnaamijka Daryeelka Ilmaha (**https://www.dcyf.wa.gov/services/early-learning-providers/operating-licensed-child-care**) iyo Noqoshada Bixiyaha Daryeelka Ilmaha iyo Waxbarashada Hore ee Liisanka Haysta (**https://dcyf.wa.gov/services/early-learning-providers/licensed-provider**) websaytyadooda.

*Haddii aad rabto nuqullo dhukumenti ah oo qaab kale ah ama luuqad kale ah, fadlan kala xidhiidh DCYF Constituent Relations (DCYF Xidhiidhada Qeybaha) 1-800-723-4831 ama iimaylka **communications@dcyf.wa.gov.***

Washington State Department of
CHILDREN, YOUTH & FAMILIES

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Buugga Hogaaminta Leysanka Xannaannada iyo Waxbarashada Hore ee Carruurta

Daabacaadda 2020

Washington State Department of
CHILDREN, YOUTH & FAMILIES

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Mahadnaq

Shaqsiyaad badan ayaa gacan ka gaystay sameeynta buug-tilmaameedka. Waxaan si gaar ah ugu mahadnaqeynaa shaqada Kooxda Daryeelka Carruurta iyo Buugga Tilmaan bixinta Ruqsadaha Waxbarashada Hore oo soo saaray qalabkaan cilmiga:

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Afeef

Agabyada ama ashyaada laga heli karo Buuggan Tilmaamaha Shatiyeynta Liisanka ee Daryeelka Carruurta iyo Waxbarashada Hore waxaa loogu talagalay macluumaad ah oo keliya. Ashyaadaan looguma talagalin in laga helo aragti dhammaystiran oo ku saabsan qawaaniinta rukhsadda ama kala talinta sharciga. Shaqsi kastaba wuxuu mas'uul ka yahay fahamka iyo raacitaanka sharciyada iyo xeerarka Gobolka Washington ee hadda jira. Shuruucda iyo xeerarka daryeelka carruurta ee hadda jira waxaa laga heli karaa cutubyada 43.216 Xeerka Qodobka Dib loo eegay ee Washington "Revised Code of Washington (RCW)" (RCW). (**app.leg.wa.gov/RCW/default.aspx?cite=43.216**) aiyo 110-300 Xeerka Maamulka Washington "Washington Administrative Code (WAC)" (**app.leg.wa.gov/wac/default.aspx?cite=110-300**).

Hordhac

Shuruudaha Heerka Tayada ee Aasaasiga u ah Barnaamijyada Waxbarashada Hore (Chapter 110-300 – **app.leg.wa.gov/wac/default.aspx?cite=110-300**) waxaa ku xusan qaabka waxqabadka ee xirfadleyaasha waxbarashada hore, oo ay ka mid yihiin adeeg bixiyaasha iyo kormeerayaasha adeega u gudbiyo. Xanaanada Caruurta iyo Leysinka Waxbarashada hore ee Buugaan Hogaaminta waxaa loogu talagalay in uu caawiyo leysan bixiyaha xukuumada iyo bixiyaasha adeegyada waxbrashada hore, si ay labaduba u hirgeliyaan xeerarka laysinka. Buugaani wuxuu fuliniyaa ujeedooyinkan:

(1) Muujinta qaar ka mid ah xeerarka tayada ee aasaasiga ah oo ku xusan Chapter 110-300 WAC,
(2) Sharxidda muhiimadda xeerarkan gaar ahaan loo soo xulay, iyo
(3) Wadaagidda tusaaleyaal, talooyin iyo macluumaad kale oo lagu kalmeeyo adeeg bixiyaasha waxbarashada hore ee caruurta si ay u fulinkaraan howlaha shaqadooda.

Buugga Hogaaminta Leysanka Xannaannada iyo Waxbarashada Hore ee Carruurta waa u muhiim marxaladan aynu soo gaarney. Xeeraka Tayo ee Aasaasiga Ah, waxaa lagu sameeyay dib u eegis iyo badalo qaatay dhowr sano. Xeerarkan muraajacyesan waxay hirgaleen 1-dii Ogoosto, 2019. Intii aan la hirgelin xeerarkan cusub, DCYF waxay sameysay qodobo taxaneyaal ku saabsan wacdigelin iyo warbixin lagu tageerayo adeeg bixiyaasha si ay u fahmaan Qoobada Sharciyada Washington Administrative Codes (WACs) [Shuruucda Maamulka Gobolka].

Buugga Hogaaminta Leysanka Xannaannada iyo Waxbarashada Hore ee Carruurta waa barnaamij ay sii wadi doonaan DCYF iyagoo si joogto ah u caawinaya adeeg bixiyaasha waxbarashada hore, si loo siiyo qoysaska bii'oyinka khayraadka waxbarashada hore oo tayeysan oo ku dhisan saami qaybsi caddaalad ah. Fulinta barnaamijkan waxaa lagu xaqiijinayaa in ay carruurta gobolka Washington oo dhan si buuxda u helaan xannaano tayadeedu sarreyso oo carruteena siisa bii'o ama cimilo barbaar oo ku salaysan badqabka, caafimaad iyo koritaanka maskaxda.

Carruurta hesha xannaano tayadeedu sareeyso waxay ka helaan manaafacaad waara nolashooda oodhan. Cilmi-baaris ayaa lagu ogaaday in manaafacaadkaas ay kamid yihiin mudakar-nimo, dhismo—luuqadeed, shucuur-wanaag, iyo dad-dexgal-wanaag heerarka nolashooda ee kala duwan. Intaas waxaa dheeraad ah, cilmi-baarista waxaa logu ogaaday in carruurtaas ay ku yartahay baahida waxbarshada gaarka ah, gaaraan waxbarasho hore, ku yartahay dambiilenimadu oo ayna yeeshaan mustaqbal shaqo oo fiican.

Buuggan waxaa loogu tala galay in uu caawiyo laysan bixiyaha xukkumadda iyo bixiyaasha adeegyada waxbrashada hore, macallimiinta, tababareyaasha, xirfadleyaasha caafimaadka, waalidka, iyo hayadaha kale ee ka qayb qaata koritaanka carruurta.

Habka la Raacayo

Buuganni wuxuu ka koobanyahay todobba qodob:

- Ujeedada iyo Maamulka
- Heerarka Koboca Carruurta
- Xiriirinta iyo La Danwadaaga Qoyska
- Horumarinta Xirfada, Tababarka iyo Shuruudaha
- Bii'ada ama Cimilada Waxbarasho
- Isdhexgalka iyo Manhajka
- Maamulka Barnaamijka iyo Kormeerka

Sharciyada WACs ayaa dhigaya in la hirgeliyo shuruudaha qaadashada leysanka, iyagoo cuskanayaa maqaalada ku xusan RCW Chapter 43.216, kuwaas oo muujinaya sharciyada leysanka; maqaaladaa oo dhamaystiran waxaa laga heli karaa **apps.leg.wa.gov/rcw**.

Sharciyada WACs waa hannaanka iyo qorsho ay khasab tahay in lagu shaqeeyo si looga helo hoggaan iyo taageero lagu fuliyo sharuudaha qaadashada leysanka. Buugga Hogaaminta Leysanka Xannaannada iyo Waxbarashada Hore ee Carruurta wuxuu qeyb ahaan taageerayaa Shuruudaha Aasaasiga ah ee Barnaamijyada Waxbarashada Hore. Waxaad Chapter 110-300 WAC ka raadsan kartaa intarnetka **apps.leg.wa.gov/wac/default.aspx?cite=110-300**.

Buuggan si gaar ah wuxuu ahmiyada diiradda u saarayaa qaar kamid ah shuruudo tayo oo asaasi ah – kana mid ah na sharciyada WAC. Qaybaha kala duwan ee Buuggan, waxaad ku arki doontaa qaar ka mid ah sharciyada WAC, halkaas oo si gaar ah loogu muujinayo macluumaad adeegayaasha siinaya tusaalayaal iyo tixraac, si ay si fiican u dabaqaan ama u hergaliyaan shuruudaha hogaaminta laysanka Waxbarasha Hore.

Waxa kale oo buugan ku xusan tixraac muujinaya adeegyada kala duwan ee waxbarashada hore ee ay hirgeliso DCYF, sida Early Achievers iyo Early Childhood Education and Assistance Program (ECEAP) Waxaad macluumaad dheeraad oo ku saabsan adeegyadan ka heli kartaa tixraacyo baro internet oo ku xusan qaybo kala duwan oo buugan ah.

Inkastoo adeegyada Early Achievers iyo ECEAP ay ku khasban yihiin in ay raacaan Shuruudaha Tayada Aasaasiga ah, haddana waxaa jira shuruudo dheeraad ah oo laga rabo adeegyadan. Buuggani kama hadlaayo shuruudahaas ama sharciyadaa dheeraadka ah.

Cidda buuganni khuseeyo

Buugga Hogaaminta Leysanka Xannaannada iyo Waxbarashada Hore ee Carruurta waxaa loogu tala galay dadka ka shaqeeya hawlaha xannaannada carruurta iyo barnaamijyada Waxbarashada hore. Ujeedadiisa ama qasdigiisu ma'aha in lagu wargeliyo dad ama hay'ado doonaya in ay bilaabaan adeegyo cusub oo kusaabsan waxbarashada hore, balse waxaa xoogga la saarayo waa sharciyo la soo xulay; halkan kuma tafatirna dhammaan shuruudaha ku xusan Chapter 110-300 WAC.

Gobolka Washington wuxuu leeyaha adeeg bixiyaal Waxbarashada hore oo kala duwan oo ay ka mid yihiin guryaha-qoys xarumada, barnaamijyo dugsiga ama iskuul gudihiis, barnaamijka wax-qabadka dibada iyo xarumo aqbala currurta gaadhay heer iskuulaadka. Waxaa gobolkeenna ka jira barnaamijyo kala nooc ah ee adeeg oo Waxbarashada hore, sida Montessori, Waldorf, ECEAP iyo Head Start.

Adeegyada kala duwan ay bixiyaan barnaamijka waxbarashada hore way kala duwan yihiin qaabkooda sida gurigaha, dugsiyada degmooyinka, ururada samafalka, iyo hay'adaha dowlada ama kuwa gaarka ah. Waalidiinta waxay dooran karaan bixiyaha ay rabaano, barnaamijka, iyo goobaha qaabka waxbarashada ubadkooda ku haboon ama u baahan yahay. DCYF waxay hubinayaan dhamaan caruurta gobolka Washington in ay helaano adeegyada iyo khayraadka u baahan yihiin si cadaalad ah, tayo sareeyso, amaan nabad ah iyo caafimaad qab. Waxaynu dalacsiineeynaa helitaanka alaabta daryeelka looga baahan yahay, in la hubiyo raacitaanka shuruucda ka turjumeeyso tababarka ugu hagaagsan caafimaadka iyo nabadgalyada iyo in aynu cawino bixiyaasha xirfaleeda ah.

Taariikhdii Cusbooneysiinta Shuruudaha Tayada ee Barnaamijyada Waxbarashada Hore

Sannakii 2015, DCYF waxay aqoonsatay in sharciyada leysanka xannaannada carruurta ay dhaafeen mudadoodi munaafacaadsi, qoraalkana uu ku jiray ujeedo isjiirjiir iyo hab xumo. Sidaa darteed waxaynu bilawnay qabanqaabo rasmiya, oo loo yaqaan Shuruudo Isku Toosin (standards alignment). Waxaa qaban qaabadan lagu muraajaceeyay laguna cusboonaysiiyay xeerarka leysanka waxbarahsa hore. Qabanqaabadan waxaa ka wada shaqeeyay oo iska kaashaday hay'ado kala duwan oo ay ku jiraan adeeg bixiyaal guri-qoyska, xarumo gooni utaagan iyo hay'ado kale oo hawshani Khusayso. Sharciyada la cusbooneysiiyey waa dadaal socday afar-sano oo ay ka qayb galleen dad matalaya adeeg-bixiyaasha gobolka oo kala duwan. Kumannaan adeeg-bixiye, daneeyeyaal, waalid iyo iskaashatada waxbarashada hore ayaanu ka helnay talooyin, fikrado iyo faallo- dadweyne, si aan u soo wada saarno sharciyo wanaagsan oo iskutoosan, si aan u sameyno Shuruudaha Tayo ee Aasaasiga ah ee Barnaamijyada Waxbarashada Hore. Sharciyada leysanku waxay khuseeyaan adeegyada ka hawl gala xarumaha iyo kuwa ka howl gala guri-qoyska kabaayo. Iyadoo isla markaa la ogyahay in siyaalo kala duwan loo bixin karo waxbarasho hore oo tayo leh, hadana waa in la hubsodo in ay jirto adeeg-sinaan iyo tayo guud. Habka dib u eegista sharciyada waxuu ka caawiyay Adeeg bixiyaasha iyo DCYF in ay yeeshaan xiriir ku dhisan iskaashi wanaagsan oo abuuray kalsooni, wada-shaqeyn iyo wada-xiriirid daahfuran.

Wixii faahfaahin dheeraad ah oo ku saabsan taariikhda sanadihii hore ee Sharciyada Aasaaska Tayada (Chapter 110-300 WAC), fadlan ka eego intarnetka ee Buugga Hogaaminta Leysanka Xannaannada iyo Waxbarashada Hore ee Carruurta oo ay ku qoran yihiin macluumaad badan iyo waxyaabo kale oo dheeraad ah **www.dcyf.wa.gov/services/early-learning-providers/standards-alignment/events**.

Si macluumaad kasta durba loo helo, farshaxan yaryar ayaa ku jira Buugga Hogaaminta Leysanka Xannaannada iyo Waxbarashada Hore ee Carruurta oo waa si lagu ogaan karo xogaha ama akhbaarta iyo cilmi-baarista, tusaaleyaasha sharciyada loo raacayo, jawaabaha shaqaalaha waxbarashada iyo waxyaabo kale. Buugga oo ah hoggaan waxaa sidoo kale ku jira sawirro kale oo iftiiminaya waxyaabaha muhiimka ah.

Macnaha Farshaxanka

- Xogta iyo cilmi-baarista
- Tusaaleyaal sharci-raacidda iyo markhaati-kacayaal
- Macluumaad dheeraad ah
- Xusuusin

Qaybta Koowaad:
Ujeedada iyo Maamulka

Ujeedada iyo Maamulka

Ujeedada iyo Maamulka wuxuu daboolayaa awooda sharciga ee ka danbeysa sharciyada shatiyaynta ama shatiga iyo sidoo kale ujeedada sharciyadaan. Waxay ku siineysaa qeexitaanno ereyada lagu adeegsaday dhammaan cutubka 110-300 WAC. Qaybtani waxay sidoo kale daboolaysaa noocyada ruqsadaha barnaamijyada u baahan iyo barnaamijyada ka reeban shatiga ama shatiga.

Buug-tilmaameedka shatiyeynta Xannaaneynta Carruurta iyo Waxbarashada dhalaanka wuxuu wax ka qabtaa qaybaha la xushay ee Heerarka Tayada Aasaasiga ee laga helay cutubka 110-300 WAC. Buug-tilmaameedkaan waxaa ku jira khayraad ama ilo muhiim ah, macluumaadka hadda jirta iyo tusaalooyin wax ku ool ah. Looma jeedo inay bixiso aragti dhammaystiran oo ku saabsan Ujeeddada iyo Maamulka.

WAC 110-300-0001

Intent and authority

(1) The department of children, youth, and families was established under chapter 6, Laws of 2017. Chapter 43.216 RCW establishes the department's responsibility and authority to set and enforce licensing requirements and ECEAP standards, including the authority to adopt rules to implement chapter 43.216 RCW.

(2) Under chapter 7, Laws of 2015 3rd sp. sess. (Early Start Act), the state legislature directed the department to create a single set of licensing standards for center and family home providers.

(3) This chapter reflects the department's commitment to:

- **(a) Promoting the health, safety, and well-being of children;**
- **(b) Expanding access to high quality early learning opportunities to improve outcomes for young children;**
- **(c) Promoting strong school readiness; and**
- **(d) Recognizing parents and guardians as a child's primary teacher and advocate.**

(4) Pursuant to this chapter, the department will periodically monitor and assess early learning programs to determine compliance with these foundational quality standards.

Markay ahayd Luulyo 6, 2017, Gudoomiyaha Gobolka Inslee wuxuu saxeexay Xeerka Guriga ee 1661, isagoo abuuray Waaxda Carruurta, Dhallinyarada, iyo Qoysaska "Department of Children, Youth, and Families (DCYF)". DCYF waxaa lagu aasaasay cutubka 6 Sharciyada 2017.

DCYF waa hay'ad heer-wasiir ah oo xooga saareysa fayo-qabka carruurta. Hay'addaan cusub waxay dib-u-habayn ku samaysay sida gobolku ugu adeego dhammaan carruurtiisa iyo qoysaskeeda iyadoo ujeedadu tahay inay soo saarto natiijooyin loo siman yahay oo lagu guuleysto dhammaan bulshooyinka Gobolka Washington. Xeerka dib u eegida ee Washington.

"The Revised Code of Washington (RCW)" waa sharciyo Washington ay dejisay oo ah sharci joogto ah. Doorka sharci dejintu way ansixiyeey oo ay ogolaadayn shuruucda, Gudoomiyahana wuu saxiixay sharciyada. Shuruucda sidoo kale waxaa lagu soo horumariyey qaabka iyada loo soo marayo geedi socod hindise dadweyne. Shuruucdu waxay siinayaan DCYF awood sharcigaan inay shatiga ama ruqsad u siiso barnaamijyada Waxbarashada dhalaanka iyo da'da dugsiga ee Gobolka Washington.

Xeerka Maamulka Washington (WAC) wuxuu ka kooban yahay qawaaniinta ku saabsan nidaamka bixinta shati ee DCYF. Xeerarkan waxaa loo qaatay si loo dhaqan geliyo cutubka 43.216 RCW. Xeerarka DCYF waxay ka kooban yihiin farqada 110 ee WAC Cutubka 300 ee farqada 110 WAC waxayna hagaysaa hay'adda iyo adeeg bixiyaasha waxbarashadda hore sida loo bixiyo daryeel tayo sare leh oo buuxinaaya baahiyaha amniga, caafimaadka iyo ladnaanta carruurta. Cutubkaan shatiga waxaa lagu magacaabaa Heerarka Tayada Aasaasiga. Tani waxay ahayd ujeedo macno leh oo eray bixinta laxiriira ruqsad siinta iyo adeeg bixiyaasha maadaama aan ka leexanay waxa ugu yar (heerarka shati bixinta ugu yar) ee lagu qaban karo magaca caruurta sida ay ugu baahi badan yihiin. Intaa waxaa dheeraad ah, shati siinta xanaanada cunugga waa tallaabada ugu horreysa ee nidaamka tayada Waxbarashada dhalaanka ee Washington.

Sharciyada hadda jira, waxaa la abuuray hal heer oo kmid ah heerarka WAC oo loogu talagalay labada bixiyaha qoysaska guryaha iyo kuwa bixiyah xarunta, waxaa la xareeyay July 5, 2018, waxaana la hirgeliyay Agoosto 1, 2019. Intii lagu gudajiray qoritaanka ugu dambeeyay ee sharciyada 110-300, sharciga daryeelka caruurta ee dowlada dhexe iyo mudnaanta DCY oo ku saleeysan sinaanta jinsiyada, ka jawaab celinta dhaqanka iyo caafimaadka deegaanka iyo amaanka caruurta ayaa gacan ka gaysatay cusbooneysiinta sharciyada shatiyaynta.

Erayo kala duwan ayaa loo adeegsadaa in lagu sharaxo sharciyadaan oo ay ka mid yihiin WAC, heerarka shatiga, xeerarka nidaamka, xeerarka sharciga iyo Heerarka Tayada Aasaasiga. Dhamaan ereyadani waxay tixraacayaan cutubka 300 ee cinwaanka 110, sharciyada iyo Heerarka Tayada Aasaasiga. Dhamaan ereyadani waxay tixraacayaan cutubka 300 ee farqadiisa 110.

Iyada oo loo marayo heerarkan shatiga, ciwaankiisu yahay "Heerarka Tayada Aasaasiga ah ee Barnaamijyada Waxbarashada dhalaanka," wakaaladda waxay balan-qaatay caafimaadka, badbaadada iyo ladnaanta carruurta. Heerarkaani waxay awood u siinayaan DCYF inay ka caawinaan adeeg bixiyaasha inay ballaariyaan fursadaha Waxbarashada dhalaanka oo tayo sare leh iyo hagaajiyaan natiijooyinka ku haboon carruurta oo dhan. Gaar-ahaan, sharciyadaan waxay xooga saarayaan hagaajinta tayada daryeelka iyo waxbarashada la siiyo carruurta ugu yar nidaamka daryeelka, xilliga goorta maskaxda ilmaha ay si dhakhso leh u korayso. Tan waxaa loo sameeyey si loo hubiyo in carruurtu in ay yeeshaan aasaas adag waxbarashada noloshooda oo dhan, waxaana loo sameeyay in lala kaashado waalidiinta iyo dadka ardayda masuulka ka ah, kuwaas oo DCYF u aqoonsan yihiin u doodayaasha iyo macallimiinta ugu muhiimsan ilmaha.

Khibradaha Waxbarashada dhalaanka ee tayada leh ma'aha oo keliya ilmaha, laakiin qoysaska iyo bulshada sidoo kale way ka faa'iideystaan. Warbixinta 2015 Dhaqaalaha Maalgashiga Carruurnimada Hore, wuxuu sharxayaa cilmi baaris lagu sameeyey barnaamijyada Waxbarashada dhalaanka inay yihiin maalgashi wanaagsan. Warbixinta ayaa xustay in muddada-gaaban, barnaamijyada Waxbarashada dhalaanka lagu muujiyey inay kordhinayaan dakhliga iyo helitaanka shaqada waalidiinta. Warbixinta waxay sii sheegtay muddada dheer, barnaamijyadu ay ka faa'iideysan karaan bulshada iyagoo kordhinaaya mustaqbalka kasbashada mustaqbalka ee carruurta diiwaangashan sida dadka waa-weyn, hagaajinta caafimaadka, yareynta kharashka ka-hortagga saboolnimada iyo yaraynta dambiyada.[1]

WAC 110-300-0001 wuxuu faahfaahinayaa awooda wakaaladda si ay u qiimeyso, u kormeerto una soo saarto falalka fulinta haddii loo baahdo, si loo hubiyo caafimaadka, badbaadada iyo ilaalinta carruurta ku jirta jawiga Waxbarashada dhalaanka. Natiijo ahaan, barnaamijyada Waxbarashada dhalaanka waxaa kormeera Qaybta Shatiga ee DCYF (Licensing Division - LD) si loo hubiyo in carruurtu helaan daryeel tayo leh iyo in barnaamijyada Waxbarashada dhalaanka leh oo adeeco hoggaansamaanta Heerarka Tayada Aasaasiga ah.

1 Xafiiska Fulinta ee Madaxweynaha Mareykanka, "Dhaqaalaha Maalgashiga Carruurnimada Hore," waxaa laga heli karaa **https://obamawhitehouse.archives.gov/sites/default/files/docs/early_childhood_report_update_final_non-embargo.pdf**, la daabacay Janaayo 2015.

Isticmaalka xiliyeedka iyo adeegsiga dhaqammada kormeerka xilliyeed iyo kuwa isdaba jooga ah waxay u suurta gelineysaa LD inay hubiyaan in xeerarka daryeelka ilmaha la buuxiyo, isla mar ahaantaasna la siiyo taageero iyo kaalmo farsamo adeeg bixiyaasha Waxbarashada dhalaanka si looga caawino kobacooda iyo horumarka xirfadaha aqoonta waxbarashadii hore. Shaqaalaha ruqsad shati la siinta ayaa tan ku sameeya adeegsiga xoojinta wanaagsan, iyagoo isticmaalayaan qaab ku saleysan xoog kordhinta, una muujinayaan adeeg bixiyaasha inay si guul leh ugu adeecayn heerarka shatiga.

Cutubka 43.216 RCW. Bogga Sharci dejinta Gobolka Washington oo leh RCWs la xiriira DCYF.
https://apps.leg.wa.gov/RCW/default.aspx?cite=43.216

Sharciga Bilowga Hore. Bog DCYF ah oo leh macluumaad iyo xiriiriyeyaal la xiriira Xeerka Bilowga Hore ee 2015.
www.dcyf.wa.gov/about/government-community/legislative-federal-relations/early-start-act

HB 1491-2015-16. Bogga Sharci Dejinta ee Gobolka Washington oo leh xiriiriyeyaal dukumiintiyada Sharciga Bilowga Hore, taariikhda biilka iyo wax ka beddelka.
https://app.leg.wa.gov/billsummary/?BillNumber=1491&Year=2015&Initiative=false#documentSection

HB 1661. Bogga Sharci Dejinta ee Gobolka Washington oo leh xiriiriyeyaal dukumiintiyo, fiidiyowyo iyo wax ka beddello la xiriira biilka la abuuray DCYF
https://app.leg.wa.gov/billsummary?BillNumber=1661&Year=2017

Waxqabadyada & Tixraaca Gobolka Washington. Xog-hayaha Arrimaha Dibadda "An Office of the Secretary of State (SOS)" waxaa loogu talagalay inuu ku wargeliyo muwaadiniinta waxqabadyada iyo howlaha aftida iyo inuu u noqdo hage kuwa doonaya inay ku dhaqmaan xuquuqdan dastuuriga ah ee muhiimka ah.
https://leg.wa.gov/LIC/Documents/EducationAndInformation/SOSInitRefHandbook.pdf

Magaca 110 WAC. Bogga Sharci dejinta Gobolka Washington oo leh xiriiriyeyaal mid kasta oo ka mid ah cutubyada WAC oo la xiriira DDCYF.
https://app.leg.wa.gov/wac/default.aspx?cite=110

shatiga Siinta adag: Aasaaska Daryeelka Hore ee Tayada iyo Nidaamka Waxbarashada. Warqad cilmi baaris ah oo ka socota Ururka Qaranka ee Nidaaminta "A National Association for Regulatory Administration (NARA)" oo qeexaysa mabaadi'da muhiimka ah iyo astaamaha barnaamijyada shatiyeynta adag.
www.naralicensing.drivehq.com/publications/Strong_CC_Licensing_2011.pdf

Taageerida iyo Badbaadinta Caruurta, Dhalinyarada iyo Qoysaska. Bogga internetka ee DCYF.
www.dcyf.wa.gov

WAC 110-300-0005. Liis dhameystiran ee qeexitaannada khuseeya cutubka 110-300 WAC
https://apps.leg.wa.gov/wac/default.aspx?cite=110-300-0005

WAC 110-300-0010

License required

(1) An individual or entity that provides child care and early learning services for a group of children, birth through twelve years of age, must be licensed by the department, pursuant to RCW 43.216.295, unless exempt under RCW 43.216.010(2) and WAC 110-300-0025.

(2) The department must not license a department employee or a member of the employee's household if the employee is involved directly, or in an administrative or supervisory capacity in the:

(a) Licensing process;

(b) Placement of a child in a licensed early learning program; or

(c) Authorization of payment for the child in care.

(3) A license is required when an individual provides child care and early learning services in his or her family home:

(a) Outside the child's home on a regular and ongoing basis for one or more children not related to the licensee; or

(b) For preschool age children for more than four hours a day.
As used in this chapter, "not related" means not any of the relatives listed in RCW 43.216.010(2)(a).

(4) The department may license a center located in a private family residence when the portion of the residence accessible to children is:

(a) Used exclusively for children during the center's operating hours or when children are in care; or

(b) Separate from the family living quarters.

Ruqsad siinta shatiga waxaa loogu talagalay in lagu hubiyo in nidaamka Waxbarashada dhalaanka lagu ilaaliyo caafimaadka iyo badbaadada carruurta ayna taageerayno horumarka ilmaha. Helitaanka shatiga ee adeegyada daryeelka carruurta waxay muujineysaa ujeedka ah in la siiyey awooda u daryeelida ammaan ah iyo caafimaad leh ee carruurta ah, iyo in barnaamijka Waxbarashada dhalaanka leeyahay kormeer iyo qiimeeyn si loo gaaro heerarka aasaasiga ah.

Gobolka Washington, shati ayaa looga baahan yahay shaqsiyaadka daryeelaayo hal ama in ka badan caruur ah, da' doodau dhaxeeyso dhalashada ilaa 12 sano jirka, kana baxsan guriga canugga oo aan laga dhaafi karin shuruudaha shatiga. Sida ku xusan daraasad cilmi baaris ah oo laga soo saaray 2014 National Association for Regulatory Administration (NARA), "shati siinta waxay kaa caawineeysaa ka hortagga noocyada kala duwan ee waxyeelada carruurta - halista ka dhalan karta cudurrada; dabka iyo khataraha kale ee dhismaha; dhaawac; iyo naafanimo xagga dhanka koriimo la'aanta ah oo la xiriir qof caafimaad qaba oo lala yeesho dadka waaweyn, kormeer aanan ku filneeyn, ama horumarinta wax-qabad aan ku habbooneeyn."[2]

2 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, Maamulka Carruurta & Qoysaska, "Warbixin Kooban oo Cilmi Baadhis ah # 1: Isbeddellada ku saabsan Nidaamyada Ruqsadaha iyo Nidaamyada Ruqsadda shatiga ee Xarunta Xannaanada Carruurta ee 2014," ayaa laga heli karaa **https://www.naralicensing.org/assets/docs/ChildCareLicensingStudies/2014CCStudy/center_licensing_trends_brief_2014.pdf**, la daabacay Noofambar 2015..

Marka bixiyaha Waxbarashada dhalaanka la siiyo shatiga, carruurta siyaabo fara badan ayaa loo ilaaliyaa. Ilaalintaas waxaa ka mid ah laakiin aan ku xaddidnayn:

- Caddaynta iyo tijaabo cilmi baaris ku saleysan si loo hagaajiyo natiijooyinka carruurta.
- Helitaanka baarista asalka shaqaalaha ee gobolka, dowlada Isbahaysiga iyo Adeegyada ilaalinta Ilmaha (Child Protective Services CPS)
- Kormeerida joogto ah oo ku saabsan khataraha caafimaadka iyo amaanka
- Taageero iyo caawimaad farsamo oo laga helo aqoonyahanno khibrad u leh shatiyeynta
- Helitaanka taageerada tababarka iyo taageerada dhaqaale ee Early Achievers
- Helitaanka barnaamijyada dib-u-celinta dhaqaalaha ee cuntada iyo cunnada fudud
- Helitaanka ikhtiyaarrada bixinta kabidda ee diiwaangelinta carruurta iyo qoysaska dakhligoodu yar yahay

Sannadkii 2019, gobolka Washington, wuxuu lahaa ku dhowaad 5,500 adeeg bixiyaasha waxbarashadda hore waxayna daryeelayeeyn in ka badan 188,000 oo carruur ah oo leh shatiga barnaamijyada waxbarasho hore.[3] Saamaynta barnaamijyadan haysta shatiga waa muhiim. Cilmi baaristu waxay muujineysaa natiijooyin wax ku ool ah xagga waxbarashada ah oo loogu talagalay carruurta kaqeybqaataan barnaamijyada tayada Waxbarashada dhalaanka. Daraasad la daabacay 2017, waxaa lagu ogaaday Waxbarashada Carruurnimada Hore inay u leedahay Natiijooyinka Waxbarashada Dhex-dhexaad iyo mida Muddada Dheer, ayaa waxaa lagu ogaaday in carruurta ka qeybqaataan barnaamijyada Waxbarashada dhalaanka oo tayada sare leh in ay u badan tahay in aan caruurta la dhigin waxbarashada gaarka ah, ayna u badan tahay in dib lagu sii celin ama lagu haynin fasal, waxayna u badan tahay inay ka qalin-jebiyaan dugsiga sare marka loo eego asxaabtooda oo aanan ka qaybgalin barnaamijka Waxbarashada dhalaanka.[4]

RCW waxay qeexaysaa adeeg bixiyaasha qaarkood oo laga dhaafay shuruudaha shatiga ama shatiga. Waxaa ka mid ah qaar adeeg bixiyaasha laga dhaafo ee ugu caansan waxaa kamid ah:

- Qaraabada
  - Qof kastoo qaraabo isku dhiig aad tihiin
  - Xubnaha qoyska ka tirsan
  - Qof si sharci ah u korsada cunug ama waalidka canugga, iyo carruurta kale ee dabiiciga ah iyo caruurta kale ee leh sharciga caruur koriska.
  - Xaasaka kuwa liiska ku qoran, xitaa marka guurka la joojiyo ama lays furo.
- Dugsiyada Barbaarinta
  - Dugsiyada xanaanada ee ku hawlan waxbarashada carruurnimada hore ee carruurta ay da'doodu u dhexeyso 30 bilood ilaa 6 sano jir, iyo waa in carruurta ay dhigtaan in ka badan afar saacadood maalintii
- Kaamamka Xilleyeedka
  - Barnaamijyada ka yar saddex bilood ama ka yar oo ah madadaalo howlo wax-qabad ama hawlo wax-qabad waxbarasho ah
- Daryeelka xarunta
  - Waalidka ama qofka ilmaha masuulka ka ah ayaa ku sii nagaanaya guriga si uu uga qaybgalo waxqabadyo aan shaqada ahayn
- Barnaamij ku yaal xudduudaha goobaha dhulka dadka Hindida ama asalka ah ee ay dawada federaalka ah aqoonsan tahay, isla markaan siiyaan shatiga qabiilka Hindida.
- Barnaamij ku yaalo xarun ciidanka

3 Waaxda Gobolka Washington ee Carruurta, Dhallinyarada, iyo Qoysaska, "Yoolalka Waxbarashada, Daryeelka Carruurta ee Shatiga shatiga," ayaa laga heli karaa **https://dcyf.wa.gov/practice/oiaa/agency-performance/education**, la daabacay Diseembar 2019.

4 Dana C. McCoy, Hirokazu Yoshikawa, Kathleen M. Ziol-Guest, Greg J. Duncan, Holly S. Schindler, Katherine Magnuson, Rui Yang, Andrew Koepp iyo Jack P. Shonkoff, "Sahmaynta Waxbarashada Carruurnimada Hore ee Dhexdhexaad- iyo Dheer -Natiijooyinka Waxbarshada Muddada, "*Sage Journal* 46 (8) (2017), waxaa laga heli karaa **https://eric.ed.gov/?id=EJ1161123**.

RCW 43.216.010 (2) wuxuu qeexayaa liistada dhammeystiran oo ka dhaafista shatiga.

Xarunta barnaamijka Waxbarashada dhalaanka waxaa laga yaabaa inay ruqsad shati u haysato inay bixiso xanaanada cunugga ama adeegyada Waxbarashada dhalaanka ee carruurta dhalashada illaa 12 sano jir wax ka yar 24 saacadood maalintii. Xarunta waxbarida hore ee barnaamijka waa goob caadiga ah oo lagu shaqeeyaa meel ka baxsan guriga qoyska, ugu badnaan waxaa loo oggol yahay in la heloo go'aanka astaamaha dhismaha, agabka iyo agabka la heli karo iyo tirada iyo tayada aqoonta shaqaalaha.

Xaaladaha qaarkood, hoyga guriga qoysaska waxaa laga yaabaa in loo oggolaado xarun ahaan, illaa iyo inta shuruudaha dheeraadka ah laga buuxin karo. Shuruudahaas waxaa ka mid ah kala-soocidda guryaha la deggan yahay oo ka mid ah meelaha ruqsadda lagu haysto ee carruurta iyo ruqsadda laga helo maamulka degmada ama degmooyinka.

Barnaamijka Waxbarashada dhalaanka ee guriga qoysku waa barnaamij shati leh inoo bixiyaha xanaanada cunugga ama adeegyada Waxbarashada dhalaanka ee laga helo deganaanshaha ruqsadlaha. Bixiye guri qoyska ayaa awood u leh in loo sharciyeeyo haynta ugu badnaan 12 carruur ah, da'ahaan u dhaxeeyo dhalashada illaa 12 sano jir. Dhammaan carruurta goobta ku jirta inta lagu jiro howlaha saacadaha daryeelka waxaa loo tiriyaa awooddan, ku jiraan carruurta waalidka shatiga iska leh. Carruurta ka baxsan goobta, laakiin kuna sii jira daryeelka shaqaalaha leh shatika, sida safarka socdaalka gaaban, sidoo kale waxaa loo tirinayaa howlaha awoodda guud. Awoodda shatiga leh, waxaa lagu go'aamiyaa lahaashaha shahaadooyinka iyo khibradda shatiga, heerarka aqoonta shaqaalaha, goobta la isticmaali karo, agabyada, da'da iyo tirada carruurta.

Astur waa xarun leh shatiga shaqada adeeg bixiyaha ee hore oo daryeel cunug ku yaalo hoygooda guriga. Astur iyo qoysku waxay ku nool yihiin hal guri, dabaqa sare waxaa ku nool reeka guriga, barnaamijka Waxbarashada dhalaanka waxaa lagu shaqeenayaa guriga dabaqiisa hoose. Astur waxay ogolaansho ka heshay dawlada hoose ama degmooyinku inay bixiyaan daryeelka noocaan ah. Guriga labada dabaq leh ayaa ka mid ah in la kala soocaan albaab quful leh ama goob laga soo galo jaranjarada ka socota dabaqa hoose ilaa dabaqa sare. Dabaqa hoose ee guriga Astur wuxuu ka kooban yahay laba goobood oo waxbarasho hore, goob laga soo galo, qol lagu nasto oo leh laba musqulood iyo jiko yar. Dabaqa hoose waa in oo leeyahay dhul kabadan 1,000 fuudh oo laba jibbaaran oo bannaan ah lana isticmaali karo. Qoysasku waa in ay helaano mariin wadda laga soo galayaayo barnaamijka waxbarashadda hore oo irrid u gaar ah oo aagga ciyaarta lagu ciyaaro si toos ah ayaa loogala soo xiriiraa guriga dabaqa hoose. Astur waxaa loo sharciyeeyay awood haynta 20 caruur ah oo da'da iskuulka ka jirta in lagu daryeelo qolka weyn, iyo toddobo socod baradka qolka yar. Astur waxay awood u leedahay inay ruqsad u hesho wax ka badan 12 carruur ah oo ku nool guryaha qoyskeeda maadaama Astur ogolaasho ka heshay maamulka deegaanka si ay ugu shaqeyso si ganacsiga noocan ah oo ka dhexeyo degaanka guriga qoyska. Astur sidoo kale waxay la kulantay shuruudo dheeri ah oo ku saabsan bixiyeyaasha xarunta.

WAC 110-300-0400 qudobkaan wuxuu qeexayaa shuruudaha alaabada lagu codsado liisanka.

Qoysaska, Asxaabta iyo Deriskaada (FFN) Bixiyeyaasha. Bog DCYF oo ah bixiya macluumaad ku saabsan xeerarka kaabidda bixiyeyaasha FFN.
www.dcyf.wa.gov/services/early-learning-providers/ffn

Helitaanka Caawinta Bixinta Daryeelka Ilmaha. Bog DCYF oo leh xariirka kugu Xiraayo Shaqada ee Daryeelka Carruurtaan (WCCC), Daryeelka Carruurta Xilliyeedada (SCC) iyo Barnaamijka Waxbarashada Carruurnimada Hore iyo Barnaamijka Caawinta (ECEAP) ama Dugsiyada xannaanada ee Head Start
https://dcyf.wa.gov/services/earlylearning-childcare/getting-help

Ruqsad siinta iyo Nidaaminta Dadweynaha ee Barnaamijyada Carruurnimada Hore: Bayaanka Mawqifka Ururka Qaranka ee Waxbarashada Carruurta Yaryar (NAEYC). Dood ku saabsan doorka shatiga iyo sharciyeynta barnaamijyada Waxbarashada dhalaanka.
www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSLIC98.PDF

Ruqsad Siinta Shatiga: Aasaaska Daryeelka Hore ee Tayada iyo Nidaamka Waxbarashada. Warqad cilmi baaris ah oo ka socota Ururka Qaranka ee Nidaaminta (NARA) oo qeexaysa mabaadi'da muhiimka ah iyo astaamaha barnaamijyada shatiyeynta fiican.
www.naralicensing.drivehq.com/publications/Strong_CC_Licensing_2011.pdf

Doorka shatiyeynta ee taakuleynta dhaqamada tayada leh ee daryeelka hore iyo waxbarashada. Qoraal kooban oo qeexaya qaab doorka shatiyeynta lagu taageerayo tayada waxbarashada ilmanimada hore.
www.acf.hhs.gov/sites/default/files/documents/opre/cceepra_licensing_and_quality_brief_508.pdf

WAC 110-300-0015

Licensee absence

(1) In a family home early learning program, the licensee must have a written plan for when the licensee will be absent but the program remains open for the care of children. If a family home licensee is absent more than ten consecutive operating days, the licensee must submit a written notification to the department and each child's parent or guardian at least two business days prior to the planned absence.

(2) In a center early learning program, the licensee must have a written plan for when the director, assistant director, and program supervisor will be simultaneously absent but the program remains open for the care of children. If the director, assistant director, and program supervisor are simultaneously absent for more than ten consecutive operating days, an early learning provider must submit a written notification to the department and each child's parent or guardian at least two business days prior to the planned absence.

(3) A written notification under this section must include the following information:

(a) The time period of the absence;

(b) Emergency contact information for the absent early learning provider; and

(c) A written plan for program staff to follow that includes:

(i) A staffing plan that meets child-to-staff ratios;

(ii) Identification of a lead teacher to be present and in charge;

(iii) Early learning program staff roles and responsibilities;

(iv) How each child's needs will be met during the absence; and

(v) The responsibility for meeting licensing requirements.

(4) If a facility licensing compliance agreement (FLCA) is developed as a result of early learning program staff failing to comply with licensing regulations during an absence described in this section, an early learning provider must:

(a) Retrain early learning program staff on the foundational quality standards documented on the FLCA; and

(b) Document that the retraining occurred.

Barnaamijka Waxbarashada dhalaanka ee guriga qoyska, rukhsad haystaha wuxuu mas'uul ka yahay guud ahaan howlgalka barnaamijka Waxbarashada dhalaanka. Barnaamijyada Waxbarashada dhalaanka ee xarunta, howlgalka guud waxaa mas'uul ka ah agaasimaha ama ku-xigaynka agaasime, caawiya kaaliyaha ama kormeeraha barnaamijka (maareynta barnaamijka).

Mararka qaarkood, ruqsada guriga qoyska ama maaraynta barnaamijka xarunta waxaa laga yaabaa inay u baahdaan inay ka maqnaadaan xarunta. Markay ka maqnaadaan barnaamijka, shaqaalaha maamulka ayaa wali mas'uul ka ah hubinta in shuruudaha shatiga iyo tayada barnaamijka la fulinaayo. Waa in si hore loo qorsheeyaa maqnaanshaha, ha ahaato mid qorshaysan ama lama filaan ah, waxay ka caawineeysaa maaraynta barnaamijka hubinta shuruudaha la fulin doono inta ay barnaamijka ka maqnaayeen. Ruqsad-hayaha ama maareynta barnaamijku waxay gacan ka geystaan hubinta inay tani tahay kiiska markii ay ka sii fekeraan maqnaanshahooda iyo inay horumariyaan qorsho qoraal qoran.

Haddii rukhsad-bixiyaha ama dhammaan xubnaha maamulka barnaamijku si isku waqti ah ugu maqnaadaan in ka badan 10 maalmood oo isku xigta, barnaamijkuna weli furnaanaya uuna shaqaynaaya, horudhac ogeysiis qoraal ah ayaa la siiyaa DCYF. Haddii hal ama in ka badan oo ka mid ah kooxda maamulka barnaamijka ee xarun waxbarasho hore ay joogaano xarunta, ogeysiinta hay'adda muhiim uma aha. Sidoo kale, marka barnaamijka Waxbarashada dhalaanka ee guriga qoysku leeyahay labo wadajir shatiga ah ama wada-rukhsad, ogeysiinta hay'adda looma baahna haddii mid ka mid ah rukhsad-bixiyeyaashu oo goobta joogaan oo ayna raacaan dhammaan xeerarka loo baahan yahay.

Ogeysiiska qoraalka ah ayaa looga baahan yahay in loo gudbiyo DCYF iyo canug walba waalidkiisa ama ilaaliyihiisa loo sheega ugu yaraan labo maalmood oo shaqo kahor maqnaanshaha. Ogeysiiska qoraalka ah waa inuu kujiraa macluumaad si loogu ogolaado waalidiinta iyo dadka ardayda masuulka ka ah inay ogaadaan cida kormeeraysa daryeelka cunugooda inta uu maqanyahay, ilaa iyo intee le'eg iyo shaqsiga yaa laxiriiri karaan hadii ay jiraan xaalad deg-deg ah ama ku quseeyo. Wada-hadal furan iyo daah furnaan lala yeesho waalidiinta iyo dadka ardayda masuulka ka ah waxay gacan ka geysaneysaa xariir dhisida aamin ah iyo ku dhaqan barnaamij ixtiraam leh.

Waxaa muhiim ah in shaqaaluhu awood u leeyihiin inay ka jawaabaan xaaladaha sida su'aalaha ka yimaada qoysaska, xaaladaha deg-degga ah ee caafimaadka, maqnaanshaha shaqaalaha iyo ilaalinta shuruudaha shatiga. Shaqaalaha si fiican u tababaran waxay u oggolaan doonaan maamulka inay kalsooni ku qabaano in xarunta ay u shaqeyn doonto si buuxda oo ammaan ah inta ay maqnaanayaan.

Xaaladda deg-degga ah ee ka mamnuucaysa rukhsad-hayaha ama maareynta barnaamijka inay bixiyaan ogeysiis ugu yaraan laba maalmood ka hor maqnaanshahooda dheeraadka ah, waa in taleefan loo diraa sida ugu dhakhsaha badan rukhsadda si loogu wargeliyo hay'adda maqnaanshaha. Qofka aqoonta leh ee loo daayay mas'uul ka ah barnaamijka Waxbarashada dhalaanka waa inuu markaa soo gudbiyaa ogeysiis qoraal ah, oo daboolaya mid kasta shaqda ka mid ah waxyaabaha loo baahan yahay, loo gudbiyaa DCYF iyo waalidiinta ama dadka ardayda masuulka ka ah.

Bixiye waxbarasho hore ee guri qoys oo ku yaal King County ayaa ka warbixinaya:

"Aniga waa inaan ka maqnaado xannaano-maalmeedkayga bil iyo bar ama nus, iyo xitaa laba bilood markiiba. Maaddaama loo baahan yahay in la helo laba qof awooddayda shatiga leh, waa in la shaqaaleeyaa qof kale oo noqda qofka labaad intaan maqanahay. Markaan helo qofkaas, waxaan hubiyaa inay leeyihiin tababar iyo aqoon, sida baaritaanka asalka, tababarka CPR, baaritaanka qaaxada, Hurdo Aamin ah, 30 saacadood aasaasi ah iyo kuwa kale oo dhan. Waxaan sidoo kale ku tababbaraa dhammaan hirgalinta siyaasadaha. Marka xigta, waxaan la shaqeeynayaa qoysaska si aan u ogaado inta caruur ah ee joogi doonta maalin kasta, inta caruur ah maqnaan doono, waqtiga ay imaan doonaan iyo waqtiga ay bixi doonaan maalin kasta. Waxaan hubiyaa in kaaliyehaygu garanayo dhammaan nidaamyada iyo jadwalka, waxaanan ku tababbaraa kaaliyehayga canug walba baahidiisa shaqsiyeed. Waxaan u dirayaa qorshaha DCYF si ay muraajacad ugu sameeyaan.

Way adkaan kartaa inaad maqnaato. Waxaan doorbidi lahaa inaan la joogo xannaano-maalmeedkayga, laakiin markii baahi loo qabo qoyskayga waa inaan aado. Iyada oo aan ku sii jiraayo shaqada jir ahaan, wali waxaan ku shaqeynayaa maskaxdayda. Telefoonkaygu wuu garaacaa marar badan shaqaalahayguna waxay ii soo diraan fariimo ku saabsan waxa socda. Aniga oo aan horay u sii qorsheynin shaqaalaha iyo qoysaska, ma awoodo inaan ka tago. Qorsheynta iyo diyaarinta aan sameeyo ka-hor intaanan bixin, waxay iga caawineysaa inaan hubiyo in arrimuhu si habsami leh ugu socdaan caruurtayda iyo qoysaskayguna ayna helaan wax kasta ay u baahan yihiin markaan maqanahay."

Ruqsad siinta guri qoys waxay leedahay hal macalin oo hogaamiya oo iyaga la shaqeeya. Ruqsadlaha ayaa maqnaan doona muddo saddex toddobaad ah dhalashada ubadka ayeeyo loo yahay awgeed. Barnaamijku wuu furnaan doonaa inta lagu jiro wakhtigaan. Carruurta liisanka iska leh, ee ka diiwaangashan barnaamijka shati-siiyaha, ayaa la safri doona rukhsadda, taas oo u oggolaanaysa macallinka hoggaanka ah inuu la kulmo saamiga carruurta iyo shaqaalaha ee tirada iyo da'da carruurta daryeelka ku jiri doonta. Ruqsad-bixiyuhu wuxuu siiyaa ogeysiis qoraal ah qoysaska iyo DCYF oo ka mid ah taariikhdooda soo noqoshada la filayo iyo lambarka taleefanka gacanta ee shatiga ee la xiriirka deg-degga ah. Ogeysiiska ayaa sidoo kale qeexaya waajibaadka macallinka hogaaminaya muddada saddexda toddobaad ah, oo ay ku jiraan maareynta daawooyinka carruurta iyo mida xasaasiyadda, rajooyinka laga rabo nadiifinta iyo dhar dhaqida, iyo xiriirka waalidka ee maalinlaha ah ee qoyska.

Ogaysiinta iyo Qorshaha Maqnaanshaha Shaqaalaynta. Foom ku yaal bogga Foomamka & Dukumiintiyada DCYF. Foomka waxaa lagu heli karaa luqadaha Ingiriis, Soomaali iyo Isbaanish. **https://dcyf.wa.gov/services/early-learning-providers/licensed-provider/forms-documents**

WAC 110-300-0016

Inactive status—Voluntary and temporary closure

(1) If a center or family home licensee plans to temporarily close their early learning program for more than thirty calendar days, and this closure is a departure from the program's regular schedule, an early learning provider must submit a notification to go on inactive status to the department at least two business days prior to the planned closure. Notifications for inactive status must include:

(b) The date the early learning program will cease operating;

(c) The reasons why the licensee is going on inactive status; and

(d) A projected date the early learning program will reopen.

(2) The requirements of this section do not apply to licensed early learning programs that have temporary closures beyond thirty calendar days as part of their regular schedule, such as programs based on the school year or seasonal occupation.

(3) A licensee may not request inactive status during their first initial licensing period (six months) unless for an emergency.

(4) An early learning provider must inform parents and guardians that the program will temporarily close.

(5) An early learning provider is responsible for notifying the department of changes to program status including voluntary closures, new household members or staff, or other program changes. Program status updates must also be completed in the department's electronic system.

(6) Background check rules in chapter 110-06 WAC, including allegations of child abuse or neglect, will remain in effect during inactive status.

(7) After receiving a notice of inactive status, the department will:

(a) Place the license on inactive status;

(b) Inform the licensee that the license is inactive; and

(c) Notify the following programs of the inactive status:

(i) The department's child care subsidy programs;

(ii) USDA Child and Adult Care Food Program (CACFP); and

(iii) Early achievers, ECEAP, Head Start Grantee, and child care aware of Washington.

(8) A licensee is still responsible for maintaining annual compliance requirements during inactive status pursuant to RCW 43.216.305.

(9) If inactive status exceeds six months within a twelve-month period, the department must close the license for failing to comply with RCW 43.216.305(2). The licensee must reapply for licensing pursuant to RCW 43.216.305(3).

(10) The department may pursue enforcement actions after three failed attempts to monitor an early learning program if:

(a) The early learning provider has not been available to permit the monitoring visits;

(b) The monitoring visits were attempted within a three-month time period; and

(c) The department attempted to contact the provider by phone during the third attempted visit while still on the early learning premises.

(11) When a licensee is ready to reopen after a temporary closure, the licensee must notify the department in writing. After receiving notice of the intent to reopen, the department will:

(a) Conduct a health and safety visit of the early learning program within ten business days to determine that the provider is in compliance with this chapter;

(b) Activate the license and inform the licensee that the license is active; and

(c) Notify the following programs of the active status:

(i) The department's child care subsidy programs;
(ii) CACFP; and
(iii) Early achievers, ECEAP, Head Start Grantee, and child care aware of Washington.

Waxaa jiri kara waqtiyo barnaamijka Waxbarashada dhalaanka uu doorto inuu si kusii meel gaar ah loo xiro muddo yar ama muddo dheer. Waxaana jira sababo badan oo barnaamijka si ku meel-gaar ah loo xiri karo, sida baahiyaha shaqsiyeed ee lahaashaha shatiga, dayactirka ama hagaajinta goobta dhismaha barnaamijka.

Xiritaanka la qorsheeyay wuxuu u baahan yahay ogeysiin horudhac ah DCYF ugu yaraan labo maalmood oo shaqo ka-hor xiritaanka. Wada xiriirka xiritaanka, sababta iyo waqtiga ayaa u oggolaaneeysaa DCYF inay bixiyaan taageero ku habboon iyo caawimaad farsamo inta lagu jiro xiritaanka ku meelgaarka ah, ayna horay u sii qorsheyso si loo hubiyo caafimaadka iyo booqashada badbaadada in ay ku dhacdo 10 maalmood oo shaqo gudahood marka dib loo furaayo barnaamijka Waxbarashada dhalaanka. Markii la helo ogeysiiska xiritaanka ku-meel-gaarka ah, hay'addaha waxay barnaamijka Waxbarashada dhalaanka u aqoonsaneeysaa "xaalad aan firfircooneyn" oo ay ku wargelinayso barnaamijyada sida Early Childhood Education and Assistance Program (ECEAP), Working Connections iyo Seasonal Child Care Subsidy Programs iyo Child and Adult Care Food Program (CACFP) ka nasashada adeegga.

Xarun barnaamij barasho hore waxay ogeysiineysaa DCYF inay u xirayaan sababo dib u habeyn oo la xiriira waxyeeleeynta daadadka ee jikada, musqusha iyo hal fasal. Barnaamijka Waxbarashada dhalaanka wuxuu rajaynayaa in xiritaanka uusan socoon doono ilaa sideed toddobaad. Jawaabta, DCYF waxay siisaa adeeg bixiyaha macluumaadka xiriirka Ka-warqabka Daryeelka Ilmaha ee Washington si ay u siiso qoysaska, waxay siisaa la-talin barnaamijka Waxbarashada dhalaanka khabiiro caafimaad si dib loogu eego nidaamka nadaafadda daadka iyo dib u habeynta qorshooyinka iyo jadwalka booqashada caafimaadka iyo amniga 10 maalmood gudahood laga bilaabo waqtiga dib loo furayo.

Dhammaan barnaamijyada waxbarashadda hore oo sii ku-meelgaar ah loo xiraayo ma'aha kuwo ku jira xaalad aan shaqeyneyn. Barnaamijyada in ka yar jadwalka sanadka oo si ku sii meelgaar ah loo xiro qayb ka mid ah jadwalka caadiga ah, waxay ku jiraan xaalad firfircoon inta lagu jiro barnaamijkooda xirnaanaayo. Gelitaanka xaalad aan firfircooneyn ama oggola lixda bilood ugu horreysa barnaamijku wuxuu helayaa rukhsaddiisa shatiga ugu horreysa.

Hadday tahay heerka shatiga uu shaqeynayo ama uusan firfircooneyn, shati-haystaha ayaa wali mas'uul ka ah si loo hubiyo in xeerarka sharciga la raaco. Sababtaas awgeed, bixiyaha waxbarashadda hore waa inuu ogaysiiska u sii wadaa wakaaladda isbeddelada inta lagu jiro muddada xaaladda aan firfircooneyn, waana inuu dhiibaa lacagta khidmadda shatiga, caddeynta u hoggaansanaanta iyo dukumintiyada baaritaanka asalka barnaamijka xitaa haddii taariikhda u hoggaansamistoodu dhacdo inta ay ku jiraan xaalad aan firfircooneyn.

Bixinta xaalada aan firfircooneyn waxaa loola jeedaa inay tahay ku taageerada barnaamijyada Waxbarashada dhalaanka. Haddii barnaamijka Waxbarashada dhalaanka la xiro si isdaba joog ah ama muddo dheer, waxay sidoo kale sahmeyn la taaban karo ku yeelan kartaa carruurta, qoysaskooda iyo bulshada. Sababtaas awgeed, xaalad aan firfircooneyn oo ka badan lix bilood muddo 12 bilood gudahood ah waxay keeni doontaa in lagaa xiro liisanka.

WAC 110-300-0443 wuxuu qeexayaa shuruudaha laxiriira falalka fulinta, ogeysiiska iyo rafcaanka.

WAC 110-300-0425 waxay qeexaysaa shuruudaha la xiriira dukumiintiyada u hoggaansanaanta sanadlaha ah.

WAC 110-300-0470 wuxuu qeexayaa shuruudaha la xiriira u diyaargarowga xaaladaha deg-degga ah.

WAC 110-300-0475 wuxuu qeexayaa shuruudaha la xiriira waajibaadka ka saaran ilaalinta carruurta iyo ka warbixinta dhacdooyinka.

WAC 110-300-0020

Unlicensed programs

(1) If the department suspects that an individual or agency suspected of providing unlicensed child care, the department must follow the requirements of RCW 43.216.360.

(2) If an individual decides to obtain a license, within thirty calendar days from the date of the department's notice in subsection (1) of this section, the individual or agency must submit a written agreement on a department form stating they agree to:

(a) Attend and participate in the next available department licensing orientation; and

(b) Submit a licensing application after completing orientation.

(3) The department's written notice under subsection (1) of this section must inform the individual or agency providing unlicensed child care:

(a) That the individual or agency must stop providing child care, pursuant to RCW 43.216.360;

(b) How to respond to the department;

(c) How to apply for a license;

(d) How a fine, if issued, may be suspended or withdrawn if the individual applies for a license;

(e) That the individual has a right to request an adjudicative proceeding (hearing) if a fine is assessed; and

(f) How to ask for a hearing, under chapter 34.05 RCW (Administrative Procedure Act), chapter 43.216 RCW, and chapter 110-03 WAC (department hearing rules).

(4) If an individual providing unlicensed child care does not submit an agreement to obtain a license as provided in subsection (2) of this section within thirty calendar days from the date of the department's written notice, the department will post information on its website that the individual is providing child care without a license.

(5) A person providing unlicensed child care:

(a) Will be guilty of a misdemeanor pursuant to RCW 43.216.365; and

(b) May be subject to an injunction pursuant to RCW 43.216.355.

RCW 43.216.295 waxay sharci daro ka dhigeysaa in laga bixiyo daryeelka caruurta aan sharciyeysneyn ee Gobolka.[5] shatiyada barnaamijka Waxbarashada dhalaanka waxaa loogu talagalay inay mudnaanta siiyaan danaha carruurta iyo inay siiyaano ilaalin aasaasi u ah horumarkooda iyo caafimaadkooda iyo nabadgelyadooda. "Shatiyeyn ama shatiga tayada sare wuxuu ka kooban yahay ugu yaraan seddex qaybood oo kala duwan: sharciga adag oo awooda ku siinaaya, shuruudaha barnaamijka adag, iyo xoojinta fulinta howlaha."[6]

Marka DCYF ay tuhmaano in la siinayo daryeel aan sharciyeysnayn la bixinaayo, waxaa laguu so dirayaa ogaysiis qoraal ah 10 maalmood gudahood. Marka laga helo ogeysiiska DCYF, barnaamijka aan shatiga lahayn waa inuu joojiyaa bixinta daryeelka haddii aysan buuxin shuruudaha ka-dhaafitaanka. Haddii qofku uu diido inuu kaqaybqaato isla markaana sii wado daryeelka sharci darrada ah, hay'adda waxay dabagali ku sameeyn doontaa iyadoo hirgalineeyso tallaabooyin lagu ilaalinayo carruurta iyo qoysaska bulshada. Tallaabooyinkaas waxaa ka mid ah, laakiin aan ku xaddidnayn, baahinta daryeelka sharci-darrada ah, bixinta ganaaxyada, ku-daba-galidda eedeymaha anshax-xumada iyo in laguu isticmaalka adeegsiga amarro sharciyeed ah.

RCW 43.216.010 wuxuu cadeynayaa qofka looga baahan yahay inuu keeno rukhsad shatiga iyo kuwa sharci-ahaan looga dhaafay shatiga.

Si aad uga warbixiso daryeelka aan shatiga lahayn, soo wac 1-866-ENDHARM (1-866-363-4276).

DCYF waxay qiimeysaa barnaamijyo waxbarasho hore tayada oo leyahay oo kaladuwan, waxaana la balanqaadayaa inla taageereeso bixiyeyaasha aanan shatiga lahayn haddii si nidaamka shatiyeynta u doortaan inay helaano shatiga.

Noqoshada Bixiyaha Xannaanada Carruurta & Bixiyaha Waxbarashada dhalaanka. Bogga DCYF waxay bixiyaan horudhac wakaaladda, macluumaad ku saabsan sharciyada rukhsadda iyo nidaamka shatiyeynta iyo isku xirka jihaynta hanuuninta shatiga.
https://dcyf.wa.gov/services/early-learning-providers/licensed-provider

Sida Looga Warbixiyo ku Xadgudubka Caruurta ama Dayaca. Bogga DCYF waxaa ka helaysaa lambarrada taleefan qaadasho oo maxalli ah oo lagu tebinayo.
www.dcyf.wa.gov/safety/report-abuse

5 Sharci dejinta Gobolka Washington, "RCW 43.216.295," waxaa laga heli karaa **https://app.leg.wa.gov/RCW/default.aspx?cite=43.216.295**, la helay Oktoobar 5, 2020.
6 Amie L. Payne, Ph.D., "Ruqsad Siinta: Aasaaska Daryeelka Hore ee Tayada iyo Nidaamka Waxbarashada," Ururka Qaranka ee Maamulka Nidaaminta, oo laga heli karo **www.naralicensing.drivehq.com/publications/Strong_CC_Licensing_2011.pdf**, la daabacay May 2011.

WAC 110-300-0025

Certified and exempt programs

(1) The department must not license a child care program that is legally exempt from licensing per RCW 43.216.010(2). However, if a child care program re-quests to become certified by the department, the department shall apply all licensing rules to the otherwise exempt program. In such a case, the department shall apply licensing rules equally to licensed and certified child care programs.

(2) The department may certify an otherwise exempt child care program for subsidy payment without further inspection if the program is:

(a) Licensed by an Indian tribe, band, nation, or other organized community of Indians, including an Alaska native village as defined in 43 U.S.C. Sec. 1602(c), recognized as eligible for services by the United States Secretary of the Interior;

(b) (b) Certified by the federal Department of Defense; or

(c) (c) Approved by the office of superintendent of public instruction (OSPI).

(3) A child care program exempt from licensing pursuant to RCW 43.216.010(2) must use the department's form to submit their exempt status.

(4) A child care program requesting certification must be located on the premises over which the tribe, federal Department of Defense, or OSPI has jurisdiction.

(5) A child care program regulated by a tribe, the federal Department of Defense, or OSPI may request certification:

(a) For subsidy payment only; or

(b) As meeting foundational quality standards of this chapter.

(6) The department must not certify a department employee or a member of their household when the employee is involved directly, or in an administrative or supervisory capacity, in the:

(a) Certification process;

(a) Placement of a child in a certified program; or

(b) Authorization of payment for the child in care.

Haddii la codsado, DCYF waxuu caddeyn karaa bixiye ka reeban haddii bixiyahaas uu ka baxsan yahay goobaha xukumin DCYF. Barnaamijyada ku yaal qabiilada dadka asalka ah, barnaamijyada goobaha ciidamada Mareykanka iyo barnaamijyada ay ansixisay Xafiiska Gobolka Washington ee Kormeeraha Guud ee Waxbarista Dadweynaha "the Washington State Office of Superintendent of Public Instruction (OSPI)" waa laga dhaafayaa shatiyeynta. Barnaamijyada goobha ciidamada Milatariga waxaa maamula sharciyeeyay Waaxda Difaaca ee federaalka "Department of Defense (DOD)", barnaamijyada Waxbarashada dhalaanka ee goobaha Qabiilada Hinda ku yaaladda waxaa xukuma golayaashooda qabiilada iyo barnaamijyada Waxbarashada dhalaanka oo ku yaala dugsiyada dadweynaha waxaa nidaamiya OSPI. Haddii mid ka mid ah barnaamijyadan ay doonayaan inay helaan magdhowga daryeelka carruurta, waxay ka codsan karaan caddeyn DCYF. Haddii barnaamijka ka-dhaafka ah uu codsado caddeyn, barnaamijka waxaa looga baahan doonaa inuu la kulmo dhammaan xeerarka shatiyeynta tayada aasaasiga ah.

Maamulka Dadka Asaliga ah ee Mareykanka. Websaydhkani wuxuu caawimaad farsamo siiyaa qabaa'ilka iyo ururada waddaniga ah.
www.acf.hhs.gov/ana

Foomamka & Dukumintiyada DCYF. Bog ku yaal bogga DCYF oo ay ku jiraan xiriiriyeyaal foomamka waxtar leh sida Oggolaanshaha Daaweynta, Diiwaanka Daaweynta, Qorshaha Daryeelka Qofka iyo kuwa kale.
https://dcyf.wa.gov/services/early-learning-providers/licensed-provider/forms-documents

Sida Loo Noqdo Bixiyaha Guriga ee Horumarinta Ilmaha. Bogga Waaxda Difaaca (DOD) waxay leedahay macluumaad ku saabsan noqoshada bixiye guri ee Goobta horumarinta Ciidanka Badda iyo bixiyaha Daryeelka Ilmaha Qoyska ee Ciidanka Marine Corps.
www.military.com/spouse/career-advancement/military-spouse-jobs/becoming-child-development-home-provider.html

Xafiiska Gobolka Washington ee Kormeeraha Guud ee Waxbarista Dadweynaha (OSPI). Websaytka OSPI waxaa ka helaysaa macluumaad la xiriira nidaamka waxbarashada ee Washington K-12.
www.k12.wa.us

WAC 110-300-0030

Nondiscrimination

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

(a) Not discriminate in employment practices or client services based on race, creed, color, national origin, sex, honorably discharged veteran or military status, marital status, gender, sexual orientation, age, religion, or ability; and

(b) Comply with the requirements of the Washington law against discrimination (chapter 49.60 RCW) and the ADA.

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

Guud ahaan, qaybtani waxaa looga baahan yahay laba shay oo muhiim ah. Mida koowaad, bixiyeyaashu waa inaysan la-heeyn takoorid iyo waana inay u hoggaansamaan shuruudaha cutubka 49.60 RCW iyo qodobka Sharciga Naafada Mareykanka "Americans with Disabilities Act (ADA)". Mida labaad, adeeg bixiyayaashu waa inay lahaadaan siyaasad qoraal takooris la'aan ah.

Hal qoraal oo aad u muhiim ah ayaa ah inay adeeg bixiyeyaasha oo dhan looga baahan yahay inay yeeshaan siyaasad takoor la'aan ah, siyaasaddani waxay ku kala duwanaan doontaa waa sida sharci ahaan lagu sifeeyay "goobaha deegaanka dadweynaha" iyo kuwa "si gaar ah u gaar ah" ganacsiyada daryeelka carruurta.

- Meelaha la dego ee dadweynaha waxaa ka mid ahdhamaan goobaha ganacsiga intooda badan. Haddii barnaamijka Waxbarashada dhalaanka u furan yahay dadweynaha, markaas meheraddu waa meel hoy dadweyno.
- Waxyaabaha ka reeban waxaa ka mid ah:
  - Hay'ado gaar loo leeyahay oo dad khaas leh sida naadi ku saleysan xubinnimo. Xubnaha waxay bixiyaan lacag khidmadaha gaarka ah, waxayna leeyihiin siyaasado aqbalaad xulasho ah.
  - Goobaha waxbarashada ee ay maamusho ama gacanta ku hayso hay'ad diineed oo run ah.

Gobolka Washington wuxuu leeyahay mowqif adag, taariikh ka soo horjeedo dhamaan takoorka. 1949, sharci dejiyeyaasha Washington waxay yiraahdeen, sida ay u qeexeen takoorka, "in takoorku uusan khatar ku ahayn oo keliya xuquuqda iyo mudnaanta saxda ah ee dadka deggan laakiin wuxuu khatar ku yahay hay'adaha iyo aasaaska dowlad dimoqraadi ah oo xor ah."[7]

In si wanaagsan loogu adeego carruurta iyo qoysaska Washington, Heerarka Tayada Aasaasiga ah wuxuu dhiirrigeliyaan dhaqammada loo dhan yahay iyo kala duwanaanta qoomiyadaha. Bixiyeyaasha waxbarashadda hore, carruurta iyo qoysaska ku jira barnaamijyada ruqsadda shatiga haysta looguma dhaqmi doono si ka duwan ama si ka hooseeya iyada oo ku saleysan jinsiyaddooda, caqiidadooda, midabkooda, dhalashadooda, jinsi ahaan, si sharaf leh looga soo saaray halyeey ama xaalad ciidanka, xaaladda guurka, jinsiga, nooca galmada, da'da, diinta ama karti awooda. Taabagalkeed, barnaamijyada Waxbarashada dhalaanka waxaa lagu dhiirigelinayaa inay aqoonsadaan faa'iidooyinka kala duwanaanta oo ka imaanayaan dhaqamada kala duwan, nidaamyada aaminaadda diinta iyo awoodaha.

Taageerida kala duwanaanta iyo ka mid noqoshada goobaha hore ee waxbarashadu waxay kordhisaa soo-gaarista khibradaha iyo fikradaha aan la aqoon carruurta iyo dadka waaweynba. Tani waxay gacan u geysaneysaa horumarinta qadarinta isku-ekaanta ama khilaafaadka iyo sidoo kale in la xoojiyo is-aqoonsi nafsiyeedka qofka u gaar ah.

Qaar ka mid ah siyaabaha bixiyeyaasha Waxbarashada dhalaanka ay ugu soo jiidan karaan kala duwanaanta iyo dhaqamada loo wada dhan yahay, waa iyagoo haysta agabyo kala duwan barnaamijyadooda oo matalaya dhaqamo badan, qowmiyado iyo koox yaha qoyska leeyahay. kooxeedyada. Qaar ka mid ah agabkan waxaa ka mid noqon kara buugaag muujinaya qoysas isku jinsi ah waalidkood, waalidiinta iyo carruur ka soo kala jeeda jinsiyado kala duwan. Agabyada kale waxaa ka mid noqon kara ranjiga, warqadda, qalinleyda iyo calaamado leh noocyo kala duwan oo maqaarka. Ilmaha boombalaha ama tusaalooyinka muujinaya dadka ku hawlan shaqooyinka aan caadiga ahayn ama awoodaha jireed ee kala duwan ayaa ah nooc kale oo ka mid ah waxyaabaha lagu dari karo jawiga waxbarasho. Bixiyaha Waxbarashada dhalaanka sidoo kale wuxuu baran karaa ereyada aasaasiga ah ee luqado kala duwan, wuxuuna darbiyada ku dhajin karaa ereyadan barnaamijka ama u adeegsan karaa marka uu soo dhaweynayo qoysaska. Muusikada la garaaco, boorarka la soo bandhigo iyo cuntada la bixiyo ayaa ah siyaabo dheeri ah oo adeeg bixiyuhu si ula kac ah uga qayb geli karo matalaadda kala duwanaanta iyo ka mid noqoshada.

Marka qoys ama ilmuhu ku hawlan yahay barnaamij waxbarasho hore oo u oggolaanaysa iyaga inay u muuqdaan inay metelaan qalabkooda, ay maqlaan luuqaddooda hooyo oo lagu hadlayo, ay maqlaan muusig caanka u ah, ay uriyaan cuntooyin caanka ay ku yihiin, waxay u oggolaanaysaa iyaga inay ogaadaan in lagu qiimeeyo oo ay ku xiran yihiin cidda ay yihiin. Marka loo eego Daryeelka Carruurteenna "Caring for Our Children (CFOC)", Muujinta, iyo soo-gaarista, dhaqammada iyo qowmiyadaha kala duwani waxay kobcinayaan khibradda dhammaan carruurta, qoysaska iyo shaqaalaha."[8]

Taas bedelkeeda, diidmada iyo takoorku waxay sahmeyn xun ku yeelan doonaan aqoonsiga shaqsiga iyo is-qadarin la'aanta nafsadiisa. Ururka Cilmi-nafsiga Mareykanka wuxuu soo wariyay in "walaaca la xiriira takoorku uu xiriir la leeyahay arrimaha caafimaadka maskaxda, sida walaaca iyo niyad-jabka, xitaa carruurta."[9]

7 Sharci dejinta Gobolka Washington, "RCW 49.60.010 Ujeedada cutubka," waxaa laga heli karaa **https://app.leg.wa.gov/RCW/default.aspx?cite=49.60.010**, laga helay Oktoobar 6, 2020.

8 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada dhalaanka. Daryeelka Carruurteenna: Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada 4aad ed. (Itasca, IL: Akadamiyadda Maraykanka ee Cudurrada Carruurta, 2019),

9 Ururka Cilmi-nafsiga Mareykanka, "Cadaadiska Mareykanka: Saamaynta Takoorka," War-saxaafadeed, Maarso 10, 2016, oo laga heli karo **https://www.apa.org/news/press/releases/stress/2015/impact-of-discrimination.pdf**

Taariikh shaqad, tikoorida waxbarasho iyo takoorid guriyeed ee qoysaska ka soo jeeda beelaha la hayb sooco ayaa ka dhigtay mid saadaalinta jinsiyada iyo dakhliga guusha. "Carruurta galaya xanaanada oo leh heerar aqoonta xirfadeed hoose oo u diyaarsanaanta iskuulka guud ahaan horumar kuma gaaraan isla heerka aqoonta dadka qaniga ah oo waxtarka badan, sidaa darteed farqiga u dhexeeya guusha ayaa u muuqda inuu sii fidayo muddo ka dib marka kale."[10] Taariikh ahaan, carruurta midabka leh gaar ahaan wiilasha iyo carruurta waxbarashada gaarka leh ayaa si isdaba joog ah ayaa loo bartilmaameedaa aan habboonayn ee xaga edbinta adag ama ka cayrinta Waxbarashada dhalaanka iyo sharci dejinta dugsiga.[11] Mid ka mid ah natiijooyinka badan ee tan waxay keentaa fursadaha iyo farqiga u dhexeeya carruurta, iyadoo qoysasku ay inta badan ka liitaan helitaanka daryeel tayo leh. Si wax looga qabto farqiga aqoonta qoomiyadaha, waxay muhiim ah in xirfadleyda Waxbarashada dhalaanka inay tixgaliyaan ina ka fugaadaan isla markay tixgelinayaan habka ay u shaqaaleysiinayaan shaqaalaha, baaritaanka iyo diiwaangelinta qoysaska, horumarinta manhajka, arrimaha deegaanka iyo tababarida ku dhaqanka fasalka.

ADA waxay si gaar ah uga hadlaysaa hubinta in dadka waxbarashada gaarka leh inay helaan fursado loo siman yahay oo ay kaga qayb qaataan adeegyada barnaamijka. Sidoo kale haddii loo dhigo, carruurta waxbarashada gaarka leh ayaanan laga reebi karin barnaamijka Waxbarashada dhalaanka illaa joogitaankoodu uu khatar toos ah ku keenayo caafimaadka ama badbaadada ilmaha ama dadka kale, ama u baahan tahay in wax laga beddelo aasaasiga ah ee barnaamijka.

Marka loo eego ADA, bixiyaha Waxbarashada dhalaanka loogama baahna inuu dib u habeyn ku sameeyo xarun waxbarasho horay u jirtay si ay u qaabilaan naafonimo kasta oo dhici karta. Bixiyeha waxbarashadda hore waxaa looga baahan yahay inuu sameeyo "wax-ka-beddello macquul ah" si loogu oggolaado qof gaar ah oo naafo ah inuu si siman uga qaybqaato asxaabta aan naafada ahayn. Tani waxay noqon karaa shaqaale, ilmo waxbarashada gaarka leh oo raba inuu iska qoro barnaamijka ama waalidka naafada ah ama qaraabada cunugga diiwaangashanayaan oo raba inuu ka-qeybgalo wax-qabadka ama munaasabada barnaamijka. Bixiyeyaasha iyo dadka naafada ah waxaa lagu dhiirigelinayaa inay ka wada hadlaan qaababka lagu gaari karo wax ka beddel macquul ah. Bixiyaha waxbarashadda hore waa inuu si macquul ah ula qabsadaa siyaasaddooda iyo dhaqankooda si uu ula midoobo carruurta, waalidiinta iyo ilaaliyayaasha naafada ah.

ADA waxay quseysaa inay la shaqeeyaan dhammaan barnaamijyada Waxbarashada dhalaanka, marka laga reebo mooyee barnaamij ay maamulaan hay'adaha diineed sida kaniisad, sunagoga ama kaniisada yahoodiga ama masaajid. DCYF ma bixin karto talo sharci ah oo ku saabsan u hogaansanaanta gaarka ah ee ADA, taani badalkeed, bixiyaha waxbarashadda hore haddii uu su'aalado qaba wuxuu la xiriiri karaa qareen.

Horumarinta Hindisaha Sinaanta. Websaydhkan Ururka Qaranka ee Waxbarashada Carruurta Yaryar "National Association for the Education of Young Children" (NAEYC) wuxuu ka shaqeeyaa sidii loo abuuri lahaa fursado waxbarasho oo loo wada-siman yahay carruurta yaryar.
www.naeyc.org/our-work/initiatives/equity

Kala-duwanaanta Barnaamijyada Carruurnimada Hore. Maqaalkaan Akhriska Hore ee Carruurnimada, Francis Wardle Ph.D., wuxuu ka hadlayaa sida loo bixiyo khibradaha qomiyadaha kala duwan iyo dhaqamada kala duwan ee Waxbarashada dhalaanka.
http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=548#:~:text=Supporting%20diversity%20in%20early%20childhood,experiences%20beyond%20their%20immediate%20lives.

Takoorka Shaqada. Dugsiga Sharciga ee 'Cornell Law School' wuxuu bixiyaa aragti guud oo ku saabsan sharciyada takooridda shaqada iyo qawaaniinta, iyo dhowr xiriiriyeyaal oo lagu taageerayo khayraadka.
https://www.law.cornell.edu/wex/employment_discrimination#:~:text=Employment%20Discrimination%20laws%20seek%20to,and%20various%20types%20of%20harassment

10 Waaxda Waxbarashada dhalaanka ee Gobolka Washington, "Warbixinta Macluumaadka Sinaanta Sinaanta," waxaa laga heli karaa **www.dcyf.wa.gov/sites/default/files/pdf/reports/Equity_Initiative_Data_Report_1.18.2017.pdf**, la daabacay Janaayo 2017.

11 Mashruuca Sinnaanta Carruurta iyo Xarunta Siyaasadda ee Labada Xisbi, "Ka Bilaw Sinnaanta Laga bilaabo Sannadaha Hore ilaa Fasalada Hore," oo laga heli karo **https://childandfamilysuccess.asu.edu/sites/default/files/2020-07/CEP-report-071520-FINAL.pdf**, la daabacay July 2020.

Tilmaamaha Guud ee Siyaasadda Takoor la'aanta. Waaxda Adeegyada Fursadaha Shaqaalaynta ee loo wada-siman yahay ee Mareykanka waxaa ka heleeysaa macluumaad iyo talooyin ku saabsan horumarinta siyaasad takoor la'aan.
www.eeoc.gov/employers/small-business/general-non-discrimination-policy-tips

Macluumaadka iyo Caawinta Farsamada ee Sharciga Naafada Mareykanka. Waaxda Caddaaladda ee Mareykanka iyo Waaxda Xuquuqda Wadaniga ah waxaa ka helaysaa macluumaad iyo ilo loogu talagalay ADA.
www.ada.gov

Ka bilowga Sinaanta: Laga bilaabo Sannadihii Hore illaa hadda Fasallada Hore. Mashruuca Sinnaanta Carruurta iyo Xarunta Siyaasadda Laba-xisbi ayaa soo bandhigaya xogtooda. Cilmi-baaris iyo ajande siyaasad-u-sinnaan carruurta lagu dhaqmo oo loogu talagalay anshax-xumo adag, kala-soocidda carruurta waxbarashada gaarka ah iyo u-sinnaan la'aanta fursadaha barashada ardayda labada luuqadood.
https://childandfamilysuccess.asu.edu/sites/default/files/2020-07/CEP-report-071520-FINAL.pdf

Sinnaanta Jinsiga iyo Qaab-dhismeedka Cadaaladda Bulshada (HR_0003). Habka DCYF ee lagu tirtirayo kala-duwanaanshaha sidaa darteed jinsiyada iyo dakhliga qoysku ma aha kuwo sii saadaalinaya fayoobaanta iyo dhisidda nidaamyo taageeraya ilmo kasta, qof dhallinyaro ah iyo qoys kasta inay barwaaqoobaan.
www.dcyf.wa.gov/sites/default/files/pubs/HR_0003.pdf

Warbixinta Xogta Hindisaha Sinaanta Sinaanta 2017. Warbixinta DCYF's (oo hore u ahayd Waaxda Waxbarashada dhalaanka) ee xog ururinta iyo qiimeynta xogta midab iyo jinsi ee barnaamijyada waxbarasho oo hore ee ruqsadda haysta ee Washington.
www.dcyf.wa.gov/sites/default/files/pdf/reports/Equity_Initiative_Data_Report_1.18.2017.pdf

Tilmaamaha Siyaasadda Guryaha oo Macquulka ah. Websaytka Gudiga Fursadaha Shaqaalaynta Loo Simanyahay ee Mareykanka oo wata macluumaad iyo tusaalooyin ku saabsan dejinta siyaasad ku habboon hoy macquul ah.
www.eeoc.gov/employers/small-business/reasonable-accommodation-policy-tips

Kheyraadka Soo Dhaweynta Dhamaan Qoysaska. Boggan soo dhawaynta Dugsiyadu wuxuu bixiyaa macluumaad iyo ilo si loogu abuuro jawi soo dhaweyn leh qoysaska kala duwan.
www.welcomingschools.org/resources/school-tips/diverse-families-what/

Fahamka EExda. Websaydh bixiya macluumaad waxbarasho iyo macluumaad ku saabsan nacaybka, takoorka, dhaqamada badan iyo kala duwanaanta si loo yareeyo heerka dulqaad la'aanta iyo eexashada bulshada. Layliyada iyo Banaanbaxyada tabka waxaa kamid ah tirakoobka iyo tijaabooyin lagu soo bandhigayo dabeecadahaaga miyir beelka ah.
https://secure.understandingprejudice.org/

Qeybta Labaad:

Natiijada Koboca Tayaysan ee Caruurta

Natiijada Koboca Tayaysan ee Carruurta

Buuggan wuxuu si gooniya utaabanayaa shuroodo xul ah oo kamid ah Shuruudaha Tayada Aasaasiga ee ku jira Chapter 110-300 WAC. Buugan wuxuu bixinayaa, macluumaad, xogaha ama akhbaaraha ugu dambeeyey iyo tusaaleyaal dhaxalgal ah. Looguma tala galin in uu noqdo aragti tafatiran oo dulmaraysa dhamaan Natiijooyinka Koboca Tayaysan ee Carruurta.

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.

Dadka waaweyn ee ilmaha noloshiisa ka qaybqaata ayaa si guud ula socda koboca ilmaha, iyagoo si guud uga warhaya koritaanka, waxbarashada, dhaqdhaqaaqa iyo hab-dhaqanka ilmaha. Baarista koboca ilmuhu waxay si rasmi ah ugu kuur gashaa horumarka ilmaha.

Baarista rasmiga ah waxaa lagu ogadaa haddii ilmaha uu kusoo foolleeyahay dib u dhacyo kaga imaan kara koritaanka maskaxda, awood dhaqdhaqaaq, hadalka iyo luuqadda ama shucuurta iyo fahamka bulshada. Dib u dhacyadaas waxay carqalad ku noqon karaan koritaanka, waxbarashada iyo kobcidda ilmaha; carqaladahan ayaa lagaga hortegi karaa taakuleyn khaas ah. Sababtaas awgeed, shuruudaha leysanka waxaa ka midah in xirfadlaha waxbarashada hore uu la falanqeeyo waalidka iyo masuulka ilmaha muhiimadda ay leedahay baarista rasmiga ah ee kobocu.

Macluumaadkan hoos, oo laga soo xigtay Help Me Grow Washington, ayaa ka caawin kara xirfadleyaasha waxbarashada hore iyo qoysaska si ay u fahmaan sababta ay arrintan carruurta ugu fiican tahay:

"Baarista rasmiga ah ee kobocu waxay muhiim u tahay caruurta OO DHAN! 6-dii ilmoodba 1 ayaa qaba dibudhaca koboc, laakiin 30% ka mid ah ilmahaas ayaa dibudhacooda lagu ogaada fiirada waalidka iyo ka-warhaynta rasmiga aha. Badanaa, calaamaadka dib udhucu waa qaar ayna fududayn in la arko, oo xataa islamarkaa ku adag xirfadlayaasha arimahan ku takhusasay.

"Baarista joogtada ah ee caruurta oo dhan ayaa ah sida ugu fiican ee lagu ogaado dibudhaca,iyadoo isla markaa la helikaro fursad fiican oo dibudhacan wax looga qaban karo. Xataa qoysaska ay ilmahooda kobociisu aanu dibudhacsanayn, baarista rasmiga waxay si fudud oo oo fiican uga bartaan heerarka koboca ee ilmahooda ku soo foolleh iyagoo halkaas ka hanta guubaabooyin ay ilmaha ku caawiyaan sida ugu fiican ugu bogto marxaladaa koboc."[12]

Waxaa jira siyaabo badan oo waalidka iyo masuulka loola wadaagi karo muhiimadda baarista rasmiga ah ee koboca. Xirfadlaha waxbrashada hore wuxxu ka wargelin karaa waalidka faa"iidoonyinka baarista iyadoo la raacayo sida munaasibka u ah qoyskaas iyo xarunta adeeg ee xirfadluhu ka tirsanyahay. Macluumaadka waxaa waalidka ama masuulka loogu gudbin karaa siyaabahan: qoraal ahaan, bogga intarnetka ah, buugga warbixinta ilmaha (parent handbook), waxaa lagu dhejin karaa xafiiska meel laga arki karo, ama afka ayaa looga sheegi karaa marka ilmaha la qorayo ama mar kulan lala yeelanayo waalidka.

12 Barnaamijka Help Me Grow Washington - Wada-shaqeyntiisa la yiraahdo Parenthelp123: **www.parenthelp123.org/child-development/help-me-grow-washington**

Si xirfadluhu ula yeelankaro waalidka falanqayn wax ku ool ah oo ixtiraamna ku jiro, oo ku saabsan baarista rasmiga ah ee koboca ilmaha, tusalayaasha hoos ku xusan waa qaar ka mid ah farrimaha muhiimka ah ee xirfadluhu la wadaagi karo qoyska ilmaha

"Weligaa ma maqashay ama maka qayb gashay baarista rasmiga ah ee koboca ilmaha?"

"Baarista koboca ilmuhu waa qayb kamid ah koboca guud ee ilmaha halkaas oo aanu ku baran karno ilmahaaga isla markaana ku ogaan karno waxyaala aanu ka caawin karno ilmahaaga si uu u koro, maskaxdiisuna ugu kobocdo si fiican. Shanta sano ee ugu horreysa ee nolosha ilmaha ayaa ugu muhiimsan kobciddooda – isbadalo badan ayuu ilmuhu maraa. Ilmuhu intaanu sanad gaarin ayuu bilaabaa in uu barto sida jirkiisu u shaqeeyo iyo fahamka bii'adiisa guud ama cimilada oo ku nool yahay."

"Maskaxdoodu degdeg ayey u kobceysaa oo waxay bartaan waxyaabo kala duwan oo la xirriira qaybaha koboca ee kala duwan. Waxyaabahaas waa heerar koboc oo kala duwan oo ay ilmuhu marba mid gaaraan; waxaa jira bar-tilmaameedyo lagu garto heerarka kobocooda oo ku saabsan dhaqdhaqaaqa waaweyn, dhaqdhaqaaqa yaryar, habka xiriirka iyo luuqadda ay bulshada ku fahmi karaan. (Xirfadluhu hala-socdo in falanqayntani guud ee kobocu ubaahan karto faahfaahin dheeraad ah oo lagaga hadlayo qaybaha kala duwan ee koboca.)"

"Waalid ahaan, adiga ayaa ilmahaaga sida ugu fiican u yaqaan oo sidaas awgeed waa muhiim in aan wada shaqeyno si aan u fahamno heerarka koboc ee ilmahaagu bogtay iyo qaybaha koboc ee caawimada uu uga baahanyahay."

"Ma rabtaa faahfaahin dheeraad oo ku saabsan koboca ilmahaaga?"

Waxa jira saad ama khayraad iyo macluumaad ku saacidaya xirfadlaha waxbarashada hore iyo waalidkaba fahamka iyo barashada baarista rasmiga ah ee koboca iyo korriinka ilmaha. Maclummaad wax ku ool ah oo khuseeya muhiimadda iyo siyaabaha baarista rasmiga ah ee koboca ayaa laga helikaraa websaytyo gobeleed iyo kuwa federaalba. Websaytyada hoos ku xusan ayaa ah in yar oo kamid ah weebsaytyadaas ugu muhiimsan.

- Xarumaha Xakameynta iyo Ka-hortagidda cuddurada (Center for Diease Control and Prevention (CDC)). CDC waxay ku hawlgashaa illaalada caafimaadka, amniga iyo ka hortagga halisaha caafimaad ee kusoo fool yeelankara dadweynaha, kusugan dalka dibaddiisa iyo gudihiisaba. **www.cdc.gov/ncbddd/childdevelopment/screening.html**
- Barnaamijka ParentHelp123. Barnaamijka ParentHelp123 waxaa laga helaa macluumaad u gaar ah gobolka Washington oo ku saabsan caafimaadka iyo adeegyada cuntada, adeegyada kaalmaynta qoysaska iyo macluumaad kale oo muhim ah. **www.parenthelp123.org/child-development/child-development-screening-public**
- Xafiiska Maamulaha Guud ee Waxbarashada Dadweynaha (Office of Superintendent of Public Instruction ama OSPI) Child Find (carruurta ka weyn 3 sano). OSPI waa hay'adda koowaad ee masuulka ka ah in ay la socoto waxbarashada hoose ilaa sare (K-12) ee Gobolka Washington. **www.k12.wa.us/student-success/special-education/program-improvement/technical-assistance/child-find**
- Imtixaanka Aqoonta Carruurta Iskuulka Kindergarten Bilaabeysa ee loo yaqaan OSPI Washington Kindergarten Inventory of Developing Skills (WaKIDS). Barnaamijka WaKIDS waa hab lagu caawiyo carruurta iyo qoysasku si ay ula qabsadaan isbadalada marxaladaha waxbarashada hoose ilaa dugsiga sare ee K-12. **www.k12.wa.us/student-success/testing/state-testing-overview/washington-kindergarten-inventory-developing-skills-wakids/whole-child-assessment**
- Taagerada Hore ee Nuunneyaasha iyo Socod-baradka ee loo yaqaan Early Support for Infants and Toddlers (ESIT) (khuseeya carruurta ka yar 3 sano). ESIT waa barnaamij ka mid ah kuwa DCYF oo qaabilsan howgal rasmiya iyo caawinta qoysaska iyo caruurta dibudhac-koboc soo wajaho, si ilmahaasi u helo kaalmada ay u baahanyihiin, oo ay u helaan korriino haboon una gaadhaan mustaqbal tayaysan. **www.dcyf.wa.gov/services/child-development-supports/esit**
- Ururka Danaha Carruurta ee loo yaqaan Washington Communities for Children (WCFC). WCFC waa shabakad ururro isu tagay oo u ololeeya carruurta, qoysaska iyo dadweynaha. **www.washingtoncfc.org**

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.

Garaafka hoose waxa uu ku tusayaa in Gobolka Washington, caruur tiradoodu kayar tahay boqolkiiba 50 ay diyaar u yihiin kindergarten (waxaa soo ogaaday macluumaadkan barnaamijka qiimeynta ee WaKIDS).

Qiimeyntani waxay qeyb muhiim ah ka tahay, hababka heerguur ee ka caawiya ilmaha in uu si fiican uguto, uguna gudbo marxaladaha waxbarasho ee K-12. Intaas waxaa sii dheer, daraasadda waxaa lagu ogaaday farqi u dhaxeeya qowmiyadaha kala duwan, farqigaas oo ku saabsan u diyaarsanaanta ilmaha ee xisaabta iyo luuqadda, aqoonta wax-akhriska iyo farbarashada; farqi kale oo ah aqoonta xisaabta ayaa udhexeeya gabdhaha iyo wiillasha. Macluumaadkani wuxuu muujinayaa doorka muhiimka ee uu ka ciyaaro xirfadlaha waxbarashada hore koboca caruurta.

Diyaargarowga Kindergarten iyo Isirka/Qowmiyadda, 2018

Shuruudaha leysanka ee ku saabsan in laga caawiyo qoysaska udiyaarlgalka kindergarten, waxay ku lugleeyihiin macluumaad lasoo qeexay oo sheegaya, in carruurtu gaaraan guul waxbarasho haddii qoyskoodu helo macluumaad ka caawiya udiyaargarowga kindergartenka iyo waxbarashada hoose. Shuruudahani waxay khuseeyaan barnaamijyada Waxbarashada hore ee u adeega ilmaha gaaray marxalada heerka kala-guurka waxbarasho ee kindergartenka iyo dugsiga hoose. Shaqaalaha waxbarashada hore ayaa siyaabo badan uga caawin kara qoysaska fahmanka iyo kagudubka waxbarashada hore ee loo gudbayo kindergarten.

Hal ficil oo macallimiinta waxbarashada hore ku kici karaan, ayaa ah in ay la yeeshaan xiriir, iskuullada hose iyo barnaamijyada kindergarten ee u dhow. Shaqaalaha waxbarashada hore ee xiriirka laleh barnaamijyada kindergarten ee maxaliga ah ayaa kaa caawin kara qoysaska si ay isigu diyaariyaan heer guurka waxbarasho ee ku soo aadan ilmahaas. Shaqaalaha waxa kale oo ay qoysaska ka caawin karaan fahamka nidaamka waxbarashada ee kindergarten iyo iskuulka hoose. Waxa kale oo xirfadlayaashu abaabulikaraan xiriir dhexmara kindergartenka iyo qoysa ilmahoodu ku usoo aadan yahay marxaladda ka gudubka waxbarashada hore. Taageero intaa sii dheer ayaa qoysasku ka heli karaan maamulka adeegga waxbarashada ama ESD iyo kooxda waxbarashada hore ee gobolka ama WCFC.

Macluumaad muhiim ah oo dheeraad ah waxaad ka helaysaa bogga ay WaKIDS ku leedahay shabakadda OSPI: **www.k12.wa.us/student-success/testing/state-testing-overview/washington-kindergarten-inventory-developing-skills-wakids**.

Mid ka mid ah waxqabadka ugu muhiimsan ee WaKIDS waa in ay kor u qaadaan wada-shaqeynta u dhaxeysa shaqaalaha waxbarashada hore iyo xafiiska sare ee Dugsiga Degmada (School District). Xirfadlaha waxbarashada hore wuxuu ka heli karaa shabakada websaytka macluumaad muhiim ah iyo waxyaabo lagu caawinayo carruurta iyo qoysaskaba si ay ula qabsan karaan marxalada heerka kala-guurka waxbarasho.

Marka laga fekarayo sida ay shaqaaluhu u gudbin karaan macluumad ku saabsan udiyaargarowga iskuulka hoose iyo kindergatenka, waa in ay qoysaska aqoon u leeyihiin. Qoysaska qaar waxay karaan in ay isticmaalaan macluumaad kombiyuterka logu gudbiyo, qoysaska qaarna waxay ubaahan yihiin waraaqo dabaacan. Xirfadlayaasha adeega oo dhani waxay ka qayb geli karaan gargaarka qoysaska, hadday iyaga laftoodu fahmaan saadka maxaliga ah ama khayraadka ee ku saabsan heerguurka marxladaha waxbarasho, iyaga oo isla markaana la wadaagaya macluumaadka qoysaska ubaahan ee ku sugan adeegaas waxbarasho hore.

Si aad u hesho tusaale ku saabsan hababka qoysaska looga caawiyo u diyaargarrowga iskuulka hoose iyo kindergartenka, arag labada tusaale, ee hoose, oo laga soo xigtay adeeg bixiyaal waxbarashada hore oo ku sugan gobolka Washington.

Xirfadlaha adeeg waxbarasho hore oo guiri-qoyska, oo ku sugan Thurston County, ayaa sidan sheegay:

"Waalid kasta waxaan ka codsadaa in ay yimaadaan kulan wargelin ah halkaas oo looga hadlo udiyaargarowga kindergartenka, isbadallada waxbarsho iyo bii'o ama cimilada ee ilmaha iyo waalidkaba ku soo foolleh. Kulanka waalidka, waxaanu waalidka la muraajacaynaa marxaladaha kobaca ee ku xusan WaKIDS, markaas ayaan si wadajir ah, anaga iyo walidku ugu diyaargarownaa marxaladaha iyo nattijooyinka ay rabaan in uu ilmahoodu gaaro. Waxaan darbiyada xafiiska ku dhejinnaa macluumaad ku qoran luuqadaha ay ku hadlaan qoysaska adeegaasi. Waalidka waxaa loo sheegaa in ay waraaqaha la siiyo ka eegaan jawaabaha wixii su'aalo ah oo ay qabaan; wixii jawaab ah oo intaa dheerna ay ka heli karaan xaffiiska. Xilliga gu'ga waxaa ilmaha loo kaxeeyaa safarro lagu geeyo iskuullada hoose ee kuyaal xaafadda si ay u soo arkaan fasalada. Barnaamijka qalinjebinta ee dhammaadka sannadka, waxaa lagu casuumaa macallimiin kindergarten oo waalidka kala hadla siyaalaha ay ilmahooda ugu diyaarinkaraan kindergaartenka waqtiga kuleylaha."

Macallin jooga goob waxbarashada hore ee degmada Whitman County ayaa laga soo wariyey:

"Waxaan bilownaa kulammo aan ku taakuleyno qoyska si ay u fahmaan isbaddalada kusoo foodleh ilmaha marka ay bilaabayaan waxbarashada hore, iyada oo aanu markaas u sharaxno waalidka sida ilmuhu isbadelkan u dareemayo. Waxaan ballan uga dhignaa inay soo arkaan xarunta waxbarasha hore, macallimiinta cusub iyo wixii kale ay ubaahanyihiin in ay ka soo fahmaan bii'adaa waxabarsho ee cusub ee ilmohoodu ku biiri doonaan. Waxa kale oo la tusaa fasalada gudahooda si ay uga bogtaan goobta cusub ee ay wax ku baran doonaan.

Si sidaas la mid ah, ayaanu qoysaska u diyaarinaa marka ilamahoodu u wareegayo kindergarten; waayo isbadalada maraaxil waxabarasho waa is ku mid. Waxaan waalidka u haynaa macluumaad ay kula xiriiri karaan iskuullada hoose; waxaan waalidka ogeysiinnaa maalmaha diiwaan gelinta kindergartenka ee soo socota, waayo waaxaanu xiriir weyn la yeelannay dugsiyada hoose si ay waalidku kalsooni iyo xiriir adag ula yeeshaan iskuulladaa. Waxaan waalid kasta u haynaa waraaqaha diiwaan gelinta kindergarten ee ay u baahanyihiin, waxaan ugu darnaa waraaqahaa qiimeyntii ugu dambeysay ee ilmaha kobociisa iyo sida ay noola soo xiriirayaan haddii loo baahdo, iyadoo taasi u sahlayso waalidka in ay la wadaagaan macallinka kindergarten macaluumaad dhamaystiran. Waxaa jira macallimiin kindergarten oo dhowr ah oo na soo weydiiya su'aalo ku saabsan carruurta qaarkood sannadka oo dhan.

Waxaan wakhti badan ilmaha galaaska pre-k kala hadalnaa kindergarten ka hor inta aysan ardeydu u sii gudbin maraxaladaas kindergartenka. Marka Bisha Ogoosto la gaaro, ardeydu aad bay ugu faraxsan yihiin waxbarashada ay u sii gudbayaan! Macallimiinta waxay manhajka fasalka ku daraan qaar ka mid ah waxbarashada dugsiyada dadweynaha caadiga ha (Zoo Phonics, tusaale ahaan) oo ah barnaamij lagu bilaabo akhriska si ay ugu fududaato ilmaha aadista kindergarten."

Sida aad arki karto, waxaa jira siyaalo badan oo qoysaska lagu wargelin karo, iyadoo markaa muhiimaddu tahay in ilmuhu helo koboc tayaysan. Xiirir wanaagsan iyo daah furnaan in lala yeesho qoysaska waxay asaas u yihiin gudbinta macluumaadka, macluumaadkaasi ha noqdaan qaar waalidka la fahamsiiyo muhiimadda baarista rasmiga ah ee koboca, ama ha noqdaan u diyaargarowga marxalada heerguurka waxabarashada ee kindergartenka.

Qeybta Saddexaad:

Xiriirinta iyo La Danwadaaga Qoyska

Xiriirinta iyo la danwadaaga Qoyska

Buuggan wuxuu si gooniya utaabanayaa shuroodo xul ah oo kamid ah Shuruudaha Tayada Aasaasiga ee ku jira Chapter 110-300 WAC. Buugan wuxuu bixinayaa, macluumaad, akhbaaraha ugu dambeeyey iyo tusaaleyaal dhaxalgal ah. Looguma tala galin in uu noqdo aragti tafatiran oo dulmaraysa dhamaan Xiriirinta iyo La Danwadaaga Qoyska.

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).

Waxaa muhiim ah in ay shaqaalaha waxbarashada hore fahmaan in caruurtu ka tirsan yihiin qoys. Qaabka Xoojinta Qoysaska waa hab cilmi-baaris ku saleysan si loo kordhiyo awooda qoyska, si loo horumariyo koboca ilmaha oo loo yareeyo in ay ilmaha ku dhacdo dhibaato iyo dayacaad.[13]

Isqiimeynta, Families Strengthening Self-Assessment (SFS), ujeedadeedu waa in ay iska kaashadaan qoyska, adeegyada waxbarashada hore iyo bulshadu sidii loo dhisi lahaa shan xaydaab ama ashyaa oo u baahanyahay qosyku:

1. Dhabar adayga waalidka
2. Tageero guud
3. Aqoonta waalidnimada iyo koboca ilmaha
4. Taageero la taaban karo wakhtiyada baahidu jirto
5. Koboca caruurta ee ka dhisanka xagga dad-dhexgalka iyo shucuurta

Isqiimaynta SFS, waxa ay ku salysan tahay duruus laga dhaxlay cilmi baarid ay ka qayb galeen rugo adeeega waxbarashada hore oo ka kala socda goboladda dalka oo dhan. Natiijada Isqeymeytani waxay adeegga ka caawisa in uu abuurro Barnaamij Tageero Qoys oo tayaysan oo u faa'iideeya qoysaska adeegaas isticmaala.

13 Xarunta Daraasaadka Qorshaha Siyaasada Bulshada **www.cssp.org/our-work/project/strengthening-families**

Adeegyada waxbarashada hore ee xarumaha iyo guri-qoyskuba waxay si bilaash ah u heli karaan isqiimeynta SFS, iyaga oo isticmaalayaa goobta shabakada websaytkan hoos ku xusan **www.strengtheningfamiliesevaluation.com**.

Marka ay dhammeeyaan isqiimeynta SFS, waxay adeegyadu helayaan warbixin ay ku ogaadaan waxyaalaha ay ku fiican yihiin iyo waxyaalaha ay u baahan yihiin in laga hagaajijo ama laga dhisaayo.

Haddii shaqaalaha Waxbarashada hore isticmaalaan isqiimeyn ka duwan SFS oo ay aqoonsan yihiin DCYF, isqiimeyntaa waa in ay ka qayb noqdaan shanta xaydaab ama qodob ee oo u baahanyahay qosyku:

1. **Dhabar adayga Waalidka:** MMaareynta carqaladaha guud ee nolasha qoysku la kulmo.
2. **Taageero guud:** Abuurrida xiriiryo qoyska ka taakuleeya nafsadooda, islaa markaana ku caawin kara macluumaad guud iyo mid shucuureedba.
3. **Aqoonta Waalidnimada iyo Kobcinta Carruurta:** Fahamka koboca carruurta iyo xeeladaha waalidnimada ee ilmaha sida koboca maskaxda, luuqadda, hab-dhaqanka bulshada iyo shucuurta.
4. **Taageero la Taaban karo Wakhtiga ay Baahidu jirto:** Helidda taageero la taaban karo iyo adeegyo ka hadlaya baahida qoyska iyo caawimaad lagu yareyn karo carqalado markaas jira.
5. **Koboc caruurta ee ka dhisanka xagga dad-dhexgalka iyo shucuurta:** Qoyska iyo siyaalaha qaar oo loo la macaamillo carruurta, ayaa ka caawiya ilmaha in uu si fiican u hadal barto, in ay gartaan si ay u xakameeyaan shucuurtooda, iyo in ay sameysan karaan xiriirro saaxibtinimo joogto ah.

Ururka Macluumaadka Ilaalinta Badqabidda Carruurta,[14] ayaa sheegaya in fulinta qodobadan xaydaabka qosku ay waalidka saad iyo tageero u noqon karaan, taas oo ka caawisa walidiinta in ay waajibaadkooda si habboon ugu gutaan.

Sidaa darteed waqtiga aad geliso qiimeynta barnaamijyadda taageerka qoyska ee addegaagu waa arin aad u muhiim ah. Hadda waxaa la gaaray waqtigii aad talaabadaa qaadi lahayd! Waxaa jira siyaalo badan oo loo samayn karo hab-dhaqan, waana arin adiga kuu gaar ah in aad abuurto habka adeegaaga ku munaasabka ah ama kuu qaas ah. Waxaa muhiim ah markaad isqiimeyntan ku sogaato arimo aad ubaahantahay in aad adeegaaga ka xoojiso, waa in aad la timaado xeelad iyo habdhaqan aad ku tageerto qoysaska adeeggaaga.

Si aad u fal-geliso xoojintaa barnaamijkaaga taageerada qoyska kadib markaad isqiimeynta dhamayso, fadlan websaytkan ka eego tusaale qorshe ficil ah (Sample Action Plan): **dcyf.wa.gov/sites/default/files/pdf/Strengthening_Families_PlanofAction.pdf**.

14 Ururka Macluumaadka Badqabidda Carruurta. (2017). *Arrimaha Difaacidda ee Wacyi-gelinta Badqabidda.* Waxaa laga soo ergaday **www.childwelfare.gov/topics/preventing/promoting/protectfactors/**

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.

Ilmuhu in uu la yeesho waalidkiisa xiriir wanaagsan, wuxuu qayb ka qaataa kobociisa, sidaa darteed waa in adeega waxbarashada hore uu u muujiyo dabdabacsaanan la xiriirta shuruudan leysanka. Si aad u muujiso in qoysaska lala xiriiro, waxaa muhiim ah in aad abuurto hab joogta ah oo markaa lagu soo talo geli karo.

Hab xiriir oo wanaagsan wuxuu siiyaa ilmaha iyo qoyskaba dareen lahaansho-adeega, taasoo u ogalataa in ay u hantaan si kalsooni leh isirkooda, dhaqankooda iyo luqadooda. Dhisidda xiriir adag oo lala yeesho qoysaska waxay kaa caawinaysaa in aad barato waxa ilmuhu ku wanaagsan yahay iyo waxyaalaha ilmuhu ubaahanyahay in laga taageero, taaso keenta natiijo koboc ama koritaan oo fiican.

Waxaa jira macluumaad badan oo ah talooyin iyo xeelado lagu dhiso xiriirka qoyska, oo ay ka mid tahay "Iskaashiga Qoyska si Carruurtu u Guuleysato" iyo "Abuurista Goob ku Wanaagsan Waxbarashada"; barnaamijyadaan ayaad ka heli kartaa goobta shabaka websaytkan: **www.dcyftraining.com**.

Waxyaabo muhiim ah oo gaar ahaan looga mujinaayo qodobka sharciga ama Shardiga WAC 110-300-0085 waa:

1. Shardiga ama qodobka 110-300-0085(4) ma dhigayo sida ay tahay in looga wada xiriiro macluumaadka la sheegayo. Waa wadahadal muhiim ah oo u dhaxeeya leysan bixiyaha iyo shaqaalaha si loo hubiyo in uu jiro xiriir lala leeyahay qoysaska. Shaqaalaha ayaa go'aansan kara sida ugu fiican ee ay uga bixi karaan shuruudaha farqaddan, marka laga reebo macluumaadka lagu faahfaahiyo ama lagu fasiro farqadda 0085(4)(g) kaasoo ah mid ku saabsan keenista, qaadista iyo barnamijka wabarasho ee maalin kasta, ku waas oo adeegu ku khasban yahay in waalidka uu ku gaarsiiyo hadal ahaan ama qoraal ahaan:
2. Farqadda ama qodobka 0085(4)(a)(v): waa mid waajib ah in labo jeer sannaadkiiba, la isku dayo in lala yeesho qoysaska wadahadal ku saabsan horumarka iyo xaalka waxbarasho ee ilmaha. Wadahadalku waa inuu noqdo mid ah war is weydaarsi labada dhinac. Adeega waxbarashada hore waa in uu muujiyo sida shuruuddan uu guttay.
3. Farqadda ama qodobka 0085(4)(e): Waxaa jira siyaalo badan oo adeega loo sameeyn karo wakhti iyo meel gaar ah oo ku habboon falanqaynta ilmaha horumarkiisa, sida qol gaar ah, talefan ahaan, intarnet ahaan ama in guriga lagu soo booqdo qoyska.
4. Farqadda ama qodobka 0085(4)(f): Waa in ay waalidka ama masuulku heli karaan ilmahooda saacadkasta, xataa saacadaha waxbarashada, marka laga reebo kulankii amar maxkamadeed diidayo.

Xusuusnow: WAC 110-300-0450(2)(b) waxaa uu kaaga baahan yahay inaad sameyso Qorshaha Xiriirinta Qoyska iyo La Danwadaag. Deegaanka

Qaybta Afaraad:

Horumarinta Xirfada, Tababarka iyo Shuruudaha

Horumarinta Xirfada, Tababarka iyo Shuruudaha

Qaybtaan waxay daboolaysaa rajooyinka laga qabo bixiyeyaasha waxbarashada dhalaanka ee dhinacyada aqoonta, tababarka, siyaasadaha barnaamijka iyo habraaca qiimaynta iyo kormeerka shaqaalaha, diiwaangelinta iyo taageeroyaasha kale ee shaqaalaha. Labadaba shuruudaha guriga qoyska iyo xarunta ayaa lagu soo daray qaybtaan, waxaana si gaar ah xooga lagu saarayaa kala duwanaanshaha labadan goobo waxbarasho hore, goorteey haboon tahay.

Buug-tilmaameedka shatiga shatiyeynta Xannaaneynta Carruurta iyo Waxbarashada dhalaanka wuxuu wax ka sameeyaa xulashada qaybaha Heerarka Tayada Aasaasiga oo laga helay Cutubka 110-300 WAC. Buug-tilmaameedkaani wuxuu ka kooban yahay khayraad, macluumaad hadda jira iyo tusaalooyin wax ku ool ah. Wuxuu bixinayaa dulmar guud Kaliyah qaybta Horumarinta Xirfadeedka, Tababbarka iyo Shuruudaha looga baahan yahay.

Xirfadlayaasha waxbarashada dhalaanka waa inay fahmaano oo isla markaana bartaan kobcin horumarka carruurta iyo waxbarashaduuda waxayna si toos ah u sahmeeyneesaa natiijooyinkooda iyo mustaqbalkooda. Bixiyaha waxbarashada dhalaanka wuxuu heli karaa wax badan oo ku saabsan muhiimadda ay leedahay waxbarashada dhalaanka ee tayada sare leh Isbedelka Shaqaalaha ee Carruurta Dhalashada illaa 8 jir, waxaa daabacay Machadka Daawada iyo Golaha Cilmibaarista Qaranka. Kheyraadkaani wuxuu bixinayaa dib u eegis dhameystiran oo ku saabsan tabarucaadka aqoonyahannada waxbarashadda dhalaanka ay ku leeyihiin horumarka iyo barashada carruurta waxayna bixiyaan talooyin lagu xoojinayo shaqaalaha.

Sahmaynta ayey ku leedahay aqoonta iyo xirfadaha bixiyaha waxbarashada dhalaanka ee aqoonta iyo xirfadaha natiijooyinka ilmaha, Heerarka Tayada Aasaasiga ah waxay dejisaa shuruudaha u qalmida iyadoo loogu eegayo waajibaadka iyo mas'uuliyadaha doorka bixiyaha waxbarashada dhalaanka. In kastoo barnaamijyada waxbarashada dhalaanka ee shaqsiyadeed ay u isticmaali karaan cinwaano shaqo ay kala duwan yihiin shaqaalahooda, fadlan tixraac doorarka sida lagu qeexay Heerarka Tayada Aasaasiga si loo fahmo u qalmidda mas'uuliyada.

DCYF waxay qiimeysaa oo ay dhiirigelisaa kala duwanaanta shaqaalaha bixiyaha waxbarashada dhalaanka. Sannadkii 2020, Gobolka Washington wuxuu lahaa in ka badan 5,400 bixiyeyaasha xanaanada cunugga leh ruqsad shatiga qaab isku dhafan oo isugu jira oo ay ku jiraan guriga qoyska, xarunta iyo barnaamijyada da'da dugsiga in ka badan 175,000 carruur ah. Gobolkani wuxuu ku dadaalayaa inuu la kulmo ama bixiyo barnaamijyo buuxiya oo daboolaayo baahiyaha dhaqan, luuqadeed iyo baahiyaha kale ee shaqsiyaadka ee bulshada. Qiyaas ahaan 92% dhammaan bixiyeyaasha waxay ku hadlaan Ingiriisiga, 38% na waxay ku hadla laba luqadood ama ku hadla luqado badan oo ay ugu adeegaan carruurta iyo qoysaskooda gobolka oo dhan. In ka badan 2,000 bixiyeyaal ayaa ku hadla Isbaanishka, Soomaaliga ama Luqadda Dhagoolayaasha Mareykanka. Waxaa sidoo kale jira shaqaalaysiin iyo taageero lagu sii wado kordhinta kala duwanaanta shaqaalaha bixiyaha waxbarashada dhalaanka si aynu ula kulanno baahida qoysaska gobolkayna.

WAC 110-300-0100 wuxuu daboolayaa shahaadooyinka horumarinta xirfadaha ee doorarka kala duwan ee barnaamijyada waxbarashada dhalaanka. Si loo cawino dadka isticmaala buug-tilmaameedka, waxaa jira jadwal tixraac ah oo marka hore muujinaya doorarka kala duwan iyo aqoonta shaqaalaha. Tan waxaa ku xigta Heerarka Tayada Aasaasiga ee khuseeya gaar ahaan u qalmida shaqaalaha ay bixiyaasha barashada dhalaanka ee guriga qoyska. Marka xigta, heerarka la-xiriira barnaamijyada barashada dhalaanka ee xarunta waxaa lagu baaraa fahamka iyo doorka cad. Intaas ka dib, qaybta WAC 110-300-0100 waxay daboolaysa baahida guriga qoyska iyo xarumaha ayaa la soo sheegay lagana wada hadlay. Waxaan ku dhamaatay wadiiqooyinka waxbarashada iyo u dhigma sida ay ula kulmaan shuruudaha looga baahan yahay iyo in loo waafaqsan yahay sharcigaan WAC 110-300-0100.

WAC 110-300-0100 Shaxda Aqoonsiga Waxbarashada wuxuu bixiyaa soona koobayaa shuruudaha waxbarasho doorka qaybta muhiimka leh.

WAC 110-300-0100 Shaxda Uqalmida Waxbarashada

Guriga Qoyska	Da'da	Shuruudaha Ugu Yar ee Shaqaalaynta	Shuruudaha Waxbarashada	Jadwalka Waqtiga
Shatiga Guriga Qoyska	18	Shahaadada Dugsiga Sare	Shahaadada hore (12 dhibco)	Markay tahay Agoosto 1, 2026, ama shan sano gudahood ayaa laga rabaa shatiga ama laysinka
			Shahaadada gaaban (20 dhibco)	Laba sano gudahood ee helitaanka Shahaadada Hore
Hogaamiyaha macalinka Guriga Qoyska	18	Shahaadada Dugsiga Sare	Shahaadada hore (12 dhibco)	Markay tahay Agoosto 1, 2026, ama dalacsiinta shan sano gudahood ama taariikhda shaqaalaynta
Kaaliyaha macalinka Guriga Qoyska	18	Shahaadada Dugsiga Sare	Shahaadada hore (12 dhibco)	Markay tahay Agoosto 1, 2026, ama dalacsiinta shan sano gudahood ama taariikhda shaqaalaynta
Kaaliyaha Guriga Qoyska	14	Dibloomada Dugsiga Sare ama Diiwaangelinta	Dibloomada Dugsiga Sare ama Diiwaangelinta	Ma khuseyso
Tabarucaha Guriga Qoyska ama Shaqaalaha Kale	14	Midna Looma Baahna	Waxba ama midna	Ma khuseyso

WAC 110-300-0100 Shaxda Uqalmida Waxbarashada

Xarumaha	Da'da	Shuruudaha Ugu Yar ee Shaqaalaynta	Shuruudaha Waxbarashada	Jadwalka Waqtiga
Agaasimaha Xarunta	18	10 Heerarka Waxbarashada Carruurnimada Hore (ECE) dhibco (12 ama ka yar carruurta) 25 ECE dhibco (13-24 caruurta) 45 ECE dhibco (25 ama ka badan caruurta	Shahaadada Gobolka (47 dhibco)	Markay tahay Agoosto 1, 2026, ama dalacsiinta shan sano gudahood ama taariikhda shaqaalaynta
Kaaliyaha Agaasimaha Xarunta	18		Shahaadada Gobolka (47 dhibco)	Markay tahay Agoosto 1, 2026, ama dalacsiinta shan sano gudahood ama taariikhda shaqaalaynta
Kormeeraha Xarunta Barnaamijka	18		Shahaadada Gobolka (47 dhibco)	Markay tahay Agoosto 1, 2026, ama dalacsiinta shan sano gudahood ama taariikhda shaqaalaynta
Hogaamiyaha Macalinta Xarunta	18	Shahaadada Dugsiga Sare	Shahaadada hore (12 dhibco)	Markay tahay Agoosto 1, 2026, ama dalacsiinta shan sano gudahood ama taariikhda shaqaalaynta
			Shahaadada gaaban (20 dhibco)	Laba sano gudahood lagu soo dhammaystiro bilaawga shahaadada
Kaaliyaha Macalinta Xarunta	18	Shahaadada Dugsiga Sare	Shahaadada hore (12 dhibco)	Markay tahay Agoosto 1, 2026, ama dalacsiinta shan sano gudahood ama taariikhda shaqaalaynta
Kaaliyaha Xarunta	14	Shahaadada Dugsiga Sare ama ka diwaangashan	Shahaadada Dugsiga Sare ama ka diwaangashan	Ma Khuseyso
Tabaruca Xarunta ama Shaqaale Kale	14	Midna loogama Baahano	Midna	Ma Khuseyso

A. Early Learning Family Home Provider Qualifications and Role

WAC 110-300-0100

General staff qualifications

All early learning providers must meet the following requirements prior to working:

(1) Family home early learning program licensees work from their private residence to provide early learning programing to a group of no more than twelve children present at one time.

(a) A family home licensee must meet the following qualifications upon application:

(i) Be at least eighteen years old;

(ii) Have a high school diploma or equivalent; and

(iii) Complete the applicable preservice requirements pursuant to WAC 110-300-0105.

(b) A family home licensee must meet the following qualifications:

(i) Have an ECE initial certificate or equivalent by August 1, 2026, or within five years of being licensed by the department, whichever occurs later; and

(ii) Have an ECE short certificate or equivalent by August 1, 2028, or within two years of receiving an ECE initial certificate;

(iii) Beginning August 1, 2026, a family home licensee must:

(A) Have an ECE initial certificate or equivalent within five years of being licensed by the department; and

(B) Have an ECE short certificate or equivalent within two years of receiving an ECE initial certificate;

(c) Family home licensees must have all ECE certificates or equivalent qualifications approved and verified in the department's electronic workforce registry;

(d) Family home licensees must have their professional development progress documented annually; and

(e) Family home licensees must provide the following services:

(i) Be on-site for the daily operation of the early learning program fifty percent or more of weekly operating hours, or designate a person with the qualifications of a family home licensee to be on-site when not present;

(ii) Comply with these foundational quality standards;

(iii) Develop a curriculum philosophy, communicate the philosophy to all early learning program staff and parents, and train staff to ensure the philosophy serves all children in the early learning program;

(iv) Have knowledge of community resources available to families, including resources for children with special needs and the ability to share these resources with families; and

(v) Oversee early learning program staff and support staff in creating and maintaining staff records.

Sannadkii 2020, waxaa jiray in ka badan 3,289 bixiyeyaal guri-bixiye oo u adeega qiyaastii 32,866 carruur ah oo ku nool Gobolka Washington. Cimilada waxbarashada dhalaanka ee guriga qoysku wuxuu u gaar yahay bixiyeyaasha waxbarashada dhalaanka ee shatiga u haysta inay bixiyaan daryeel guryahooda. Xeerkani wuxuu qeexayaa shuruudaha looga baahan yahay aqoonta iyo adeegyada aasaasiga ah.

Heerarka Tayada Aasaasiga waxaad ka helaysaa qodobo kala duwan oo ka caawin doona waalidiinta ama dadka ardayda mas'uulka ka ah oo dooranayaan cimilada daryeel si ay si fiican u fahmaan barnaamijka. Tusaale ahaan, falsafada manhajku waxay sharraxaysaa habka waxbarasho ee barnaamijka waxayna ka caawin kartaa qoysku inay fahmaano haddii ay si fiican isugu habboon yihiin qiimayntooda iyo kuwa waxbarashada barnaamijka. Qoysaska hadda jira waxay u baahnaan karaan taageero dheeri ah waqti ka waqti. Iskaashiga lala yeesho wakaaladaha bulshada iyo helitaanka khayraadka ayaa ka caawinaayo shakhsiyaadka inay fahmaano cimilada ku wareegsaan adduunka ku xeeran.

WAC 110-300-0305 wuxuu qeexayaa shuruudaha la xiriira falsafada manhajka iyo qorshaha.

Heerarkan shatiga ayaa sidoo kale u kordhiyay shuruudaha looga baahan yahay waxbarashada iyo tababarka. DCYF waxay haysaa khayraad si oo uga caawino bixiyeyaasha guryaha qoysaska inay si guul leh ugu daba galaan waxbarashada iyo tababarka loo baahan yahay. Kheyraadkaas iyo gargaarka waxay ka helaysaa qaybta kheyraadka ee hoose.

Waalidiinta iyo dadka ardayda mas'uulka ka ah waxay tixgeliyaan waxyaabo fara badan markay ay dooranayaan guri qoys qaabka hagaasan loo dejinaayo carruurtooda. Waxaana ka mid ah waxyaabaha ku imaan kara go'aan qaadashadooda oo ka mid ah baahida loo qabo jadwal dabacsan, kharashyo la awoodi karo iyo deegaanka goobta. Tixgelinta kale waxaa sidoo kale ka mid noqon kara:

- Baahiyaha dhaqan, luqada ama mid shaqsiyeed
- Tirada kooxda
- Xiriirka bulshada deegaanka
- ilaalinta isku keenida walaalaha
- Barnaamij gaar ah (tusaale ahaan, dugsiga barbaarinta wax-qabadka dibadda)

Daryeelka sinnaanta ah ee carruurta ayaa xoogga la saaray heerarkan oo dhan, si loo hubiyo in iyada oo aan loo eegin qaabka dejinta daryeelka carruurta ay carruurtu heli doonaan in ay noqoto daryeel tayo sare leh. "Xannaanada carruurta oo tayada sare leh waxay ku xirantahay hagaajinta garashada carruurta, horumarka bulshada, shucuurta, iyo koritaanka jirka."[15]

Si aad u aragto shaxka muujinaysa bixiyaha waxbarashada dhalaanka ee guriga qoysaska u gaarka ah shuruudaha waxbarasho iyo u dhigma loo oggol yahay, *ka eeg Ikhtiyaariyada Isku-dhigma ee Waxbarashada (EPS_0037)*, laga heli karo internetka **www.dcyf.wa.gov/sites/default/files/pubs/EPS_0037.pdf**.

15 Waaxda Caafimaadka & Adeegyada Aadanaha ee Mareykanka, Xafiiska Wakiilka ee Cilmi-baarista iyo Qiimeynta, iyo Head Start Bureau, Maamulka Carruurta & Qoysaska Xafiiska Daryeelka Carruurta, "Warbixintii Ugu Dambeysay," **www.acf.hhs.gov/sites/default/files/documents/occ/occ_fcc_brief.pdf**, laga soo qaatay Oktoobar 14, 2020.

Qoyska bixiye guriga oo ku yaal degmada Degmada Clallam waxay nal qaybsadeeyn:

"Ku dhowaanshaha hawl-gabnimada iyo inaan ahaa bixiye daryeel cunug qoys oo ruqsad u haysta ugu dhowaad 30 sano, waxaan dareemayaa culeys, iyo daacadnimo, in yar waxaan aan ka baqayo aqoonta cusub ee loo baahan yahay. Maalmo dheer iyo baahida loo qabo ka shaqeynta howlaha daryeelka carruurta ee qoyska, oo ay weheliso waqti la qaadashada qoyskayga iyo nolosheeda shaqsiyadeed oo mashquul ah, ma aanan arki karin sida aan u qaadan karo hal shay oo dheeri ah.

Aniga waan jeclahay shaqadayda waana jeclahay carruurta aan daryeelo. Hadafkeygu wuxuu had iyo jeer inaan siiyo carruurta fursadda ugu badan ee suuragalka ah, anigoo taas maskaxda ku hayo iyo xaqiiqda waxay tahay inaanan diyaar u aheyn howlgabnimada, waxaan bilaabay inaan sameeyo baaritaan. Waxaan ogaaday inay jiraan dhaqaalo iyo deeqo waxbarasho oo aan heli karo si la ii caawino waajibaadka dhaqaale oo aan u helo shahaadada xili gaaban.

Aniga waxaan ka helay barnaamij iyada oo loo marayo Imagine Institute (Machadka Imagine) halkaasoo fasallo loo qorsheeyey maalmaha Sabtiyada, macallimiintuna ay iyagu yihiin bixiyeyaasha daryeelka carruurta qoyska oo si shaqsiyan ah u fahmay goobta iyo nolol maalmeedka aan ku nool nahay. Aniga waxaan ku fikiraayey, sida gaarka ah iigu haboon- barnaamijkani si hagaasan ayuu iigu shaqeeyey!

Iyadoo aan u marayo Imagine Institute, waxaan hadda ka shaqeynayaa Shahaadadayda Koowaad, anigoo helaayo dhibco jaamacadeed, ka dibna waxaan bilaawi doonaa Shahaadaa waxbarashad Gaaban. Barnaamijkani wuxuu ii lahaa waayo-aragnimo cajiib ah! Wax badan ayaan ka helay casharradeyda, waxaanan la kulmay adeeg bixiyeyaal khibrad leh oo ka kala yimid Galbeedka Washington. Waan ka helaa fasallada iyo is-kaashiga saaxiibbaday, kuwaas oo dhammaantood ahaay xirfadlayaalka daryeelka carruurta. Waxaa jiray aqoon iyo khibrad aad u tiro badan, maadaama aan fikradaha ka kala qaadaneyno dhinacyo dhaqanada kala duwan. Haddii wax soo baxaan, su'aal ama walaac ku saabsan xaaladda daryeelka ilmaha, dhammaanteen waan u wada joognaa si wadajir ah midba midka kale, xalinta dhibaatooyinka fayo-qabka ilmaha ama qoyska u baahan taageero.

Akhbaaraha ka soo baxa fasalada ayaa kor u qaaday barnaamijkayga daryeelka caruurta. Waxaan wax ku bartay fiirsashada indha oo wax ku ool ah anigoo ku eegaya fikrada meel dhexdhexaad ah. Aniga waxaan ka bartay qiimaynta ilmaha iyo wixii agab ah ee loo adeegsado. Waxaan aad uga warqabaa wada-sheekaysiga carruurta iyo sida loo ballaariyo wada-hadalka aasaasiga ah, si loo kordhiyo ereyada iyo aqoonta ilmaha iyo sida loo siiyo khibradaha furan. Markii hore, aniga waan ka baqaayey xoogaa wayna yareed rajada in aan dib ugu laabto kuleejka, laakiin markaan galay, waxayii noqotay khibrad aad u wanaagsan oo leh waayo-aragnimo fiican!"

Tababaraha ayaa sidoo kale ina siiyey khibradaha lagu taageero bixiyeyaasha guryaha qoyska.

Tababaraha Snohomish County Early Achiever wuxuu nala qaybsaday:

"Aniga waxaan la shaqeynayaa guri bixiye qoys ku hadlaayo labo luqadood, Farsi waa luuqada guriga looga hadlo iyo Ingiriisiguna waa luqada ay baranayso. Iyada waxay qaadanaysay koorsooyinka waxbarashada carruurnimada hore ee Edmonds Community College, waxayna si dhow ula shaqaysaa macallimiinteeda oo aan ogahay inay ku qanacsan yihiin dadaalkeeda iyo go'aankeeda. Aniga waxaan arkay gacanta koowaad ee adeeg-bixiyahan cusub aqoontiisa oo loo turjumay tababarka dhaqannada carruurnimada hore ee dhallaanka illaa 12-jirka. Adeeg bixiyahan shaqadiisa aadka u adag iyo u heelanaanta waxaa cadeyn u ah isbadalka aan ku arkay barnaamijkeeda, kana guureysa daryeelka aasaasiga ah iyo kan ugu yar una gudbaya jawi waxbarasho oo taajir ah oo feker leh. Adeeg bixiyahan shaqadiisa waa mid adak iyo u heelanaanta waxaa cadeyneesaa isbadalka aan ku arkay barnaamijkeeda, ka guuritaanka daryeelka aasaasiga ah iyo u gudbinta ugu yar jawiga waxbarasho qani ah oo feker leh. Adeeg bixiyahani wuxuu u adeegsaday waxbarashadeedii ay soo barteen, tababbarkii iyo waayo aragnimadii ay u soo joogto ah sida ugu horumarin lahayd barnaamijkeeda ku saleysan bulshada. Markii ugu horeysay ee aan la kulmo, waxay ii sheegtay in hadafkeedu yahay inay hesho barnaamijka ugu fiican deegaanka. Waxyar kadib markii safarkayaga Early Achievers uu bilowday, aniga oo aan ogayn, waxay iska diiwaangelisay dugsiga waxayna ku dhaqaaqday qaabka socdaalkeeda. Jiilaalkii hore, barnaamijka daryeelka carruurta ee adeeg-bixiyuhu wuxuu helay qiimeynta tayada Early Achievers ee heerka 3, waxaan ugu dabaaldegnay ubaxyo iyo shukulaato! Aniga waan ku faraxsanahay inaa arko kordhinta horumarka inta udhaxeysa hadda iyo qalinjabinta!"

Tababaraha Skagit/Island County Early Achiever's wuxuu nala qaybsaday:

"Laba sano ka-hor, aniga waxaan bilaabay inaan dhiso xiriir tababarenimo oo aan la yeesho bixiye xanaanada cunugga oo halgamayay. Waxay laheyd jawi ay dareemeyso in uusan laheeyn habeyn fiican, caruurta ay gacanta ku hayso oo soo bandhigay dabeecado adag, waxayna dareentay inay aad u niyad jabtay. Labadii sano ee la soo dhaafay, halka adeeg bixiyahan uu ku raad joogay shahaadadeeda bilowga ah, labo shahaado oo gaagaaban ah oo uu ugu dambeeyayna kasbaday Shahaadada ECE ee Gobolka Washington, waxaan arkay isbadal. Kalsoonida ayey ku qabtay kartideeda kuna dhiirrigalisay dadaalkeeda. Waxay leedahay jawi habeysan oo loo soo bandhigay iyo waxyaabo feker leh. Waxay hirgelisay farsamooyin hagitaan dabeecad wanaagsan oo ay ku soo baratay shaqada koorsada iyo tababarka. Bixiyeyaasha kale ee bulshadeeda hadda waxay ka raadiyaan taageero iyo jawaabo gurigooda daryeelka carruurta. "

B. Early Learning Center Director, Assistant Director and Program Supervisor Qualifications and Roles

WAC 110-300-0100

General staff qualifications

(2) Center early learning program licensees must meet the requirements of a center director, listed in subsection (3) of this section, or hire a center director who meets the qualifications prior to being granted an initial license. Center licensees who fulfill the role of center director in their early learning program must complete all trainings and requirements for center directors.

(3) Center directors or assistant directors manage the early learning program and set appropriate program and staff expectations.

(a) A center director must meet the following qualifications:

(i) Be at least eighteen years old;

(ii) Have an ECE state certificate or equivalent as approved and verified in the electronic workforce registry by the department as follows:

(A) A center director must complete an ECE state certificate or equivalent by August 1, 2026;

(B) A center director hired or promoted after this chapter becomes effective must have an ECE state certificate or equivalent within five years of the time of hire.

(iii) Have two years of experience as a teacher of children in any age group enrolled in the early learning program and at least six months of experience in administration or management or a department approved plan;

(iv) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105;

(v) If a center director does not meet the minimum qualification requirements, the center early learning program must employ an assistant director or program supervisor who meets the minimum qualifications of these positions;

(vi) Have their continued professional development progress documented annually.

(b) An assistant director must meet the following qualifications:

(i) Be at least eighteen years old;

(ii) Have an ECE state certificate or equivalent as approved and verified in the electronic workforce registry by the department as follows:

(A) An assistant director working at the time this chapter becomes effective must complete an ECE state certificate or equivalent by August 1, 2026;

(B) An assistant director hired or promoted after this chapter becomes effective must have an ECE state certificate or equivalent within five years of the time of hire.

(iii) Have two years of experience as a teacher of children in any age group enrolled in the early learning program or two years of experience in administration or management, or a department approved plan;

(iv) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105;

(v) Have their continued professional development progress documented annually.

(c) A center director or assistant director or equivalent must provide the following services:

(i) Be on-site for the daily operation of the early learning program fifty percent or more of weekly operating hours up to forty hours per week, or designate a person with the qualifications of an assistant director, program supervisor, or equivalent. A center director may act as a substitute teacher if acting as a substitute does not interfere with management or supervisory responsibilities;

(ii) Comply with foundational quality standards;

(iii) Develop a curriculum philosophy, communicate the philosophy to all early learning program staff and parents, and train staff to ensure the philosophy serves all children in the early learning program (or designate a program supervisor with this responsibility);

(iv) Have knowledge of community resources available to families, including resources for children with special needs and be able to share these resources with families; and

(v) Oversee professional development plans for early learning program staff including, but not limited to:

(A) Providing support to staff for creating and maintaining staff records;

(B) Setting educational goals with staff and locating or coordinating state-approved training opportunities for staff; and

(C) Observing and mentoring staff.

(4) Center program supervisors plan the early learning program services under the oversight of a center director or assistant director.

(a) A program supervisor must meet the following qualifications:

(i) Be at least eighteen years old;

(ii) Have an ECE state certificate or equivalent by August 1, 2026, if a director or assistant director does not have an ECE state certificate or equivalent as required by this section;

(iii) Have two years of experience as a teacher of children in any age group enrolled in any early learning program;

(iv) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105; and

(v) Have their continued professional development progress documented annually.

(b) (b) A program supervisor performs the following duties:

(i) Guide the planning of curriculum philosophy, implementation, and environmental design of the early learning program;

(ii) Comply with foundational quality standards;

(iii) Act as a teacher or director as long as it does not interfere with the program supervisor's primary responsibilities; and

(iv) Manage the professional development plans and requirements for staff as needed.

(c) One person may be the center director, assistant director, and the program supervisor when qualified for all positions, provided that all requirements of subsection (3)(a) and (b) of this section are met.

(5) Any individual hired or promoted into a position detailed in subsections (2), (3), and (4) of this section who does not have an ECE state certificate or equivalent as required under subsections (3)(a)(ii), (b)(ii), and (4)(a)(ii) of this section must instead meet the following requirement as approved and verified in the electronic workforce registry by the department:

Haddii xarun shati u haysato nambar carruurta:	Kadibna agaasimaha, kaaliyaha agaasimaha, ama kormeeraha barnaamijka waa inuu soo dhameystirss ugu yaraan tirada dhibcaha rubuca kulleejada ee aqoonta asaasiga ah ee waxbarashada carruurnimada hore:
(a) 12 ama fewer	10
(b) 13 ilaa 24	25
(c) 25 ama ka badan	45

Doorashada daryeelka carruurta waa mid ka mid ah go'aamada ugu adag uguna muhiimsan oo waalidiinta ama dadka ardayda mas'uulka ka ah inay u sameeyaan caruurtooda ay mas'uulka ka yihiin. Nidaamkani badanaa wuxuu ku lug leeyahay helitaanka macluumaadka ku saleysan websaydhka, booqashada xarunta iyo wareysiga lala yeesho agaasimaha barnaamijka ama shaqaalaha.

Xarunta jawiga hore ee waxbarashadu waa mid u gaar ah bixiyeyaasha waxbarashadda hore oo haysta shatiga xarun ama laga yaabo inay ku yaallaan dhismayaasha ay deggan yihiin, haddii si ku habboon loo maamulo. Xeerkani wuxuu qeexayaa shuruudaha looga baahan yahay aqoonta iyo sidoo kale adeegyada aasaasiga ah ee looga baahan yahay xarumaha bixiya waxbarashada dhalaanka. Marka waalidiinta ama dadka ardayda ka mas'uulka ah ay dooranayaan deegaan daryeel ubadkooda, Heerarka Tayada Aasaasiga ah waxay hubinayaan in barnaamijka waxbarashada dhalaanka uu yeesho falsafad manhaj iyo aqoonta ilaha bulshada iyo isla markaan lala wadaago qoysaska. Heerarkan shatiga ayaa sidoo kale bixiya shuruudo loogu talagalay in lagu kuu kordhiyo waxbarashada iyo tababarka. DCYF waxay leedahay ilo ay kaaga caawinto xarunta bixiyaasha waxbarashada dhalaanka si loogu guuleysto helitaanka waxbarashada iyo tababarka loo baahan yahay. Kheyraadkaan iyo kaalmooyinkan waxaa ka helaysaa qaybta kheyraadka ee hoose.

WAC 110-300-0305 wuxuu qeexayaa shuruudaha la xiriira falsafada manhajka iyo qorsheynta.

Waalidiin badan iyo wakiilada ardayda ayaa u doorta xarun waxbarasho hore arimo ku saleeysan barnaamijka. Faahfaahinta barnaamijyada waxaa ka mid noqon kara tirada kooxda da'da, isku kooxaynta da'da isku midka ah, luqadda, heerarka waxbarasho ee shaqaalaha, helitaanka barnaamijka, goobta ama haddii ay la kulamaano baahiyaha dhaqan, luqada ama baahida shaqsiyeed ee ilmaha ama qoyska. Daryeelka u sinnaanshaha ee carruurta waxaa xooga la saarayaa heerarkan si loo hubiyo qaabka dhisida dejinta daryeelka carruurta, iyo carruurta in ay helaano daryeel tayo sare leh.

Gobolka Washington xiliga sanadka 2020, waxaa jiray in ka badan 1,628 xarumo bixiyayaal waxbarashada dhalaanka oo u adeego ugu dhawaan 115,262 caruur ah, Intaa waxaa sii dheer, gobolka wuxuu kaloo leeyahay 481 bixiyeyaal ah ee da'da-dugsiyeedka una adeegaan 26,563 carruur ah. Joogtaynta, taageerida iyo balaarinta dhamaan barnaamijyada waxbarasho oo tayada sare leh, waxay kordhin doontaa awooda buuxinta baahiyaha dhamaan qoysaska Gobolka Washington.

Agaasimaha xarunta ama kaaliyaha agaasimaha iyo kormeeraha barnaamijka ayaa gogol dhigay sida barnaamijka waxbarashadda hore u shaqeeynaayo iyo wax-qabadkiisa o una qabto. Waxay sidoo kale bixiyaan hoggaaminta muhiimka ah iyo maareeyn loogu talagalay barnaamijka guud. Tani waxaa lagu fulinayaa iyada oo loo soo marayo sida ay u kormeerayaan ama ay u hogaaminayaan shaqaalahooda, naqshadeeynta qorshooyinka barnaamijka, kormeerka howlaha maalinlaha ah iyo hubinta hirgalinta maareynta iyo abaabulka xarunta. Waxay keenaan aqoon iyo khibrado dhinacyo fara badan leh:

- Barnaamijka
- Xiriirka qoyska
- Iskaashiga wada-shaqeynta bulshada
- Miisaaniyadda iyo maaliyadda
- Kobcinta iyo kormeerka shaqaalaha
- Barashada iyo garashada
- Koritaanka ilmaha
- Isdhexgal caafimaad iyo maareyn dabeecad

Waa in agaasime xarun oo si joogto ah u sameeyo go'aano waqtigiisa ku habboon oo xog-ogaal u ah oo taageeraya wanaagga carruurta iyo qoysaska, iyo sidoo kale caafimaad qabta koox shaqaalaha, waa inay lahaadaan taariikhdooda iyo waaya-aragnimadooda u gaarka ah ee howshaan u leeyihiin. Sida laga soo xigtay Daryeelka Carruurteenna "Caring for Our Children (CFOC)", "Khibradaha hore ee ka shaqeynta goobtii carruurnimada hore waxay muhiim u tahay howl-qabadka xarun."[16] Sababtaas awgeed, heerarka shatiyeynta laysanka waxay u baahan yihiin agaasime xarun oo leh khibrado laba sano macallinimo u ah carruurta koox da'da oo barnaamijku u adeegaayo iyo ugu yaraan lix bilood oo waayo-aragnimo ah xagga maamulka ama maareeynta.

Agaasimaha, kaaliyaha agaasimaha iyo kormeerayaasha barnaamijka ayaa doorar muhiim ah ugu jiro hogaaminta oo sahmeeyn qofkasta oo jooga deegaanka - xirfadlayaasha kale ee waxbarashada dhalaanka oo sida tooska ah ula shaqeeya carruurta iyo qoysaska, qoysaska adeegsada adeegyada iyo shaqaalaha kale iyo la taliyayaasha, sida dhaqaalaha, xisaabaadka, howlaha adeegyada guriga iyo cuntada. Hogaamiyaasha xoogan ee doorarkan waxay sare u qaadaan tayada barnaamijka[17] aiyo waxayna abuuraan aasaaska sal-dhiga ee waayo aragnimada u wanaagsan dhammaan dadka.

Qofku waa inuu buuxiyaa shuruudaha door kasta howlaha laga rabo. Tani waxay run ku tahay kaalintooda ugu weyn iyo sidoo kale haddii ay lagu badalaayo cid kale ama daboolaan haynta door kale. Barnaamijka xarunta waxbarashada dhalaanka ee agaasimuhu uusan la kulmin aqoonta ugu yar, barnaamijku waa inoo lahaadaa kaaliye agaasime ama kormeeraha barnaamijka ay buuxiyaan uqalmida shahaadooyinka. Qodobkani wuxuu u oggolaanayaa dabacsanaanta qaab dhismeedka maareynta barnaamijka iyadoo la hubinaayo in heerarka ugu yar ee lagu qeexay xeerarka la raacaayo.

16 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada dhalaanka. *Daryeelka Carruurteenna: Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada 4aad ed.* (Itasca, IL: Akadamiyadda Maraykanka ee Cudurrada Caafimaadka, 2019),

17 Xarunta McCormick ee Hogaanka Hore ee Carruurnimada ee Jaamacadda Qaranka ee Louis, "Aragtida Isbedelka," waxaa laga heli karaa **https://mccormickcenter.nl.edu/impact/theory-of-change/**, aga soo qaatay Oktoobar 11, 2020.

C. Shaqaalaha Barnaamijka Barashada dhalaanka (Hogaamiyaha iyo Kaaliyaha Macalimiinta, Caawiyeyaasha, Tabaruceyaasha) Uqalmida iyo Kaalinta Xarumaha iyo Qaabka Dejinta Barashada dhalaanka ee Qoyska

Qaybta xigta waxay diiradda saareysaa doorka muhiim ah ee waxbarid iyo cawinaada laga yaabo inay khuseeyaan labadaba xarunta iyo qaabka dejinta waxbarashada dhalaanka guriga qoyska. Tani waxaa ka mid ah hogaamiyaha macallimiinta, kaaliyeyaasha macallimiinta, gargaarayaasha iyo mutadawiciinta u adeegaayo labada guriga qoyska iyo xarunta barnaamijyada waxbarashada dhalaanka. Mid kastoo oo mid ah doorarkani waxay gacan ka geystaan guud ahaan saameynta iyo guusha barnaamijka waxbarashada dhalaanka. Heerarka Tayada Aasaasiga ah ayaa tilmaamaaya waxyaabaha aasaasiga ah oo laga filayo waxbarashada iyo waajibaadka muhiimka u ah dadka ku jira doorarkan. Waxaan ogsoonahay in barnaamijyada oo dhan aysan ku jirin dhammaan doorarka dadkaan. Si aad u aragto jaantus muujinaya shuruudaha waxbarasho ee gaarka ah iyo isu dhigmada la oggol yahay, ka fiiri *Ikhtiyaariyada Sinnaanta ee Waxbarashada "Equivalent Options for Education* (EPS_0037)", oo laga heli karo internetka: **www.dcyf.wa.gov/sites/default/files/pubs/EPS_0037.pdf**.

WAC 110-300-0100

General staff qualifications

(6) Lead teachers are responsible for implementing the center or family home early learning program. Lead teachers develop and provide a nurturing and responsive learning environment that meets the needs of enrolled children.

(a) A lead teacher must meet the following qualifications:

(i) Be at least eighteen years old;

(ii) Have a high school diploma or equivalent; and

(iii) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105.

(b) A center lead teacher must meet the following requirements:

(i) Have an ECE initial certificate or equivalent by August 1, 2026, or within five years of being hired or promoted into this position, whichever occurs later; and

(ii) Have an ECE short certificate or equivalent by August 1, 2028, or within two years of receiving an ECE initial certificate;

(iii) Beginning August 1, 2026, a center lead teacher must:

(A) Have an ECE initial certificate or equivalent within five years of being hired or promoted into this position; and

(B) Have an ECE short certificate or equivalent within two years of receiving an ECE initial certificate;

(c) Have all ECE certificates or equivalent qualifications approved and verified in the department's electronic workforce registry; and

(d) Have their professional development progress documented annually.

(e) A family home lead teacher must meet the following requirements:

(i) Have an ECE initial certificate or equivalent by August 1, 2026, or within five years of being hired or promoted into this position, whichever occurs later;

(ii) Beginning August 1, 2026, a family home lead teacher must have an ECE initial certificate or equivalent within five years of being hired or promoted into this position;

(iii) Have all ECE certificates or equivalent qualifications approved and verified in the department's electronic workforce registry; and

(iv) Have their professional development progress documented annually.

(7) Assistant teachers help a lead teacher or licensee provide instructional support to children and implement developmentally appropriate programs in center or family home early learning programs.

(a) An assistant teacher must meet the following qualifications:

(i) Be at least eighteen years old;

(ii) Have a high school diploma or equivalent;

(iii) Have an ECE initial certificate or equivalent by August 1, 2026, or within five years of being hired or promoted into this position, whichever occurs later;

(iv) Beginning August 1, 2026, an assistant teacher must have an ECE initial certificate or equivalent within five years of being hired or promoted into this position;

(v) Have all ECE certificates or equivalent qualifications approved and verified in the department's electronic workforce registry;

(vi) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105; and

(vii) Have their professional development progress documented annually.

(b) Assistant teachers may work alone with children with regular, scheduled, and documented oversight and on-the-job classroom training from the classroom's assigned lead teacher who is primarily responsible for the care of the same group of children for the majority of their day.

(c) For continuity of care, assistant teachers can act as a substitute lead teacher up to two weeks. If longer than two weeks, the provider must notify the department with a plan to manage the classroom.

(8) Aides provide classroom support to an assistant teacher, lead teacher, program supervisor, center director, assistant director, or family home licensee. Aides must meet the following qualifications:

(a) Be at least fourteen years old;

(b) Have a high school diploma or equivalent, or be currently enrolled in high school or an equivalent education program;

(c) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105;

(d) Have their professional development progress documented annually; and

(e) Aides may be counted in the staff-to-child ratio if they are working under the continuous oversight of a lead teacher, program supervisor, center director, assistant director, assistant teacher, or family home licensee.

(i) Aides working nineteen or fewer hours per month can be counted towards staff-to-child ratio with applicable preservice requirements pursuant to WAC 110-300-0105 but without in-service training requirements pursuant to WAC 110-300-0107 (1)(a).

(ii) (Aides who work more than nineteen hours per month and who have a cumulative twelve months of employment must complete applicable preservice requirements detailed in WAC 110-300-0105 and the in-service training detailed in WAC 110-300-0107 (1)(a).

(9) Other personnel who do not directly care for children and are not listed in subsections (1) through (8) of this section must meet the following qualifications:

(a) Complete and pass a background check, pursuant to chapter 110-06 WAC;

(b) Have a negative TB test, pursuant to WAC 110-300-0105; and

(c) Complete program based staff policies and training, pursuant to WAC 110-300-0110.

(10) Volunteers help at early learning programs. Volunteers must meet the following qualifications:

(a) Be at least fourteen years old (volunteers must have written permission to volunteer from their parent or guardian if they are under eighteen years old);

(b) Work under the continuous oversight of a lead teacher, program supervisor, center director, assistant director, assistant teacher, or family home licensee;

(c) Regular, ongoing volunteers may count in staff-to-child ratio if they:

(i) Complete and pass a background check, pursuant to chapter 110-06 WAC;

(ii) Complete a TB test, pursuant to WAC 110-300-0105;

(iii) Complete the training requirements, pursuant to WAC 110-300-0106;

(iv) Complete program based staff policies and training, pursuant to WAC 110-300-0110; and

(v) Have their professional development progress documented annually.

(d) Occasional volunteers must comply with (a) and (b) of this subsection and cannot count in staff-to-child ratio. Occasional volunteers may include, but are not limited to, a parent or guardian helping on a field trip, special guest presenters, or a parent or guardian, family member, or community member helping with a cultural celebration.

Door kastaba shahaadooyinka waxaa loogu talagalay inay la xiriirto mas'uuliyadaha door gaar ah. Taas macnaheedu waxay tahay in oo uqalmo qodkastab in oo soo buusiyo doorkiisa. inuu buuxiyo qof kasta oo buuxiya mid ka mid ah doorka. Intaa waxaa sii dheer, haddii qofku beddelayo qof kale oo kaalintooda kala duwan tahay, qofkaasi waa inuu buuxiyaa shuruudaha doorka beddelka ee loo cayimayama loo qaadanaayo. Marka laga reebo hal WAC waxay khuseysaa kaaliyaha macalinka oo lagu badalaayo macallin hogaamiya muddo ilaa labo toddobaad. Tani waxaa loo oggol yahay in la sii wado daryeelka maaddaama kaaliyaha macallinka doorkiisa socda uu yahay inuu la shaqeeyo macallinka hoggaanka ah. Caruurta way ogaan doonaan haddii hogaamiyaha macallinka aanan la heli karin in uusan yaqaan falsafada manhajka, waxqabadyada maalinlaha ah iyo baahiyaha shaqsiyeed ee carruurta ay la dhaqmayaan.

Shaxda Doorka, Saamiga iyo Mas'uuliyadda waxay bixisaa dulmar guud oo ku saabsan doorarka kala duwan oo lagu sharaxaayo Heerarka Tayada Aasaasiga ee barnaamijyada waxbarashada dhalaanka. Waxay ka hadlaysaa saddex su'aalood oo aasaasi ah oo ku saabsan doorarka lagu qeexaay heerarka shatiga.

(1) Qofka doorka kujira ma lagu tirin karaa saamiga?

(2) Qofka miyaa looga tagi karaa caruurta keligiis?

(3) Maxay tahay doorka mas'uuliyada?

DCYF waxay qiimeysaa qaababka ganacsi ee kala-duwan oo matalaya barnaamijyada waxbarashada dhalaanka ee guud ahaan Gobolka Washington. Shuruudaha ayaa si ula kac ah loo soo saaray si loo ilaaliyo awooda qaab dhismayaasha ganacsi ay u kala duwan.

Doorka, Mas'uuliyadda iyo Shaxda Saamiga

Doorka	Maxay tahay mas'uuliyadooda?	Miyaa lagu tirin karaa saamiga?	Kaligood carruurta ma la joogi karaan?
Laysinlaha Guriga Qoyska	Waxaa u fasaxay DCYF inay ku shaqeyso barnaamijka barashada dhalaanka ee guriga qoyska dhexdiisa kana mid ah rukhsada guryaha ay ku nool yihiin.	Haa	Haa
Laysinlaha Xarunta	Hay'addu shatiyeysay iyo DCYF oo ay u oggolaatay inay ku shaqeyaan barnaamijka barashada dhalaanka ee xarunta.	Haa, haddii aysan faragelin mas'uuliyadaha asaasiga ah	Haa
Agaasimaha	mas'uul ka ah guud ahaan maareynta barnaamijka xarunta ee barashada dhalaanka oo ay ku jiraan xarunta iyo howlgalkeeda.	Haa, haddii aysan faragelin mas'uuliyadaha asaasiga ah	Haa
Kaaliyaha Agaasimaha	mas'uul ka ah guud ahaan maareynta barnaamijka xarunta ee barashada dhalaanka oo ay ku jiraan xarunta iyo howlgalkeeda.	Haa, haddii aysan faragelin mas'uuliyadaha asaasiga ah	Haa
Kormeeraha Barnaamijka	Waxay hagtaa qorshaynta manhajka	Haa, haddii aysan faragelin mas'uuliyadaha asaasiga ah	Haa
Hogaamiyaha Macalinka	Hirgelinta barnaamijka waxbarashada dhalaanka.	Haa	Haa
Kaaliyaha Macalinka Teacher	Waxay caawisaa hogaamiyahamacallinka ama laysin-laha guriga qoyska. Waxay u adeegi karaan macallin hogaamiye ah illaa labo toddobaad.	Haa	Haa, kormeerid leh
Kaalmeeye	Bixinta taageero. Haddii aad shaqeyneyso 19 saacadood ama in ka yar bishii, uma baahnid inaad buuxiso shuruudaha adeegga.	Haa	Maya, waxay u baahan tahay kormeer joogto ah
Shaqaalaha Kale	Si toos ah uma daryyeelo carruurta.	Maya	Maya

Doorka, Mas'uuliyadda iyo Shaxda Saamiga

Doorka	Maxay tahay mas'uuliyadooda?	Miyaa lagu tirin karaa saamiga?	Kaligood carruurta ma la joogi karaan?
Iskaa wax u qabso ku socda	Caawina barnaamijyada waxbarashada dhalaanka. Si loo xisaabiyo saamiga, waa inuu dhammaystiraa shuruudo dheeri ah, caruurta loogama tegi karo kaligood.	Haa, shuruudo dheeri ah oo ku taxan liiska tirade hoosaadka 10 (c) (i-iv)	Maya, waxay u baahan yihiin kormeer joogto ah
iskaa wax u qabso mararka qaarkood	Caawino barnaamijyada waxbarashada dhalaanka. Waxaa ka mid ah ku martiqaadida marta gaar ah.	Maya	Maya, waxay u baahan tahay kormeer joogto ah

Waxbarashada dugsiga sare ka dib looma baahna doorka kaaliyaha, iskaa wax u qabso iyo shaqaalaha kale. Doorkani waxay u oggolaanayaan bixiyeyaasha waxbarashada dhalaanka inay gacan ka geystaan howlaha barnaamijka iyagoo helaya xirfado iyo khibrad waayo-aragnimo leh. Shaqsiyaadkaan ku jira doorarkan lagama yaabo in caruurta keligood looga tago. Waxay ka shaqayn karaa doorarka kale ee shaqaalaha, waxaa ka mid noqon kara kuwa jagooyinka haya sida cunto kariye, soo dhaweyn ama shaqaale dayac-tir. Waxaa jira kuwo aanan laheeyn doorar mas'uuliyad toos ah carruurta ee barnaamijka laakiin waxaa suuragal ah inay xiriir la yeeshaan carruurta markay gudanayaan waajibaadkooda shaqo maalinlaha ah.

Shakhsiyaadka la falgala carruurta iyo kuwa aan shaqaalaha ahayn waxay ku habboon yihiin doorka tabaruca. Shakhsiyaadka doorka kaaliyaha ah ama tabarucaadka ah waa inay ku sii jiraan kormeer joogto ah. Kormeerka joogtada ah waa kormeer maqal iyo muuqaal ah, isla goobta shatiga leh sida kaaliyaha ama mas'uuliyada mutadawiciinta. Shakhsiga kormeerayaa lama kormeeri karo wax ka badan hal goob oo shati leh waqtigiiba.

Tabaruce kasta oo barnaamijku qorsheynayo waa inaa lagu tiriyo saamiga, waa inuu soo buuxiyaa dhammaan shuruudaha loo dejiyey WAC, kana mid yihiin baaritaanka taariikhda, baaritaanka tiibayda ama tiibishada, shuruudaha tababarka, siyaasadda ku saleysan barnaamijka iyo tababarka iyo dukumintiyada horumarinta xirfadeed sannad kasta.

Tabaruceyaashani waxay fuliyaan mas'uuliyadaha barnaamijka, iyo in lagu daro tirade saamiga, rajo dheeraad ah ayey u tahay lagama maarmaan ah sida ilaalinta iyo horumarinta caafimaadka, nabadgelyada iyo ladnaanta carruurta.

Haddii shakhsiyaadkaas aan lagu tirin saamiga, uma baahna inay dhammaystiraan tababarka iskaa wax u qabso. Oggolaanshaha waalidka ama ilaaliyaha ayaa loo baahan yahay haddii shakhsiyaadkani keligood la joogi doonaan ilmo ama ilmaha. Ilmaha (carruurta) waxaa loo saxiixi doonaa ina yihiin daryeel la'aan ka dibna dib ugu soo laaban doonaan barnaamijka waxbarashada dhalaanka.

Tusaalooyinka hoos ayaa lagu siiyey si ay lagu caawiyaan barnaamijyada barashada dhalaanka si loo qiimeeyo tabaruceyaashu waa inay dhammaystiraan shuruudaha tababarka, siyaasadda ku saleysan barnaamijka iyo tababarka iyo dukumintiyada horumarinta xirfadeed sannad kasta, iyo habka soo-gelitaanka iyo ka-bixidda ee khuseeya. Waxaa aad muhiim ah in la ogaado in marka laga reebo mararka qaarkood tabaruceyaashu waa inay dhammaystiraan oo ay ka gudbaan baaritaanka taariikhda, iyadoo la raacayo cutubka 110-06 WAC.

- Macallinka jimicsiga wuxuu siiyaa fasalo qoysaska barnaamijka waxbarashada dhalaanka, waxayna bixiya lacag dheeri ah adeeggan. Shaqaalaha barnaamijka barashada dhalaanka waxay had iyo jeer la joogaan caruurta. Haddii macalinka jimicsiga lagu daro saamiga, waa inoo dhammaystiraan shuruudaha tababarka caafimaadka iyo badbaadada loo baahan yahay. Haddii aan lagu darin saamiga, uma baahna inoo dhammaystiraan tababarka.
- Daaweeye uu waalidku kireystay ayaa la shaqaynayaa cunuga mid-mid ula shaqeynaya cunugga barnaamijka waxbarashada dhalaanka. Qofkani weligiis keligiis lama joogaayo ilmaha. Daaweeyaha marna laguma darin saamiga. Xaaladahaas oo kale, waxay ku habboon yihiin doorka iskaa wax u qabso.
- Adeegaha bulshada ayaa u qaxeeya cunug booqasho qoys, waxayna ku soo celiyaan barnaamijkii waxbarashada dhalaanka. Adeegaha bulshada waa inuu u saxeexaa ilmaha dibada loo qaadaayo iyo dib ugu noqoshada sida qoysku u ogolaaday.
- Arday dhigta dugsiga sare ama kuleejka oo u baahan in ay u kuur-galaan ama fiiriyaan koorsada koritaanka ilmahooda. Haddii aan lagu darin saamiga, uma baahna inay dhammaystiraan tababarka.

Barnaamijka barashada dhalaanka ee guriga qoyska iyo barnaamijyada ku saleysan xarunta waxay ka tiirsan yihiin shaqaalahooda, si ay u qorsheeyaan una gaarsiiyaan dhammaan adeegyada. Heerarka Tayada Aasaasiga ah ee shaqaaluhu waxay aasaas u yihiin taageerada bixiyeyaasha markay lala shaqeeyaan carruurta iyo qoysaska. Kooxaha cilmi-baarista ee Shabakadda Barashada dhalaanka ee Jaamacadda Virginia, Jaamacadda Gobolka Ohio iyo Jaamacadda Nebraska – Lincoln waxay xaqiijinayaan in xiriirka macallinka iyo cunugga ay muhiim tahay. “Caddayn qeexeeyso waxay muujineysaa in is-dhexgalka wanaagsan ee carruurta yar-yar iyo macallimiintu ay xoojinayaan dhammaan dhinacyada horumarkooda, kana mid luqadda, garashada iyo xirfadaha bulsho-shucuureed, iyadoon loo eegin da’, jinsi, jinsiyada, isir, luqad iyo heer dakhli.”[18] Ururka Caalamiga ah ee Iskaashiga Dhaqaalaha iyo Horumarinta - International Organization for Economic Co-operation and Development (OECD) wuxuu tilmaamayaa muhiimadda ay leedahay tababarka macallimiinta iyo u qalmidda sida ugu wanaagsan ee loogu adeego carruurta.[19]

Shuruudaha tababarka ee shaqaalaha waxbarashadda hore waxaa laga heli karaa WAC 110-300-0105, 110-300-0106, 110-300-0107 iyo 110-300-0110 iyo kuwa tilmaamaaya adeegyo horudhac iyo tababar gudaha ah.

18 Shabakadda Barashada dhalaanka, “Mawduuca soo baxaya: Xiriirka Macallinka iyo Carruurta,” waxaa laga heli karaa **https://earlylearningnetwork.unl.edu/2019/05/20/teacher-child-relationships/#:-:text=Evidence%20shows%20that%20young%20children%E2%80%99s,ethnic%2C%20language%20and%20income%20level**, la daabacay May 20, 2020.

19 Tayada Dhiirrigelinta ee Waxbarashada Carruurnimada Hore iyo Daryeelka, “Warbixin Kooban oo Cilmi-baaris ah: Aqoonta, Aqoonta iyo Horumarka Xirfadeed,” waxaa laga heli karaa **www.oecd.org/education/school/49322232.pdf**, laga soo qaatay Oktoobar 11, 2020.

D. Jidadka Waxbarashada iyo isku ekaanshaha

Qaybtani waxay ka hadleysaa wadiiqooyin fara badan si loo buuxiyo shuruudaha waxbarashada. Fadlan soo booqo Shaxda Aqoonsiga Aqooneed ee WAC 110-300-0100 hordhaca qaybtaan waxaa si aad ugu eegto jadwalka buuxa ee shahaadooyinka loo baahan yahay. Waxaa jira qaabab fara badan oo kala duwan oo lagu buuxiyo shuruudaha u qalmida aqoonta ee door kasta. Bixiyaha waxbarashada dhalaanka wuxuu heli karaa dariiqa iyaga shaqsi ahaan ugu shaqeeynaayo. Si aad u aragto jaantus muujinaya isu dhigmayaasha la oggol yahay, ka eeg *Ikhtiyaariyada Sinnaanta ee Waxbarashada "Equivalent Options for Education* (EPS_0037)", waxaa laga heli karo internetka: **www.dcyf.wa.gov/sites/default/files/pubs/EPS_0037.pdf**.

DCYF waxay balan-qaadeeysaa inay dabooleeyso baahiyaha waxbarashada kala duwan ee bixiyeyaasha waxbarashada dhalaanka iyadoo la tixgalinaayo qaab dhaqankooda iyo luqad ay ku hadlaano. DCYF waxay bixisaa ikhtiyaarro u dhigma oo loogu talagalay shahaadooyinka waxbarashada, taas oo loo aqoonsanaayo waayo-aragnimada barayaasha ka jirto, waxayna gacan ka geysaneysaa in la joogteeyo xooga shaqaale qoomiyadaha kala-duwan oo carruurnimo hore ah.

Washington waxay abuurtay shahaadooyinkeeda waxbarasho hore oo midba midka kale ku dhismo, isla markaana siinaya barta bilaawga talaabooyinka waxbarashadda oo iswaafajiya kuliyadaha gobolka. Waxaa jira saddex shahaado:

- Shahaadada Hore: 12 dhibcood kulleejada oo ah waxbarashada carruurnimada hore
- Shahaadada Gaaban: Shahaadada hore iyo sideed dhibcood, wadar ahaan 20 dhibcood
- Shahaadada Gobolka: Shahaado Gaaban oo lagu daray 27 ilaa 32 dhibco, wadar ahaan ugu yaraan 47 dhibcood

Xirfadlaha waxbarashada dhalaanka ee Gobolka Washington oo raba inuu sii wado horumarkooda xirfadeed wuxuu leeyahay waddo cad oo la raaco. Hal talaabo ama tilaabo-tilaabo guul ah ayaa la dhisi doonaa mida xigta. Bixiyeyaasha waxbarashadda hore waa inay ka hubiyaan kuleejooyinka maxalliga ah ama kulleejooyinka ay rabaan inay u isticmaalaan si loo hubiyo in Waddada Xariirka Qorshaynta Xirfadaha. (**https://ececareers.del.wa.gov/what-is-early-learning**) in ay xiiseynayaan lagana heli karo kulleejka.

Si loo taageero xirfadleyda barashada dhalaanka si ay u helaan shahaadooyinkan guud ahaan gobolka oo dhan, tababarka oo dhan, iyo sidoo kale seddexda koorsooyinka shahaadada hore ee Waxbarashada Carruurnimada Hore (ECE) (tusaale, Shahaadada Hore, Shahaadada Gaaban iyo Shahaadada Gobolka) waxayna la jaanqaadeen *Awoodaha Muhiimka u ah Washington ee Xannaanada Hore iyo Xirfadlayaasha Waxbarashada (EPS_0023)* (**www.dcyf.wa.gov/sites/default/files/pubs/EPS_0023.pdf**).

Awoodaha aasaasiga ah waxay daboolayaan goobahaan ama aagaggaan:

- Kobaca iyo horumarka ilmaha
- Manhajka iyo Deegaanka Barashada
- Qiyaasta socota ee Horumarka Ilmaha
- Iskaashiga Qoyska iyo Bulshada
- Caafimaadka, Amniga iyo nafaqada
- Is-dhexgalka
- Qorshaynta Barnaamijka iyo Horumarinta
- Hormarinta Xirfada iyo Hogaanka

Intaa waxaa dheer, abuuritaanka dariiqooyin cusub oo loogu talagalay xirfadleyda waxbarashada dhalaanka si ay u helaan shahaadooyinka Gobolka Washington, DCYF waxay siisay ikhtiyaar kale. Ikhtiyaarka isbarbar dhigga ayaa aqoonsan doorka khibraddaha, wuxuu xaqiijinayaa hab sinnaan ah, wuxuuna taageeraa xooga shaqaale qoomiyadaha kala duwan.

Isbarbar dhigga, markaad tixraacayso aqoonta shaqaalaha, macnaheedu waa shaqsi loo oggol yahay inuu buuxiyo shuruudaha cutubkan soo socdo:

- Karti Ku-saleysan Khibrad
- Shahaadooyinka Kale ee Aqoonsiga Kulleejooyinka/Shahaadooyinka Qaadashada Dhibcaha
- Tababar ku saleysan bulshada

Bixiyeyaasha jiray oo leh laba sano khibrad ah ka-hor Agoosto 1, 2019, oo iyagu xafiday taariikhdooda tababar sida loogu baahdo kaalintooda waxay dooran karaan "muujinta karti" si ay ula kulmaan shahaadooyinka ruqsadaha shaqaalaha.

Aqoonsiga beddelka ah waa shahaado "degree", shahaado ama guul gaaris waxbarasho oo buuxisa shuruudaha shahaadada la iska sooci karin.

Barnaamijka 'Early Achievers' ee Washington, oo ah nidaamka hagaajinta qiimeynta tayada gobolka, wuxuu bixiyaa taageerro xoog leh iyo talooyin barnaamijyo lagu xoojinaayo. Dulmarka guud ee Early Achievers ayaa laga heli karaa: **www.dcyf.wa.gov/services/earlylearning-childcare/early-achievers**.

Taageero dheeraad ah waxaa ka heli karaa barnaamijyada barashada dhalaanka ee ka qeybqaadashada Early Achievers, si aad fursadaha shaqsi ahaan u hesho tababarnimada, horumarinta xirfada internetka iyo deeqaha waxbarasho ee ku saabsan shahaadooyinka iyo degreega ECE ama kuwa la midka ah goobaha laga ansixiyay. Soo booqo **https://childcareawarewa.org/providers/** in aad ka barato akhbaar badan. to in aad ka barato akhbaaro fara badan.

Si aad wax badan uga ogaato ikhtiyaaraadka kala duwan oo buuxinaayo heerarka ruqsad siinta aqoonta shaqaalaha, fiiri Shahaadooyinka Shaqaalaha: Waxbarashada, Tababbarka, Bogagg u dhigma bogga Horumarinta Xirfadeed ee DCYF waxaa ka heli kartaa internetka. **www.dcyf.wa.gov/services/earlylearning-profdev/early-learning-provider**.

Isticmaalka Adeegsiga MERIT (Diiwaanka Xoogga Shaqaalaha ee elektiroonigga ah "Electronic Workforce Registry") si loo xaqiijiyo aqoonta iyo tababarka

Door kastoo ka mid ah barnaamijka barashada dhalaanka, Heerarka Tayada Aasaasiga waxay u baahan yihiin tababbarka iyo aqoonta aqoon-yahanka u leeyahay waxbarashada dhalaanka in lagu ansixiyo laguna xaqiijiyo "diiwaanka shaqaalaha elektaroniga ah." Diiwaanka shaqaalaha elektiroonigga ah waxaa loo yaqaan MERIT.

MERIT waa bog internet ah iyo xog ururin caawisa bixiyeyaasha waxbarashada dhalaanka ee Washington:

- La socodka joogtada ah aqoontooda iyo khibradooda tababarka
- Helitaanka fursado tababar tababarayaasha ay dowladdu oggolaatay
- La wadaag aqoontooda shaqo-bixiyeyaasha
- Buuxinta arjiga baaritaanka taariikhda la qaadan karo

U Bedelashada Shaqaalaha ee Carruurta Dhalasho illaa 8 jir: Munaasabad ayaa Midaynaysa. Machadka Daawada "An Institute of Medicine" (IOM) iyo Golaha Cilmibaarista Qaranka "National Research Council" (NRC) cilmi baaris kooban oo qeexay horumarka cilmiga sayniska ee ilmaha, gaar ahaan fiirinta sahmaynta ay ku yeelan karaan xirfadlayaasha la shaqeeya carruurta.
http://k12accountability.org/resources/Early-Intervention/NAS_Birth_to_Age-8_Unified_Framework.pdf

Badalida Shaqaalaha Hore ee Waxbarashada: Buugga Hogaaminta Tilmaamaha "Multimedia". Buug-tilmaameedkaan Hogaaminta kala duwan ee qaabab-kala-sooc ah, waxaa laga soo qaatay Is-beddelka Xoogga Shaqaalaha ee Carruurta laga bilaabo Dhalashada illaa 8: Aasaaska Mideynta (National Academies Press, 2015). Buuggan Hogaaminta tilmaamaha wuxuu bixiyaa waxyaabaha muhiimka ah ee laga kurarsado, fiidiyowyo, aalado is-dhexgal iyo ereybixin loogu talogalay saddex dhagaystayaal oo kala duwan: Barayaasha sida tooska ah ula shaqeeya carruurta, barayaasha tacliinta sare leh kuwaas oo diyaariya kuwa wax-baranayaan iyo dajiyaasha siyaasada oo xiiseynaya hagaajinta goobaha waxbarashada dhalaanka ee carruurta laga bilaabo B-8. Halkaan waxaa ka helaysaa hagaha is-dhexgalka:
www.newamerica.org/in-depth/transforming-early-education-workforce/

MERIT - Diiwaanka shaqaalaha elektiroonigga ah ee DCYF.
https://apps.dcyf.wa.gov/MERIT/Home/Welcome

MERIT. Bogga DCYF oo leh macluumaad iyo xiriiriyaal ku saabsan taageerada MERIT, xaqiijinta waxbarashada iyo rafcaannada, tababarka, tababarka lacag celinta iyo tababarka ilaha ay dowladdu oggolaatay.
www.dcyf.wa.gov/services/earlylearning-profdev/merit

Kooxda Diiwaangelinta Xoogsadada Horumarinta Xirfadeed ee DCYF. Wixii su'aalado ah oo la xiriira shuruudaha waxbarashada iyo tababarka WAC ama diiwaanada shaqsiyaadka.
dcyf.merit@dcyf.wa.gov

Horumarinta Xirfadeed

DCYF ee daryeelka carruurta iyo barashada dhalaanka ee goobta-shabakada horumarinta macluumaadka oo leh macluumaad iyo xiriiriyaal ku saabsan aqoonta shaqaalaha, waxbarashada iyo deeqaha waxbarasho, MERIT, kooxda ku sii-meel gaarka badalaada shaqaalaha iyo kuwo kale.
www.dcyf.wa.gov/services/earlylearning-profdev

Aniga waxaan ahay Bixiye Waxbarasho Hore. Bog DCYF oo leh macluumaad iyo xiriiriyaal ku saabsan aqoonta shaqaalaha, shuruudaha shaqaalaynta, waxbarashada, waxbarashada wax-u-dhigma, shuruudaha tababarka ee doorka iyo fiirinta liisaska liis waajibaadkooda.
www.dcyf.wa.gov/services/earlylearning-profdev/early-learning-provider

Ikhtiyaarrada u Dhigma Waxbarashada "Equivalent Options for Education" (EPS_0037). Daabacaaddan DCYP waxay cadeyneysaa khibrad la oggolaaday iyo isku beddelka aqoonsiga waddooyinka loogu maraayo waxbarashada.
www.dcyf.wa.gov/sites/default/files/pubs/EPS_0037.pdf

Xariirka Shaqada

Xariirka Qorsheynta Xirfadaha Waxbarashada Carruurnimada Hore. Bogga DCYF oo leh macluumaadka ku saabsan xulashooyinka xirfadaha, waddooyinka waxbarashada iyo ilaha kaalmada maaliyadeed ee loogu talagalay xirfadleyda waxbarashada dhalaanka.
https://ececareers.del.wa.gov/

Heerarka Waxbarashada ee Xirfadlaha Waxbarashada dhalaanka. Bogga DCYF oo qeexaayo heerarka waxbarasho ee xirfadaha waxbarashada dhalaanka. Waxaana ka mid ah fasiraada fasalada ama maadada iyo sharraxaadda dhibcaha mid kasta oo ka mid ah shahaadooyinka la adkeysan karo.
https://ececareers.del.wa.gov/what-is-early-learning

Kartida iyo Qaab-dhismeedka. Bog DCYF oo leh macluumaadka iyo xiriiriyeyaal la xiriira Awoodaha Muhiimka ah ee Gobolka Washington oo Xirfadlayaasha Horumarinta Carruurta iyo Dhallinyarada. **www.dcyf.wa.gov/services/earlylearning-profdev/workforce-development/competencies**

Khayraad ama ilo Kale:

Sahmaynta Waxabarashada Macallimiinta ee natiijooyinka ku saleeysan barnaamijyada Waxbarashada Carruurnimada Hore ee Xarunta: Falanqaynta Meta. Daraasad NIEER ah oo fiirineysa natiijooyinka cilmi baarista oo ku saabsan xiriirka hanashada waxbarashada macalinka iyo cabbiraadaha tayada fasalka iyo horumarka cunugga ee xarumaha daryeelka carruurnimada hore iyo xarumaha waxbarashada.
http://nieer.org/research-report/the-impact-of-teacher-education-on-outcomes-in-center-based-early-childhood-education-programs-a-meta-analysis

Tayada Sare Waxbarashada dhalaanka iyo Daryeelka Waxay U Baahan Tahay Heerar Sare oo Loogu Talagalay Aqoonta Sare ee Aqoonta. Xarunta Daraasadda ee Shaqaalaynta Daryeelka Carruurta maqaal muhiimada ay soo saartay waxayna leeyihiin xirfadlayaal aqoon sare leh isla markaana xirfad leh waxay keenaysaa natiijooyinka guusha carruurta.
https://cscce.berkeley.edu/high-quality-early-education-and-care-requires-high-standards-for-early-educator-qualifications/

Ayaa Iskuulka Maanta jooga? 17-daqiiqo T.E.A.C.H. Fiidiyoowga Early Childhood®. Wuxuu sahamiyey sida helitaanka tacliinta sare, hagaajinta magdhowga iyo shaqo ku haynta kumanaan macallimiin waxbaro barnaamijka carruurnimo oo ku baahsan dhamaan nawaaxiga Ameerika oo ay wax uga bedalayaan noloshooda iyo nolosha malaayiinta carruur ah oo ay ku jiraano howlaha daryeelkooda maalin kastaba.
www.youtube.com/watch?time_continue=1&v=gxbGFmdKHNI&feature=emb_title

WAC 110-300-0105

Preservice requirements

(1) All applicants, coapplicants, family home licensees, center directors, assistant directors, and program supervisors must complete a department provided orientation for the applicable early learning program. Prior to being in charge of the early learning program fifty percent of the time or more, those newly promoted or assuming a role of one of the roles listed here must complete or be registered in orientation training.

(2) Early learning providers and household members in a family home early learning program must complete a department background check, pursuant to chapter 110-06 WAC.

(3) Early learning providers, including volunteers and household members in a family home early learning program ages fourteen and over, must provide documentation signed within the last twelve months by a licensed health care professional of tuberculosis (TB) testing or treatment consisting of:

(a) A negative TB symptom screen and negative TB risk assessment;

(b) A previous positive FDA-approved TB test and a current negative chest radiograph and documentation of clearance to safely work or reside in an early learning program; or

(c) A positive symptom screening or a positive risk assessment with documentation of:

(i) A current negative FDA-approved TB test;

(ii) A previous or current positive FDA-approved TB test; and

(iii) A current negative chest radiograph and documentation of clearance to safely work or reside in an early learning program.

(4) Upon notification of TB exposure, early learning providers may be required to be retested for TB as directed by the local health jurisdiction.

Shuruudaha ilaalinta ee heerkan laysan-bixinta ayaa daboolaya saddex qaybood oo aasaasi ah:

(1) Jihaynta ruqsad siinta laysanka barnaamijka barashada dhalaanka ee DCYF.

(2) Baaritaanka taariikhda hore DCYF.

(3) Ka baarista ama daaweynta qaaxada (TB).

Saddexdaan qaybood waa aasaasiga, waxayna muhiim u yihiin bilowga barnaamijka barashada dhalaanka. Hanuuninta ruqsad siinta shatiga waxay bixisaa macluumaad aasaasi ah oo ku saabsan shuruudaha shatiga ama laysanka waxayna ka caawineeysaa bixiyaha waxbarashada dhalaanka inuu diyaar u ahaado iyo inuu ogaado waxa ku lugta leh inuu ka shaqeeyo barnaamij buuxiya shuruudaha sharciga ee Gobolka Washington. Hawlgalka barnaamijka barashada dhalaanka waa qaab adag oo u baahan jahaynta loogu talagalay inay ku siiso macluumaad kugu filan si ay kaaga caawinto barnaamijyada ruqsadaha siinta laysanka iyo inaas gaarto go'aanno macquul ah oo ku saabsan qorshaynta iyo ku shaqaynta barnaamijka.

Labada qaybood oo kale ayaa lagu soo daray inay muhiim u yihiin caafimaadka bulshada iyo badbaadada.

Jihaynta shatiga ayaa looga baahan yahay dadka mas'uulka ka ah barnaamijka waxbarashada dhalaanka. Waxaa ka mid ah dhammaan codsadayaasha, wada-codsadayaasha, rukhsadaha laysanka guryaha qoyska, agaasimayaasha xarunta, kaaliyaasha agaasimayaasha, kormeerayaasha barnaamijka iyo macallimiinta hogaaminaya guriga waa inoo la kulmaa shuruudaha shatiga, waxaana la yaabaa inoo mas'uul ka noqdo barnaamijka waxbarashada dhalaanka 50% waqtiga ama ka badan. Hanuuninta ruqsad laysan siinta waa tababar bilaash ah, tababarka khadka tooska ah, waxaa hubin doona waxbarida shaqaalaha hogaaminta barnaamijka waxbarashada dhalaanka:

- Waa inaad fahamtaa guud ahaan haysashada nidaamka hagaajinta qiimeynta tayada Washington
- Baro farqiga u dhexeeya WAC iyo RCW, iyo sida loo maraareeyo WAC
- Fahamtaa shuruudaha xarunta in shati laysanka lago siiyo ama la caddeeyey
- U aqoonsiga sida u egtahay booqashada shatiyeynta iyo waxyaabaha laga filayo rukhsad-bixiyaha
- Fahamka nidaamka dalabka iyo jadwalka waqtiyada
- Fahamka doorka DCYF

Shuruudda ilaalinta labaad ayaa ah fiirinta baaritaanka taariikhda. Baaritaanka asalka ah ee DCYF ee la qaadan karo wuxuu yareynayaa halista waxyeelaynta carruurta ee shakhsiyaadka lagu xukumay dambiyada qaarkood ama kuwa halista ku ah carruurta. Nidaamka baaritaanka asalka DCYF wuxuu qiimeeynayaa macluumaadka asalka ah oo la xiriira dabeecadda qofka iyo ku habboonaanta la xiriirta ilaalinta amaanka carruurta. Sababtaan awgeed, baaritaanka asalka ah ayaa looga baahan yahay dhammaan shaqsiyaadka daryeelo ama galaangalka u leh carruurta kormeer la'aan. Waxaa ka mid ah, laakiin aan la xaddidnayn, shatiaha leh laysanka waxbarashada dhalaanka, shaqaalaha, maamulka shaqaalaha, tabaruceyaasha shaqaynaayo, layliyada tababarka iyo xubnaha qoyska guriga ka tirsan oo da'doodu tahay 16 iyo ka weyn. Intaa waxaa sii dheer, sida ku xiran WAC 110-06-0045(1)(b), shakhsiyaadka da'doodu tahay 13-16 oo ku nool xanaanada cunugga ee ruqsad haysta ama sharciyeysan waa inay soo gudbiyaan baaritaanka dambi la'aanta asalka ee sharciga ah. Shaqaalaynta cusub waa inuu lahaadaa cadeynta asalka DCYF ka-hor inta uusan barnaamijka ka shaqeyn. Waa in baaritaanka asalka la qaadaa kana mid tahay dhameystirka faraha baaritaanka.

Xirfadlaha barashada dhalaanka waa in la hubiyaa cadeeynta asalka ah, waxayna ansax tahay mudo sadex sano ah waana sii ansaxaysaa haddii ay ku sii jiraan barnaamijka waxbarashada dhalaanka ama ay u guuraan barnaamij kale oo waxbarasho hore ah muddada saddexda sano ah.

Sida laga soo xigtay DOH, 222 kiis oo qaaxada ah ayaa laga soo sheegay Gobolka Washington 2019.[20]

Qaaxada TB waa cudur faafo oo laysku daarto inta badan ku dhacaa sambababa. Inta badan carruurta iyo dadka waaweyn ee cudurka qaba ma'laha calaamadaha ama astaamaha cudurka lagu garto. Qaaxada sida caadiga ah waxaa isku gudbiya dadka waaweyn iyo dhalinyarada, maadaama ay leeyihiin awood lagama maarmaan u ah inay u sii daayaan waxyaalaha yaryar oo layska qaadsiiyo hawada markay qufacayaan ama hidhisiyaan.[21] Si loo ilaaliyo caafimaadka carruurta, sidaas darteed, dhammaan bixiyaasha waxbarashada dhalaanka, mutadawiciinta iyo xubnaha reerka oo ka weyn da'da 14 ee barnaamijka barashada dhalaanka ee guriga qoyska, waa inay keenaan dukumiinti laga soo bilaabo 12-kii bilood ugu dambeeyay baaritaanka qaaxada ama cadeemaha si ammaan ah looga shaqeeyo barnaamijka waxbarashada dhalaanka. Dukumeentiga waa in la keenaa ama la bixiyaa ka hor inta aan barnaamijka goobta la soo gelin.

20 Waaxda Caafimaadka ee Gobolka Washington, "Kiisaska Qaaxada ee Gobolka oo dhan Sannad kasta," waxaa laga heli karaa **www.doh.wa.gov/Portals/1/Documents/Pubs/343-108-TBWA-Summary2019.pdf**, la daabacay Sebtember 2020.

21 Akadamiyada Mareykanka ee Cudurrada Carruurta, Waxbarashada Bukaanka Caafimaadka Carruurta, Caafimaadka Carruurta & Qaangaarka, "Qaaxada," waxaa laga heli karaa **www.pediatricandadolescentmedicine.net**/Tiibishada-Qaaxada (TB), waxaa dib loo soo helay 6-dii Sebtember, 2020.

Tijaabada baaritaanka qaaxadu waxay noqon kartaa baaritaanka maqaarka ama baaritaanka dhiiga ay bixiso bixiyaha xanaanada, Farmashiye maxalli ah, rug caafimaad caafimaad oo qiimo jaban ama aan qaali ahayn ama waaxda caafimaadka degmada ayaa sidoo kale qaadi kara baarista qaaxada. Marka tijaabada barista maqaarka la qaado, shaqsigu wuxuu u baahan doonaa inuu u soo laabto qiyas ahaan labo ama seddex maalmood ka dib si loo siiyo natiijada barista la qiimeeyey. Marka qof la ogaado inuu qabo TB, raajiyada xabadka ama shucaaca ayaa laga yaabaa inuu muujiyo inuusan jirin qaaxada firfircoon. Shakhsiga qaba baaritaanka qaaxada, astaamaha baaritaanka ama qiimeynta halista waxaa laga yaabaa inuu ka shaqeeyo dhinac kale barnaamijka waxbarashada dhalaanka oo keliya baaritaanka qaaxada ee hadda jira, ama shucaaca feeraha ay xasaasiga u tahay waa in lagu cadeeyaa dukumiintiga yada caddeynta.

Hansen waxay codsatay booska kaaliyaha barnaamijka barashada dhalaanka ee guriga qoyska. Hansen wuxuu dhammeystiray baaritaanka maqaarka ee qaaxada takhtarka Dr. Johnson bixiyaha caafimaadkooda, Hansen wuxuu ku soo noqday xafiiska Dr. Johnson seddex maalmood ka dib wuxuuna bartay natiijooyinka inay ahaayeen kuwo wanaagsaneeyn. Dr. Johnson wuxuu qorsheeyey shucaaca xabadka Hansen toddobaadka soo socda. Raajiyada waxay muujisay TB aan firfircooneyn. Dr. Johnson wuxuu siiyay Hansen dukumiinti natiijada shucaaca iyo cadeeynta inuu ka shaqeeyo barnaamijka barashada dhalaanka ee guriga qoyska. Hansen waxay siisay koobiga dukumiintiga ruqsada guryaha qoyska si loogu daro faylka shaqaalahooda.

Baaritanka shuruudaha looga baahan yahy Taariikhda baariata asalka ee DCYF websaydhku wuxuu ka kooban yahay macluumaad ku saabsan shuruudaha baaritaanka taariikhda iyo isku xirka macluumaadka lacag-bixinta ee baaritaanka asalka ah, qaabka sameeynta barista faraha iyo foomamka baaritaanka asalka ah.
www.dcyf.wa.gov/services/early-learning-providers/background-checks

Habka shatiga. Bog DCYF wuxuu leeyahay macluumaad iyo xiriiriyeyaal loogu talagalay modules hanuuninta ay bixiso DCYF. Qeybaha internetka modules waxaa lagu bixiyaa Ingiriis, Isbaanish iyo Soomaali. Tilmaamaha ayaa la siiyaa si loogu codsado jihaynta luqad kale ama siinta hooyga deegan gaar ah.
www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/licensing-process

Qaaxada (TB). Websaydka CDC waxaa ka helaysaa ah macluumaad ku saabsan sababaha halista qaaxada, faafitaanka, astaamaha, baaritaanka, ogaanshaha, cilmi baarista, daaweynta iyo waxyaabo kale oo badan.
www.cdc.gov/tb/default.htm

Qaaxada (TB). DOH websaydh wuxuu leeyahay macluumaad, akhbaaro iyo khayraad.
www.doh.wa.gov/YouandYourFamily/IllnessandDisease/Tuberculosis

WAC 300-110-0106

Training Requirements

(1) Early learning providers licensed, working, or volunteering in an early learning program before the date this section becomes effective must complete the applicable training requirements of this section within three months of the date this section becomes effective unless otherwise indicated. State or federal rules may require health and safety training described under this chapter to be renewed annually. Early learning providers hired after the date this section becomes effective must complete the training requirements of subsections (4) through (10) of this section within three months of the date of hire and prior to working in an unsupervised capacity with children.

(2) License applicants and early learning providers must register with the electronic workforce registry prior to being granted an initial license or working with children in an unsupervised capacity.

(3) License applicants, center directors, assistant directors, program supervisors, lead teachers, assistant teachers, and aides must complete the child care basics training as approved or offered by the department:

(a) Prior to being granted a license;

(b) Prior to working unsupervised with children; or

(c) Within three months of the date this section becomes effective if already employed or being promoted to a new role.

(4) Early learning providers must complete the recognizing and reporting suspected child abuse, neglect, and exploitation training as approved or offered by the department according to subsection (1) of this section. Training must include the prevention of child abuse and neglect as defined in RCW 26.44.020 and mandatory reporting requirements under RCW 26.44.030.

(5) Early learning providers must complete the emergency preparedness training as approved or offered by the department (applicable to the early learning program where they work or volunteer) according to subsection (1) of this section.

(6) Early learning providers licensed to care for infants must complete the prevention and identifying shaken baby syndrome/abuse head trauma training as approved or offered by the department according to subsection (1) of this section.

(7) Early learning providers must complete the serving children experiencing homelessness training as approved or offered by the department according to subsection (1) of this section.

(8) License applicants and early learning providers licensed to care for infants must complete the safe sleep training as approved or offered by the department. This training must be completed annually and:

(a) Prior to being licensed;

(b) Prior to caring for infants; or

(c) According to subsection (1) of this section.

(9) Family home licensees, center directors, assistant directors, program supervisors, and lead teachers must complete the medication management and administration training as approved or offered by the department prior to giving medication to an enrolled child, or as indicated in subsection (1) of this section.

(10) Early learning providers who directly care for children must complete the prevention of exposure to blood and body fluids training that meets Washington state department of labor and industries' requirements prior to being granted a license or working with children. This training must be repeated pursuant to Washington State department of labor and industries regulations.

(11) Family home licensees, center directors, assistant directors, program supervisors, lead teachers, assistant teachers, and any other early learning providers counted in staff-to-child ratio, or who could potentially be counted in ratio, must be trained in first-aid and cardiopulmonary resuscitation (CPR)

(a) Proof of training can be shown with a certification card, certificate, or instructor letter.

(b) The first-aid and CPR training and certification must:

(i) Be delivered in person and include a hands-on component for first aid and CPR demonstrated in front of an instructor certified by the American Red Cross, American Heart Association, American Safety and Health Institute, or other nationally recognized certification program;

(ii) Include child and adult first-aid and CPR; and

(iii) Infant first aid and CPR, if applicable.

(12) Early learning providers who prepare or serve food to children at an early learning program must obtain a current food worker card prior to preparing or serving food. Food worker cards must:

(a) Be obtained through the local health jurisdiction; and

(b) Be renewed prior to expiring.

Sanduuqa Horumarinta Daryeelka Carruurta "Child Care Development Fund (CCDF)" waa ilaha dhaqaalaha koowaad federaalka ee waxbarashada dhalaanka ee Gobolka Washington. Waxayna ka caawineeysaa kaalmada maalgelinta daryeelka carruurta qoysaska dakhligoodu hooseeyo iyo sidoo kale taageeridda adeegyo tayo leh. CCDF waxay dejineysaa shuruudaha dowladaha la rabo inay raacaan ka mid yihiin badbaadada iyo tababarka caafimaadka ee bixiyeyaasha waxbarashada dhalaanka si loo dhiso aasaas adag oo laga helaayo natiijooyinka ugu wanaagsan ee carruurta marka ay ku jiraano daryeelka. Heerarka Tayada Aasaasiga ah waa iskudarka oo ka kooban mowduucyadan ay federaalku u baahan yihiin ee horumarinta ilmaha, caafimaadka iyo tababarka badbaadada.

Tababaraha gobolka koonfur-galbeed wuxuu nala wadaagay:

"Ma jiraan wax ka abaalmarin ka wanaagsan marka adeeg bixiyuhu ka soo qaybgalo tababbarkaaga waqti iyo waqtiyo badan maxaa yeelay waxay dareemayaan isku xirnaan, ama markii aad ka maqasho tababaraha macallinkooda inay ku faraxsan yihiin inay awoodaan inay wax bartaan kuna dabaqaan deegaanadooda ama fulinta ku dhaqankooda. Ku xirnaanshaha bixiyeyaasha waxay dhiseeysaa xiriirada iyagoo jacaylaanayaan la wadaago wax-barida taas oo micnaheedu tahay adduunka anigaa leh waxaanan jecelahay inaan maqlo jawaab-celinta ku saabsan talooyin waxtar leh, tabaha ama aaladaha ay ku haystaan sanduuqa ay ku shaqeeyaan, hadda iyaga waxay wax ka beddelayaan iyaga, carruurta iyo qoysaska ay u adeegayaan."

Maaddaama shaqaale cusub la qoro, waxaa muhiim ah in la hubiyo in shuruudaha tababarka la soo buuxiyo waqtigii loogu talagalay. Shaqaalaha cusub iyo mutadawiciinta la shaqaaleysiiyay waxay haystaan saddex bilood inay ku soo dhammaystiraan tababarada, lagamana yaabo inay la shaqeeyaan ilmo ama carruur aanan la joogin kormeeraha ilaa ay ka dhammaystiraan tababarka.

Aasaaska Daryeelka Carruurta "Child Care Basics (CCB)" waa bilaawga tababarka lagu buuxinayo shuruudaha caafimaadka iyo nabadgelyada ee bixiyeyaasha waxbarashadda hore ee ka shaqeeya barnaamijyo shatiga leh ama shahaado haystaan. Tababarkan oo soconaya 30-saac ayaa ah la kulmida looga baahan yahay qayb ka mid ah shuruudaha caafimaadka iyo badbaadada loogu talagalay barayaasha ka shaqeeya xarumaha ruqsadda laysanka haysta WAC 110-300-0106(3). Mawduucyada lagu daray waxay la kulmayaan mowduucyada federaalku u igmaday ama ugu baahan yahay CCDF. Bixiye kasta oo waxbarashadda hore ku qanciyay shuruudaha CCB isla markaana ku diiwaangaliyey MERIT sidoo kale wuxuu buuxiyaa shuruudaha looga baahan yahay Caafimaadka iyo Badbaadada Shaqsiyeed ee Modules.

Tababbarada kale ee caafimaadka iyo badbaadada loo baahan yahay waxaa ka mid ah:

(1) Qarashada iyo ka warbixinta tuhunga ku xadgudubka iyo dayacsiinta carruurta. Tababarkani wuxuu ku barayaa ka-hortaga xadgudubka iyo dayacida ilmaha iyo bixiyaha waxbarashada dhalaanka ee shuruudda ku qasabka ah oo soo sheegista. Tababarkani wuxuu awood siinayaa bixiyaha waxbarashada dhalaanka cilmi inoo u yeesho habka loo ilaaliyo carruurta daryeelka ku jirta. Tan waxaa ka mid CCB.

WAC 110-300-0475 wuxuu qeexayaa shuruudaha la xiriira waajibaadka bixiyaha waxbarashada dhalaanka iyo mas'uuliyada ka saaran ilaalinta carruurta iyo ka warbixinta dhacdooyinka.

(2) Tababbarka u diyaar-garowga xaaladaha deg-degga ah wuxuu baraa bixiyeyaasha waxbarashada dhalaanka sida loo qorsheeyo looguna diyaar galo masiibooyinka iyo xaaladaha deg-degga ah. Adoo ka fikiraya, isla markaana filaayo qorsheynaya, bixiyaha waxbarashada dhalaanka ayaa si fiican ugu qalabaysan inuu ka jawaabo musiibada ama dhacdo deg-deg ah. Tababbarka u diyaar-garowga xaaladaha deg-degga ah ee lagu dabaqi karo barnaamijka qofka ka shaqeeyo ayaa muhiim u ah ilaalinta carruurta. Tan waxaa kamid tahay CCB.

WAC 110-300-0470 wuxuu qeexayaa shuruudaha looga baahan yahan qoraalka diyaarsanaanta xaaladaha deg-dega ah ee gaarka u ah barnaamijka barashada dhalaanka, waxaana dib muraajacad loogu noqonayaa jihada barnaamijka ee shaqaalaha sanadkiiba.

(3) Cudurka Syndrome Baby Syndrome/ku xadgudubka Madaxa. Khubarada ayaa rumeysan in qiyaastii 1,000 ilaa 1,500 dhallaanka ah sanadkii ay sahmeeyn ku yeeshaan noocaan ku xadgudubka jirka.[22] Tababarku wuxuu baraa bixiyeyaasha waxbarashada dhalaanka arimaha ku saabsan halista, si loo aqoonsado astaamaha iyo calaamooyinka iyo in la barto xirfadaha laysku daysado ee lagula macaamilo jahwareerka ku saabsan ilmaha yar. Tan waxaa ku jira CCB.

(4) U adeegida Carruurta La Kulmay Hoy La'aan. Isbahaysiga Qaranka ee Joojinta Guri la'aanta ayaa ka soo warbixiyey 2018 in wadar ahaan 552,830 qof ayaa soo wajahday hoy la'aan, iyadoo 33% ay matalayaan qoysaska carruurta leh.[23] Fahamka dhibaatooyinka ka jira hoy la'aanta ayaa muhiim ah marka la daryeelaayo carruurta. Bixiyeyaasha waxbarashada dhalaanka waxay ku siin karaan goobaha soo dhaweeynta iyo kobcin carruurta iyo qoysaskooda, sidoo kale waxay ka caawin karaan isku xirka taageerada iyo ilaha markay ay qoysasaka u baahdaan. Tani waxaa ka mid ah CCB.

(5) Hurdo Amaana ah. Sida laga soo xigtay Akadeemiyada Mareykanka ee Caafimaadka Carruurta "American Academy of Pediatrics", 2016, ku dhowaad 3,500 dhallaan ah ayaa sanad kasta ugu dhinta Mareykanka dhimasho la xiriirta hurdada.[24] Tababbarka hurdada ee badbaadada ayaa baaraya sababaha keenaayo dhimashada carruurta la xiriirta hurdada. Waxay kaloo baraysaa ku dhaqamida hurdada aaminka ah oo yareynaaya lama filaanka dhimashada ah ee dhallaanka sida dhaqanka ah in dhallaanka sariirta loogu seexiyo dhabarka iyadoo oo aan la dhigin bustayaal, alaabta carruurtu ku ciyaarto ama waxyaabo kale oo sababi kara neef inay ku cashoonto ama kuleeyl saa'id ah. Tababbarka Badbaadada Hurdada ayaa looga baahan yahay dhammaan shaqaalaha barnaamijka barashada dhalaanka ka-hor inta ay la shaqeynin dhallaanka, ka-hor intaan la siin shatiga waana in la dhammaystiraa sanadkiiba. Tababarkan waxaa laga heli karaa Bogga Tababbarka ee DCYF **https://dcyftraining.com/**.

WAC 110-300-0291 wuxuu qeexayaa shuruudaha hurdada ee aaminka ah.

(6) Maareynta Daawada. Daawooyinku waxyeello weyn ayey yeelan karaan caruurta haddii qaddarka ama nooca daawada ee qaldan la siiyo ilmaha. Sida laga soo xigtay Golaha Amniga Qaranka "National Safety Council" (NSC), hal ka mid ah 150-kii-2 sanad jir kastaba ayaa booqda qolka gargaarka deg-degga ah si aan ula kac aheeyn xad dhaafka daawooyinka,[25] taas oo ay xusayaan inay ka timaaddo "khaladaadka ku dhaca qiyaasta daryeel-bixiyeyaasha ama helitaanka carruurta iyo liqitaanka daawada." Tababarkan ayaa looga hadlayaa noocyada kala duwan ee daawada, sababta iyo sida loo siiyo, iyo sidoo kale sida loo keydiyo, loo maamulo loona diiwaangaliyo daawada. Tan waxaa ku jira CCB.

WAC 110-300-0215 wuxuu qeexayaa shuruudaha la xiriira daawada.

22 Tina Joyce iyo Martin R. Huecker, "Cudurka Cayda Carruurta ee Dhibaatada," *Maktabadda Qaranka ee Caafimaadka ee Machadyada Qaranka ee Caafimaadka, ayaa markii ugu dambeysay la cusbooneysiiyay Oktoobar 15, 2020, oo laga heli karo* **www.ncbi.nlm.nih.gov/books/NBK499836/**

23 National Alliance to End Homelessness, "State of Homelessness: 2020 Edition," available at **https://endhomelessness.org/homelessness-in-america/homelessness-statistics/state-of-homelessness-2020/**, retrieved September 6, 2020.

24 AAP Task Force oo ku saabsan Cudurka Dhimashada degdegga ah ee Dhallaanka, "SIDS iyo Dhimashada Kale ee La Xiriira Ilmaha: Talooyinka la cusbooneysiiyey ee 2016 ee ku saabsan Deegaanka Hurdo ee Ilmo Caan ah," *Joornaalka Rasmiga ah ee Akadeemiyada Mareykanka ee Cudurrada Carruurta 138 (5) (2016), waxaa laga heli karaa* **https://pediatrics.aappublications.org/content/138/5/e20162938**

25 Golaha Badbaadada Qaranka, "Si xun u isticmaalka, ku takri-falka daawooyinka waxay si aad ah u dhaawici kartaa carruurta," oo laga heli karo **www.nsc.org/home-safety/safety-topics/child-safety/medicine**, la helay September 7, 2020.

(7) Ka-Hortagga Soo-gaarista Dhiigga iyo Dheecaannada Jirka. Dhiiggu wuxuu qaadi karaa jeermisyada faafa ee sababi kara cudurada ku dhaca dadka, sida cagaarshowga C, cagaarshowga B iyo viruska difaaca jirka aadamiga "Human Immunodeficiency virus" (HIV).[26] Tababarkan, shaqaaluhu waxay ku bartaan sida looga hortago ama loo yareeyo faafitaanka iyo u gudbinta cudurka naftooda iyo dadka kale. Bixiyeyaasha waxbarashadda hore ee sida tooska ah u daryeela carruurta waa inay qaataan tababarka cuduraka-cudurada dhiiga keeno oo ay ansixiyeen la kulanka heerarka ay dejisay Waaxda Shaqada iyo Warshadaha ee Gobolka Washington "Washington State Department of Labor and Industries" (L&I), oo lagu celiyo sannad kasta. Tababarkan waxaa lagu dhammaystiri karaa goobaha bulshada iyada oo loo marayo qaabka tababarada.

(8) Tababbarka CPR iyo Gargaarka Degdegga ah. Sida laga soo xigtay The American Heart Association, "CPR waxay laban-laabi kartaa ama seddex jibaareysaa qofka fursad uu ku badbaado ka dib wadnaha istaago."[27] Tababarku wuxuu shaqaalaha siin doonaa awood ay ku aqoonsadaan ugana jawaabaan xaalad deg-deg ah. Bixiyaha waxbarashadda hore wuxuu baran doonaa sida loo maamulo CPR-da badbaadinta nolosha iyo ka jawaab celinta dhacdooyinka dhiig-baxa, ku margashada/ceejinta iyo waxyaabo kale oo badan. Tababarka la siinaayo shaqaalaha waa inuu ku jiraa gar-gaarka deg-degga ah ee carruurta iyo dadka waaweyn iyo CPR, iyo sidoo kale CPR-da dhallaanka ah haddii xarunta loo sharciyeeyay shatiga daryeelka dhalaanka. In kasta tababarka khadka tooska ah laga bixiyo xaqiiqooyinka ku saabsan hababka ka-jawaab celinta xaaladaha deg-degga ah, tababbarka waxaa bixiya qofka xirfad u leh oo keliyah iyo jawaab celinta tababaraha oo looga baahan yahay inay sida ugu fiican uga jawaab celiyaan xaaladaha deg-degga ah ee mustaqbalka.

WAC 110-300-0230 wuxuu qeexayaa shuruudo looga baahan yahay CPR.

(9) Kaarka Shaqaalaha Cuntada. Carruurta yar-yar, cabirkooda iyo horumarkooda habdhiska difaaca jirka waxay u badan tahay inuu ku dhaco cudur ka yimaad cuntada. Cudurka ka dhasha cunnada waxaa looga hortagi karaa iyadoo si sax ah loo maareeyo cuntada.[28] Si loo hubiyo ku dhaqanka adeegyada cuntada, dhammaan bixiyeyaasha waxbarashadda hore waa inay lahaadaan tababar ku saabsan badbaadada cuntada ka-hor intaan la qaban ama la siin cuntada. Kaarka shaqaalaha cuntada waxaa laga helaa Koorsada Shaqaalaha Gobolka Washington. Tababarkan loogama baahno keliya shakhsiga kariyo cuntada laakiin sidoo kale waxaa looga baahan yahay qof kasta oo carruurta cuntada siiynaayo. Inta badan, cunto kariyeyaashu waxay cunno u keenaan fasalka, macallimiinta waxay cuntada carruurta ku siiyaan miisaska. Xaaladdaas, cunto kariye iyo shaqaalaha u adeegaya cuntada waxaa looga baahan yahay inay haystaan kaarka shaqaalaha cuntada ee hadda jira. Xaaladdaas, cunto kariyaha iyo shaqaalaha u adeegaya cuntada waxaa looga baahan yahay inay haystaan kaarka shaqaalaha cuntada ee hadda jira. Xaaladaha kale, haddii ay carruurtu cuntada la yimaadaan xarunta, shaqaalaha u u adeegaayo cuntada carruurta weli waa inay lahaadaan tababarka shaqaalaha cuntada looga baahan yahay.

Dhammaan tababarka caafimaadka iyo badbaadada, marka laga reebo CPR iyo gar-gaarka deg-degga ah, dhiigga iyo dareeraha dacaanada jirka iyo kaararka shaqaalaha cuntada, waxaa bixiya DCYF gudaha Tababarka Portal Training ee DCYF. Saddexda tababar aanan la bixin waa in lagu dhammaystiraa goobaha bulshada dhexdeeda iyadoo uu tababbaraha ama macallinku buuxinayo shuruudaha WAC ama L&I.

26 Waaxda Shaqada ee Mareykanka, Badbaadada Shaqada iyo Maamulka Caafimaadka, "Dhiig-bixiyaha Cudurrada Dhiigga iyo Kahortagga Bini'aadamka," waxaa laga heli kara **www.osha.gov/bloodborne-pathogens**, la helay September 7, 2020.

27 American Heart Association CPR & First Aid Emergency Cardiovascular Care, "CPR Facts & Stats," available at **https://cpr.heart.org/en/resources/cpr-facts-and-stats**, retrieved September 7, 2020.

28 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Jeermiska iyo Cudurrada Cunnada", ayaa laga heli karaa **www.cdc.gov/foodsafety/foodborne-germs.html**, markii ugu dambeysay ee la cusbooneysiiyay Maarso 18, 2020.

Tababaradaan waxaa lagu daray CCB bishii Oktoobar 2018. Haddii bixiyaha waxbarashada dhalaanka uu buuxiyo shuruudaha CCB qaab kasta oo horey loo bixiyay ka-hor Ogosto 2018 oo lagu qoro diiwaanka MERIT, looma baahna inay dhameystiraan 'Module-Caafimaad iyo badbaadada Shaqsiyadeed.' Cusboonaysiintaan cusub ee ku saabsan mowduucyada cusub ee caafimaadka iyo amniga waxaa lagu bixiyaa *Tilmaamaha Kaabista Caafimaadka iyo Badbaadada* (EPS_0038) iyadoo macluumaad cusub la soo bandhigayo. Tilmaamaha waxaa lagu heli karaa luqadaha soo socda:

- English:
  www.dcyf.wa.gov/sites/default/files/pubs/EPS_0038.pdf
- Spanish:
  www.dcyf.wa.gov/sites/default/files/pubs/EPS_0038SP.pdf
- Somali:
  www.dcyf.wa.gov/sites/default/files/pubs/EPS_0038SM.pdf

Jadwalka Tababarka Caafimaadka iyo Badbaadada

Tababar	Ka mid ah CCB?	Waxaa bixiya DCYF?	Kee	Soo noqnoqosho
Aasaaska Daryeelka Ilmaha	N/A	Haa, oo ay bixiyaan tababarayaasha bulshada	Codsadeyaasha liisanka, agaasimayaasha xarunta, kaaliyeyaasha agaasimayaasha, kormeerayaasha barnaamijka, hogaanka macallimiinta, kaaliyeyaasha macallimiinta iyo gargaarayaasha	Ka-hor intaadan la shaqeyn caruurta aanan la ilaalin muddo saddex bilood gudahood ah xiliga la shaqaaleeyey, Waxaa lagu dhammeeyey hal mar oo keliya
Aqoonsiga iyo Warbixinta dayacaadda xadgudubka, iyo dhiig-miirashada	Haa	Haa	Dhammaan bixiyeyaasha waxbarashada dhalaanka	Seddex bilood gudahooda* lagu dhammeeyey hal mar oo keliya
Cilada Ruxida Madaxa ilmaha/ ku xadgudubka dhibka madaxa	Haa	Haa	Dhammaan bixiyeyaasha waxbarashada dhalaanka marka shatiga loo siiyay inay daryeelaan dhallaanka	Seddex bilood gudahooda* lagu dhammeeyey hal mar oo keliya
Diyaargarowga Deg-degga ah	Haa	Haa	Dhammaan bixiyeyaasha waxbarashada dhalaanka	Seddex bilood gudahooda* lagu dhammeeyey hal mar oo keliya
U adeegyada Carruurta La Kulmaan Hoy La'aan	Haa	Haa	Dhammaan bixiyeyaasha waxbarashada dhalaanka	Seddex bilood gudahooda* lagu dhammeeyey hal mar oo keliya

Jadwalka Tababarka Caafimaadka iyo Badbaadada

Tababar	Ka mid ah CCB?	Waxaa bixiya DCYF?	Kee	Soo noqnoqosho
Maareynta Daawada	Haa	Haa	Waxay maamushaa daawo	Kahor intaadan daawada* siinin and Saddex bilood gudahood La dhammeeyay hal mar oo keliya
Hurdo Ammaan ah	Haa	Maya	Dhammaan bixiyeyaasha waxbarashada dhalaanka marka shatiga loo siiyay inay daryeelaan dhallaanka	Kahor daryeelka dhallaanka, saddex bilood gudahood La dhammaystiray Sannadle ah
Ka Hortagga Soo-gaadhista Dhiigga iyo Dheecaannada Jirka	Maya	Maya	Si toos ah u daryeelo carruurta	Kahor intaadan la shaqeynin carruurta iyo Waa in lagu dhammaystiraa sida ku xusan L&I
CPR iyo Gargaarka Koowaad (Caafimaadka carruurta iyo dadka waaweyn, dhallaanka haddii ay khuseyso)	Maya	Maya	Lagu tiriyay saamiga	Kahor intaan lagu tirin saamiga, saddex bilood gudahood Cusbooneysiikahor inta uusan dhicin
Kaarka Shaqaalaha Cuntada	Maya	Maya	Diyaarida ama u adeega cuntada	Kahor diyaarinta ama adeegida cuntada iyo Cusbooneysiikahor inta uusan dhicin

*Haddii waqti kasta oo dawladda federaalku u baahan tahay dib-u-eegis sannadle ah ee tababaradaan, shuruuddu waxay khuseysaa bixiyeyaasha waxbarashada dhalaanka ee Gobolka Washington.

Kheyraadka Baraha Qaan-gaarka ah. Bog DCYF ah waxaa ka helaysaa kheyraad fara badan oo ansixiyey gobolka iyo xariirka xirfadlayaalka ku saleysan marka ay ka qayb galayaan fasalka ama wax ka badan baranayaan daryeelka hore iyo waxbarashada.
www.dcyf.wa.gov/services/earlylearning-profdev/support-early-learning-provider/educator-resources

Dhameystirka Aasaaska Daryeelka Carruurta (EPS_0035). Dhameystirka Aasaaska Daryeelka Carruurta (EPS_0035). Waxay kaloo bixisaa macluumaad ku saabsan siyaabaha kala duwan ee CCB loo heli karo, waxa ku jira koorsadaha iyo su'aalaha kale oo badanaa la isweydiinaayo.
www.dcyf.wa.gov/sites/default/files/pubs/EPS_0035.pdf

Aniga waxaan ahay Bixiye Waxbarasho Hore. Bog DCYF oo leh macluumaad iyo xiriiriyeyaal ku saabsan aqoonta shaqaalaha, shuruudaha shaqaalaynta, waxbarashada, waxbarasho u dhigma, shuruudaha tababarka ee doorka iyo doorka liisaska hubinta.
www.dcyf.wa.gov/services/earlylearning-profdev/early-learning-provider

Xariirka Tababarka Portal. Raadi oo qaado tababarada ay bixiso DCYF.
https://dcyftraining.com/

Shuruudaha Tababarka iyo Jadwalka Dhameystirka. Dukumiintiga kooban oo DCYF waxaa loogu talagalay tababarka iyo shuruudaha looga baahan yahay adeegga ee dhammaan doorarka.
www.dcyf.wa.gov/sites/default/files/pdf/TrainingRequirements_WACGuidebook.pdf

Tababarka Maktabada. Bog DCYF ah oo leh isku xirka shuruudaha tababarka iyo sidoo kale isku xirka ilaha taageera oo ballaarinaayo barashada mowduucyo tababar oo dhowr ah oo looga baahan yahay.
www.dcyf.wa.gov/services/earlylearning-profdev/early-learning-provider/training-library

WAC 296-823-120. WAC oo laxiriira shuruudaha tababarka shaqaalahaaga oo ku saabsan halista ay ugu jiraan cudurada keena dhiiga iyo qaababka ay iskaga ilaalin karaan nafsadooda.
https://apps.leg.wa.gov/wac/default.aspx?cite=296-823-120

Buugga Shaqaalaha Cuntada iyo Cabitaanka ee Gobolka Washington. Boga DOH wuxuu leeyahay buug gacmeed lagu heli karo luqado badan. Boga DOH wuxuu leeyahay buug gacmeed lagu heli karo luqado badan. Buug-gacmeedku wuxuu bixiyaa macluumaad ku saleysan Xeerka Cunnada Tafaariiqda ee Gobolka Washington WAC 246-215.
www.doh.wa.gov/CommunityandEnvironment/Food/FoodWorkerandIndustry/FoodWorkerManual

Koorsada Shaqaalaha Cuntada ee Gobolka Washington. Barnaamijka tababarka qadka shabakada oo la oggol yahay, si loo helo Kaarka Shaqaalaha Cuntada Gobolka Washington. Waxaa lagu heli karaa luqado badan.
www.foodworkercard.wa.gov

WAC 110-300-0107

In-service training

(1) An early learning provider must complete ten hours of annual in-service training after twelve months of cumulative employment.

(a) Family home licensees, center directors, assistant directors, program supervisors, lead teachers, and assistant teachers must complete the department enhancing quality of early learning (EQEL) in-service training within thirty-six months of being hired in a licensed facility, unless the provider has completed a department approved alternative training. EQEL hours may count towards the ten hours of annual in-service training.

(b) Every thirty-six months, following the completion of EQEL or a department approved alternative training, family home licensees, center directors, assistant directors, and program supervisors, must complete a minimum of ten hours of in-service training on "child development" and a minimum of ten hours of in-service training on "leadership practices."

(i) Child development training includes the following Washington state core competencies: Child growth and development, curriculum and learning environment, ongoing measurements of child progress, family and community partnerships, health, safety, nutrition, and interactions.

(ii) Leadership practices training includes the following Washington state core competencies: Program planning and development, professional development, and leadership.

(2) In-service training requirements of this chapter may be met by completing college courses that align with the Washington state core competencies. These courses must be delivered by a postsecondary institution and approved by the department.

(3) Only five in-service training hours that exceed the requirements of subsection (1) of this section may be carried over from one fiscal year to the next fiscal year.

Adeegyada tababbarka - oo sidoo kale loo yaqaanno sii-wadida waxbarashada sanadlaha ah, tababarka socda ama horumarinta xirfadeed - waxay u adeegtaa ujeedooyin badan. Waxay u oggolaaneysaa bixiyaha waxbarashada dhalaanka inuu ilaaliyo aqoontooda aasaasiga ah ee horumarinta ilmaha, xeeladaha waxbaridda iyo sidoo kale maamulka barnaamijka waxayna siisaa fursad lagu dhiso xirfado cusub oo lagula socdo aqoon cusub iyo cilmi baaris. Tababbarka adeegga ayaa sidoo kale kicin kara xiisaha ama koritaanka aag lama filaan ah, u oggolaanaya isku xirka xirfadleyda qaybta waxbarashada dhalaanka iyo gacan ka geysashada bixinta xeeladaha wax looga qabanayo dhibaatooyinka la cadeeyey ee barnaamijka waxbarashada dhalaanka. Faa'iidooyinkaan loo fidiyo bixiyaha waxbarashada dhalaanka waxay ka turjumeeysaa horumarin joogto ah oo lagu daboolayo baahiyaha waxbarashada iyo horumarka ee carruurta.

Qaar ka mid ah tababarka adeegyada gudaha ayaa la heli karaa oona u baahan isticmaalka kombuyuutarka. Haddii bixiyaha waxbarashada dhalaanka uusan helin farsamada tikniyoolajiyad uu ku galaayo qadka internetka xaalad deg-deg ah awgeed, sida cudurka safmarka ah 19-aad oo faafaayo, waxay xaq u yeelan karaan inay helaano taageero. La xiriir Child Care Aware (CCA) ee Washington si aad wax badan uga barato sida loo helo caawinaada ama helitaanka taakuleynta.

Natiijooyinka ka soo baxay dib-u-eegista daraasadaha cilmi-baarista oo lagu qiimeeyay sahmeynta adeega tababarka oo u leeyahay talagalay xirfadleyda waxbarashada dhalaanka, waxayna la ogaadeen in tayadaas oo kale ay tahay farsamooyinka lagu dardar-geliyo horumarinta carruurta yar-yar.[29]

Si looga taageero bixiyeyaasha waxbarashadda hore xaga koritaankooda iyo horumarkooda si loo gaaro natiijooyinka ugu wanaagsan ee carruurta, Heerarka Tayada Aasaasiga waxay u baahan yihiin 10 saacadood oo tababar ah u adeeg sanadkiiba. Shuruuddan ayaa khuseysa dhammaan bixiyeyaasha waxbarashada dhalaanka marka laga reebo kaaliyeyaasha shaqeeya wax ka yar 20 saacadood bishii iyo mutadawiciin. Saacadaha tababarka ee shaqada waxaa mararka qaarkood loo yaqaan "saacadaha STARS" ama "tababarka ay dowladdu oggolaatay." Saacadaha waxaa lagu xisaabiyaa iyadoo la adeegsanayo sanad maaliyadeedka DCYF, Julaay 1 illaa Juun 30.

WAC 110-300-0106 waxay u baahan yihiin codsadayaashada liisanka, agaasimayaasha xarumaha, kaaliyaha agaasimayaasha, kormeerayaasha barnaamijka, hogaamiyaasha macalimiinta, kaaliyaha macalimiinta iyo Taageerayaasha si ay u dhameeyaan tababarka CCB kahor intaanan la siin lasiinin ruqsad, kahor intaan lala shaqeynin caruurta iyo waa in la sameeyaa sadex bilood gudahood markii la shaqaaleeyay ama la dalacsiiyay.

Dhameystirka CCB wuxuu buuxiyaa shuruudaha tababarka adeega gudaha ee loogu talagalay sanadka maaliyadeed in lagu dhammaystiro. Sanadka maaliyadeed ka dib, 10 saacadood ayaa looga baahan yahay sannad kasta. Haddii saacadaha tababarka adeegga gudaha ay bixiyaan waxbarashadiisa hore looga baahan yahay uusan soo dhammaystirin dhammaadka sannad-maaliyadeedka, barnaamijku wuxuu noqon doonaa mid aanan loo la waafijin shuurada ilaalinta, qofku uu inoo dhammeystiro tababarka loo baahan yahay. Bixiyaha waxbarashadda hore wuxuu heli karaa tababarada shaqo, lana socon siin karaa tababbarkooda gudaha, wuxuuna la wadaagi karaa loo shaqeeyaha iyaga oo adeegsanaya diiwaanka shaqaalaha elektirooniga ah, MERIT.

Saacadaha shaqada adeega gudahooda waxaa lagula kulmaa:

- Tababbaraha gobolku ansixiyay oo ka diiwaan geliya dhammaystirka tababarka ee MERIT. Fasalladaani waxay noqon karaan tababar shaqsiyeed, tababar khadka tooska ah ah ama tababar masaafada dheer/waraaqaha laysku diro ah.
- Shir horay u ansixiyay MERIT sida saacadaha tababarka adeega gudaha.
- Soo Jeedin Sii-wadida Tacliinta - tani waa codsi ka socda MERIT oo uu ku dhammaystiray adeeg bixiyaha tababarka lagu dhammaystirtooo aan ahayn tababaraha gobolku oggolaaday. Tusaale ahaan, Xafiiska Washington ee Kormeeraha guud ee Tacliinta Dadweynaha (OSPI) saacadaha dhibcaha la jaan qaadaya ee Kartida Aasaasiga ah ee Waxbarashada dhalaanka iyo Xirfadlayaasha Daryeelka ayaa loo gudbin karaa qaabkan si loola kulmo saacadaha adeega shaqada.
- Shaqada koorsada kuliyada oo la waafijiyey awoodaha aasaasiga ah, waa in lagu diiwaangaliyaa oo lagu xaqiijiyay MERIT.

WAC 110-300-0100 iyo 110-300-0106 ayaa qeexaya shuruudaha laga diiwaan galinayo diiwaanka shaqaalaha elektarooniga ah.

29 Franziska Egert, Ruben G. Fukkink iyo Andrea G. Eckhardt, "Saamaynta Barnaamijyada Horumarinta Xirfadeed ee Adeeg ee Macallimiinta Carruurnimada Hore ee Qiimaynta Tayada iyo Natiijooyinka Ilmaha: Falanqaynta Meta," *Sage Journals 88 (3) (2018): 401-433, waxaa laga heli karaa* **https://journals.sagepub.com/doi/10.3102/0034654317751918#articleCitationDownloadContainer**

Taxanaha Kobcinta Tayada ee Tababbarka Wax-Barashada dhalaanka "Enhancing Quality of Early Learning Training Series" (EQEL) ayaa looga baahan yahay rukhsad siinta qoysaska cusub ama agaasimayaasha cusub ee xarunta la soo shaqaaleeyey, kaaliyeyaasha agaasimayaasha, kormeerayaasha barnaamijka, hogaamiyaasha macallimiinta iyo kaaliyaha macallimiinta. Kaaliyeyaasha loogama baahna inay dhammaystiraan tababarka EQEL. Tababbarka EQEL waa in lagu soo dhammeeyaa 36 bilood gudahood laga bilaabo marka la bilaabo doorka shati-siiyaha ama ku darida liiska shaqaalaha barnaamijka. Tani ma khusayso kuwa la shaqaaleeyey kahor Agoosto 1, 2019, (sida lagu xaqiijiyey MERIT) xitaa haddii ay laga badalay doorar ama goobta shaqada. Taxanaha 'EQEL' waxaa lagu tiriyaa inay yihiin shuruudaha tababarka adeega gudaha ee labada sano ugu horreysa ka dib marka oo dhammaystirto CCB. Tababarkan taxanaha ah ee 20-ka saacadood ah wuxuu ku dhismayaa aqoonta aasaasiga ah iyo aqoon kor ugu qaadida xirfadaha CCB.

Sannadka ugu horreeya ee EQEL waa 10 saacadood oo ay ku jiraan Dhaqan ahaan ka jawaabida, Maskaxda Dhisidda, Fulinta Hawl-qabadka iyo Bixinta Daryeel ee Jawaab-celinta leh. 10-ka saac ee labaad, ama sanadka labaad, waxaa ka mid ah Taageerada Akhlaaqda Wanaagsan iyo Ka Qaybgalida Bay'adaha iyo Isdhexgalka. Tababbarka EQEL waxaa lagu dhammaystiri karaa tababaraha bulshada ama khadka tooska ah. Si aad u hesho tababar, u adeegso qoritaanka helida "Find Training" ka dibna gali MERIT.

Intaad ka shaqeyneyso CCB ama EQEL, saacado tababar oo dheeraad ah xagga adeegga ah looma baahna, haddii adeeg bixiyuhu doorto inuu sidaas sameeyo mooyee. Ka dib marka bixiyaha waxbarashadda hore uu dhammeeyo CCB iyo EQEL, tababarka sanadlaha ah ee adeegga gudaha waxaa lagu dooran doonaa goobaha ay xiiseynayaan ee ku dhex jira Awoodaha Muhiimka ah ee Gobolka Washington, sida ku cad jadwalka hoose. Intaa waxaa sii dheer, rukhsadaha guryaha qoyska, kormeerayaasha barnaamijka, kaaliyeyaasha agaasimayaasha iyo agaasimayaasha xarumaha waa inay hubiyaan seddex sano gudahood ee ka mid yihiin saacadaha ay ku jiraan ugu yaraan 10 saacadood meelaha kartida hoggaamineed, oo ay ku jiraan Qorsheynta Barnaamijka iyo Horumarinta iyo Horumarinta Xirfadeed iyo Hogaaminta. Shuruudaani waxay aqoonsan tahay doorka lama huraanka ah ee hogaamiyaha bixinta guud ahaan maaraynta, waxbarida iyo hogaaminta ganacsiga gudaha ee barnaamijka barashada dhalaanka.

Awoodaha Muhiimka ah ee Gobolka Washington	
Qeybta	**Karti**
Horumarinta Caruurta	• Kobaca iyo horumarka ubadka • Manhajka iyo Deegaanka Barashada • Qiyaasta la socodka ee Horumarka Ubadka • Iskaashiga Qoyska iyo Bulshada • Caafimaadka, Badbaadada iyo nafaqada • Isdhexgalka
Ku Dhaqanka Hogaaminta	• Qorshaynta Barnaamijka iyo Horumarinta • Hormarinta Xirfada iyo Hogaanka Akhbaaro dheeri ah, ka fiiri Ku Dhaqanka Hoggaanka (**www.dcyf.wa.gov/publications-library?combine_1=&combine=leadership&field_program_topic_value=All&field_languages_available_value=All**)

Haddii ay dhacdo in bixiyaha waxbarashada dhalaanka uu dhammeeyo in ka badan 10 saacadood oo tababar-shaqo ah hal sannad-maaliyadeedka (Julaay 1 - Juun 30), illaa shan ka mid ah saacadaha ka badan 10 waxaa loo baahan yahay in lagu dabaqi karaa sannad-maaliyadeedka soo socda. Tusaale ahaan, haddii 18 saacadood oo adeega shaqo ah la dhammaystiray sannadka 2020, illaa shan ka mid ah saacadahaas tababarka ayaa la codsan karaa si loo buuxiyo shuruudaha tababarka adeegga ee 2021. Tan waxaa loogu talagalay in la siiyo dabacsanaan dheeraad ah bixiyaha waxbarashada dhalaanka oo laga yaabo inuu xiiso weyn u qabo tababarka, laakiin waxaa laga yaabaa inuu horeyba u dhammaystiray saacadihii loo baahnaa sanadka.

Aniga waxaan ahay Bixiye Waxbarasho Hore. Bog DCYF ah oo ka helayso macluumaad iyo isku-xiritaan ku saabsan aqoonta shaqaalaha, shuruudaha shaqaalaynta, waxbarashada, aqoonta wax u dhigma, shuruudaha tababarka ee doorka iyo liisaska doorka hogaanka.
www.dcyf.wa.gov/services/earlylearning-profdev/early-learning-provider

Tababarka Portal. Raadi oo dhammaystir tababarka ay bixiso DCYF.
https://dcyftraining.com/

Shuruudaha Tababarka iyo Jadwalka Dhameystirka. Dukumiinti kooban oo DCYF oo loogu talagalay tababarka iyo shuruudaha looga baahan yahay adeegga gudaha ee dhammaan doorarka.
www.dcyf.wa.gov/sites/default/files/pdf/TrainingRequirements_WACGuidebook.pdf

Tayeynta Taxanaha Tababarka Wax Barashada dhalaanka (EQEL). Fiidiyow laba daqiiqo ah oo ka socda DCYF si looga caawiyo muujinta horumarka looga baahan yahay tababarka adeega gudaha tababarka.

- English: **www.youtube.com/watch?v=5JZYHxzVyDk&list=PLBt_fNZuVDgRjNtgytAgVpifbUBu-4Zu5&index=7&t=0s**
- Spanish: **www.youtube.com/watch?v=5n9KRNmIk78&feature=youtu.be**

Ka dhigida Horumarinta Xirfadeed inay u shaqeyso Barayaasha Hore. Maqaal ka soo baxay Harvard Graduate School of Education ayaa ka hadlaya doorka kobaca xirfadeed uu u leeyahay inuu isbeddel ku sameeyo carruurta.
www.gse.harvard.edu/news/19/10/making-professional-development-work-early-educators

Maxay cilmi baaristu inoo sheegaysaa: Waa maxay barayaasha hore muhiim u yihiin. Maqaalka ka soo baxay Fidinta Gobolka Penn ayaa qiraya doorka muhiimka oo leeyahay bixiyeyaasha waxbarashada dhalaanka, waxayna dhiirigelinayaan sii-wadida kobaca xirfadeedka.
https://extension.psu.edu/programs/betterkidcare/early-care/tip-pages/all/what-research-tells-us-why-early-educators-are-important

WAC 110-300-0110

Program based staff policies and training

(1) An early learning provider must have and follow written policies for early learning program staff. Staff policies must include those listed in subsections (2) and (3) of this section and must be reviewed and approved by the department prior to issuing a provider's initial license. Providers must notify the department when substantial changes are made.

(2) Early learning program staff policies must include, but are not limited to:

(a) All of the information in the parent or guardian handbook except fees;

(b) Job descriptions, pay dates, and benefits;

(c) Professional development expectations and plans;

(d) Expectations for attendance and conduct;

(e) Early learning program staff responsibilities for:

(i) Child supervision requirements, including preventing children's access to unlicensed space;

(ii) Child growth and development;

(iii) Developmentally appropriate curriculum;

(iv) Teacher-child interaction;

(v) Child protection, guidance, and discipline techniques;

(vi) Safe sleep practices, if applicable;
(vii) Food service practices;
(viii) Off-site field trips, if applicable;
(ix) Transporting children, if applicable;
(x) Health, safety, and sanitization procedures;
(xi) Medication management procedures;
(xii) Medical emergencies, fire, disaster evacuation and emergency preparedness plans;
(xiii) Mandatory reporting of suspected child abuse, neglect, and exploitation, per RCW 26.44.020 and 26.44.030 and all other reporting requirements;
(xiv) Implementation of child's individual health care or special needs plan;
(xv) Following nonsmoking, vaping, alcohol and drug regulations;
(xvi) Overnight care, if applicable;
(xvii) Religious, equity and cultural responsiveness;
(xviii) Nondiscrimination;
(xix) Planned daily activities and routines.

(f) Staff responsibilities if the family home licensee, center director, assistant director, or program supervisor is absent from the early learning program;

(g) A plan that includes how both administrative and child caretaking duties are met when a job requires such dual responsibilities; and

(h) Observation, evaluation, and feedback policies.

(3) An early learning provider must have and follow written policies requiring staff working, transitioning, or covering breaks with the same classroom or group of children to share applicable information with each other on a daily basis regarding:

(a) A child's health needs, allergies and medication;

(b) Any change in a child's daily schedule;

(c) Significant educational or developmental information;

(d) Any communications from the family; and

(e) Information to be shared with the family.

(4) An early learning provider must develop, deliver, and document the delivery of early learning staff training specific to the early learning program and premises.

(a) Training topics must include:

(i) Staff policies listed in subsections (2) and (3) of this section;
(ii) Chapter 43.216 RCW; and
(iii) Chapters 110-300 and 110-06 WAC.

(b) Training must be updated with changes in program policies and state or federal regulations.

Siyaasadaha shaqaaluhu waa lama huraan in la sameeyo dhaqammo tayo u leh barnaamijyada waxbarashada dhalaanka iyo taageerida u hogaansanaanta heerarka shatiga, kana tarjumaya falsafada bixiyaha waxbarashada dhalaanka oo laga caawinaayo in la hubiyo in mid kasta lagu buuxiyo hawl maalmeedka barnaamijka waxbarashada dhalaanka.

WAC 110-300-0110(2), (3) iyo (4) liiska mowduuc kasta oo looga baahan yahay in lagu daro barnaamijyada waxbarashada dhalaanka ee siyaasadaha qoran. Siyaasadaha waxay muujinayaan qaabka barnaamijka waxbarashada dhalaanka ugu baahan yahay emowduuc kasta oo loo baahan yahay. Hubinta in siyaasadaha shaqaaluhu waa inay qoraal yihiin ayna gacan ka geysan doonta fududeynta xiriir joogto ah oo lala yeesho shaqaalaha iyo muujinta qiimaha barnaamijku uu siinayo shaqaalaha taageeraya daryeelka carruurta iyo qoysaska. Shuruucda shaqaalaha ee qoran waxay sidoo kale u gudbinayaan shaqaalaha iyo qoysaska adeegyada tayada waxbarashada dhalaanka iyo qiimaha caafimaadka iyo wanaajinta carruurta.

Qeybta lama huraanka ah ee siyaasadaha wax ku oolka ahi waa fulin adeegyada joogto ah. Dhammaan bixiyeyaasha waxbarashada dhalaanka ee barnaamijka waa inay waafaqsan yihiin isla markaana loo raacaan siyaasadaha si isku mid ah. Haddii siyaasadaha aan la adeegsan, caafimaadka carruurta, nabadgelyadooda ama horumarintooda ayaa halis la gelin karaa. Barnaamijka waxbarashada dhalaanka oo aan si joogto ah u taageerin hirgelinta siyaasadaha ay sheegayaan waxay u badan tahay inay la kulmaan caqabado sheeganaya la xisaabtan, daacadnimada barnaamijka iyo joogteynta u hoggaansanaanta heerarka shatiga.

Nidaamka siyaasada barnaamijka barashada dhalaanka ee xarunta ee ka helitaanka daawada dhakhtarku oo qoro, wuxuu sheegayaa in daawada lagu keeno weelka asalka ah ee ku qoran magaca koowaad iyo midka awoowaha iyo macluumaadka dhakhtarka, iyo foomka oggolaanshaha daawada in oo buuxiyo waalidka ama wakiilada ilmaha. Aspen, waa socod baradka, wuxuu leeyahay daawo in la qaato maalin walba. Aspen waxay ku jirtay qolka socod baradka ilaa hal sano macalinkuna wuxuu aad ula socday baahida dawooyinka cunuga. Dhowr jeer, waalidka Aspen wuxuu ilaaway inuu keeno daawo cusub. Aspen's waalid wuxuu sitaa weel yar oo caag ah oo daawada loogu talagalay xaaladaha degdegga ah. Waalidka ayaa u sheegay macallinka inay ku shubi karaan dhalada daawada ee xarunta loogu talagalay Aspen. Macallinka ayaa garwaaqsaday in dareeraha ku jira weelka uu eg yahay una uraayo daawada ilmaha iyo in waalidku uusan lahayn sabab uu macallinka u siiyo dawo qaldan. Waxay kaloo ogaayeen inuu cunuggu u baahan yahay inuu u qaato daawada caafimaadkooda una oggolaado waalidka inuu ku shubo daawada dhalada. Dhaqankan ayaa laga yaabaa inuu wax u dhimay caafimaadka ilmaha, ma uusan raacin siyaasada xarunta sidoo kale wuxuu sahmeyn ku yeeshay xadgudubka shaqaalaha shaqadiisa la'aanta u hogaansanaanta borotokoolka oo laga yaabo inuu cunug khatar geliyo.

Siyaasadaha qoran ee barnaamijka barashada dhalaanka waa inay dib u muraajacad DCYF kahor inta la isticmaalin. Ujeeddada ayaa ah in la xaqiijiyo in siyaasadaha qorani ay buuxinayaan xeerarka lagu qeexay mowduuc kasta sida ku xusan Cutubka 110-300 WAC. Dib-u-eegidgan waxaa la qaban doonaa ka hor intaan la bixin liisanka hore. Inta lagu jiro hawlgalka barnaamijka, bixiyaha waxbarashada dhalaanka ayaa laga yaabaa inuu beddelo ama cusbooneysiiyo hal ama dhowr siyaasadood. Cusbooneysiintu waxay noqon kartaa mid looga jawaabo dhacdo ama khibrad barnaamijka waxbarashada dhalaanka, ama jawaabta xogta cusub ama cilmi baarista. Marka cusboonaysiin la taaban karo ama isbeddel lagu sameeyo siyaasaddii hore ay oggolaaday DCYF, bixiyaha waxbarashada dhalaanka waa inuu dib u soo gudbiyaa nidaamka dib u eegista DCYF. Cusbooneysiin wax ku ool ah ayaa ah halka laga beddelayo nuxurka siyaasadda, ma ahan cusbooneysiinta sida badalaada naxwaha ama isbeddelada luuqadda si loo sameeyo siyaasad jirta si ka sii cad.

Barnaamijka waxbarashada dhalaanka wuxuu leeyahay Cadeeyn, Hufnaan, kooban oo khuseeyso adeegyada siyaasadaha lagu ilaalinaya fayoobaanta dhammaan carruurta diiwaangashan iyo shaqaalaha. Maaddaama shaqaalaha barnaamijka barashada dhalaanka la shaqaaleysiiyey, laguna tababbaray siyaasadaha qoran waxay siineysaa fahamka aasaasi ah heshiisyada shaqaalaynta iyo doorka iyo waajibaadka ka saaran fulinta heerarka shatiga. Siyaasadaha barnaamijka waxbarashada dhalaanka waxay sidoo kale ku taageeri doonaan shaqaalaha barnaamijka tixraac dambe sida loogu baahdo hirgalinta.

Guri qoys bixiyaha waxbarashada dhalaanka ee Benton County nala-wadaagay:

"Barnaamijkeyga, aniga waxaan soo dhameystiray hanuuninta shaqaalaha cusub ee la shaqaaleysiiyay ka hor inta aysan bilaabin shaqada. Waxaan qeexnay Muhiimada aasaaska caafimaadka iyo badbaadada. Waxaan hubiyaa inay la kulmaan dhammaan aqoontooda oo ay fahmaan sharaxaadda shaqadooda iyo waxyaabaha laga filayo. Anigu waxaan ahay bare CPR ah, sidaa darteed sidoo kale waxaan la qaataa tababarka CPR iyo Gargaarka Deg-dega ah iyaga oo la socda. Kahor intaan shaqaaluhu cusub aysan bilaabin la shaqaynta carruurta barnaamijkayga, waxay sidoo kale u baahan doonaan inay dhammaystiraan tababar toddobaad soconaya. Tababarku wuxuu ka kooban yahay dib-u-eegista dhammaan siyaasadaha iyo ka hadalka waxyaabaha gaarka u ah barnaamijka, sida in carruurtu kabaha iska saaraan oo ay heer kulka ka qaataan markay yimaadaan. Waxaa jira siyaasado badan oo iyaga loogu talagalay inay wax ku bartaan sidaa darted si aad iyo aad ah ayaan ugu sharraxay. Waxaan haystaa kaaliye ku hadla luqada Isbaanishka, markaa ka dib waxaan siiynaa qoraal ku qoran yahay siyaasadaha labada luqad Ingiriisiga iyo Isbaanishka. Dadku siyaabo kala duwan ayeey wax ugu fahmaan wax ay ku bartaan, markaa anigu waxaan daabacaa siyaasdaha cashirka uguna diraa email. Toddobaadkii ugu horreeyay ka dib, shaqaalaha cusub waxay hareeyeen aniga iyo macallinka hoggaaminaya. Tani waxay u oggolaaneysaa iyaga inay arkaan geeddi-socodka ay ku bartaan siyaasadaha inta ay ku shaqeynayaan gacan-ku-qabashada. Waxaan dabagal ku sameeyaa anigoo weydiinaya shaqaalaha cusub ra'yigooda ama jawaab-celin. Haddii ay ku qanacsan yihiin ama haddii ay jiraano wax ay u maleynayaan inay habboon tahay in lagu beddelo si ka sii wanaagsan, waxaan qaadanayaa ama u furnahay aragti cusub. Waqtiyada qaarkood, waxaan la sameeyaa oo aan xasuusiyaa si aan uga caawiyo isbadalka siyaasada. Haddii siyaasadaha la beddelo, waxaan dib ugu eegay dhammaan isbeddelada shaqaalaha."

U fiirsashada, qiimeynta iyo jawaab-celinta waa qeybta ugu muhiimsan oo ka mid ah siyaasadaha barnaamijyada tayada leh. Shuruudda ah in la fiiriyo oo la qiimeeyo shaqada shaqaalaha iyo in la siiyo jawaab celin iyaga ku saabsan shaqada ayey muhiim u ah maamulka, shaqaalaha shaqsi ahaaneed iyo qoysaska ay u adeegayaan. Tixgelinta baahiyaha dhaqameed iyo shaqsiga shaqaaluhu waxay hubin doontaa jawaab celinta iyo qiimeyntu mid macno u leh, xushmad iyo faa'iidooyin. Sida laga soo xigtay Xarunta Bilawga Carruurnimada Hore ee Barashada & Aqoonta "Head Start Early Childhood Learning & Knowledge Center" (ECLKC), "Kormeerku kuma koobna oo keliya la xisaabtanka shaqaalaha. Waxay sidoo kale ku lug leedahay ka balanqaadyada, kobcinta iyo hogaaminta shaqaalaha si ay u helaan qalab ku haboon carruurta iyo qoysaska si guul leh ay uga qayb qaataan. Xarrirka wax tarka leh oo u dhexeeya kormeerayaasha iyo shaqaaluhu waxay gacan ka gaysanee awood u lahaanshaha ka fiirsashada iyo la qabsiga culeyska iyo dalabaadka shaqadooda."[30]

Shaqaalaha barnaamijka waxbarashada dhalaanka waxay ka faa'iideysan doonaan kormeerka fasalka iyo wada-socodka joogtada oo ula kaca ah si ay u helaan ra'yi-celin macno u leh oo ku aaddan xoojinta xirfadaha is-dhexgalka carruurta, koritaanka hoggaaminta, heerka karti iyo dhammaystirka manhajka. Noocan kormeerka aan rasmiga aheyn wuxuu ku dhici karaa dhamaan jadwalka howlaha barnaamijka waqtiyo kala duwan, si loo sameeyo daqiiqadaha xiliga kala guur ah, maaraynta fasalka iyo xariirka shaqaalaha ee caruurta. Taageerada habeeysan iyo milicsiga kormeerka wuxuu kordhin doonaa xirfadaha shaqaalaha barnaamijka barashada dhalaanka, xoojinta awoodooda iyo kalsoonida shaqada ay u qabtaan si xirfad ahaansho.

30 Franziska Egert, Ruben G. Fukkink iyo Andrea G. Eckhardt, "Saamaynta Barnaamijyada Horumarinta Xirfadeed ee Adeeg ee Macallimiinta Carruurnimada Hore ee Qiimaynta Tayada iyo Natiijooyinka Ilmaha: Falanqaynta Meta," Sage Journals 88 (3) (2018): 401-433, waxaa laga heli karaa **https://eclkc.ohs.acf.hhs.gov/family-engagement/building-partnerships-guide-developing-relationships-families/reflective-supervision**, markii ugu dambeysay ee la cusbooneysiiyay Diseembar 3, 2019.

Nidaamka qiimaynta ee la wargaliyay wuxuu ansaxinayaa shaqada adag ee shaqaaluhu qabanayaan waxayna xoojineysaa xiriirka ka dhexeeya bixiyaha iyo shaqaalahooda. Nidaamyada qiimeynta waxay bixiyaan fursad lagu hubinaayo in siyaasadaha la raacayo isla markaana la qiimeeyo siyaasadaha la kulanka ama buuxitaanka baahiyaha iyo qiimaha barnaamijka waxbarashada dhalaanka. Waqtigaan milicsiga ah wuxuu sidoo kale fursad u siinayaa in la siiyo hagitaan muhiim ah iyo taageerid shaqaale kasta iyo in laga helo jawaab celin iyo aragti ka timaada shaqaalaha. Raadinta fikradaha shaqaalaha si loo hagaajiyo howlaha guud ee barnaamijka waxbarashada dhalaanka iyo kobcinta shaqaalahooda waxay siin doontaa qiime iyo maalgashi tayada barnaamijka.

Jawaab-celinta iyo wada xariirka ku saabsan mas'uuliyadaha jagada ama doorka, shaqaalaha la dhaqanka carruurta, manhajka, diyaarinta qolka iyo wada-xariirka, waalidiinta iyo qoysaska waxay ka caawineysaa hagaajinta xarunta iyo koritaanka shaqsi ahaaneed ee shaqaale ahaan xirfadle waxbarasheed hore. Nidaamkani wuxuu noqon karaa kormeer aan rasmi ahayn oo toddobaadle ah oo lala galaayo shaqaalaha, nidaam rasmi ah oo ka mid ah dib-u-eegista sanadlaha ah ama fiirin aanan waqti lahayn oo deegaanka ah.

In WAC 110-300-0110(2), waxaad ka heli doontaa liiska siyaasadaha looga baahan yahay barnaamijka waxbarashada dhalaanka. Tani waa liistada ay akhbaaraha dheeri ah oo ku saabsan siyaasadaha gaarka ah oo ku yaallaan qaybahooda WACs:

Mawduuc	WAC
Kormeerka carruurta, waxaa ka mid ah ka hortagga galitaanka ama helitaanka carruurta ee meelaha aan shatiga lahayn	110-300-0345 iyo 110-300-0350 Meel aan ruqsad haysan ayaa lagu qeexay 110-300-0005
Dhaqanka hurdo ee badbaadada dhallaanka	110-300-0291
Hawlaha adeegga cuntada	110-300-0195
Safarada dibedda ee goobta ka baxsan	110-300-0480
Nidaamyada maaraynta daawada	110-300-0215
Xaaladaha deg-dega ah ee caafimaadka, dabka, ka bixida musiibada iyo u diyaar-garowga xaaladaha deg-dega ah	110-300-0166
Warbixinta qasabka ah ee looga shakisan yahay xadgudubka carruurta, dayacaadda, iyo dhiig-miirashada	110-300-0475
Daryeelka caafimaadka shaqsiga ama qorshaha baahida gaarka ah	110-300-0300
Sigaar cabid, oofinaayo, aalkolo iyo xeerarka daroogada	110-300-0420
Daryeelka habeen dhaxa	110-300-0270
Takoor la'aan	110-300-0030
Mas'uuliyadaha shaqaalaha haddii shatiga guriga qoyska, agaasimaha xarunta, kaaliyaha agaasimaha, ama kormeeraha barnaamijka uu ka maqanyahay barnaamijka waxbarashada dhalaanka	110-300-0015
Ilaalinta carruurta iyo ka warbixinta	110-300-0475
Hubinta Shuruudaha baarista asalka	110-300-0100 110-300-0105 110-300-0425 iyo Cutubka 110-06

Daryeelka Caafimaadka Carruurta. Bogga Seattle iyo King County ee Caafimaadka Dadweynaha oo ay ku jiraan macluumaad iyo siyaasado noocyo kala duwan ah oo loogu talagalay barnaamijyada waxbarashada dhalaanka, oo ay ka mid yihiin u diyaargarowga xaaladaha deg-degga ah iyo siyaasadaha caafimaadka.
https://kingcounty.gov/depts/health/child-teen-health/child-care-health/model-health.aspx

Kheyraadka iyo Adeeg Bixiyaha Daryeelka Ilmaha. Websaydhada Degmada Snohomish Health District oo ay ku jiraan macluumaadka iyo siyaasadaha tusaalooyinka ah ee barnaamijyada waxbarashada dhalaanka, oo ay ku jiraan guriga qoyska iyo siyaasadaha caafimaadka xarunta iyo qorshaha Musiibada.
www.snohd.org/238/Child-Care-Providers

Qiimeynta Shaqaalaha Daryeelka Carruurta. Tusaale foomka qiimeynta shaqaalaha barnaamijka waxbarashada dhalaanka oo uu bixiyo Virtual Lab School.
https://static.virtuallabschool.org/atmt/guidance/MG.Guidance_3.AdminSupport_A1.EvaluationExample.pdf

Noqo kormeere kafiican adoo adeegsanaya jawaab celin wax ku ool ah. Fiidiyow 14-daqiiqo ah halkaas oo tababaraha TSNE MissionWorks Joanne Horgan uu ku marayo tallaabooyinka loogu talagalay habka "Jawaab-celinta Barashada" ee kormeerka.
www.tsne.org/blog/become-better-supervisor-using-effective-feedback

Horumarinta Siyaasadaha, Nidaamyada iyo Bayaanka Waxbarashada Carruurnimada Hore iyo Adeegyada Daryeelka: Hagida Waxqabadka ah. Daabacaadda 2018 ee Tusla Sanadihii Hore ee Kormeerka, Hay'adda Carruurta iyo Qoyska ee Ireland, ayaa ku sameeysay baareysa muhiimada siyaasadaha iyo nidaamyada, u qorsheyntooda iyo hubinta habka hirgelinta goobaha waxbarashada dhalaanka. Kheyraadkaan waxaa loogu talagalay barnaamijyada waxbarashada dhalaanka ee Ireland laakiin waxay bixisaa macluumaad fara badan oo lagu dabaqi karo barnaamijyada waxbarashada dhalaanka ee Gobolka Washington.
www.barnardos.ie/media/1541/developing-policies-a-practical-guide.pdf

Tilmaamaha: Naqshadeynta Xeerarka Barnaamijka iyo ku dhaqmida. Casharka websaydhka ah ee 'Virtual Lab School' oo ay ku jiraan macluumaad iyo barnaamij fiidiyowyo ah oo ku saabsan siyaasadaha iyo barnaamijyada heerarka ay khuseeya mabaadi'da hagidda togan. Iyadoo loo marayo hubin howlaha doorka maamulaha barnaamijka, kheyraadkani wuxuu ka hadlayaa siyaasadaha qoran, taageerida shaqaalaha, qiimeynta shaqaalaha si loo gaaro qiimaha barnaamijka iyo falsafadaha hagida wanaagsan.
www.virtuallabschool.org/management/guidance/lesson-2

U fiirso, u Milicso iyo Dalbo: Siyaabaha Kormeerka Si Guul Leh Loogu gaaraayo Aqoonyahada ama Baraha Barbaarinta Hore. Cabirka Maqaalka Carruurnimada Hore oo leh wata xeelado wax ku ool ah hagitaan iyo horumarin muddo dheer ah oo ku saabsan hababka dhhaqanka barashada barida hore.
https://supportingfamiliestogether.org/wp-content/uploads/Dimensions_Vol40_3_Chu.pdf

Dhaqanka iyo Habka Maareynta Waxqabadka ah. Cashar casharka websaydhka ah ee 'Virtual Lab School' oo ay ku jiraan macluumaad iyo fiidiyowyo ku saabsan habab wax ku ool ah iyo habab lagu socodsiinaayo barnaamijka barashada dhalaanka ee qoyska.
www.virtuallabschool.org/fcc/program-management/lesson-6

Nidaamyada iyo Maareynta Siyaasada Barnaamijka ee lagu Taakuleeynaayo Xubnaha Shaqaalaha 'Karti iyo Dhaqanka Is-Daryeel Nafsadeed. Cashar casharka websaydhka ah ee 'Virtual Lab' oo leh muhiimadda abuurista siyaasadaha barnaamijka, ku dhaqanka iyo jawiga guud ee taageerada karti-xirfadeedka iyo ku-dhaqanka is-daryeelidda nafsadeed xubinta shaqaalaha.
www.virtuallabschool.org/management/self-culture/lesson-3

Saddex Dhismo Dhisme oo Kormeer Milicsi ah. Zero ilaa Seddex maqaal oo ka hadlaya kormeerka milicsiga ee macnaha guud barashada iyo horumarka xirfadeed.
www.zerotothree.org/resources/412-three-building-blocks-of-reflective-supervision

Si gacan looga geysto in la ilaaliyo siyaasadaha u degsan xeerarka gobolka iyo federaalka iyo in lala socdo waxa ka socda dhammaan barashada dhalaanka:

- Isku qor liiska qaybinta DCYF si aad u hesho cusboonaysiinta hay'adda:
  https://public.govdelivery.com/accounts/WADEL/subscriber/new
- Saxiix Google Alerts oo la xiriira maadooyinka "daryeelka ilmaha" ama "waxbarashada carruurnimada hore":
  www.google.com/alerts
- Soo Booqo websaydhka Ururka Waxbarashada Carruurta Yar-yar si aad ugu sahamiso khayraad badan isla markaana ku dalbo si qoritaan emailka ah cusboonaysiinta kaaga timaado ururka:
  www.naeyc.org
- Ka dhalbo Rukunka Child Care Aware ee wixii ku soo kordha akhbaaraha ugu dambeeyey
  https://info.childcareaware.org/blog

WAC 110-300-0111

Staff oversight

(1) An early learning provider who oversees staff must:

(a) Establish a work plan with clear expectations;

(b) Be aware of what staff members are doing; and

(c) Be available and able to respond in an emergency as needed to protect the health and safety of children in care.

(2) When the family home licensee, center director, assistant director, program supervisor, lead teacher, or assistant teacher is the only staff supervising an aide or volunteer, the aide or volunteer may be out of the supervisor's visual and auditory range only when the aide, volunteer or supervisor is attending to personal needs.

Kormeerida iyo kormeerka dhammaan shaqaalaha barnaamijka waxbarashada dhalaanka waxay muhiim u yihiin guusha barnaamijka waxbarashada dhalaanka iyo kordhinta tayada daryeelka carruurta. Haddii ruqsad qaadaha uu qabto booska kormeerka haboon iyo aragtida ku saleysan xiariir qadarin leh, tani waxay dhisi doontaa barnaamij waxbarasho dhalaanka oo xasiloon oo ay ka buuxda daacadnimo. Xarunta Qaranka ee Dhallaanka, Socod baradka & Qoysaska, Eber ilaa Saddex waxay muujineysaa inay jiraan seddex dhismo oo ka tarjumaaya kormeerka oo fasiraayo macnaha guud ee barashada shaqaalaha iyo kobaca xirfadeed. Saddexdaan qaybood waa milicsiga, wada shaqaynta iyo joogtaynta ah.[31]

Shaqaalaha barnaamijka waxbarashada dhalaanka waa inay fahmaan dabeecadda muhiimka ah ee doorkooda iyo mas'uuliyadaha la xariirtaa natiijooyinka ilmaha. Kormeerka waxaa ka mid ah qorshaha shaqo oo si cad loo qeexay kaas oo ku wargelinaya shaqaalaha ujeedooyinka barnaamijka iyo waajibaadka howlahooda iyo mas'uuliyada saaran. Ka filashooyinka cadcad waxay ka caawineeysaa hagidda waxqabadka shaqaalaha iyo kordhinta suurtagalnimada inay fahmi karaan lana kulmaannatiijooyinka. Dhamaan shaqaaluhu waa inay si buuxda u fahmaan una aqoonsadaan waxyaabaha laga filayo doorkooda. Xariirka waajibaadka shaqada iyo ka filashooyinka waxaa lagu dhammaystirayaa hanuuninta shaqaalaha cusub goorta la shaqaaleeyey iyo sidoo kale waxaa laga yaabaa in dib muraajacad loogu sameeyo hagista ama fursadaha tababarka. Haddii ay jiraano in wax isbeddelo ah lagu ameeyo oo ku saabsan waajibaadka barnaamijka ee shaqaalaha barnaamijka waxbarashada dhalaanka, waa ineey jirtaa isgaarsiinta lagama maarmaan u ah in lagu cusbooneysiiyo waajibaadkooda maalinlaha ah. Shaqaalaha waxaa lagu taageeray guushooda marka qorshaha shaqada u oggolaado fursad weydiinta su'aaladaha iyo helitaanka jawaab celin wax ku ool ah oo taageero leh.

WAC 110-300-0110 wuxuu qeexayaa siyaasadaha barnaamijka looga baahan yahay in shaqaalaha la siiyo tababaro.

Shaqsiga kormeera shaqaalaha, bixiyaha waxbarashada dhalaanka waa inuu ogaadaa waxa ay sameynayaan shaqaaluhu iyo wax ku oolnimada waxqabadkooda gudaha barnaamijka. Tani waxay lagama maarmaan u tahay badbaadada carruurta, koritaanka xirfadeed ee shaqaalaha iyo haddii ay dhacdo xaalad deg-deg ah. Xaaladaha deg-degga ah waxaa ka mid noqon kara shilalalka ama dhaawacyada, isdhexgal aan habooneyn ama xaalado deg-deg ah oo shaqsiyeedka ah. Si loogu warqabo waxa shaqaaluhu ay sameynayaan, bixiyeyaasha waxbarashadda hore ee doorarka kormeerka ah waxay si joogto ah ugala xiriiri karaan shaqaalaha iyo bay'ada waxbarasho. Tani waxay fursad siineysaa in la fiiriyo cimilada, waxqabadyada iyo isdhexgalka ka dhexeeya shaqaalaha barnaamijka iyo carruurta, In shaqaalaha lagu taageero qaab kastoo loo baahdo.

31 Seddex illaa Saddex: Xarunta Qaranka ee Dhallaanka, Toddobaadka & Qoysaska, "Saddex Dhismo Dhisme oo Kormeer Milicsi ah," oo laga heli karo **www.zerotothree.org/resources/412-three-building-blocks-of-reflective-supervision**, la daabacay 8-dii Maarso, 2016.

Xarunta bixiyaha waxbarasho hore ee Degmada Kitsap waxay nala wadaagtay:

"Way fududahay in lala qabsado waraaqaha iyo liisaska la qabanaayo, laakiin sidoo kale aad ayey muhiim u tahay in la dhiso nidaam joogto ah ku saabsan hubinta howlgalka shaqaalaha maalin kasta. Waxaan tan ku sameeynaa annagoo sameyneyna "wareeg" ugu yaraan 2-3 jeer maalintii waqtiyo kala duwan. Waxaan hubinaa tirinta, qiimeynaa heerarka tamarta shaqaalaha, waxaan qabannaa waxyaabaha wanaagsan ee shaqaaluhu sameynayaan, waxaan hubineynaa in howlaha qorshaha manhajka ay ku dhacayaan iyo in ay taageero goobaha cawinaahada looga baahan yahy. Waxaan adeegsanaa xusuus-qor maalinle ah si aan ula socodsiino shaqaalaheena arimaha ku saabsan diiwaangelinta cusub, howlaha waqtiga dhameeystirka soo socda, isbeddelada shaqaalaha iyo inaan bixinno maalin walba dhiirrigelin iyo xusuusin. Laga bilaabo 7-9: 30 subaxnimo iyo markale 3: 30-5: 30 galinka dambe, aniga iyo kaaliyaha agaasimaha ma'aan qorsheyno shirar ama howlaha miiska ah lagu sameeyo. Halkii, anaga waynu u muuqanaa oo diyaar ayaan u nahay shaqaalaha iyo qoysaska inta lagu jiro xiliga mashquulka lagu yahay dejinta iyo qaadida caruurta. Anaga waxaan hubineynaa in qolalka ay dayactiran yihiin oo ay leeyihiin saamiga saxda ah, mararka qaarkoodna waxaynu caawinaa markii noola baahdo. Anaga waxaan leenahay dhisme qaab furan, sidaas darteed had iyo jeer waxaa jirta indhahaynu furan yihiin, dhagaheeynu wax-maqlaan iyo u fidino gacmo gar-gaar ah oo dhow. Sidoo kale waxaynu isticmaalnaa taleefannada fasal kasta, iyo sidoo kale u diyaarinay aaladaha isgaarsiinta "walkie talkies" shaqaalaha ku lugeeynayaan goobaha lagu ciyaaro si loo ilaaliyo wada xiriirka marka baahiyaha, codsiyada ama xaaladaha deg-degga ahi yimaadaan."

Archie waxay ku faantaa sharaf weyn liiska kormeeraha barnaamijka. Marka lagu daro fiirinta maalinlaha ah iyo wacyi-gelinta guud ee shaqaalaha iyo fasalada, Archie waxay qorsheeysatay shaqaalaha inay dhigeysaa subaxa jimcaha aroortii si ay u ilaaliso ulana xiriirto shaqaalaha si ay u bixiso jawaab celin wax ku ool ah. Inta badan oo shaqaalaha ka mid ah ayaa arka Archie oo booqaneysa fasaladooda, waxayna la kulmayaan jawaab-celin wax dhisayso, wayna ku sii kalsoonaanayaan joogitaanka Archie loogu talagalay inay ka caawiso iyaga iyo barnaamijka oo dhanna inuu guuleysto.

WAC 110-300-0115

Staff records

(1) An early learning provider must establish a records system for themselves, household members, staff, and volunteers that complies with the requirements of this chapter. Early learning program staff records must be:

(a) Verified by the licensee, center director, assistant director, or program supervisor;

(b) Entered and maintained in the electronic workforce registry, if applicable. Paper records may be discarded once entered into the electronic workforce registry and confirmed by the department;

(c) Updated to delete staff names from the electronic workforce registry when no longer employed at the early learning program; and

(d) Kept on-site or in the program's administrative office in a manner that allows the department to review the records.

(2) Records for each early learning provider and staff member must include:

(a) First and last name;

(b) Date of birth;

(c) Job title;

(d) First and last day of employment, if applicable;

(e) Proof of professional credentials, requirements, and training for each early learning staff member, pursuant to WAC 110-300-0100 through 110-300-0110.

(3) A licensee, center director, assistant director, or program supervisor must maintain the following records for each early learning provider and program staff in a confidential manner. These records must be reviewable by the department and must include at a minimum:

(a) A copy of current government issued photo identification;

(b) Emergency contact information;

(c) Completed employment application or resume;

(d) Annual observation, evaluation, and feedback information;

(e) The licensee's Social Security number, federal EIN, or a written document stating the licensee does not possess either; and

(f) Immunization records including exemption documents (center early learning programs only).

Sida laga soo xigtay CFOC, diiwaanka shaqaaluhu waa muhiim sababtoo ah "aqoonsiga buuxa ee shaqaalaha, mushaharka ama tabaruce, waa tallaabo muhiim ah oo lagu ilaalinaayo daryeelka carruurta."[32] Hayso diiwaanka shaqaal kastaa waxay cadeyneysaa in shaqsiga uu buuxiyo shahaadooyinka iyo shuruudaha asalka ee ku habboon in la bixiyo nooca daryeelka carruurta ay u baahan yihiin. Diiwaanada shaqaaluhu waxay sidoo kale ka caawinayaan bixiyaha waxbarashada dhalaanka sidii loo hubin lahaa in shaqaalaha lagu tababaray macluumaadka lagama maarmaanka u ah taageerada caafimaadka, nabadgelyada iyo horumarka carruurta. Diiwaanada ayaa u ogolaanaya adeeg bixiyaha waxbarashada dhalaanka inuu cadeeyo shaqaalihii qaatay tababarada loo baahan yahay iyo shaqaaluhu wali u baahan tababark, iyo goorta shaqaaluhu u baahan yihiin inay cusboonaysiiyaan shuruudaha ku soo noqnoqda. Diiwaanada shaqaalaha sidoo kale waxaa loo isticmaali karaa in lagu caawino aqoonsiga mowduucyada iyo meelaha loogu talagalay tababarka dheeraadka ah iyo qorshooyinka horumarinta xirfadeed.

32 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada dhalaanka. *Daryeelka Carruurteenna: Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada 4aad ed. (Itasca, IL: Akadamiyadda Maraykanka ee Cudurrada Caafimaadka, 2019), 424.*

Barnaamijyada barashada dhalaanka ee guriga qoyska waxay leeyihiin shuruudo dheeri ah oo ah ilaalinta iyo xafidaada dukumiintiyada xubnaha qoyska ee ku nool guriga. Shuruudaani waxay waalidiinta iyo wakiilada siisaa balanqaadka dadka sida joogtada ah u hela barnaamijka barashada dhalaanka ay buuxiyaan shahaadooyinka aasaasiga ah.

DCYF waxay siisaa diiwaanka shaqaalaha elektarooniga ah ee loo yaqaan MERIT si ay uga caawiso abaabulka iyo raadinta diiwaanada iyo tababarada shaqaalaha badankood. MERIT waxay u oggolaaneysaa bixiyeyaasha waxbarashadda hore inay diiwaangeliyaan oo ay la socdaan aqoontooda iyo tababbarkooda, ayna la wadaagaan macluumaadka loo shaqeeyayaashooda. Ruqsadlaha shatiga, agaasimaha xarunta, kaaliyaha agaasimaha ama kormeeraha barnaamijka (maareynta barnaamijka) waa inay hubiyaan in dhammaan shaqaaluhu si sax ah uga diiwaan gashanyihiin MERIT ayna ku xiran yihiin barnaamijkooda waxbarashadda hore. Marka xarunta waxbarashada dhalaanka laga diiwaangeliyo MERIT, maareynta barnaamijka waxay awood u leedahay inay arakaano macluumaadka loo galay MERIT mid kasta oo ka mid ah shaqaalaheeda. Maamulka barnaamijka waa inuu hubiyaa shaqada qof kasta oo shaqaale ah, oo loo beddelaa "Xaaladda" loona beddelaa "Xaqiijiyay" MERIT. Marka qof shaqaale ah uusan ushaqeynin xarunta, maamulka barnaamijka waa inuu galaa taariikhda dhamaadka shaqada MERIT. Tani waxay meesha ka saari doontaa awooda maaraynta barnaamijka si ay u daawato diiwaanada shaqsiga, waxayna ka caawineysaa in diiwaanka barnaamijka la abaabulo oo uu hadda xiligaan socdo.

Diiwaanada shaqaalaha waa in lagu hayaa dhismaha ama xafiiska maamulka barnaamijka. Tani waxay u oggolaaneysaa maamulka barnaamijka inay si joogto ah dib ugu eegaan ugana faa'iideystaan diiwaanada, si ay u maareeyaan aqoonta shaqaalaha iyo qorshooyinka horumarinta xirfadeed. Goobta diiwaanadu waxay sidoo kale laga hubiyaa in diiwaanada laga heli karo goobta si ay u eegaan shaqaalaha DCYF markii loo baahdo. Diiwaanada waxay u baahan yihiin inay heli karaan shaqaalaha DCYF inta lagu guda jiro booqashada goobta, midkoodna koobiga ama nuqullo waraaqo ah goobta, elektaroonig ahaan ama u dirista shati bixiyaha goobta maamulka barnaamijka (oo aan ka aheyn barnaamijka waxbarashada dhalaanka) si uu u arko dukumiintiyada.

Bixiyeyaasha waxbarashadda hore waxay leeyihiin mas'uuliyad sharci ah iyo mid anshaxeed, si ay ugu maareeyaan diiwaannada macluumaadka khaaska ah ama xasaasiga ah qaab ilaaliya sirta. Diiwaanada akhbaarta shakhsiga ah sida lambarada Sooshiyaal Sikiyuuriti "Social Security numbers", macluumaadka xiriirka xaaladaha deg-degga ah, waxqabadka shaqaalaha iyo jawaab celinta, caafimaadka ama macluumaadka caafimaadka, iyo macluumaadka kale ee shakhsi ahaaneed waa in lagu keydiyaa oo loo maareeyaa si loo ilaaliyo asturnaanta qofka.

Xeeladaha bixiyaha waxbarashada dhalaanka waxaa laga yaabaa inuu hubiyo inoo isticmaalo si uu u xafido macluumaadka xasaasiga ah iyo shakhsiyadeed ee qarsoodiga ah waxaa ka mid noqon kara:

- Sameynta siyaasado qoran oo qeexaya sida diiwaanka loo maareynayo looguna keydinayo
- Ku keydinta macluumaadka qarsoodiga ah kababineed ama armaajo xiran, xafiis ama meel kale oo maamulka ogyahay
- Tirada dadka ee heli kara macluumaadka sirta ah waa in la xadidaa
- Yareynta tirada dukumiintiyada adiga oo ku xafidaya macluumaadka sirta ah isla xaashida, ama in yar oo xaashi ah intii suurtagal ah
- Ku keydinta dhammaan macluumaadka qarsoodiga ah hal meel si loo yareeyo tirada meelaha u baahan kormeerka dhow
- U isticmaal ereyada sirta ah "password" iyo shuruudaha gelitaanka dukumiintiyada elektiroonigga ah
- Calaamadeey dukumiintiyada qarsoodiga ah iyo feylasha sida qarsoodiga ah loo leeyahay

WAC 110-300-0455(3) wuxuu qeexayaa shuruudaha lagu xafidayo diiwaanka xaadiritaanka shaqaalaha maalin kasta, fasal kasta ama barnaamijka guriga qoyska.

WAC 110-300-0100 iyada oo loo marayo 110-300-0110 wuxuu qeexayaa aqoonsiyada xirfadeed, shuruudaha iyo tababarka looga baahan yahay xubin kasta oo ka mid ah shaqaalaha waxbarashada dhalaanka.

WAC 110-300-0120(3) wuxuu sheegayaa in qof shaqaale ah oo aanan la tallaalin ama aan la tusin caddaynta difaac ee cudurka la is qaadsiin karo waxaa looga baahan yahay inuu ka maqnaado goobta inta lagu jiro dillaaca cudur faafa.

Aniga waxaan ahay Bixiye Waxbarasho Hore. Bog DCYF ah oo leh macluumaad iyo kula xiriiriyaal ku saabsan aqoonta shaqaalaha, shuruudaha shaqaalaynta, waxbarashada, wax u dhigma aqoontiisa, shuruudaha tababarka ee doorka iyo liisaska doorka la garaayo.
www.dcyf.wa.gov/services/earlylearning-profdev/early-learning-provider

MERIT. Bogga DCYF si loo helo marinka MERIT portal. Sidoo kale waxay bixisaa macluumaad iyo kula xiriiriyaal ku saabsan taageerada MERIT, xaqiijinta waxbarashada iyo rafcaannada, tababarka, lacag celinta tababarka iyo ilaha tababaraha ee ay dowladdu oggolaatay.
www.dcyf.wa.gov/services/earlylearning-profdev/merit

Taageerada Barnaamijka. Casharada websaydhka ah ee 'Virtual Lab School' oo ka hadlayaan muhiimadda shaqaalaynta iyo soo dhaweynta xubnaha cusub ee barnaamijka, sida horumarka xirfadeed oo u socda sida door ugu leeyahay kor u qaadista tayada barnaamijka oo ay ka mid tahay macluumaadka ku saabsan qiimaynta waxqabadka shaqaalaha iyo qaabka dejinta ujeedooyinka qorshaha.
www.virtuallabschool.org/management/program-management/lesson-2?module=11796

WAC 110-300-0120

Providing for personal, professional, and health needs of staff

(1) A licensee must provide for the personal and professional needs of staff by:

(a) Having a secure place to store personal belongings that is inaccessible to children;

(b) Having a readily accessible phone to use for emergency calls or to contact the parents of enrolled children; and

(c) Providing file and storage space for professional materials.

(2) An early learning provider must be excluded from the early learning premises when that provider's illness or condition poses a risk of spreading a harmful disease or compromising the health and safety of others. The illnesses and conditions that require a staff member to be excluded are pursuant to WAC 110-300-0205.

(3) If a staff person has not been vaccinated, or shown documented immunity to a vaccine preventable disease, that person may be required by the local health jurisdiction or the department to remain off-site during an outbreak of a contagious disease described in WAC 246-110-010. A center early learning program staff person or volunteer who has not been vaccinated against measles, mumps, and rubella or shown proof of immunity from measles must not be allowed on the center early learning premises except as provided in (a) and (b) of this subsection.

(a) A center early learning program may allow a person to be employed or volunteer on the center early learning premises for up to thirty calendar days if the person signs a written attestation that the employee or volunteer has received the measles, mumps, and rubella vaccine, or is immune from measles, but requires additional time to obtain and provide his or her immunization records. The required records must include immunization records indicating the employee or volunteer has received the measles, mumps, and rubella vaccine; or records that show proof of immunity from measles through documentation of laboratory evidence of antibody titer or a health care provider's attestation of the person's history of measles sufficient to provide immunity against measles.

(b) A center early learning program may allow a person to be employed or volunteer on the center early learning premises if the person provides the center early learning program with a written certification signed by a health care practitioner, as defined in RCW 28A.210.090(3), that the measles, mumps, and rubella vaccine is, in the practitioner's judgment, not advisable for the person. This subsection (3)(b) does not apply if a person's health care practitioner determines that the measles, mumps, and rubella vaccine is no longer contraindicated.

(4) An early learning program's health policy, pursuant to WAC 110-300-0500, must include provisions for excluding or separating staff with a contagious disease described in WAC 246-110-010, as now and hereafter amended.

Xarunta Horumarinta Mareykanka ayaa soo warisay in "xoogsashadu ay tahay qaybta ugu muhiimsan ee tayada barnaamijka carruurnimada hore."[33] Marka xirfadlayaasha waxbarashadda hore ay haystaan ilaha khayraadka iyo taageerada ay u baahan yihiin, waxay si fiican u awoodaan inay xoogga saaraan baahiyaha carruurta ayna siiyaan khibradaha waxbarasho oo tayo leh. Sababtaas awgeed, Heerarka Tayada Aasaasiga ah waxay u baahan yihiin baahiyaha aasaasiga ah ee shakhsiyadeed iyo shaqaalaha xirfadooda loo qeexaa.

33 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada dhlaanka. Daryeelka Carruurteenna: Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada 4aad ed. (Itasca, IL: Akadamiyadda Maraykanka ee Cudurrada Caafimaadka, 2019), 424. **www.americanprogress.org/issues/early-childhood/reports/2017/02/13/414939/quality-101-identifying-the-core-components-of-a-high-quality-early-childhood-program/**, la daabacay Febraayo 13, 2017.

Bixinta goob aamin ah oo ay shaqaalu ku kaydsadaan alaabtooda shaqsiyeed waxay u oggolaan kartaa shaqaalaha raaxeeystaa ayna ogyihiin in hantidooda la ilaaliyo, waxayna dareemayaan in la qiimeynta iyo lana ixtiraamka. Ku keydinta goobta alaabta shaqsiyeed ee shaqaaluhu wuxuu kaloo carruurta ka ilaalinaysaa waxyaabaha khatarta leh. Tani waxaa ka mid noqon kara daawooyinka, furayaasha, lacagta birta ah, boorsooyin, cirbado ama waxyaabaha kale. Ku kaydinta baqaarka alaabta shaqaaluhu waa in ay ku taalaa meel aan ruqsad u haysan ama qaanado xiran, khaanad, weel ama armaajooyin ku yaal meesha shatiga loo haysto, meel caruurta aysan gali Karin.

Waa in loo fududeeyaa helitaan telefoon ganacsi si ay shaqaalaha ula xiriiraan qoysaska, maareynta barnaamijka, adeegyada gurmadka ama shakhsiyaadka kale ee khuseeya haddii ay dhacdo xaalad degdeg ah. Waxay sidoo kale siinkara xaqiijinta kalsooni shaqaalaha inay la soo xiriiri karaan, si loogu wargaliyo xaalad deg-deg ah, haddii loo baahdo, inta lagu jiro saacadaha shaqada. Telefoonada gacanta ee shaqsiyadeed looma baahna inay si fudud ugu heli karaan bixiyeyaasha waxbarashada dhalaanka.

Joogtaynta iyo abaabulka habeeysan ku kaydinta bakhaarka ee alaabta xirfadeed waxay gacan ka geysaneysaa hubinta in waqtiga xaddidan ee suurtagalka ah ee qorshayntu uu noqdo mid waxtar badan oo wax soo saar leh intii suurtagal ah. Tani waxay taageertaa fikradaha jadwalka maalinlaha ah iyo howlaha wax-qabadka loo qorsheeyey carruurta.

Cilmi-baaristu waxay soo jeedinaysaa in wal-walka macallimiintu in uu carqaladeyn karo cilaaqaadka macallinka-ilmaha isku wanaagsan "waxayna la xiriiraa dhaqannada waxbaridda ee aan fiicnayn."[34] La kulanka baahiyaha aasaasiga ah ee shaqsiyadeed iyo xirfadeed ee shaqaaluhu waxay sababi karaan shaqaalaha ka nasan oo aan ku mashquulin.

Dhinac kale waxaa ka mid ah helitaanka baahida shaqaalaha sida loo ilaalo caafimaadkooda jir ahaaneed. Waxaa jira waqtiyo ilmo jirran ama shaqaale jiran u baahan in laga saaro goobta barnaamijka waxbarashada dhalaanka si loogu ilaaliyo kuwa kale ee barnaamijka ku jira. Go'aaminta in bixiyaha waxbarashada dhalaanka laga reebo, isla tilmaamaha ku saabsan carruurta waa in loo adeegsadaa shaqaalaha. Bixiyeyaasha waxbarashada dhalaanka ee ku xanuunsanaya goobta shaqada waxay ku faafin karaan jeermiska iyo cudurrada faafa carruurta iyo shaqaalaha. Haddii qof shaqaaluhu uu qabo cudur ku faafi kara dadka kale, waa in laga reebaa goobaha waxbarashada dhalaankailaa ay ka bogsadaan. Haddii shaqaalaha barnaamijka waxbarashada dhalaanka laga helay cudur faafaayo, waa in la ogeysiin bixiyaha xanaanada caafimaadka ama maamulka caafimaadka si loo helo goob amaan ah shaqsiga inuu ku laabto shaqada markuu bogsado.

WAC 110-300-0205 wuxuu qeexayaa shuruudaha la xiriira canugga, shaqaalaha iyo jirrada xubnaha qoyska

Shaqaalaha sidoo kale waa laga saari karaa haddii aan la tallaalin oo uu dillaaco cudur la is qaadsiiyo. Ka-saariddu waxay ka ilaalisaa caafimaadka qofka shaqaalaha ah sidoo kale waxay ka ilaalisaa dadka kale ee barnaamijka cudurka infekshanka. Haddii cudur dillaaca, shaqsi aanan la tallaalin waa inuu si dhow ula socdaa calaamadaha oo uu raadsadaa ga-rgaar caafimaad oo deg- deg ah haddii astaamaha cudurka ay soo baxaan.[35]

Sida laga soo xigtay Xarumaha Xakamaynta iyo Kahortagga Cudurrada" Centers for Disease Control and Prevention" (CDC) "tallaallada waxaa laga heli karaa xafiisyada dhakhaatiirta gaarka loo leeyahay, farmasiyada, goobaha shaqada, rugaha caafimaadka bulshada, waaxaha caafimaadka ama goobaha kale ee bulshada, sida dugsiyada iyo xarumaha diinta."[36] Xarumaha caafimaadka ee ay maalgeliso dowladda dhexe waxay adeegyo u fidin karaan dadka aanan lahayn caymiska caafimaadka ama illo daryeelka caafimaad oo joogto ah. Bixinta adeegani waxay ku saleysan tahay dakhliga qofka.

34 Xiriirinta Cilmi-baarista Daryeelka Carruurta & Waxbarashada dhalaanka, "Daryeelka Hore iyo Fayo-qabka Macallinka Waxbarashada," waxaa laga heli karaa **www.nccp.org/wp-content/uploads/2020/05/text_1224.pdf**, ayaa la daabacay Maarso 2019.

35 British Columbia Immunize BC, "Khatartaada iyo waajibaadkaada ubadka aanan talaaleeyn waxaa ka helaysaa" **https://immunizebc.ca/your-risks-and-responsibilities-unvaccinated-child**, markii ugu dambeysay ee la cusbooneysiiyey Maarso 24, 2020

36 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Halkee laga Helaa Tallaallada," oo laga heli karo **www.cdc.gov/vaccines/adults/find-vaccines.html**, markii ugu dambeysay ee la cusbooneysiiyey Maarso 31, 2017.

"Sharciga gobol, shaqaale kasta ama tabaruce kasta oo aanan u hoggaansamin shuruudaha tallaalka looma oggola inay ka shaqeeyaan ama iskaa wax u qabso uga shaqeeyaan daryeelka carruurta ee ruqsadda laysankahaysta."[37] WAC 110-300-0120 waxay wax ka qabataa diiwaanada talaalka ee shaqaalaha xarunta iyo tabaruceyaasha. Waxayna sheegaysaa dhammaan shaqaalaha xarunta daryeelka carruurta shatiyeysan iyo mutadawiciintu inay keenaan mid ka mid ah kuwan soo socda:

- Diiwaan tallaal oocadeeynaayo inay heleen ugu yaraan hal qaadasho oo ah tallaalka jadeecada, qaamo-qashiirta iyo jadeecada rubella (MMR).
- Caddaynta sheybaarka ka-hortagga cudurka jadeecada (sidoo kale loo yaqaan baaritaanka dhiigga ama titer).
- Dukumeenti ka yimid daryeel caafimaad bixiyaha in qofku qabo cudurka jadeecada oo kufilan inuu kahortago jadeecada.
- Shahaado qoran oo uu saxeexay dhakhtar daryeel caafimaad, oo shati ka haysta Gobolka Washington - Dhakhtar Caafimaad "Medical Doctor (MD), naturopathic doctor (ND), osteopathic doctor (DO), kaaliyo caafimaad oo ka diiwaangashan oo heer sare ah" Advanced Registered Nurse Practitioner (ARNP) ama caawiye dhakhtar (PA) - in tallaalka MMR uu yahay, xukunka dhaqtarka, oo aanan lagula talin karin qofka.

Shaqaalaha xarunta daryeelka carruurta iyo mutadawiciinta looma oggolaan karo in laga dhaafo shuruudaha bixinta dukumentiyada ee xasaanadda MMR sababo shaqsiyeed iyo diimeed awgood. Xarumaha bixiyaha waxbarashadda hore waxaa laga yaabaa inuu joogo ilaa 30 maalmood haddii ay saxiixaan qoraal sheegaya in laga tallaalay MMR ama ay difaac yihiin, laakiin waqti dheeri ah ayaa loo baahan yahay si loo helo diiwaanka qoran.

WAC 110-300-0210 wuxuu qeexayaa shuruudaha tallaalka iyo carruurta laga dhaafaayo.

37 Waaxda Gobolka Washington ee Carruurta, Dhallinyarada & Qoysaska, "Golaha Sharciga ee 1638 wuxuu ka saarayaa Ka Reebitaanka Tallaalka MMR ee Dugsiyada & Xarumaha Daryeelka Ilmaha," oo laga heli karo **https://dcyf.wa.gov/news/house-bill-1638-removes-mmr-vaccine-exemption-schools-child-care-centers**, ayaa la daabacay Juun 25, 2019.

Talaalada Dadka Waa-weyn Su'aalado Badanay Laga Weydiiyo. Waaxda Caafimaadka ee Gobolka Washington (DOH) oo leh macluumaad ku saabsan sababta talaalku muhiim ugu yahay iyo halka aad ka heli karto iyo inta qiimaha kuugu kacaayo.
www.doh.wa.gov/YouandYourFamily/Immunization/Adult/FAQ#3

Tallaalada iyo Cudurada faafa. Bogga Xarumaha Xakamaynta iyo Kahortagga Cudurrada (CDC) oo leh macluumaad ku saabsan tallaallada, oo ka mid ah qofka la siinaayo talaalka iyo qofka aanan la siineeynin talaalka, da 'da ay tahay in lagu tallaalo iyo wax-yeelaynta suurtagalka ah oo ka imaan kara tallaallada.
www.cdc.gov/vaccines/vpd/index.html

Baraarugsanaanta Daryeelka Ilmaha "Child Care Aware" (CCA). Websaydh leh ilo iyo taageero loogu talagalay bixiyeyaasha waxbarashada dhalaanka. La xiriir wakiilka Baraarugsanaanta Daryeelka Ilmaha ee deegaankaaga si aad u hesho taageero iyo hagitaan dheeraad ah.
www.childcareaware.org/

Daryeelka Hore iyo Macallinka waxbarashadda ee ladnaanta: Ururada leh Khibrada Carruurta, Natiijooyinka iyo Xaaladaha Shaqada: Warbixin siyaasad Kooban oo Cilmi-baaris ah. Daraasad kooban oo baareyso qaababka wal-walka culeyska fekirka iyo ururada ay la socdaan dhaqamada barashada dhalaanka, barashada carruurta iyo xaaladaha goobta shaqada.
www.nccp.org/wp-content/uploads/2020/05/text_1224.pdf

Xeerka Guriga ee 1638 wuxuu ka saarayaa Ka Reebitaanka Tallaalka MMR ee Dugsiyada iyo Xarumaha Daryeelka Carruurta. Bog DCYF ah oo bixiya macluumaad iyo caddeyn la xiriirta ka saarista ikhtiyaarka ikhtiyaarka shakhsiyeed ama falsafadeed ee looga baahan yahay tallaalka MMR ee loogu talagalay dugsiyada iyo xarumaha daryeelka carruurta.
www.dcyf.wa.gov/news/house-bill-1638-removes-mmr-vaccine-exemption-schools-child-care-centers

Tallaalada carruurta dhalashada illaa 6 sano. Waaxda Caafimaadka ee Gobolka Washington boggeeda tallaalada carruurta. Waxaa ku jira iskuxirayaasha jadwalka, macluumaadka, qoraalada iyo ilaha kale dhaqaalaha.
www.doh.wa.gov/YouandYourFamily/Immunization/Children

MMR Sharciga Ka Dhaafida Tallaalka Isbeddel 2019. Waaxda ka tirsan Wasaaradda Caafimaadka ee Gobolka Washington oo leh macluumaad iyo khayraad la xiriira sharciga ka-dhaafitaanka talaalka.
www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization/ExemptionLawChange

Siyaasadaha Maareynta Barnaamijka iyo Dhaqanka Taakuleeya Xubnaha Shaqaalaha 'Karti iyo Dhaqan-ku-Meel-gaar ah. Casharka websaydhka ah ee 'Virtual Lab' oo ku saabsan muhiimadda abuurista siyaasadaha barnaamijka, ku dhaqanka iyo jawiga guud ee taageeraya karti-xirfadeedka iyo ku-dhaqanka is-daryeelidda xubinta shaqaalaha.
www.virtuallabschool.org/management/self-culture/lesson-3

Taageerida Aqoonyahanada Caawinaaya Caruurta iyo Qoysaska: Kooxda Ka Dambeysa Macalinka. Maqaalka NAEYC ee ka hadlaya qaababka bixiyeyaasha waxbarashada dhalaanka loo taageeri karo. **www.naeyc.org/resources/pubs/yc/nov2015/supporting-educators-who-support-children-families**

Fayoobaanta Shaqaalaha: Maareynta wal-walka. Wargeys ECLKC ah oo tilmaamaya astaamaha iyo calaamadaha wal-laaca ama buufiska iyo talooyin ku saabsan sida loo maareeyo walaaca.
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/health-services-newsletter-201408.pdf

Maxay muhiim u tahay in la taageero Fayobi-qabka Maskaxda ee Barayaashii Caruurnimada Hore. Maqaalka Ururka Cilmi-nafsiga Mareykanka ee bixiya kheyraadka barayaasha ay u isticmaali karaan inay ku taageeraan u-gudubkooda xirfadda waxbarashada dhalaanka.
http://psychlearningcurve.org/psychological-well-being-of-early-childhood-educators/

Fayo-qabka goobta Shaqada Websaydh Waaxda Caafimaadka ee Gobolka Washington oo leh tilmaamo ku saabsan abuurista jawiga taageera caafimaadka.
www.doh.wa.gov/CommunityandEnvironment/WorksiteWellness

Qaybta Shanaad:
Deegaanka

Deegaanka

Qaybta Deegaanku waxa loo tixgaliyaa qaybta ugu balaaran ee Tayada laysla yaqaano ee asaasiga ah waana 110-300 Waxay qeexaysaa waxyaabaha la filayo in la fuliyo iyo shuruudaha siinta amni, caafimaad iyo deegaan waxbarasho iyadoo la tixgalinayo midaynta labadaba midaynta qoyska iyo xarunta alaabtaba. Qaybtan waxay awooda saaraysaa bad-qabka iyo caafimaadka waxyaabaha ku wareegsan ilmaha kuwaas oo saamayn ku yeelanaya guushooda, fahamka in caruurtu noqoto kuwo caafimaad qaba oo baq-qaba hab taban oo dugsigana diyaar u ah. Waxaa jira sideed qayb hoosaad ah, oo ay ku jiraan: meelo banaan iyo agabka guri qurxinta, shaqooyinka, bad-qabka, cuntada iyo nafaqanta, shaqooyinka caafimaad, nadiifinta iyo nadaafada, seexashada iyo nashada, iyo shuruucaha dhalaanka ama nuunaha iyo ilmaha socod-baradka ah.

Buugga Hogaaminta Leysanka Xannaannada iyo Waxbarashada Hore ee Carruurta waxaa uu ka hadlayo waa qeybo ka mid ah Heerarka Tayada Aasaasiga ah ee Cutubka 110-300 WAC. Buuggan waa hoggaan ay ku jiraan waxyaabo badan, xogaha ugu dambeeyey iyo tusaaleyaal dhaxalgal ah. Looguma tala galin in uu siiyo aragti balaaran oo ku saabsan qaybta Deegaanka.

Meel banaan iyo agabka Qurxinta

WAC 110-300-0130

Indoor early learning program space

(1) Indoor early learning program space must be accessible during program operating hours.

(2) Early learning program space, ramps, and handrails must comply with, be accessible to, and accommodate children and adults with disabilities as required by the Washington law against discrimination (chapter 49.60 RCW) (https://app.leg.wa.gov/RCW/default.aspx?cite=49.60) and the ADA, as now and hereafter amended.

(3) Early learning program space must allow children to move between areas without disrupting another child's work or play.

(4) A family home licensee must provide a signed and dated declaration form annually stating that the early learning program meets the following requirements, as applicable, in unlicensed space:

- **(a) Furnace area safety, or smoke or carbon monoxide detector requirements pursuant to WAC 110-300-0170(3) (https://apps.leg.wa.gov/wac/default.aspx?cite=110-300-0170);**
- **(b) Guns, weapons, or ammunition storage pursuant to WAC 110-300-0165 (2)(e) (https://apps.leg.wa.gov/wac/default.aspx?cite=110-300-0165);**
- **(c) Medication storage pursuant to WAC 110-300-0215 (https://apps.leg.wa.gov/wac/default.aspx?cite=110-300-0215);**
- **(d) Refrigerator or freezer pursuant to WAC 110-300-0165 (3)(d) (https://apps.leg.wa.gov/wac/default.aspx?cite=110-300-0165);**
- **(e) Storage areas that contain chemicals, utility sinks, or wet mops pursuant to WAC 110-300-0260 (https://apps.leg.wa.gov/wac/default.aspx?cite=110-300-0260); or**
- **(f) Swimming pools under WAC 110-300-0175 (https://apps.leg.wa.gov/wac/default.aspx?cite=110-300-0175).**

Deegaanka ilmuhu wuxuu saamayn xoogan ku leeyahay waxbarashadooda iyo horumarintooda. Fikradaha la horumariyay ee gudaha deegaanka waxay kor u qaadayaan fursadaha ay caruurtu ku horumarinkaraan ee ay ku samayn karaan xirfadaha si la mid ah sida ay u ilaalinayaan nafahooda. Deegaanada sida fiican loo nashqadeeyo sidoo kale waxay ka caawinayaan in ay kordhiyaan dadaalka Xirfadlayaasha Waxbarashada Hore si ay u taageeraan horumarinta iyo waxbarashada ilmaha.

Marka loo eego daryeelka caruurteena: Waxyaabaha laysla qaatay ee ka hadlaya Caafimaadka heer qaran iyo waxtarka bad-qabka; tilmaamaha Daryeelka Hore iyo mashruucyada waxbarashada ee qaybta 4 aad, xadiga goob iyo helitaanka goobtaas waxay saamayn kartaa dabeecadaha caruurta ee mashruuca waxbarashada hore.[38] Tusaale ahaan, ilmuhu wuxuu si aad ah isbadali karaa dareen ahaan iyo wax soosaar ahaanba marka ay jirto qol ku filan si uu uga shaqayso shaqooyinkiisa isaga oo aan haysan meel daboosha caruurta facooda ah. In si kutalagal ah loo siiyo meel ku filan oo ay ku shaqaystaan isla markaana ay ku ciyaaraan waxay yarayn kartaa rabshada waxaana ay kor u qaadaysaa dhinaca wanaagsan ee is-dhexgalka bulshada. Intaas waxaa dheer, dadka waawayn "waxay u baahan yihiin meel ay ku hirgaliyaan mashaariicda oo u fudaydisa is-dhexgalka kala dhaxaysa caruurta."[39] Muhiimada kale ee ay leedahay in la helo goob ku filan waxay kordhin kartaa in ay faafaan xanuunada lakala qaado si deg-deg ah marka caruurtu ay aad iskugu dhawyihiin, hindhisayaan, qufacayaan oo ay neefsanayaan isaga oo midba midka kale u dhawyahay.[40]

Marka la nashqadaynayo goobta mashruuca Waxbarashada hore, waa muhiim in la hubiyo in dhamaan shaqsiyaadka la xiriira mashruuca - caruurta, qoysaska iyo bixiyaasha waxbarashada hore - waxay si isku mid ah u gali karaan meelkasta oo ah mashruuca waxbarashada hore. Waxyaabaha ku jira mashruucu kuwaas oo ka jawaaabaya baahiyaha caruurta horumarkoodu dib u dhacay ama laxaadka la'a wuxuu siinayaa fursad waxaana uu soo dhawaynayaa dhamaan caruurta oo dhan. Ganacsiyada gaarka loo leeyahay iyo kuwa dawladuba kuwaas oo u furan dadwaynaha waxa looga baahanyahay in ay u hogaansamaan Xeerka Maraykanka ee Naafada (ADA). ADA waa sharci xaquuqda dadwayne kaas oo diidaya midab-kala sooca lagala horyimaado shaqsiyaadka dhamaan goobaha dadwaynaha, oo ay ku jiraan shaqooyinka, iskuulada, goobaha gaadiidka iyo dhamaan meelaha gaarka loo leeyahay iyo kuwa dadwaynahaba kuwaas oo furan dhamaan umada oo dhan.

Xarunta Waxbarashada Carruurta ee Hore, Jaamacadda Bariga Gobolka Connecticut waxay bixisaa muuqaalo waxtar leh oo ku saabsan goobta fasalka.

Diyaarinta Goobta Fasalka: muuqaal saddex daqiiqo ah
http://www.easternct.edu/cece/guiding-segment-2-objevtive-1-arranging-classroom-space/

Tababarka Daryeelka Qoyska ee Ilmaha – National Association for Family Child Care (NAFCC): 48 daqiiqo, laga soo saaray
www.youtube.com/watch?v=2qvDvH5nEvY

Diirada Shuruudahada Tayada ee Asaasiga ah waxaa lagu daray helitaanka iyo hooyga iyadoo laga jawaabayo wada shaqeynta balaaran ee bulshada. DCYF waxay ka heleysaa jawaab celin shuraakada iyo bulshada gobolka oo dhan in daryeel cadaalada aad loo qiimeynayo gobolkeena, oo ujeedadeenanu tahay in la hubiyo in dhamaan caruurtu helaan daryeel tayo sare leh oo isku mida. Waxaa intaasi dheer, iyadoo awooda la saarayo ku darista barnaamijyada waxbarashada hore, waxaynu meesha ka saareynaa farqiga u dhaxeeya dhamaan caruurta iyo dadka waaweyn. Daryeel bixiyayaasha dhamaan caruurta, iyadoo loo eegayn xajmiga ama tirada shaqaalaha, waa in ay u hogaansamaan ADA. Waajibaadka barnaamijka waxbarashada hore ee qoysku waa inuu isticmaalo shuruudaha ADA marka hal ama in ka badan oo caruura oo u baahan helitaanka ADA la diwaangaliyo.

38 Akadamiyada Cilmiga Caafimaadka caruurta ee Mareykanka, Ururka Caafimaadka Bulshada ee Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka caruurteena: Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada 4 aad ed.* (Itasca, IL: Akaadamiyada caafimaadka Caruurta 2019), 216.

39 Akadamiyada Cilmiga Caafimaadka caruurta ee Mareykanka, Ururka Caafimaadka Bulshada ee Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Caruurteena. 216.*

40 Akadamiyada Cilmiga Caafimaadka caruurta ee Mareykanka, Ururka Caafimaadka Bulshada ee Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Caruurteena. 317.*

Waaxda Waxbarashada iyo Caafimaadka iyo Adeegyada Bulshada Mareykanku waxay soo saartay bayaan siyaasadeed wadajir ah 2015, Bayaanka Siyaasada ee Ku Darista Caruurta Naafada leh Barnaamijyada Waxbarashada Hore, oo uu siinaya koobitaanka sayniska ku darista.

> *Caruurta naafada ah, oo ay ku jiraan kuwa leh naafada ugu muhiiimsan iyo baahiya ugu badan, waxay sameyn karaan horumar weyn iyo horusocod waxbarasho deegaanka ka mid noqoshada. Daraasado ayaa muujiyey in caruurta naafada ah ee ku jiraa deegaanku ay waajeheen horumar badan oo maskaxeed iyo xiriir marka loo eego caruurta naafada ah ee meelo gaara ku jiray, iyadoo ay aad ugu cadahay inta badan caruurta naafada muhiimka ah leh. Intaasi waxa dheer, caruurta leh naafada waxay isku dayaan in ay yeeshaan heerar shaqo sida xirfadaha qayrkoodba u horumariyaan, inta badan waxay isku dayaan in ay ku helaan xirfado cusub deegaanka marka la barbar dhigo meelaha goonida ah. Sidaas si la mida, cilmi baaris ayaa soo jeedisay in korniinka caruurta iyo waxbarashadu ay la xiriiraan xirfadaha qayrkood iyo saameynta oo aad uhu badan caruurta naafada ah. Ka mid ahaansho tayo sare leh oo ka bilaabma horaanta siina socda ilaa dugsigu wuxuu badanaa soo saaraa natiijooyinka ugu fiican. Marka laga imaado sameynta guulo waxbarasho iyo horumar, caruurta naafada ah ee ku jira deegaanka barnaamijyada waxbarashada hore waxay sidoo kale muujiyaan xirfado ka xoogan badan qeyrkood oo ku jira deegaan gaar ah. Caruurta aan lahayn naafadu waxay sidoo kale ka faa'idi karaan barnaamijyada waxbarashada hore ee mid ahaanshaha. Daraasado ayaa tilmaamaya in caadiyan caruurta koreysaa muujin karto natiijooyin horumar, bulsho, iyo dareen ooy ka helaan khibradaha ka mid ahaanshaha. Waxay awoodaan in ay muujistaan galgacal xoogan iyo naxariis waxayna yeelan karaan aragti aad u togan oo ku aadan caruurta naafada ah marka is dhexgalka caruurta ay si fiican u saacidaan macalimiintu. Waxay sidoo kale yeelan karaan faham fiican oo ku aadan kala duwanaanshaha iyo aragtiyaha naafada.*[41]

Barnaamijyada waxbarashada hore waxay horumarin karaan nidaamka ka mid ahaansho guula oo caruurta leh dib u dhac koritaan iyo naafo ah. Waalidka iyo masuuliyiintu waa ilo macluumaad faa'ido leh oo caruurta ku saabsan laga heli karo waxayna caawin karaan aqoonsashada hooyga u ogolaanaya ilmaha inuu helo daryeel wanaagsan. Marka bixiyayaasha waxbarashada hore dhageystaan daryeel bixiyayaasha asaasiga ah ee ilmaha oo ay sidoo kale su'aalaan, tani waxay sii kobcin doontaa waxbarashada waxayna abuuri doontaa nidaamka ku haboon oo buuxiya baahiyaha ilmaha ee barnaamijka waxbarashada hore.

Shuruud kale oo muhiima waa goob gudaha ah oo si gaara ugu haboon guriga qoyska barnaamijka waxbarashada hore. Deegaanka guriga qoyska, xaaladaha ka baxsan goobta liisanka leh waxay khatar galin karaan caafimaadka iyo bad-qabka caruurta. Tusaale, sida hubka, rasaasta, daaweynta iyo kiimikada kale la kaydiyo. Si wax looga qabto walaacan loona ilaaliyo caafimaadka iyo bad-qabka caruurta, laysanka guriga qoysku waa inuu sanadkasta cadeeyaa u hogaansanaantooda shuruucda laysanka ee ka baxsan goobta laysanka leh, u gaara bad-qabka goobta moofada, ama dareemayaasha qiiqa ama kaarboonka; kaydka qoryaha, hubka iyo rasaasta; kaydka daawada, talaagadaha iyo qabaojiyayaasha; meelaha kaydka ee ka kooban kiimikada, tashkiga biyaha ama masaxaadaha qoyan, iyo barkadaha biyaha. Foomka cadeynta ee daryeel bixyaha guriga qoyska waxa lo bixiyaa qeyba ahaan nidaamka laysanka hore, iyo sanadle wixii ka danbeeya. Foomka cadeyntu waa ku dheeraad dukumentiga u hogaansananata shuruucda ee sanadlaha ah lana xiriira khidmada laysanka sanadlaha ah iyo xiqiijinta u hogaansanaanta shuruucda. Dukumentiyadan waxa siiya DCYF cida hesha laysanka waxbarashada hore.

41 Waaxda Waxbarashada Mareykanka, "Bayaanka Booliiska ee Ku Darista Caruurta Naafada ah Barnaamijyada Waxbarashada Hore," kaga helaayo **https://sites.ed.gov/idea/files/joint-statement-full-text.pdf**, la daabacay Sebteembar 14, 2015.

Ilmakastaa Wuxuu Leeyahay: Soo Dhaweyn Ilmo Naafo ah. Khayraadka Midowga Qaranka ee Waxbarashada Caruurta Yaryar (NAEYC) ee loogu talo galay bixiyayaasha waxbarashada hore marka la tixgalinayo sida loo taageerayo caruurta naafada ah ama leh dib u dhac horumar.
www.naeyc.org/resources/pubs/tyc/sep2017/every-child-belongs

Waaxda Caruurta Yaryar ee Golaha Caruurta Gaarka ah wuxuu bixinayaa buug bixiyo tilmaamo nidaamyo lagu taliyey ah oo ka siinaya tilmaam dhakhaatiirta iyo qoysaska sida ugu wanaagsan ee loo horumarin karo natiijooyinka waxbarashada korna loogu qaadi karo horumarka caruurta yaryar, dhalashada ilaa da'da 5, oo lahaan kara ama khatar ugu jira dib u dhac korniin ama naafo.
https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo/

ADA.gov. Goobtani waxay macluumaad iyo caawimo farsamo ka bixinaysaa Xeerka Dadka Mareykanka Naafada leh.
www.ada.gov

Su'aalaha Ugu Badan ee La Iska Weydiiyo Xarumaha Daryeelka Caruurnta iyo Dadka Mareynkana ah ee Xeerka Naafada
www.ada.gov/childqanda.htm

Maamulka Naafada Korniinka (DDA). DDA, oo ay ka shaqeyso Waaxda Gobolka Washington ee Adeegyada Bulshada iyo Caafimaadka, waxay siisaa caawimo iyo shuraako xoojiya dadku in ay ku noolaadaan nolosha ay rabaan.
www.dshs.wa.gov/dda

Xarunta waxbarashada Caruurta ee Hore iyo Aqoonta (ECLKC). ECLKC, Office of Head Start (OHS) wuxuu ka caawiyaa caruurta qoysaska danyarta ah in u diyaar garoobaan in ay ku guulaystaan dugsiga iyagoo maraya barnaamijyada maxaliga ah.
https://eclkc.ohs.acf.hhs.gov/children-disabilities

Caawimada Hore ee Cunugyada yaryar iyo Socod Baradka (ESIT). ESIT, oo ay ka shaqeysiiso Waaxda Gobolka Washington ee Caruurta, Dhalinyarada, iyo Qoysaska, waxay siisaa adeegyo caawina caruurta dhalashada ilaa da'da 3 kuwaasoo leh naafo ama dib u dhac korniin.
www.dcyf.wa.gov/services/child-development-supports/esit

Sharciga Washington ee Kasoo Horjeeda Takoorka. Cutubka 49.60 RCW.
https://apps.leg.wa.gov/rcw/default.aspx?cite=49.60

WAC 110-300-0135

Routine care, play, learning, relaxation, and comfort

(1) An early learning provider must have accessible and child-size furniture and equipment (or altered and adapted in a family home early learning program) in sufficient quantity for the number of children in care. Tables must not be bucket style.

(2) Furniture and equipment must be:

(a) Maintained in a safe working condition;

(b) Developmentally and age appropriate;

(c) Visually inspected at least weekly for hazards, broken parts, or damage. All equipment with hazardous, broken parts, or damage must be repaired as soon as possible and must be inaccessible to children until repairs are made according to the manufacturer's instructions, if available;

(d) Arranged in a way that does not interfere with other play equipment;

(e) Installed and assembled according to manufacturer's specifications;

(f) Stored in a manner to prevent injury; and

(g) Accessible to the child's height so that he or she can find, use, and return materials independently.

(3) An early learning provider must supply soft furnishings in licensed space accessible to children. Soft furnishings may include, but are not limited to, carpeted areas and area rugs, upholstered furniture, cushions or large floor pillows, and stuffed animals.

Qalabayn ku haboon iyo qalab waa furaha guusha barnaamijka waxbarashada hore. Barnamaijka waxbarashada hore waa inuu tixgaliyaa da'da, heerarka koriinka iyo tirada caruurta ay ugu adeegaan deeganka la sameeyey. Tani waxay hubin doontaa in caruurtu si fudud u heli karaan qalabka ama qalabaynta iyo sidoo kale badqabka caruurta inta lagu jiro dhaqdhaqaaqyadooda maalinlaha ah. Qalabka la badelay ama la saxay waa loo ogol yahay guriga qoyska barnaamijka si uu u buuxiyo baahiyaha caruurta.

Waxa jira siyaabo badan oo loola qabsado deegaanka guriga qoyska ee waxbarashada hore iyo qalabka jira si loo buuxiyo baahiyaha caruurta daryeelka ku jirta. Waxoogaa tusaalayaala ayaa ah:

- Miisaska qolka cuntada waxa loo isticmaali karaa caruurta da'da dugsigu in ay ku sameeyaan shaqadooda guriga, ka shaqeynta hal xiraalaha ama cunista cuntada.
- Dhaqaajinta miis darbiga ama gidaar dushiisa ama dhigista roog yar iyo buug ama qalab kale oo isku dhow waxay abuuraysaa meel diiran oo raaxo leh loona diyaariyey akhrinta iyo wakhtiga nashada.
- Kuraasta fadhiga iyo barkimooyinka meelaha nasashada ama goobaha caruurtu ay kaligood ahaan karaana kana heli karaan ciyaar kooxeed.
- Barkad biyood aan biyo lahayn oo loogu talo galay caruurta yaryar ama gaabta nashada.
- Warqad hal xiraale miis dul saaran ama miis loogu talo galay dhaqdhaqaaqyada caawin kara cunug roon ama socod barada oo logu horumarinayo istaagitaankooda ama xirfadaha socod baradka.

Barnaamijyada Waxbarashada Hore waxay sidoo kale masuul ka yihiin hubinta dadaalkasta si looga ilaaliyo caruurta dhaawaca madaamoo ay isticmaali karaan qalab iyo alaab. Baaris joogto ah oo taxadir leh oo ku aadan barnaamijka qalabka iyo alaabta, oo ay weheliso dayactirka ama goobta ka saarista ashyaada xumaatay, waxay ka caawinaysaa caruurta dhaawacyada waaweyn (nolosha khatar galinaya), iyo sidoo kale dhaawacyada yaryar sida xagtinta, jeexa ama bararka ama gujada. Marka loo eego Daryeelida Caruurteena, "Alaabta iyo Qalabeynta aan adkayn, bad-qabin ama dayac tirneyn, waxay sababi kartaa dhicitaan, dabista ama ku xirista madaxa caruurta, ama gacmaha, ama ka qeyb qaadan kartaa dhaawacyada."[42]

Qeybkaloo muhiima oo ilaalinta bad-qabka caruurtu waa hubinta dhamaan alaabta lagu isticmaalay barnaamijka waxbarashada hore in si haboon loo rakibay, lagu habeeyey loona isticmaaly iyadoo loo eego tilmaamaha soosaaraha. Marka barnaamij waxbarashada hore kusoo daro qalab cusub deegaanka, muhiim ayey u noqon doontaa daryeel bixiyaha inuu ku ilaaliyo tilmaamaha soosaraha faaylalka barnaamijka tixraac ahaan hadii hadhow loo baahdo. Raacista tilmaamaha soosaaruhu waxay sidoo kale caawisaa ka ilaalinta bixiyaha waxbarashada hore khataraha daynta.

Hadii caruurtu dareento in qalabaynta ka hor istaagayso dhaqdhaqaaqyada, waxay saameyn kartaa badqabkooda dareen iyo natiijooyinkooda waxbarasho. Tusaale wuxuu noqon karaa cunug raba inuu ku biiro shaqada miiska lakiin ma jiraan kuraas ku filan, kaliya kuraas jajaban ayaa yaal ama kuraastu uma saamaxayaan cunuga inuu helo miiska. Qalab la isku haleyn karo badqab ahaan, la heli karo kuna haboon horumar ahaan wuxuu caawinayaa fursad sinaan ilma kasta oo daryeel ku jira. Goob si fiican loo diyaariyey oo waxbarashada hore ah waxay cunug kasta ka saacidaysaa helitaanka shaqo waxbarasho oo diyaar ah, iyo sidoo kale awooda inuu ku xirnaado lana shaqeeyo caruurta kale iyo bixiyayaasha waxbarashada hore.

Miis qaabkiisu yahay baaldi waa tusaale qalabayn aan loo ogoleyn deegaanka waxbarashada hore. Miis qaabkiisu yahay baaldi waa mid kuraasta shakhsigu ku wareegsan yihiin xaga sare ee miiska. Caruurtu ma heli karaan kuraas qaab miis leh iyaga laftoodu waana in la fadhiisiyaa ama uu ka saaraa kursiga qof weyn. Miis leh qaab baaldi wuxuu sidoo kale keenaa khataro la xiriira isku dhawaanshaha caruurta taasoo caruurtu si fudud u qaadan karaan ama u wasakheyn karaan cuntada kuwa kale. Intaasi waxa dheer, miiska qaabkani ahi ma waafaqsana tilmaamaha Daryeelida Caruurteena - Caruurtu waa in ay awoodaa in ay cagahoodu gaaraan dhulka marka ay cunto cunayaan taasoo ka caawinaysaa ka hortaga saxashada iyo horumarinta qaabka fadhiga.[43]

Khaanadaha, miisaska iyo kuraasta ku haboon xajmiga ilmaha iyo heerka koritaankiisu waxay u saamaxayaan ilmaha inuu si raaxo leh u helo una badbadelo deegaanka waxayna ka caawinaysaa inuu barto xirfado badan. Caruurta naftoodu waxay horumarin karaan isku filnaansho markay gaari karaan kana dooran karaan qalabka waxbarashada khaanada kuna soo celin karaan markay dhameeyaan. Fursadani waxay caawinaysaa in ay horumariyaan xirfado jireed markay ku fadhiistaan ama ka kacaan kuraastooda. Caruurtu xataa waxay yeeshaan xirfado shuruuc gaara markay kuraastooda iskood ugu fadhiyaan, iyagoo sugaya fasaxa in loo cudur daaro, halkii ay ku fadhiyi lahaayeen kursi aanay iskood uga kaceen.

42 Akadamiyada Cilmiga Caafimaadka caruurta ee Mareykanka, Ururka Caafimaadka Bulshada ee Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelida Caruurteena*. 254.

43 Akadamiyada Cilmiga Caafimaadka caruurta ee Mareykanka, Ururka Caafimaadka Bulshada ee Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelida Caruurteena*. 254.

Marka loo eego Ururka Waxbarashada Qaranka, marka caruurtu dhameystiri karaan xirfado is caawina, waxay dareemaan hanweynaan, waxay dhisaan dareen madax banaani ah waxaana kordhaayo kalsoonidooda iyo iscajibtooda. Khibradahani waxay muhiim u yihiin koritaanka ilmaha waxayna u diyaariyaan u diyaar ahaanshe mustaqbal.[44] Fursadaha caawimada nafta iyo madaxbanaanidu waxa lagu caawin karaa ama lagu xanibi karaa laba mid uun qalabeyn iyo alaabta qolka.

Isticmaalida ashyaada nolosha caadiga ah iyo shaydayadu waxay u ogolaanayaan caruurtu in ay la qabsadaan kana soo wareejistaan waxay ku barteen hal deegaan mid kale u geeyaan. Waxbarashada deegaan xiiso leh, ku darista qalab si joogto ah u nadiifsan iyo weel badqaba waxay saacidi kartaa abuurista deegaan nolol dhaba halkaasoo cunugu si xora u ogaan karo una baran karo xirfado cusub. Waxaa muhiima in si ku filan loo qalabeeyo meelkasta si ciyaarta iyo sahaminta aanay hoos ugu dhigin qalab la'aanta u ciyaaris hab hal abuur leh.

Helitaanka baanbolooyin (qalabka caruurta ku ciyaaraan) iyo qalab ku jira khaanado sare iyo baaldiyo ama kartoon waxay ka hortagi kartaa madax banaanida ilmaha hadii ay dhib kala kulmaan gaarida ama helitaanka ashyaada. Xalku wuxuu noqon karaa in loo dhigo caruurta yar-yar ama socod baradka ah baanbolada khaanado hoose, kuwa barbaarinta dugsiga khaanadaha dhexe iyo kuwa dugsiga ku jira qalabka khaanado sare. Weydii caruurta waaweyn in ay keenaan fikradaha sida loo habeeyo meelo gaara oo deegaanka ah si ay qalabku noqdaan qaar ay heli karaan caruurta da'aha kala duwan ee daryeelka ku jira. Xataa ku darista masuuliyado kala duwan oo loogu talo galay caruurta si loo maamulo qeybaha kala duwan ee deegaankooda waxay caawin kartaa horumarinta madaxbanaani badan iyo iscajabin.

Tusaale goob cunug yar ama socod barada waa in la sameeyo meel furan oo badqabta si uu u guurguurto iyadoo la siinayo qalab ku casuumaya in cunuga inuu hore ugu socodsiiyo ciyaar iyo sahamin. Caruurta roon-roon, sii baanbolo la habeyn karo ama duubi karo, qalab loogu dhajiyey gidaarka caruurta si ay ugu boodboodaan ama ku jaasaan, miisas kubado kala xajimi duwan ah iyo farshaxan. Qalab la heli karo iyo shaqooyin waxay u abuuri doonaan fursado badan caruurtu si ay bartaan sida loo kordhiyo madaxbanaanida

Marka bixyaha Waxbarashada hore hubiyo in qalabku badqabo kuna haboon yahay, oo aysan jirin alaabo ku filan tirada caruurta joogta, caruurtu waxay yeelan karaan dareen amni iyo ogaal in ay awoodaan shakhsi ahaan.

Goobaha qolka ee loogu talo galay hal cunug wakhtigiiba iyo meelaha ay ku jiraan alaabo dabacsan oo raaxo leh waxay ka qeyb qaadan karaan raaxada cunuga, awoodooda in ay daryeelaan baahiyahooda iyo awoodooda in ay maamulaan dareemadooda. Marka la nashqadeynayo goobta barnaamijka waxbarashada hore, dajinta meelaha dabacdasan ee degan kana fog meelaha buuqa iyo mashuuqlka ahi waxay saacidayaan isticmaalka cunuga ee fasalka si uu u horumariyo farsamooyin ismaamul iyo is xakameyn. Meelahan gaarka ahi waxay ka caawinayaan curuurtu in ay ka noqdaan, marka loo baahdo, laga bilaabo deegaan firfircoon ilaa deegaan degan, wanaagsan, raaxo leh ama wada shaqeynta. Waxa muhiima in maskaxda lagu hayo in inkastoo gaarka cunuga, shaqaalaha barnaamijka waxbarashada hore waxay u baahan yihiin in ay siiyaan kormeer ku haboon badqab joogto ah dhamaan wakhtiyada.

44 Ururka Waxbarashada Qaranka, Tilmaamta Waalida ee u Diyaarinta Cunuga Dugsiga, (n.d.), laga helaayo **http://www.nea.org/home/59838.htm**, laga jaray May 14, 2020.

Maalgashiga Wada-shaqeynta Bulshada ee Tilmaamta Saddexaad Kharyaadka Caruurta. Tilmaamta macluumaadka qalabeynta iyo qurxinta xarunta waxbarashada hore ee caruurta. **www.lisc.org/media/filer_public/de/b0/deb03f6a-804e-4a0a-8a70-44a99f55c6a3/2005_cick_guide_vol3_equipping.pdf**

Miiska Caruurtaada - Meelaha ugu Wanaagsan Wakhtiga Cuntada. Goobta shabakada Websaaydka Macluumaadka xooga saaraya fadhiisashada caruurta ee miisaska iyo sababta ay macno u sameynayso. **https://yourkidstable.com/best-position-for-your-child-during-mealtime**

WAC 100-300-0140

Room arrangement, child-related displays, private space, and belongings

(1) Early learning materials and equipment must be visible, accessible to children in care, and must be arranged to promote and encourage independent access by children.

(2) An early learning provider must display age and developmentally appropriate early learning materials. Materials must be located at enrolled children's eye level and related to current activities or curriculum.

(3) An early learning provider must offer, or allow a child to create, a place for privacy. This space must:

- **(a) Allow the provider to supervise children; and**
- **(b) Include an area accessible to children who seek or need time alone or in small groups.**

(4) An early learning provider must have extra clothing available for children who wet, soil, or have a need to change clothes.

(5) An early learning provider must supply individual storage space for each child's belongings while in attendance. At a minimum, the space must be:

- **(a) Accessible to the child; and**
- **(b) Large enough and spaced sufficiently apart from other storage space to:**
  - **(i) Store the child's personal articles and clothing; and**
  - **(ii) Promote or encourage children to organize their possessions.**

(6) Child usable and accessible areas must be arranged to provide sufficient space for routine care, child play, and learning activities. These areas must be designed to:

- **(a) Allow the provider to supervise or actively supervise the children, depending on the nature of the activities;**
- **(b) Allow children to move freely; and**
- **(c) (Allow for different types of activities at the same time (for example: Blocks, puppets, language and literary materials, art materials, clay or play dough, music and movement, or dramatic play).**

Maalin kasta marka cunuga galo deegaanka waxbarashada hore, qorshayaasha muuqaalka iyo falaal loo dajiyey fursado hal abuur uu cunugu ugu baahan yahay waxbarashada, iyagoo la macaamilaya qayrkood ama da'dooda ama xiriirada dadka waaweyn, iyo nooca xakameynta ee cunugu ka qabo aduunkiisa. Marka loo eego Ururuka Isku-xirka Qaranka ee Xarumaha Waxbarashada, "Caruurta yar-yar waxay u baahan yihiin goobo ay ku dareemaan labadaba madax banaani iyo maamul."[45] Madaxbanaanida caruurtu waa awooda inuu si madax banaan u dhaqmo una xakameeyo naftiisa iyo ikhtiyaarada uu sameeyo.

45 Dan Butin and Jennifer Woolums, "Xarumaha Barbaarinta Caruurta," *IskuXidhka Qaranka ee Xarumaha Waxbarashada* (2009), laga helaayo **https://files.eric.ed.gov/fulltext/ED508012.pdf**

Deegaanka waxbarashada hore oo gaar u ah qalabka koritaan ahaan ku haboon wuxuu u saamixi doonaa caruurta in ay ka shaqeeyaan ciyaarta iyo shaqooyinka mudo kooban. Qalabka la siiyey waa inuu ku saleysanaadaa xiisaha caruurta ama heerka xirfadaha iyo caqabadaha koritaan iyo horumarka. Qalabka lagusoo bandhigay heerka indhaha cunugu wuxuu siin doonaa awooda in ay arkaan guusha mashaariicdooda una saamexayaan shaqaaluhu in ay wakhti kaydiyaan kana caawiyaan caruurta in ay raadiyaan shaqooyin ama qeybaha maqan. Marka caruurtu galaan deegaan maskaxdooda ku diyaarsan, waxay si diyaarsan uga shaqeyn karaan fursadaha waxbarasho ee diyaarka ah waxayna horumarin karaan xirfadaha intii itaalkooda ah.

Barnaamijka waxbarashada hore ee guriga qoysku wuxuu yeelan karaa caqabadaha horumarinta goobo waxbarashoo la wadaago oo badqaba kuna haboon koritaan ahaan da'aha caruurta. Xaaladani oo kale, goobta alaabah gaarka ah, sida baanbolada cunuga oo ay la socdaan qalab elektarig oo kooban, waa in si wanagsan loo kaydiyaa si caruurta waaweyn ay u heli karaan alaabaha iyaga nafsadooda, halka caruurta yar-yar aanay si kadis ah u heli karin alaabaha khatarta ku ah. Si taasi lamida, bixiyaha waxbarashada hore ee guriga qoysku waa inuu si taxadir leh u nashqadeeyaa barnaamijka waxbarashada hore si uu ugu saamaxo caruurta waaweyn inay heli karaan qalabka yaryar ama fiican kuwaaso khatar badqab u keeni karta caruurta yaryar.

Tusaale, caruurta waaweyn waxay isticmaali karaan jaajuur yaryar si ay u bartaan ka fikirka, qorsheynta, hal-abuurka iyo xirfadaha dhadhaqaaqa. Isla jaajuurkaasi, haseyeeshee, waa xajmi iyo qaab khatar galin kara caruurta ka yaryar da'da 3 sano jirka ah. Bixiyaha waxbarashada hore ee guriga qoysku wuxuu ku kaydin karaan jaajuurka meel sare iyo baaldi dabool ku xiran yahay. Bixiyuhu wuxuu sidoo kale ku xadidi karaa goobta ciyaarta xajmiga miiska kijada marka jaajuurka la isticmaalayo, sidaas darteed caruurta ugu yaryar ma gaari karaan xaga sare ee miiska ama heli karaan jaajuurka. Bixiyaha waxbarashada hore wuxuu sidoo la lahaan doonaa shaqo qorsheysan caruurta, si uu ugu mashquuliyo si fududna u kormeero, halka caruurta waaweyn ay isticmaalayaan jaajuuro yaryar.

Qeyb kaloo muhiima oo qolka loo nashqadeeyey caruurtu waa inuu u ogolaanayo cunuga inuu ka baxsado shaqooyinka mashquulka ah ee qayrkii. Dareenka meel gaara oo cunugu ku yareyn karo tirada jawaabcelinta lasoo saaray waxay kor u qaadi kartaa dareenka badqabka cunuga. Meel gaara oo leh kormeer shaqaale waxay ilmaha siin kartaa fursada inuu is dajiyo diiradana saaro. Cilmi baaris ayaa tilmaamaysa in caruurtu mararka qaar raadiyaan gaar ahaansho maxaa yeelay waxay rabaan inay xakameeyaan wakhtigooda iyo goobtooda.[46] Fursadani ay ku maamuliyaan wakhtigooda iyo goobtooda waxa loogu guulaysan karaa iyadoo caruurta la siinayo akhtiyaarka in ay u shaqeeyaan ama raaxaystaan si degan oo ka fog qayrkood.

Iyadoo ay ku xiran tahay sida deegaanka loo diyaariyey, waxay caruurta ku dhiiri galin kartaa laba mid uun inuu ogaado oo sahamiyo ama khilaaf iyo shilal galo. Deegaanku aad ayuu muhiim ugu yahay caruurnimada iyadoo badanaa lagu tilmaamo macalin kale. Dhaqanka caruurtu wuxuu badanaa noqonayaa mid ka mida tilmaamayaasha koobaad ee inaan goobtu shaqeynayn. Inkastoo ay jiri karaan dhowr saameynood oo dhaqanka ah, hubinta in deegaanka loo diyaariyey guul waa hab ka caawin kara in caruurtu yeeshaan isdhexgal horumarsan iyo kuna mashquulaan waxbarashada.

46 Lisa Lynch, "A Space Apart: Awoodsiinta Abuurista Goob Kala Bixista ee Barbaarinta," SAGE Open, (2017), Laga helaayo **https://journals.sagepub.com/doi/10.1177/2158244016684538**

Tusaale, barnaamijka waxbarashda hore, cunugu wuxuu fadhayaa dhulka isagoo kala soocaya baanbolada. U dhow, labo caruura ayaa loogu labisay garbasaar iyo dhar iyagoo iska dhigdhigaaya in ay jaasayaal yihiin hortaagan daawadayaal. Mid ka mida caruurta ayaa wareejinaya koobana ka sameynaya sharabaada lasoocay ee baanbolada, isagoo u diraya dhowr baanbolo raso mid kale ah. Cunuga kale, oo niyadjabsan, ayaa laagaya cagta cunuga wareejinaayey si uu iskugu dayo inuu ka saaro goobta shaqada kala sooca. Cunuga wareejinaayey ayaa ooyaya oo ku feedhaya gacantiisa isagoo ka aarsanaayo: cunuga kala soocay baanbolada.

Tusaalahan, bixiyaha waxbarashada hore wuxuu hubin karaa deegaanka si uu u go'aamiyo in barnaamijka diyaarinta qolku si fiican loo nashqadeyn karo si loogu ogalaado caruurtu inay si xora u socon karaan loona saamaxo noocyo kala duwan oo shaqooyina mar qudha. Lagayaabaa miis ayaa loo siin karaa shaqooyinka sida kala soocida iyo hal xidhaalaha, ama shaqo labo meelood ayaa si muuqata loogu kala saari karaa khaanad ama sharaxaad hoose.

Kuwan soo socdaa waa tusaalayaal dheeraada oo ku aadan dhaqamada ay saameyn karto diyaarinta qolka iyo deegaanku.

Dhaqanka Cunuga	Hubi Deegaanka
Iska dhex soconaaya ama dhex ordaaya	Dhigista qalabeyntu waxay ka hortagaysaa orodka waxayna abuuraysaa shaqo caqli gala ama goobo ciyaaro (khaanado hoose waxay sameynayaan goob lagu ilaaliyey dhismaha)
Khilaafyada soo noqday ee alaabta isku midka ah ama boonbolada	Miyey jiraan dhowr shay oo asaasiya oo la dalbanaayo (maqasyo, midabeeye)?
Aan caawineyn nadiifinta	Miyuu kaydka qalabku micno u sameeyaan ilmaha?
Weydiiso caawimo helitaanka qalabka	Miyaa qalabka loogu habeeyey si nidaamsan khaanadaha ama baaldiyada iyagoo leh sawirka shayga oo lagu dhajiyey dibada kartoonka?
Ku qarinta miisaska hoostooda, kuraasta dabadooda	Ma jiraan meelo degan kuwaas oo lagu casuumo caruurta si ay ugu raaxaystaan ama ay nasasho ugu qaataan? Ma leeyihiin goobo banaan meelaha ruwaayadahu ka jiraan halkaas oo ay caruurtu gali karaana kana bixi karaan iyadoo wali la kormeerayo (tus., bogos wayn ama guri ciyaareed aan lahayn wax saqaf ah)?
Ma sii soconayaan mashruucyadu ama danahu wax badan mudo	Miyaa la kaydiyaa waxyaabaha ay caruurtu daneeyaan oo lagu muujiyaa sawiro? Ma jiraan waxoogay qaabab 3D ah oo la ilaaliyay kuwaas oo laga yaabo in ay shaqeeyaan wax ka badan maalmo iyo todobaadyo?
Waligaa ha eegin ama ha ka doodin wax ku yaala gidaarada	La falanqee caruurta waxa ay dhigi lahaayeen gidaarada si ay u muujiyaan shaqadooda? Miyay masuulka shaqadan badalaysaa si joogto ah si ay uga falceliso danaha hada jira?

Meel si fiican loo nashqadeeyey oo gudaha waxbarashada hore ah waxay caawinaysaa kormeerka aragtida iyo maqalka caruurta waxayna u ogolaaneeysaa shaqaaluhu in ay si joogto ah uga warhayaan cida soo galaysa iyo cida ka baxaysa deegaanka. Waxay tusaysaa caruurta in lagu qiimeeyey farshaxanka caruurta oo ay weheliso dhaqamo kala duwan, oo ay ku jiraan kooda. Marka la nashaqadeynaayo goobaha barnaamijka caruurta, tixgali wixii joogto ah ee barnaamijka.

- Sidee ayay caruurtu uga dhaqaaqaan hal meel galitaan si ay ugu ciyaaraan ama hal goob ilaa goob kale?
- Sidee ayaa mid kasta dareemayaashiisu u shaqaeeyaan marka ay galayaan meesha?
- Waa maxay aragtiyada ay helaan qoysasku marka ay u socdaan goobta daryeelka cauurta?

Shaxdan soo socota oo ay ku jiraan waxyaabo dheeraad ah sii loo tixgaliyo marka la nashqadaynayo goobta waxbarashada hore.

Loo nashqadeeyay iyada oo ay la socdaan Khibrado xaga Dareen Maskaxeed leh	Su'aalo dhawr ah loo tixgaliyo (Ku dar inka badan aqoonta aad aad adigu leedahay)	Fikradaha Maskaxtuujinta (Booqo Mashaariic kale si aad u hesho Fikrado Badan)	Hubinta Badqabka iyo Caafimaadka (Raadi oo Akhri waxyaabaha la xiriira WACs)
Dhadhami oo uri	Halkee ayaynu ku cuni doonaa qadada iyo cuntooyinka fudud gudaha iyo dibada mashruuca waxbarashada hore? Ma haysanaa agab inagu filan oo caruurtu wax ku uriyaan, afka ama aynu ka fikirno? Miyaa albaabka dibada ee goobta ciyaartu uu ka fogyahay qiiqa sunta ah ee baabuurta ama heerarka caafimaad daro ee waxyaabha kale ee hawada wasaqeeyo?	Kor uqaadida ka qayb qaadashada diyaarinta cuntada caaadiga ah iyo cuntooyinka fudud (agabka madbakha lagu isticmaalo oo loogu talagalay caruurta, kuraasta). Ka hortag nadiifinta xun ama hawada wax lagu cusboonaysiiyo ee macmalka taas oo qolalka lagu buufiyo.	Miyay dhamaantood heli karaan agabka lagu ciyaaro oo u nabdoon caruurta yar-yar iyo kuwa raadqaadka ah si loo dhigo xagooda hore? Miyaan hubinay xasuusta alaabaha lasoo saaray kuwaas oo u baahan in meesha laga saaro? (Eeg goobta shabakada la xariirta linkiga websaytka dhamaadka qabta.)
Codadka	Miyaad awood uleenahay in aan maqalno luuqad ama miyay aad qaylo ugu tahay caruurta in ay iska dhaga tiraan codadka dadka? Miyay caruurtu awood u leeyihiin in ay sameeyaan muusig, ay ruxaan waxyaabo dabiici ah oo ay ku ciyaaraan iyadoo ay la socdaan codad?	Waxyaabo aanu codku ka gudbin oo ay la socdaan marooyin, agabka qurxinta guriga oo fudud ama marmarka dhawaqa xadida ee xaga sare. Siiya agabka abuura codad kala duwan.	Marka aan dhagaysanayno, miyaan awood u leenahay in aan maqalno luuqada si waadix ah? Miyay caruurteenu khibrad u leeyihiin dhagaysiga iyo samaynta muusiga ay la socdaan qalab kaban fudud (durbaano, ritmaha teenbooyinka)

Loo nashqadeeyay iyada oo ay la socdaan Khibrado xaga Dareen Maskaxeed leh	Su'aalo dhawr ah loo tixgaliyo (Ku dar inka badan aqoonta aad aad adigu leedahay)	Fikradaha Maskaxtuujinta (Booqo Mashaariic kale si aad u hesho Fikrado Badan)	Hubinta Badqabka iyo Caafimaadka (Raadi oo Akhri waxyaabaha la xiriira WACs)
Midab iyo danayn muuqaal	Sidee ayaan u isticmaali doonaa qaar ka mid ah gidaarada sida goobaha barashada oo kale? Miyaa derbiga ama gidaarku u muuqanayaa heerka isha caruurta? Miyaa meesha banaan ee u dhaxaysa muuqaalka iyo walaxda u ogaalanaysaa caruurta in ay arkaan wax macquul ah oo ah kooxo agab ah iyo sawiro? Miyaan badali karnaa shaashadaha si aan usoo celino mashruucyadii caruurta ee dhawaan?	Fikrad khiyaar ah - Gidaarada, agabka qurxinta guryahay iyo daboolka sibidhka way diiranyihiin ama waa dhex dhexaad xaga midabka. Caruuradaha caruurta, sawir gacmeedkaya, iyo sawirada siiya midaba ifaya iyo muuqaal xiiso leh. Ka hortag midabada aadka u cad-cad meelkasta.	Miyay caruurtu u arkaan dhaqankooda iyo qoyskooda mid ka hor imanaya deegaanka? Miyaa matalaadaha xaga muuqaalka ee kala duwanaanshaha dadka, awoodaha, goobaha, iyo dabaqadaha dhaqaale ee ku xusan buugaagta ama muuqaalada?
Tayada shayga lagu ogaado taabashada iyo oogada sare	Sidee ayaan u bad badali doonaa tayada shayga lagu ogaado taabashada Miyaan ka hortagaynaa in aan kaliya haysano agab caag ah oo keenaya waxoogaa alaab dabiici ah? Miyaan isticmaalnaa dib u meertayn ama alaabo dabiici ah sida bogosyo, dhagaxaan, laamaha geedaha iyo caleemaha?	Ku ilaali oogada shaxda wax waadix ah oo aan isku dhexdaadsanayn si loo kordhiyo shaqada iyo goobaha waxbarashada ee maalinlaha ah. Ku dar waxyaabo soo jiidasho leh oo la xiisaynayo (tus., cawyska badda, quruurux dhagaxaan ah).	Leh goobo kayd ah oo laga helo agabka dadka waawayn oo aanay caruurtu gaadhi karin. Ogow waa maxay dhirta iyo agabka kale ee sunta ah ee ay tahay in laga hortago.
Iftiin iyo hawo	Miyay qolalku leeyihiin iftin dabiici ah iyo heerkul u wanaagsan caruurta? Miyay caruurtu awood u leeyihiin in ay arkaan dibada?	Teembooyinka dabaysha, diyaaradaha ciyaalka, agabka dibada ee dabiiciga ah ee ay heli karaan caruurtu si ay u baadhaan una tijaabiyaan.	Miyaa Qol kasta oo nabdoon nadiifna ah, oo hawo daray ahna laga heli karaa?
Meelaha waxbarashada ee laga sahamin karo	Miyay jiraan dariiqooyin u dhexeeya goobaha shaqooyinka kuwaas oo u ogalaanaya dhaq dhaqaaq iyo ilaalo shaqooyinka caruurta iyo agabka ciyaarta iyo khibradaha? Sidee ayaan ula qabsankarnaa deegaanada si ay ugu ogalaadaan dhamaan da'aha oo ay la socdaan baahiyaha gaarka ah kuwaas oo ku taxaluqa dhamaan qaybaha qolka ujeedoyinka badan leh?	Badal goobaha alaabta si mudaysan si ay dib ugu soo bilaabmaan xiisaha caruurtu. Ciyaar isku mulaaqan oo kaa caawinaysa in si dhibyar lagu nadiifiyo qolka iyo agabkaba (tus., dabaqyada la nadiifin karo, goonan), Si fiican u qeex meelaha aad u isticmaalaysid agabka qurxinta	Miyaa daryeelayaashu ay awood u leeyihiin in ay aragti ka qaataan qolka oo ay kormeeraan dhamaan caruurta xataa marka ay u shaqaynayaan hal ilmo? Caruurtu miyey haystan meelo ay ku gaban karaan (dhinacyo diiran) oo uu arki karo daryeel bixiyuhu?

Loo nashqadeeyay iyada oo ay la socdaan Khibrado xaga Dareen Maskaxeed leh	Su'aalo dhawr ah loo tixgaliyo (Ku dar inka badan aqoonta aad aad adigu leedahay)	Fikradaha Maskaxtuujinta (Booqo Mashaariic kale si aad u hesho Fikrado Badan)	Hubinta Badqabka iyo Caafimaadka (Raadi oo Akhri waxyaabaha la xiriira WACs)
Meel degan oo dabancsan oo ay ku fikiraan ama raaxaystaan	Meel cayiman oo caruurtu wax ku akhrido, ku nasato, si degan ugu ciyaarto ama badqab ku dareemaan si ay u daawadaan kuwa kale ama uga durkaan is dhexgalka. Leh wadooyin laga baxo.	Meelo dabacsan oo ku casuumaya caruuru inay raaxaystaan ama kali ahaan u fikiraan. Roogag yaryar ama sanduuq yar (tusaale) sheeg meesha shaqada gaarka ah.	Miyey qalabka qurxintu leeyihiin dabool la mayri karo, markimooyin, roogag ama oogo la nadiifin karo?
Musqulaha ama xafaayada	Miyey leenahay oogooyin la nadiifin karo, biyo iyo hawo nadiifa oo daraya si aan u ilaalino nadaafad fiican iyo ur wanaagsan?	Badelista miis yaala meel u dhow biyo ama tashki, iyo oogo la nadiifin karo.	Siyaasadaha musqusha iyo xafaayadeynta loo sheegay dhamaan shaqaalaha, waalidka am masuuliyiinta.
Meelaha la saadaalinn karo ee qalabka, qurxinta	Miyuu goobta leysanka leh ee guriga ku jirtaa nidaamsanaan iyo habayn? Miyey goobtu nidaamsan tahay si caruurtu u heli karaan waxay u baahan yihiin? Miyeynu haysanaa dhowr shay oo soo dalab soo noqnoqda leh? Miyey caruurtu yaqaanaan nidaamkeena ku aadan sida loo helo loona badelo alaabaha khaanada, ku jira baaldiga?	Xadi ku filan xajmiga qalabka caruurta iyo alaabta da'da iyo tirada caruurta ee barnaamijka waxbarashada hore. Meel la dhigo alaabta gaarka ah ee cunugkasta (caag magac leh, khaanad, sidaha koorta ku jiro).	Alaabta dadka waaweyn ee aan amniga ahayn waa laga fogeynayaa aragtida caruurta. Koofiyadaha caruurta, jaakadaha iyo waxyaabaha ay gaarka u leeyihiin waa in la kala saarayaa.
Qalabka	Helitaanka qalabka fudud, isku furan (biyo qasabad oo kormeer leh ama sakado) iyo ashyaada lagu daro adkaynta (dhulka wax lagu sayro ama Igu daadiyo, baabuur lagu daro si meel loo xiro).	Ku warwareeji alaabta meelaha adoo ku ilaalinaya alaabaha meelo la saadaalin karo ama u isticmaal meelo caruurta.	Dhamaan da'kastaaba waxay leedahay qalab u diyaara oo ku haboon da'dooda, ama koritaankooda iyo baahiyahooda waxbarasho, oo ay ku jiraan kuwa baahiyaha gaarka ah leh ama naafada.

Hab kale oo mashruuca goobtu uu caawinayo madaxbanaanida dareenka caruurtu waa isaga oo siinaya goob loo nashqadeeyay waxyaabaha ay caruutu leeyihiin. Hubinta in caruurtu ay heli karaan goob kayd ah oo kor u qaada madaxbanaanidooda oo u ogaalanaysa iyaga in ay ka shaqaysiiyaan habaynta lahaanshahooda. Goob kayd ah oo ka duwan oo ay leeyihiin waxay soo jeedinaysaa ilmaha in ay leeyhiin isla markaana la qadarinayo oo la qiimaynayo. Goobta kaydka waxa wadaagi doona laba caruur ah ilaa iyo inta aanay caruurtu aanay isla hal xili lawada daryeelayn. Suuro-galnimada aad kula kulmayso heerkan waxaa ku jira dhululoobiyanka, meelo la qabsado oo si fiican loo kala durkiyay ama biinan shaqsi ah oo ah waxybaaha caruurta. Kala sooca goobta kaydka sidoo kale waxay ka caawinaysaa yaraynta isasaraynta waxaanay xadidaysaa fiditaan cudurka iyo xanuunada gudbinta.

Xarunta Waxbarashada Barbaarinta Caruurta, Jaamacada Eastern Connecticut State University. Bogani waxa ku jira macluumaad iyo muuqaalo si loo caawiyo bixiyaha waxbarashada hore inuu diyaariyo fasaladooda.
www.easternct.edu/center-for-early-childhood-education/guiding-young-childrens-behavior/segment-2-arranging-the-classroom.html

Waxyaabaha Caruurta Yaryar ku Ciyaaraan iyo Meelaha Socod Baradka Shuruudaha qodobka macluumaadka u gaarka ah caruurta yaryar iyo meelaha socod baradka.
www.communityplaythings.com/-/media/files/cpus/library/training-resources/booklets/it-spaces.pdf

Tilmaamta Qalabka Caruurta Socod Baradka ah. Dukumenti lagu caawinayo doorashada laga fikiray ee qalabka iyo alaabta caruurta yaryar iyo socod baradka.
https://scchildcare.org/media/35572/InfantToddlerMaterialsGuide.pdf

Maalgalinta Wada Shaqeynta Bulshada ee Caruurta - Qalabaynta iyo Qurxinta Xarumaha Waxbarashada Hore. Daabacaada lagu caawinaayo xulashada iyo diyaarinta qalabeynta goobaha waxbarashada hore laga bilaabo caruurta sabiga ah ilaa barbaarinta.
www.lisc.org/media/filer_public/de/b0/deb03f6a-804e-4a0a-8a70-44a99f55c6a3/2005_cick_guide_vol3_equipping.pdf

WAC 110-300-0145

Outdoor early learning program space

(1) An early learning provider must visually inspect outdoor program space and equipment daily to ensure outdoor areas and equipment are free of hazards.

(2) Outdoor play space must contain a minimum of seventy-five square feet of licensed usable space per child accessing the play space at any given time. An early learning provider may develop an alternate plan if an early learning program does not have enough outdoor play space to accommodate all enrolled children at once (for example, rotating groups of children to play outdoors or using an off-site play area). The department must approve alternate plans to use off-site play spaces.

(3) An early learning program must have shaded areas in outdoor play space provided by trees, buildings, or shade structures.

(4) Outdoor play space must promote a variety of age and developmentally appropriate active play areas for children in care. Activities must encourage and promote both moderate and vigorous physical activity such as running, jumping, skipping, throwing, pedaling, pushing, pulling, kicking, and climbing.

(5) When the licensed outdoor play space is not immediately adjacent to the early learning program site, an early learning provider must use a safe route when moving to and from the licensed outdoor play space.

(6) Licensed outdoor play areas must be enclosed with a fence or barrier that is intended to prevent children from exiting and discourages climbing. If the outdoor play area is enclosed by a barrier that is not a fence, the barrier may be a wall constructed with brick, stone, or a similar material.

(7) Licensed outdoor play areas must be enclosed to deter people without permission from entering the area.

(8) Fences, barriers, and gates must be in good condition, have no gap through which a sphere with a diameter of three and one-half inches can pass, and have a minimum height of forty-eight inches or conform in height to applicable local codes.

(9) The opening between a fence post and gate or fence post and building must have no gap through which a sphere with a diameter of three and one-half inches can pass.

(10) An early learning provider must not install any wooden fence, playground structure, or furniture if it contains chromated copper arsenate (CCA), creosote or pentachlorophenol. If wooden fences, structures, and furniture are suspected of having CCA, they must be tested. If CCA is present, fences, structures, and furniture must be removed or sealed with an oil-based outdoor sealant annually or as needed within six months of the date this section becomes effective.

(11) Within six months of the date this section becomes effective or prior to licensing, exiting mechanisms on gates from a licensed outdoor play area to unlicensed space must be equipped with a self-closing and self-latching mechanism (shuts automatically when released from an individual's control). A gate that is not an emergency exit must be locked or self-closing and self-latching.

(12) Outdoor play areas must have two exits that must not be partially or entirely blocked, with at least one exit located away from the building.

Ciyaarta dibadu waa qeyb u muhiim u ah tayada sare ee barnaamijka waxbarashada hore. Cilmi baaris ayaa muujinaysa in hawada furan, falaadhaha qoraxda iyo curiyayaasha dabiiciga ah ay ka qeyb qaataan koritaanka lafaha, nidaam habdhis difaac oo xoogan iyo dhadhaqaaq jidheed oo caruurtu kordhiso.[47] Deegaanka dibadu wuxuu si gaara ugu haboon yahay ciyaarta firfircoonida sida orodka, boodboodida, tuurista iyo fuulista. Marka caruurtu ku mashquulsan tahay ciyaarta, waxay siidaayaan tamar waxayna horumariyaan muruqyadooda, xirfadaha isku xirka bulshada. Caruurta sida firfircoon u ciyaarta waxay sidoo kale helaan jimicsi waxayna gubaan tamar. Faa'idooyinka ciyaarta dibadu, haseyeeshee, kuma koobna caafimaadka jirka oo kaliya iyo koritaanka dhaqdhaqaaqa.[48] Cilmi baaris ayaa muujinaysa in caruurta hela ciyaar dibada oo tayo leh ay yeelan doonaan xirfado is xakameyn horumarsan, nafaqo wanaagsan, kalsooni oo sare u kacdo, aragti korodha, feejignaan korodha iyo astaamaha ADHD oo yaraada.[49] Bixiyaha waxbarashada hore wuxuu xataa caruruta kala shaqeyn karaa si uu u abuuro cashar caqabad ciyaar dibadeed isagoo isticmaalaya qalabka iyo alaabta. Ugu danbeynta, isticmaal hal abuurka caruurta dayreelka ku jirta si aad u heshid habab cusub oo aad ku dareensiinaysid ka qeyb ahaanshahooda iyo in la qiimeeyey aragtidooda.

47 Gabriela Bento and Gisela Dias, "Muhiimada ciyaar dibada ee caafimaadka caruurta yaryar iyo koritaankooda," Porto Biomedical Journal 2 (5) (2017), available at **www.sciencedirect.com/science/article/pii/S2444866416301234**

48 Allen Cooper, "Dabiiciga iyo Deegaanka Waxbarashada Dibada: Khayraadka La Ilaabay ee Waxbarashada Barbaarinta," *Wargeysaka Caalamiga ah ee Barbaarinta Caruurta Waxbarashada Deegaanka* 3 (1) (2015), laga helaayo **https://files.eric.ed.gov/fulltext/EJ1108430.pdf**

49 Allen Cooper, "Dabiiciga iyo Deegaanka Waxbarashada Dibada: Khayraadka La Ilaabay ee Waxbarashada Barbaarinta," *Wargeysaka Caalamiga ah ee Barbaarinta Caruurta Waxbarashada Deegaanka* 3 (1) (2015), laga helaayo **https://files.eric.ed.gov/fulltext/EJ1108430.pdf**

Waalid ka socda barnaamijka waxbarashada hore ee Degmada Mason ayaa nala wadaagaysa:

Steven wuxuu ahaa cunug degan, xishood badan, rabitaan badan oo si fududna u xanaaqa. Markii lagusoo wareejiyey barnaamijka ciyaarta dibada, heerkiisii kalsoonidu wuu kordhay iyo xiriirkiisiina wuxuu kordhay laba laab. Manhajka loo isticmaalay dhamaan shaqada cunugu wuxuu ahaa cadeyn oo dareenkiisii foojignaanta ayaa laba-laabmay. Wada xiriirka maalinlaha ah ee macalimiintiisa iyo wada xiriirka joogtada ah ee kooxda maamulka ayaa ku midoobay, shaqada deegaanka wiilkaygii yaraa ee mar xishoon jiray.

Deegaanka dibadu waa goob waxbarasho iyo koritaan u ah caruurta. Si loo hubiyo faa'idooyinka ciyaar dibada, goobta ciyaartu waa in ay ka xor ahaadaa khataraha. Sababtani, goobta ciyaarta dibadu waa in si buuxda loogu xiraa dayr ama xanibe si loogu ilaaliyo xaruurta in aanay bixin ama dadka aan loo ogoleyn ee soo galaya bilaa fasax. Tani macneheedu waa in xanibuhu u jiro ugu yaraan 48 inches (ama waafaqsan yahay xeerarka maxaliga ah) oo aanu lahayn daloolo caruurtu mari karto, ama ku dhigi kara inta isku dayayaan in ay ka gudbaan. Xanibaha ama dayrku waa inuu lahaadaa ugu yaraan labo albaab oo laga baxo (albaab) oo ugu yaraan mid ka fog yahay dhismaha. Tani waxay hubinaysaa inay jirto wado kale ama goob ciyaareed dibada oo laga bixi karo hadii xaalad degdeg timaado.

Albaabada barnaamijka waxbarashada hore waxaa badanaa isticmaala qoysaska, shaqaalaha iyo booqdayaasha marka ay imanayaa kana tagayaan barnaamijka. Shuruuda nidaamka isxirka iyo furka ee albaabka ee ka baxa meelaha aan laysanka lahayn wuxuu hubinayaa in albaabku amaan yahay, xataa hadii qofka kaxa albaabku ilaawo inuu xiro isaga ayaa is-xiraya. Nidaam is xirka ee loo baahan yahay wuxuu u saamaxayaa albaabka inuu dib u wareego marka la siidaayo oo ii iskii isku xiro. Isxiritaanka waa in lagu rakibaa dibada dayrka ama hadii kale meel aanay caruurtu gali karin. Marka caruurtu ku jirto daryeel, xirayaasha albaabka xaalada degdega ah waa inuu furnaada. Tani waxay hubinaysaa galitaanka iyo tagitaanka badqaba ee marka xaalad degdeg timaado. La shaqeey laysan bixiyaha caruurta iyo, haday macquul tahay, masuuliyiinta dab damiska deegaanka si aad u go'aamisaan waxa ku haboon albaabada iyo nidaamyada marka su'aalo soo baxaan. Haddii albaab dibada ah aan degdeg loo waafajin goobta barnaamijka waxbarashada hore, aqoonso oo isticmaal qorshe kala guur iyo kormeer si aad si badqabto ugu heshid.

Baaritaan taxadira oo maalin leh oo lagu sameeyo deegaanka barnaamijka waxbarashada hore ee dibada wuxuu ka hortagayaa shilalka iyo dhaawacyada caruurta ee ka dhalan kara qalab xumaaday ama xaalado aan fiicneyn oo kale. Khubarada waxbarashada hore waxay ka hortagi karaan dhaawacyada iyagoo baaraya deegaanka dibada iyo qalabka maqan ama qeybaha jaban; musbaarada iyo boolal soo taagan; rinji dhilaha ama jababka; faliidhada ama oogooyinka rafka ah; degaanka daabka midida; dilaacyada muuqda, deganaanta qalabka waaweyn ee ciyaarta (tusaale, guriga ciyaarta); iyo rifanka iyo burburka. Hourmarinta nidaam lagu hubinaayo in meelaha ciyaart dibada si joogto ah loo qiimeeyey badqabkeeda ka hor ciyaarta maalinlaha ee caruurta waxay ka hortagaysaa dhaawacyada waxayna ilaalinaysaa u hogaansanaana shuruudaha Heerarka Tayada Seeska. Bixiyayaasha waxbarashada hore waxay dooran karaan in ay sameeyaan nidaam lagu qoraayo baaritaanka meelaha ciyaarta dibada lagu soconaayo xalalka iyo sixitaanka goobta ciyaarta dibada. Ku celcelintan joogtada ah waxay sidoo kale kordhinaysaa mudada nolosha deegaanka ciyaar dibada si loo hubiyo dayactir garoon oo joogto ah inuu jiro.

Goobta shabakada wabsaaydka Komishanka Badqabka Alaabta Macmiilka (CPSC) wuxuu leeyahay khayraad badan oo la xiriira badqabka, oo ay ku jiraan tilmaamaha badqabka garoonka iyo baaritaanada.
www.cpsc.gov/Safety-Education/Safety-Guides/outdoors/playgrounds

Caruurta & Aduunka Dabiiciga ah: Sahamin Khibradaha Caruurta ee Ciyaaraha Dibada iyo Dabiciiga ee La Xiriira Khataraha iyo Faa'idooyinka. Daabacaad wadajira oo Caruurta & Shabakada Dabciiga iyo Midowga Caalamiga ah ee Komishanka Ilaalinta Dabiiciga (IUCN) ee Waxbarashada iyo Xiriirka (CEC) ee muhiimada ciyaarta caruurta iyo xiriirada dabiiciga.
www.childrenandnature.org/wp-content/uploads/2015/04/CECCNNWorldwideResearch.pdf

Alaabta Deegaanka Waxbarashada Sheybaarka Dugsiga ee Muuqaalka. Qalabka hubinta si kor loogu qaado tixgalinaha deegaanka waxbarashada dibada.
www.virtuallabschool.org/infant-toddler/learning-environments/lesson-3/act/13841

10 Talo oo Kor Loogu Qaadayo Goobtaada Ciyaarta Dibada. Fikradaha Hal-abuurka ee goobta ciyaarta ee Head Start Body Start.
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ten-tips-enhance-outdoor-play-space.pdf

Goob si fiican loo qorsheeyey oo ciyaar dibadeed waxay ku casuumaysaa caruurta ciyaar firfircoon iyo dareen damaanad iskuday ama fursado rabitaan. Caruurtu waxay ka faa'idaysan karaan inta badan khibradaha ciyaarta dibada marka qalabku koritaan ahaan ku haboon yahay da'da ay ku jiraan iyadoo la isticmaalyo goobaha. Deegaanada bannaanka ee barnaamijka waxbarashada hore waa inay siiyaan meel ku filan noocyada kala duwan ee jimicsiga korriin ahaan ku habboon ee isku mar dhaca. Tani waxay leedahay tixgalin muhiim ah iyadoo aanay caruurta oo dhami korin talaabo isku mid ah. Hayashada meel dibada ah oo ku filan, iyo awooda siinaysa shaqooyin kala duwan wakhti isku mid ah, kaas oo awood u leh in caruurtu ay qabtaan shaqooyin jidheed kuwaas oo ay kala kulmayaan labadaba kuwaas oo caqabad ku noqonaya awoodooda koritaan ee hadda. Shuruudahada Tayada ee Asaasiga ah waxay qeexayaan shuruudaha gaarka ah ee looga baahanyahay goobaha ciyaarta ee dibada. Mashruuca waxbarashada hore waa in uu lahaadaa 75 fiit oo labo-laab ah, goob uu isticmaali karo ilmo kastaaba kaas oo heli kara goobta ciyaarta wakhti kasta oo la heli karo. Haddii goobtu ay khusayso mashruuca waxbarashada hore, nidaam kale oo badali kara ayaa la isticmaali karaa. Tusaale ahaan, mashruuc waxaa go'aamin kara in uu kala qaybiyo caruurta kooxo yar-yar oo wareejinaya kooxaha meel dibada ka ah goobta ciyaaraha. Su'aalaha la xiriira walaaca goobta, la xiriira xafiiskaaga gudaha ee laysanka si uu kuu caawiyo ama hel ansixin qorshe kale oo u dhigma

WAC 110-300-0146

Equipment and surfaces in outdoor early learning space

(1) Playground equipment and surfacing used by an early learning provider must comply with applicable CPSC guidelines, as now and hereafter amended including, but not limited to, installing, arranging, designing, constructing, and maintaining outdoor play equipment and surfacing.

(a) Climbing play equipment must not be placed on or above concrete, asphalt, packed soil, lumber, or similar hard surfaces;

(b) The ground under swings and play equipment must be covered by a shock absorbing material (grass alone is not an acceptable) such as:

(i) Pea gravel at least nine inches deep;

(ii) Playground wood chips at least nine inches deep;

(iii) Shredded recycled rubber at least six inches deep; or

(iv) Any material that has a certificate of compliance, label, or documentation stating it meets ASTM standards F1292-13 and F2223-10, as now and hereafter amended.

(2) Permanently anchored outdoor play equipment must not be placed over septic tank areas or drain fields, and must be installed according to the manufacturer's directions.

(3) Handmade playground equipment must be maintained for safety or removed when no longer safe. Prior to construction of new handmade playground equipment, the provider must notify the department and have plans and a materials list available upon request.

(4) Bouncing equipment including, but not limited to, trampolines, rebounders and inflatable equipment must be inaccessible and locked. This requirement does not apply to bounce balls designed to be used by individual children.

Goobaha diba ee waxbarashada dibada, nashqadaha waxyaabo kala duwan iyo khayraadka loo isticmaali karo in lagu caawiyo waxbarashada caruurta iyo koritaankooda. Agabkan waxaa ku jiri kara bixinta goobaha dabiiciga ah iyo agabka, meelaha motoorada lagu ciyaaro iyo khayraadka ku haboon, agabka fuulista iyadoo loo samaynayo meesha ku haboon iyo habayn loogu talagalay alaabtan si ay u kordhiso shaqooyinka caruurta iyo waxbarashada.

Bixiyaha dibada ee waxbarashada hore ee Degmada Mayson waxay la wadaagayaan:

"Erin Kenny waxa uu lahaa xikmad aan inta badan isticmaalo: "ciyaalku gidaarka kama soo boodi karaan hadii aan gidaarka ka fogayno."

"Sadexdii sano ee lasoo dhaafay, Waxaan helay mudnaan inaan ku daawado tan ficil ahaan. Waxaan makhraati ka ahay ilmaha ugu degan in uu noqdo hogaamiyaha kooxda. Ilmaha carqaladeeya fasalka dhowr jeer maalintii barnaamijkeenna lebenka iyo shubka ah ayaa si buuxda u hawlgalay. Xaqiiqdii, ilmahan gaarka ah wuxuu kasoo gudbay inuu yeesho qorshe maarayn akhlaaqeed isagoo baray qayrkii sida laysku-maamulo. Barashadu waxay u dhacdaa si dabiici ah iyadoon qalab ganacsi la helin, deegaanadu way isbedelaan maalin kasta iyagoo sameeya maalin kasta khibrad waxbarasho oo cusub. Caruurteena ayaa ka dhistey dhismayaal waxyaabo dabiici ah oo wali taagan seddex sano kadib. Waxay ku daawadeen dhammaan meertada nolosha kaluunka ee biyaheenna dhexdeeda iyo aqoonta luqadda pre-k waxay kuu sheegi karaan dhammaan wixii ku saabsan kaluunkan. Maalin kasta waxay la kulmaan waaya-aragnimo gacmeed oo ku saabsan deegaankooga dabiiciga ah. Kaliya ma baranayaan midabada iyo tirooyinka sidoo kale waxay ka baranayaan dhirta iyo xayawaanka. Aqoonta neerfuhu waxay sheegtay in aynaan ku xirnayan in aan noqono afar gidaar, waxaan ku xirannahay in aan noqono meel magaalo ah."

Isku-darka walxaha dabiiciga ah, sida geedaha, dhirta baladiga ah, cowska iyo beeraha, ee ku taala dibada goobtaada waxbarashada hore taas oo siinkarta meel nabdoon, kharash ahaana wax ku ool ah isla markaana caruurta ku carinaysa deegaan caruureed. Deegaannada dabiiciga ah ee wax lagu barto ee dibadda waxay ku siin karaan faa'iidooyin badan caafimaadka carruurta iyo koriinkooda, oo ay ku jiraan hal-abuurnimada koradhay, koriinka garashada, nafaqada, dhaqdhaqaaqa jirka iyo hagaajinta is-dhexgalka bulshada. Waxa kale oo jira waxyaabo badan oo naqshadaysan ama qaab-hawleedyo wax ku kordhin kara qiimaha deegaanka waxbarashada dibadda ah, sida cawska isticmaalka badan, muuqaalada biyaha iyo beeraha. Ciyaaraha iyo fursadaha waxbarasho sidoo kale waxay caawisaa waxyaabo dabiici ah oo dabacsan, sida qoryo, dhagaxyo, ulo, qori jajab ah iyo caleemo.

Xarunta bixiyaha waxbarashada hore ee Degmada Thurston waxay la wadaagayaan:

"Waxaanu ogaanay in daryeel caruurta ee ciyaar dibada, dabiici dhiiriyey ay fududahay in lagu daro daryeel caruureed oo kasta ama Barnaaijka Waxbarashda Barbaarinta Caruurta ama dugsiga. Ku darida goob ciyaareed jadwalka dugsiga ee dhamaan caruurta, xataa kuwa sabiga ah, waa macquul. Waxaanu ku bixinaa inta badan maalinteena ciyaaraha dibada waxaananu u abuurnay qaabab dabiiciya caruurtu si ay isku dhexgalaan. Tani waxay noqon kartaa beer, geed, sakad dhisme looxa, bir gaari oo weyn oo lagy ciyaaro, kaabad soo taagan, meel caruurtu fuusho, meelaha la koro ee laga sameeyey jirid, qasad biyood yar ama raso dhoobo kijada ah."

Fadan ogow in marka la siinayo fursadaha waxbarasho ee ku saleysan beerta iyo cuntada koritaanka caruurta daryeelka ku jirta, barnaamijyadu waa in ay raacaan WAC 110-300-0148 (Goobta Barnaamijka Waxbarashada Hore ee Ciyaarta Dibada), iyo 110-300-0196 (Khayraadka cuntada).

Marka loo eego Xarunta Xakameynta iyo Ka Hortaga Xanuunada (CDC), dhaawacyada ugu badan ee goobta waxbarashada hore waxay ka dhacaan meela la foola in ka badan qalab kale oo kasta.[50] Si loo ilaaliyo badqabka caruurta, Heerka Tayada Seesku wuxuu uga baahan yahay qalabka garoonka iyo dhulka inuu buuxiyo Tilmaamaha Badqabka Komishanka Badqabka Alaabta Macmiilka ee Mareykanka (CPSC). CPSC waa hayaad sharci oo fadaraalka tasoo ka shaqeysa ka ilaalinta dadweynaha khataraha aan macquulka ahayn ee dhaawacyada la xiriira alaabaha macmiilka.[51] TTilmaamaha goobaha ciyaaraha dibada, qalabaka iyo dhulka guriga qoyska barnaamijka waxbarashada hore waxa laga helayaa Buuga Badqabka Garoonka CPSC's ee Ciyaaraha Dibada. Tilmaamaha CPSC *ee xarunta iyo barnaamijka waxbarashada hore waxa laga helayaa Buuga Badqabka CPSC ee Garoonka Dadweynaha*. Linkiyada buugaagtan waxa lagu taxay qeybta khayraadka.

Waxa intaasi dheer, Ururka Mareykanka ee Baarista iyo Qalabka (ASTM) Caalamiga ah waa urur sameeya heerar mutadawacnimo ah oo alaabta. Sharci dajiyayaasha dawladu waxay badanka siiyaan heerarkan mutadawacnimada ah dhaqangalinta iyagoo usoo qaadanaaya shuruucda iyo xeerarka.[52] Tusaale noocana waxa laga helayaa Heerarka Tayada Seeska, WAC 110-300-0146 (1)(b)(iv), ee khuseeya qalabka gariirk yareeya ee alaabta ciyaarta.

Qalabka la ansixiyey ee garoonku wuxuu noogayaa inta u badan ee saameyntamarka cunugu kasoo dhaco qalabka ciyaarta ee uu dhulka kusoo dhaco, wuxuuna yareynayaa khatarta dhaawaca madaxa. Qalabka la dhigaayo sagxada dhulku waa inuu buuxiyaa Shuruudaha ASTM Calaamiga ah F1292-13 and F2223-10. Waxaa jira dhowr khiyaar oo loo ansixiyey qalabka ciyaarta garoonka. Qaar qalabka ka mida way dabacsan yihiin, sida cinjirka, qaarna waa dacasado, marmar ama qalab adag. Miiskani wuxuu aqoonsanayaa dhererka ugu badan ee qaabka ciyaarta tirada inches ka ee qalab dabacsan oo gaara.[53]

Miiska 2. Qoto ugu yaraan la cadaadiyey oo leeg dhulka.

Inches	Ee	(Qalabka Dabacsan)	Wuxuu ilaalinaya	Dhicista Dhererka (feet)
6*		Cinjir la jarjaray/dibloo warshadeeyey		10
9		Ciid		4
9		Jay		5
9		Loox dhira (aan ahayn-CCA)		7
9		Loox		10

"Raabar xoogan/oo dib loomeertayn karo oogo dabacsan kaas oo u cadaadismayn sida kuwo kale ee ay isku walaxda yihiin. Si kastaba ha ahaatee, taxadarka waa in la qaataa si loo daryeelo waax joogto ah iyadoo wali barabixintu dhici karto.

Si loo ilaaliyo qotoda loo baahan yahay ee qalabka oogada garoonka (jayda, looxa) ku wareegsan garoonka, kala sareysiin joogto ah waa in lagu sameeyaa qalabka si loo dhigo meel sare qalabka meelaha ciriiriga ah si loo yareeyo lumitaanka qalabka, isku uruurinta qalabka iyo ka hortaga daxalka. Intaasi waxa dheer, xad ku wareegsan goobta ciyaartu wuxuu caawini doonaa balaarinta qalabka dhulka iyo ilaalinta qotoda la cabiray. Qaar ka mida qalabka dhulka ee la helaayo ayaa u baahan rakibaad

50 Xarunta Xakameynta iyo Ka Hortaga Xanuunada, "Dhaawacyada Garoonka: Warqada Xogta," laga helaayo **www.cdc.gov/HomeandRecreationalSafety/Playground-Injuries/playgroundinjuries-factsheet.htm**, markii u danbeysay la cusbooneysiiyey Maarij 29, 2012.

51 Koomishanka Badqabka Alaabta Macmiilka Mareykanka, "Cidaanu Nahay – Waxaanu kuu Qabano," (n.d.), laga helaayo **www.cpsc.gov/Safety-Education/Safety-Guides/General-Information/Who-We-Are---What-We-Do-for-You**, laga soo jaray Juun 25, 2020.

52 ASTM Caalamiya, "Su'aalaha Badanaa La Isweydiiyo," (n.d.), laga helaayo **www.astm.org/FAQ/#test**, retrieved June 25, 2020.

53 Koomishanka Badqabka Alaabta Macmiilka Mareykanka. *Buuga Badqabka Garoonka Ciyaarta.* (Bethesda, MD: Koomishanka Badqabka Alaabta Macmiilka Mareykanka, 2010), 11. Ku diyaara **www.cpsc.gov/s3fs-public/325.pdf**

khibrad leh. Dukumentiga soosaaraha ayaa xaqiijin doona in simitaanku buuxiyey shuruudaha ASTM ee badqabka.

Waxa jira dhowr nooc oo looxa una diyaara iib. Looxyada garoonku waa in loogu talo galay ujeedadan. Waxaa marmar loo yaqaan "looxa la farsameeyey." Looxyada garoonku badanaa waa labo inches ama ka yar kana sameysan yihiin loox kiimiko ahayn. Looxyada jibista kale waxa lagu daweyn karaa kiimiko, noqona karaan dhowr inches ama ka dheer. Markaad dooranaysid looxa jibista, hubi inaad dooratid qalab loogu talo galay dhulka garoonka.

Jayga dhulku qiyaastii waa xajmiga jayga waana dhagaxaan la wareejiyey.

Ka hor intaanad dooran qalabka ilaalinta oogada, tixgali inaad booqatid beeraha deegaanka iyo dugsiyada dhexe si aad u aragtid una barbardhigtid noocyada kala duwan oogada garoonada iyo hababka rakibaada.

Caalamiga ah ee ASTM. Boga websaaytka ee waxsoosaarka ASTM iyo adeegyada iyo go'aanka adeegyada laysla qaatay **www.astm.org**.

Komishanka Xeerarka Laysla qaatay ee Badqabka Isticmaalaha Waxsoosaarka

Buuga Badqabka Goobaha Ciyaaraha ee ka Baxsan Guriga. Waxyaabaha laysla qaatay ee CPSC ee hooyga qoyska kaas oo khuseeya barnaamijka waxbarashada hore.
www.cpsc.gov/s3fs-public/324.pdf

Buuga Badqabka Goobta ciyaaraha dadwaynaha ee CPSC Waxyaabaha laysla qaatay ee CPSC ee xarunta iyo da'ada iskuulka ee barnaamijka waxbarashada hore.
https://www.cpsc.gov/s3fs-public/325.pdf

Bilawga Waxbarashada Dabiiciga ah

Faa'idooyinka ku Xidhan Caruurta oo ay la socdaan waxyaabo Dabiici ah. Waxbarashada Caadiga ah ee bilawga daabacaada waxbarashada dibada ee barashada deegaanada.
https://naturalearning.org/wp-content/uploads/2017/09/Benefits-of-Connecting-Children-with-Nature_InfoSheet.pdf

Qiimo ku darida Ciyaarta Dibada ee Xiliga hore Caruurnimada iyo Barashada Deegaanada. Ururinta tobanka shaqo marka loo eego Bilawga Waxbarashada Dabiiciga ah.
https://naturalearning.org/wp-content/uploads/2017/09/Top-Ten-Activity-Settings_InfoSheet.pdf

Waa muhiim in aad ogaato in qalabka bood booda sida shabaga ciyaalku ku bood bodaan, waxyaabaha ay hawadu ku jirto waa kuwo dhibaato u leh caruurta. Marka loo eego warbixinta ay daabacday CPSC bishii February 2015, Taas oo sheegaysa in qiyaas gaaraysa 113,272 oo dhaawacyo ah ay soo gaareen qaybta gar gaarka deg-deg ah kaas oo uu sababay waxyaabaha lagu ciyaaro intii u dhaxaysay sanadihii 2003-2013. Boqolkiiba lixdan iyo kow oo ah dhaawacyada la qiyaasay intii u dhaxaysay sanadaihii 2011-2013 waxay da'oodu u dhaxaysay 4 ilaa 15 sanadood. Inta ugu badan warbixinaha dhaawacyadu waxay ahaayeen cududaha, oo ay la socdaan dhaawacyada lugaha iyo gacmaha oo markii la xisaabiyay noqday 66%. Nasiib xumo, waxa lasoo wariyay 12 dhimasho ah oo lagu xusay warbixinta CPSC taas oo ku lug leh waxyaabaas lagu ciyaaro kaas oo dhacay sanadihii u dhexeeyay 2003-2013.[54] Shabaga lagu bood boodo imika waa ka labaad ee ugu sababista badan wax soosaarka macaamiisha dhaawacyada la xiriira kuwaas oo ka dhaca meel ka baxsan guriga ee caruurta da'adoodu u dhaxayso 0-4. Caruurta da'adoodu u dhaxayso 5-9, shabaga lagu bood boodo waa waxa sadexaad ee ugu sababista badan waxyaabaha ka dhaca meelaha ka baxsan guriga, marka laga tago baaskiiladaha iyo qalabka goob ciyaarta.[55]

Sababtoo ah tiro koobyadan, Shuruudahada Tayada ee Asaasiga ah waxay xanibaysaa isticmaalka qalabka bood booda ee liisanka ka haysta deegaanada waxbarashada hore. Haddii qalabkani yaalo dhismaha, qalabka waa inuu qufulan yahay oo aysan geli karin carruurta daryeelka ku jirta.

WAC 110-300-0147

Weather conditions and outdoor hazards

(1) An early learning provider must observe weather conditions and other possible hazards to take appropriate action for child health and safety. Conditions that pose a health or safety risk may include, but are not limited to:

(a) Heat in excess of 100 degrees Fahrenheit or pursuant to advice of the local authority;
(b) Cold less than 20 degrees Fahrenheit, or pursuant to advice of the local authority;
(c) Lightning storm, tornado, hurricane, or flooding if there is immediate or likely danger;
(d) Earthquake;
(e) Air quality emergency ordered by a local or state authority on air quality or public health;
(f) Lockdown notification ordered by a public safety authority; and
(g) Other similar incidents.

(2) An early learning provider must dress children for weather conditions during outdoor play time.

54 Koomishanka Badqabka Alaabta Macmiilka Mareykanka. *Tirada Qiyaasta Dhaawacyada iyo Dhimashada la soo sheegay ee la xidhiidha waxyaabaha lagu ciyaaro ee hawadu ku jirto, 2003-2013.* (Bethesda, MD: Koomishanka Badqabka Alaabta Macmiilka Mareykanka, 2015), 10. Waxa Laga heli karaa **www.cpsc.gov/s3fs-public/Inflatable_Amusements_Deaths_and_Injuries_2015.pdf**

55 Caruurta halista ku jirta, "Badqabka Xagaaga: Qaababka Dhaawaca Agabka ee Carruurta," waxa laga heli karaa **https://kidsindanger.org/docs/research/Summer%20Safety%20Report%202018.pdf?_t=1533056288**, published July 2018.

Waxa ku jira faa'idooyin badan khibradaha ciyaarta ee maalinlaha ah ee loogu talagalay carruurta inta lagu jiro dhammaan noocyada cimilada. Sannadkii 2018, cilmi-baadhis ay sameysay Dr. Tanja Sobko oo ka tirsan Jaamacadda Hong Kong ayaa shaaca ka qaaday in carruurta loo aqoonsaday inay xiriir dhow la leeyihiin dabeecadda ay ka isku buuq yar yihin, ka firfircooni yaryihiin, dabeecadda iyo dhibaatooyinka dareenka oo yaraada iyo hagaajinta dhaqanka bulshada.[56] Jawiga guud ahaan dhex dhexaadka ah ee Gobolka Washington awgiis, caruurtu waxay caadi ahaan awoodaan inay ku raaxaystaan faa'iidooyinka ay banaanka u aadaan inay maalin walba ciyaaraan xilli kasta.

Markaad qorsheyneyso jadwalka ciyaarta banaanka tixgeli wakhtiga maalinta, cimilada, heerkulka, iyo xaaladaha harka ama hoosaska. Tusaale ahaan, waqtiga ciyaarta dibedda inta lagu jiro xilliga uu da'ayo roobka galalaha ah ee galbeedka Washington waxay u badan tahay inay u yeerto si ay u xiraan funaanado iyo kabaha roobka halka xagaaga kuleylka bariga Washington uu u baahan doono muraayadaha cad ceeda iyo harka. Hubinta dharka dheeraadka ah kuwaas oo dusha laga xirto ee la heli karo waxay u oggolaaneysaa carruurta inay si raaxo leh uga qayb galaan ciyaarta bannaanka, waxayna buuxisaa baahida carruurtaas u baahan doonta inay beddelaan ka dib markay qoyan yihiin ama wasakhoobeen.

Bixiye waxbarashada hore ee guri qoys oo ku yaal Degmada Pierce ayaa ka warbixisay:

"Waxaan si dhab ah u rumaysanahay in aanay jirin cimilo xumi, kaliya waxa jira dhar xun. Waxaan u xiraynaa dharka dhiidhida dhamaan kuwayga yar-yar. Dharka dhoobadu way wacanyihiin xiliga roobka/maalmaha dhiidhida ee dalalka dhaca Waqooyi galbeed bada Pacific. Suudhadhka, oo loogeeyey kabaha roobka, ha dhex ordaan caruurteena maalmaha roobka. Ciyaart, fadhiga, talaabayn iyo qalalsanaan! Waa deegaan cajiib ku ah ku raaxaysashada cimilada iyo sahaminta (fasalkeena dibada)."

Ciyaarta dibadu waxaa in badan lagu eedaynaayey hargab iyo duray. Xaqiiqatan, dhamaan fayraska waxaa lagu faafiyaa u dhawaanshaha dadka kale. Marka loo eego healthline.com, "jeermiska ayaa kugu keenaya xanuunka, maaha hargabka laftiisa. Waa inaad ku dhawaatid fayrasyada rayno si aad u qaadid hargab. Waxaanad u baahan tahay inaad qaadid fayrasyada durayga."[57] Haddii qoys codsado in cunugoodu joogo gudaha maxaa yeelay ma dareemayo caafimaad, waxaa macquula inuu cunugu aad u xanuusanaayo oo aanu awoodin inuu ka qeybgalo barnaamijka uuna tixgaliyo ka maqnaansho barnaamijka daryeelka ilaa intuu awoodo inuu si buuxda uga qeybqaato dhamaan shaqooyinka.

56 Neuroscience News.com, "Xidhiidhka ka dhexeeya Carruurta iyo Dabeecadda waxay keentaa Iskubuuq yar, aad u tamar badan iyo Dhibaatooyinka Habdhaqanka," waxa laga heli karaa **https://neurosciencenews.com/child-nature-exposure-behavior-10507/**, waxa la daabacay January 11, 2019.

57 Healthline, "Myth Busters: Miyey Cimilada Qabow Kugu Keentaa Xanuun?" laga helaayo **https://www.healthline.com/health/does-cold-weather-make-you-sick#culprits**, last updated Sabteembar 29, 2018.

Bixiyaha waxbarashada hore wuxuu masuul ka yahay qiimeynta xaaladaha cimilada iyo khataraha kale ee dibada iyo talaabo qaadista ku haboon si caruurta badqabkooda loo ilaaliyo. Wakhtiyada, waxa jiri kara xaalado dibadeed oo khatar galin kara caafimaadka ama badqabka cunuga. Aqoonta Mareykanka ee Xanuunada Caruurtu wuxuu sheegayaa in maxaa yeelay jirka caruurtu wuxuu leeyahay qaab iyo jir, cunugu wuxuu u nugul yahay heerarka sare ee heerkulka iyo saameynada caafimaad ee la xiriira marka loo eego dadka waaweyn.[58] Heerkulka ka badan 100 digrii F wuxuu caruurta khatar u galiyaa faalug, muruq xanuun, daal kulayl iyo fuuq bax. Heerkulada ka hooseeya 20 digrii F waxa ka dhalan kara heerkulka oo hoos u dhaca, faro xanuun iyo fuuqbax.

Waxa sidoo kale muhiima in maskaxda lagu hayo in qodobo dheeraad ah saameyn ku yeeshaan xaaladaha guud ee cimilo. Tusaale ahaan, saameynta heerkulka dabaysha ayaa saameeya heerka luminta kulaylka, hadii kalena ka dhigaya 26 digrii qabow. Marka ciyaalku dibada ku ciyaarayaan inta lagu jiro heerkulada daran ee sare iyo hoose, bixiyayaasha waxbarashada hore waa inay ka eegaan caruurta calaamadaha kulaylka iyo walaaca qabowga. Astaamaha kulaylka ama walaaca qabowga waxa kujiri kara, lakiin aan lagu koobin, dawakhaad, yalaalugo, xanaaq, oon, casaan ama jir guduudan, dhidid badan, madax xanuun ama diciif. Hadii astaamahani aan lagu arag caruurta, bixiyaha waxbarashada hore waa inuu qaadaa talaabada ku haboon si loo badbaadiyo caafimaadka iyo badqabka caruurta. Tani waxa ka mid noqon kara geynta caruurta gudaha iyo bilaabista diirinta ama qaboojinta.

Qeyb kaloo muhiima oo ciyaar dibadeed badqabta waa tayada hawada. Heerka wasakhowga hawada waxaa saameeya waxyaabaha sida qiiqa baabuurta, xarumaha warshadaha, shidaalka iyo sigaarka. Dhawaanahan danbe, Gobolka Washington wuxuu waajahay saameynta dabka ka kaca kaymaha oo saameyn ku yeelan kara hawada. Maamulka Qaranka ee Bada iyo Hawada (NOAA) wuxuu sheegayaa "Dabka kaymuhu wuxuu siidaayaa xadi badan oo qashinka kaarboon ah, kaarboonta madow, kaarboonta buniga ah, iyo lakab qiiqa."[59] Hawada wasakhowday waxay saameyn kartaa habdhiska neesashada caafimaadkeena, oo marka loo eego Wakaalada Ilaalinta Deegaanka Mareykanka (EPA), caruurta inta badan way u jilicsan tahay wasakhowga.[60] Xataa inta badan, marka loo eego CDC, 1 intii 12 caruura ayaa leh xiiq oo in ka badan kala badh dhamaan caruurta leh xiiqdu waxa weeraray hal ama in ka badan oo xiiqa 2016.[61] Sababtani, waxa muhiima in la ilaaliyo caruurta iyadoo lagu haynayo gudaha maalmaha marka masuuliyiinta gobolka ama degmadu soo saaraan amarka xaalada degdega ah ee tayada hawada. Waxa sidoo kale muhiima in la xasuusto in qiiqu ku jiri karo labadba hawada gudaha iyo dibada maalmo ka dib marka daybka kaymuhu dhamaado sidaas darteed waxa muhiima in si joogto ah loo baaro tayada hawada deegaanka.[62] Tani waxa loo sameyn karaa iyadoo la booqanaayo **airnow.gov** iyo iyadoo galiyaa goobta.

58 Akadamiga Mareykanka ee Xanuunada Caruurta, "Heerkulada Sare: Kulaylka iyo Qabowga," (n.d.), laga helaayo **www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/Extreme-Temperatures-Heat-and-Cold.aspx**, , retrieved April 23, 2020.

59 Maamulka Qaranka ee Badaha iyo Hawada. *Saameynta Dabka Kaymaha ee Cimilada iyo Tayada Hawada.* Xogta ay uu bixiyey Shaybaadhka Kiimikada Sayniska NOAA, Boulder, Colorado, USA laga helaayo **www.esrl.noaa.gov/csl/factsheets/csdWildfiresFIREX.pdf**

60 Haayada Ilaalinta Deegaanka Mareykanka, "Maamulida Tayada Hawada – Qiimeynta Caafimaadka Binaadamka, Deegaanka iyo Dhaqaalaha," laga helaayo **www.epa.gov/air-quality-management-process/managing-air-quality-human-health-environmental-and-economic**, last updated August 15, 2018.

61 Xarumaha Xakameynta iyo Ka Hortaga Xanuunka, "Xiiqda Caruurta," oo laga helaayo **www.cdc.gov/vitalsigns/pdf/2018-02-vitalsigns.pdf**, published February 2018.

62 Xarumaha Xakameynta iyo Ka Hortaga Xanuunka, "Qiiqa Dabka Kaymaha iyo Caruurta," oo laga helaayo **www.cdc.gov/air/wildfire-smoke/children.htm**, last updated May 29, 2019.

AirNow waxay xog ka bixisaa tayada hawada ee deegaanka iyo sidoo kale gobolka, wadanak iyo aduunka. Kaliya gali furaha sib koodhka sanduuqa baarista si aad u ogaatid tayada hawada deegaanka.
AirNow.gov

Cilmiga Mareykanka ee Xanuunada Caruurta (AAP). Heerkulada Daran: Kulaylka iyo Qabowga
www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/Extreme-Temperatures-Heat-and-Cold.aspx

Haayada Daryeelka Cimilada Caruurta. Qor si aad u fahantid sadaalinta cimilada, daybasha iyo heerka kulaylka.
www.c-uphd.org/documents/wellness/weatherwatch.pdf

Xarumaha Xakameynta iyo Ka-hortagga Xanuunnada (CDC). Talooyinka Ka Hortaga Xanuunada La xiriira Kualylka.
www.cdc.gov/disasters/extremeheat/heattips.html

Adeega Cimilada Wadanka – Waxay dagabo galaan soona sheegaan cimilada daran ee dhamaan Mareykanka
https://www.weather.gov/

Daabacaada EPA: Ka Ilaalinta Caruurta Dabka Kaymaha iyo Qiiqa.
www3.epa.gov/airnow/smoke_fires/protecting-children-from-wildfire-smoke-and-ash.pdf

Ilaalinta Caafimaadka Deegaanka Caruurta. Websaaydka EPA ee Caafimaadka Caruurta ee la xiriira deegaanka.
www.epa.gov/children

Shabakada Ilaalinta Hawada Washington. Websaaydka Waaxda Ilaalinta Tayada Hawada Deegaanka. Hel macluumaad saaadla, gobola cayiman oo khuseeya sida hawadu nadiif ama wasakh u tahay, iyo saamenaha caafimaad ee la xiriira xadiga hawada wasakheysan.
https://fortress.wa.gov/ecy/enviwa/

Waaxda Caafimaadka Gobolka Washington waxay siisay tilmaamta hawada dikhaysan iyo shaqooyinka caruurta dugsiga. Talooyinka shaqada waa la taxay iyadoo lagu saleeyey xaaladaha tayada hawada.
www.doh.wa.gov/Portals/1/Documents/Pubs/334-332.pdf

WAC 110-300-0360 wuxuu sharxayaa wakhtiyada ciyaaraha dibada maalinlaha ah da'ahaan iyo barnaamij ahaanba.

WAC 110-300-0470 waxay uga baahan tahay bixiyaha waxbarashada hore inuu sharxo qorshaha uu kaga jawaabayo xaaladaha degdega ah ee saameyn kara barnaamijka waxbarashada hore qorshaha diyaargarowga xaaladaha degdega.

WAC 110-300-0148

Gardens in outdoor early learning program space

(1) A garden in an early learning program space must:

(a) Have safeguards in place to minimize risk of cross-contamination by animals;

(b) Use soil free from agricultural or industrial contaminants such as lead or arsenic if gardening directly in the ground;

(c) If gardening in raised beds use:

(i) New soil that is labeled "organic" or "safe for children" and was obtained from a gardening supply store or other retail store; or

(ii) Composted soil made from material that is safe according to the Washington State University's extension master gardener composting guidelines; and

(d) Use water that comes from a private well approved by the local health jurisdiction or from a public water system. An early learning provider must make water for gardens inaccessible to children if the provider uses irrigation water.

(2) Garden beds must be made of materials that will not leach chemicals into the soil including, but not limited to, wood treated with chromated copper arsenate, creosote or pentachlorophenol, reclaimed railroad ties, or tires.

(3) Any herbicide or pesticide must be applied pursuant to the product manufacturer's directions. The product must not be applied while children are present. Children must not apply the product, or have access to the garden during the manufacturer's prescribed waiting period following application.

(4) Commonplace toxic plants or plants with poisonous leaves (for example: Tomato, potato, or rhubarb) may be grown in the garden. An early learning provider must actively supervise children who are able to access a garden where commonplace toxic plants or plants with poisonous leaves are growing.

Dhireyntu wuxuu u noqon karaa caruurta waxbarasho xiiso leh. Beerta, waxay caruurtu fursada u helayaan in ay ka shaqeysiiyaan dareenkooda markay sahaminayaan ciida, biyaha iyo dhirta. Waxay waajihi karaan waxay ka dhigan tahay in la nafaqeeyo dhir nool waanay mahadin karaan ama isku dayi karaan cuntooyinka aanay hadii kale dhadhamiyeen. Adeega Warbaahinta Dadweynaha Caruurta (PBS) Ee Waalidku waxay soo sheegaan in hal daraasad muujisay in caruurta ka qeyb qaatay mashaariicda dhiraynta ay ka dhibco sareeyeen guusha sayniska marka la eego kuwa aan ka qayb galin.[63]

63 Nimali Fernando iyo Melanie Potock, "Dhiraynta Caruurta: Siday u Saameyso Maskaxda, Jidhak iyo Nafta Cunugaaga," *Adeega Warbaahinta Dadweynaha* (2016), oo laga helaayo **www.pbs.org/parents/thrive/gardening-with-kids-how-it-affects-your-childs-brain-body-and-soul**

Hadii barnaamijka waxbarashada hore doorto inuu ku daro dhireynta barnaamijkooda, waa inay hubiyaan kormeer haboon markay isticmaalayaan qalabka, alaabta, dhirta iyo ciida. Mid ka mida tixgalinaha ugu waaweyne caafimaad iyo badqab ee caruurta ee la xiriira beeraha wuxuu ku lugleeyahay u banbaxa khatarta kiimikada iyo fadarayaasha. Marka loo eego EPA, fadarayaasha sida lead, arsenic, mercury iyo biraha ee wax yeeli kara koritaanka caafimaad cunuga iyo horumaritaanka.[64] Fadarayeyaashan mararka qaar waxa laga helaa ciida guriga, ama loox la daaweyey si looga hortago burburka. Maqaarka ayaa nuugi kara fadarayaasha ciida, oo caruurtuna waxay qaadan karaan markay ku taabtaan wajigooda iyo afkooda gacmahooda. Bixiyaha waxbarashada hore wuxuu yareeyaa khatarta kiimikada halista ah iyo fadarayaasha marka ciid la ansixiyey la isticmaalo, marka biyaha laga helo ilo la ansixiyey iyo marka bixiyhu doorto xadka beerta iyo baaldiyada ka sameysan laguna daaweeyey kaliya qalab la yaqaan oo badqaba. Talaabooyinkani waxay yareynayaan sumowga iyo khatarta fadarayaashu kusii dayn karaan ciida ama beerta.

Si aad loogu sii hubiyo badqabka caruurta ee beerta, WAC waxay u baahan tahay in biyaha laga helo ceel gaara ama nidaamka biyaha dadweynaha. Biyaha ceelka si dabiiciya ayaa loo shaandheeyey madaamoo ay soo marayaan dhulka. Intaasi waxaa dheer, biyaha ceelka iyo biyaha dadweynaha waxaa lagu ilaalinayaa shuruudaha ilaainta iyo dayactirka si ay buuxiyaan heerarka caafimaad. Qabashada iyo isticmaalka biyaha socdee roobkaama fuusto biyo laga qabtay roobku waxay keenaysaa khatar kiimiko iyo fadarayayaal, sida lead, copper ama qashinka xayawaanka, beerta. Biyahani lagama baarin lagamana sharciyeyn fadarayeyaasha halista sidaas darteedna waa inaan loo isticmaalin beerta. Hadii nidaamka biyo waraabinta la isticmaalo, ilaha biyaha waa inaanay caruurtu galin si looga hortago muquurashada iyo khatarta fadareeyayaasha biyaha.

WAC 110-300-0175 wuxuu sharxayaa shuruudaha badqabka biyaha.

WAC 110-300-0255 wuxuu sii sharxayaa shuruudaha la xiriira isticmaalka cayayaan dilaha.

Baarista ciida iyo macluumaadka iyo khayraadka kale ee la xiriira dhireynta, la xiriir Xafiiska Fidinta Jaamacada Washington State University (WSU). Xagiiska fidinta deegaanka waxa laga heli karaa **https://extension.wsu.edu/locations/**.

64 Waakalada Ilaalinta Deegaanka Mareykanka, "Caws iyo Beer," oo laga helaayo **www.epa.gov/safepestcontrol/lawn-and-garden**, last updated May 27, 2020.

Caagaga, baaldiyada laalada, caagadah abaqaalka ama goobaha beertadayrka leh waa tusaalayaal khiyaarada ku haboon shaqooyinka dhireynta ee barnaamijka waxbarashada hore. Khiyaaradani waxay kordhin karaan xakameynta bixiyaha waxbarashada hore ee deegaanka beertasi loo hubiyo caafimaadka iyo badqabka caruurta. Waxay sidoo kale yareeyaan khatarta fadareynta xayawaanka.

Khatar kale oo weyn waa kiimikada dhireynta ee la xiriirta cayayaan dilayaasha ama kiimikada mararka qaar loo isticmaalo in lagu maamulo cayayaanka ama haramaha. Marka loo eego healthychildren.org, waxa jira daraasado isburinaya oo khuseeya xiriirka ka dhaxeeya kansarka caruurta iyo khatarta cayayaan dilayaasha. Sababtani, cayayaan dile ama kiimikokastawaa in lagu shubaa iyadoo loo eegaayo tilmaamaha soosaaraha iyo marka caruurtu aanay joogin. Healthychildren.org waxay ku talinaysaa isticmaalka hababka xakameynta cayayaanka ee aan kiimiko la isticmaalayn markay macquul tahay.[65]

Birra Chromated Copper Arsenate (CCA) Loo Daweeyey – Macluumaad La Xiriira CCA
www.cpsc.gov/s3fs-public/270_0.pdf

Dhireynta Gobolka Washington. Boga dhireynta barnaamijka WSU.
http://gardening.wsu.edu/home/

Beer Saladh! Qorshaha Barbaarinta oo Diyaari Cuntadooda. A NAEYC qodob tilmaamaya shaqada caruurta ee beerista cuntadooda.
www.naeyc.org/resources/pubs/tyc/apr2013/grow-a-salad

KidsGardening.org. Ururka caawiya fursadaha caruurta si ay ugu ciyaaraan uguna bartaan beerta, iyadoo la siinaayo dhiirigalin, caawimo iyo taageero macalimiin iyo qoysas.
https://kidsgardening.org/garden-ideas-kids-parents-teachers/

Xarunta Qaranka ee Sunta Hantida, Xakameynta Sunta. Tixida dhirta sunta ah iyo ta aan sunta ahayn.
https://www.poison.org/articles/plant

65 Akademiga Mareykanka ee Xanuunada Caruurta, "Ka Ilaalinta Caruurta Cayayaan Dilayaasha: Macluumaadka Waalidka," *healthychildren.org*, last updated (2020), available at **www.healthychildren.org/English/safety-prevention/all-around/Pages/Protecting-Children-from-Pesticides-Information-for-Parents.aspx**

Shaqooyinka

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.

(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). 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.

Caruurtu si joogto ah ayey wax uga bartaan dadka iyo qalabka deegaanka. Barnaamijka waxbarashada hore, qalabka yaalaa waa wada cunugu ku barto waxyaabaha sida sababta iyo saameynta isdhexgalka bulshada, iyo aduunka ku xeeran. Marka loo eego cilmi baaris uu sameeyey Machadka Tiknoolajiyada Massachusetts Institute of Techonology, marka caruurta ku ciyaarto qalabka, waxay bartaan astaamaha duleed ee qalabka iyo waxa qalabku ka qaban karo aduunka; tusaale, sida shayga loo laalaabi, nidaamin ama saari karo.[66] Qalabka caruurta la siiyo wuxuu awood u leeyahay inuu badelo ciyaartooda uuna siiyo fursado iyagu ula sameysan karaan xiriiro naftooda, dadka kale iyo deegaanka. Waxa muhiima, sidaas darteed, in la hubiyo qalabku inuu yahay amaan, mid xiiso leh, kala duwan, nidaamsan oo si degan loo soo xushay si oo u caawiyo hadafka waxbarashada.

66 Louisa Penfold, "Qalabka Ku Haboon Hal-abuurka Waxbarashada Caruurta," *Wargeys Nashqadeyn iy Saynis* (2019), laga helaayo **https://jods.mitpress.mit.edu/pub/bwp6cysy/release/1**

Intaasi waxa dheer, qalabka iyo shaqooyinku waxay khibrad siin karaan caruurta si ay u ogaadaan isteelo nolol qoys oo kala duwan, dhaqamo ama nidaamyo dhaqan. Isticmaalka baanbolada isirka iyo jinsiga kala duwan, buugta, sawirada, ciyaaraha, muusiga iyo qalabka kale ee dhaqan ahaan loo doortay waxay saameeyaan koritaanka cunuga.[67] Caruurtu waxay ka warhelayaan mahadinayaana aragtiyaha iyo dhaqamada kala duwan ee barashada hore.

Tusaalayaasha qaar kala duwaanshaha ku daraya deegaanka, shaqooyinka iyo manhajka waxa ka mida:

- Ugu adeegista cuntooyin kala duwan oo ka turjumaya caruurta daryeelka ku jirta iyo dhaqamada deegaanadooda. Usoo bandhigista caruurta cuntooyinka iyo dhaqamada aanay barteen waa fursad cajiiba oo lagu baraayo laguna tusaayo dhaqamada iyo cadooyinka kale. Tani waxa lagu fidin karaa iyadoo lagu mashquulinayo caruurta kawada sheekaysuga cuntooyinka kala duwan laguna casuumaayo qoyska cunuga maalinta qoyska halkaasoo waalidka iyo masuuliyiintu ay sidoo kale fursad u helayaan inay la bartaan caruurtooda. U dirista tilmaamaha guriga khibradan ama liiska muusiga waxay kordhin karaan wada sheekaysga guriga ee dhaqamada kala duwan.
- La samee buug caruurta ay ku jiraan luuqadaha iyo sawirada caruurta daryeelka ku jirta, ama dhaqamada kala duwan ee aduunka ku xeeran. Bixiyayaasha waxbarashada hore waxay sameeyaan buugta tirinta oo ku qoran Ingiriis, Soomaali iyo Isbaanish oo ay ku jiraan barashada kalmadaha, salaamaha iyo sawirada caawinaya xirfadaha luuqada iyo dhaqanka waxbarashada. Oo ay ku jiraan luuqada caanka ah, sawirada iyo qeybaha waregysyada ay caruurtu inta badan ku isticmaalaan luuqada gurigooda kana caawisa ku darista. Oo ya ku jiraan luuqado kala duwan, sawiro iyo dhaqamo qeybaha kale ee aduunku waxay kobcisaa feejignaanta cunuga ee kala duwanaanshaha gaarka ah ee aduunka iyo bulshadooda inta ka baxsan.
- Goobta ciyaaraha riwaayadaha, oo ay ku jiraan ku labisashada farshaxano kala duwan, isteelo ama dhar dhaqan oo dadyowga kale ah. Ku ciyaarista muusiga qeybaha kala duwan ee aduunka si caruurtu u waajahi karaan qeybo iyo codad kala duwan sahamintooda iyo barashadooda.
- Qalabka farshaxanku waa inuu si fiican u matalayaa midabada kala duwan ee dhismaha warqada, rinjiga, qalin beensalka iyo dhoobada si loo muujiyo maqaaro kala duwan. Codbixin uga samee caruurta fikradaha waxa maqan adoo weydiinaya nooca farsahxanka iyo qalabka gacanta lagu sameeyey (iyo midabada) aanu barnaamijku lahayn, ama lagu dari lahaa. La shaqee si aad u sameysid hal xidhaale guri adoo isticmaalaya sanduuqyo iyo sawiro laga keenay qoyskooda si dhamaan dhaqamada iyo caadooyinka looga helo.

67 Larissa Gaias, Diana Gal, Tashia Abry, Michelle Taylor iyo Kristen Granger, "Kala Duwanaanshaha Barbaarinta: Xanibaadaha Asxaabta Kala Isirka iyo Jinsiga ah," Joornaalka Cilmi-nafsiga Korniinka 59 (2018): 5-15, laga helaayo **www.sciencedirect.com/science/article/pii/S0193397317302411**

Maxaan sameyn karaa si aan fasalkayga uga dhigo mid kala duwan?
www.pre-kpages.com/multicultural/

Tilmaamta Doorashada Buugat Caruurta ee ka Dhanka ah Takoorka
https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/

Abuurista Deegaanka Daryeel Cunug oo Kala duwan Dhaqan ahaan
www.teachingforchange.org/wp-content/uploads/2012/08/ec_creatingaculturallydiverse_english.pdf

"Way Adag Tahay Inaad Noqotid Waxaanad Arkayn." Sidaas darteed, akhri wax badan.
www.learning-next.com/2018/09/its-hard-to-be-what-you-cant-see-so.html

Sababo badqab awgeed, barnaamijka waxbarashada hore waa inuu hubiyaa in qalabka goobta waxbarashada aan laga helin liiska alaabta ay dib ula noqdeen Komishanka Badqabka Alaabta Macmiilka (CPSC). Dib ula noqosho CPSC waxa soo saarta dawlada marka shay la go'aamiyey inuu xun yahay ama khatar keenayo. Bixiyaha waxbarashada hore wuxuu booqan karaa **www.cpsc.gov/Recalls** si uu wax badan uga ogaado hadii dib ula noqosho loo soo saaray shay gaara. Shay laga helay liiska CPSC alaab ay la noqotay waa in laga saaraa goobta barnaamijka waxbarashada hore. Hadii ogeysiis dib ula noqosho CPSC uu bixiyo xal badqab khatarta shayga, shayga waxa lagusoo celin karaa goobta barnaamijka waxbarashadahore marka shayga xal laga gaaray.

Ogos 15, 2012, CPSC waxay usoo saartay ogeysiis dib ula noqosho (**www.cpsc.gov/Recalls/2012/Baby-Seats-Recalled-for-Repair-by-Bumbo-International-Due-to-Fall-Hazard**) Kursiga Caruurta Bumbo Baby Seat kasoo sheegaya:

Khatarta: Caruurtu ka bixi ama dhici karaan Kursiga Bumbo, tasoo keenaysa khatar dhaawac daran.

Xal: Macaamiishu waa in ay si degdega u joojiyaan isticmaalka shayga ilaa iyo ay dalbadaan oo ay rakibtaan qeyb dayac tiran oo bilaasha, oo ay ku jiraan: suun xadidaada oo leh dhinac diiran, tilmaamo rakiibaad, tilmaamo isticmaalka amni iyo warqad cusub oo digniina. Suunka waxa marwalba loo isticmaali doonaa marka cunuga lagu fadhiisiyo kursiga. Xataa suunka, kursiga looma isticmaali karo meel kor usoo taagan. Macaamiishu waa in ay u joojiyaan degdeg isticmaalka kursiga Bumbo oo saameynaya rakibaadaiyo isticmaalka suunka. Muuqaal tilmaamaya isticmaalka saxda ah ee suunka xadidan iyo isticmaalka saxda ah ee kursiga Bumbo waxa laga helayaa **www.BumboUSA.com**.

Talaabo kale oo asaasiya waa in la hubiyo in qalabka ku jira deegaanka waxbarashada hore badqabaan waa in la hubiyo inay nadiif yihiin oo xaalad dayactirnaan ku jiraan. Jadwal joogto ah oo nadiifinta iyo daahirinta baanbolada, iyo sidoo kale jadwan joogto ah oo ka baarista dilaacyada, daloolada iyo dhaacayada kale ah, wuxuu yareynayaa fursadaha gudbinta jeermiska iyo dhaawaca.

WAC 110-300-0241 (1)(g)(i-iii) wuxuu sharxayaa shuruudaha nadiifinta iyo daahirinta baanboloda.

Barashada waxaa ku jira sahaminta dareenka, sidaas darteed qalabku waa aanu lahayn sun. Caruurtu waxay sahamin doonaa midabada, farsahxanka, qaababka, urta iyo codadka iyagoo taabanaya, dhaqaaqaya, isku badelaya, hambariirsi iyo mararka qaar dhadhaminta waxyaabaha iyo qalabka deegaankooda. Tani waa sababta qalabka lasoo mushqadeeyey ee lagu isticmaalo barnaamijka waxbarashada hore ay tahay in lagu qoro "bilaa sun" una buuxiyo shuruudaha ASTM.[68] (ASTM) Caalamiga ah waa urur sameeya heerar mutadawacnimo ah oo alaabta. WAC 110-300-0150 (1)(e) wuxuu u baahan yahay in qalabka farsahxanku buuxiyo shuruudaha ay dajisay ASTM D-4236 (**www.astm.org/Standards/D4236.htm**). Qalabka farshaxanka ee caruurtu ka heli karto barnaaijka waxbarashada hore loogama baahna in lagu kaydiyo bushqada hore ee lagu qoray marka bixiyaha waxbarashada hore xaqiijiyo in shaygu buuxiyey shuruuda.

Badqabka caruurta ee da'da isku jirta ee waxbarashad ahore, daryeelka waa in la sameeya si loo hubiyo in qalabka caruurta ee waxbarashadu ku haboon yahay dhamaan caruurta heli doonta iyaga. Qalabka qaar ayaa ku haboon caruurta waaweyn ee daryeelka ku jira waxay khatar galin karaa kuwa yaryar. Marka la iibsanaayo qalabka, hubi inaad hubisid soosaaruhu inuu ugu talo galay shayga da'da caruurta isticmaalaysa. Intaasi waxa dheer, bixiyayaasha waxbarashada hore caruurta way ilaaliyan iyafoo si degan u kaydinaya una dhigaya qalabka khatarta meel aan caruurta yaryar gaari karin.

Da'daha isku jira waxbarashada hore, iyo sidoo kale deegaanka caruurta la da'da ah, waxa muhiima in la aqoonsado in cunugkastaaba horumariyo xawaarihiisa. Siinta qalab kala duwan waxay u saamaxaysaa cunuga inuu ku mashquulo heerka xirfadiisa. Hubinta qalabka la heli karo wuxuu siinaay awoodo kala duwan oo muhiim u ah caawinta waxbarashada kooxda iyo sidoo kale cunuga. Ku darista qalabka qaar u fudud isticmaalka iyo sahaminta, oo ay la socdaan qaar adag ama sare, baahiyaha caruurta ee marxalado koritaan oo kala duwan ayaa la buuxin karaa. Waxay sidoo kale u ogolaanaysaa cunuga inuu ku guulaysto heer koritaan oo cusub marka wakhtiga ku haboonaado iyaga.

Qalabka meelaha qoritanka waxa ku jiri kara qaababka, waraaqaha ama kalmadaha lagu raadraaci karo farta ama ul, iyo sidoo kale qalabka qoritaanka iyo warqada in cunugu isku dayo qorista qaabka, warqada ama kalmadaha. Goobta waxa kale oo ku jiri kara midab culus oo u saamaxay cunuga inuu noqdo mid xakameeya sawirkiisa, iyo sidoo kale qalin beensal iyo warqad u saamaxaysa ardeyda sare fursada sameynta xakameyn wanaagsan.

68 ASTM Caalamiya, "Su'aalaha Badanaa La Isweydiiyo," (n.d.), laga helaayo **www.astm.org/FAQ/#test**, retrieved June 25, 2020.

Qalabka waxa kale oo lagu badeli karaa ama hagaajin karaa si loo buuxiyo baahiyaha cunuga. Tusaale, barnaamijka waxbarashada hore wuxuu badeli karaa sakado isagoo ku dhajinaya kaawiyad, si sakaduhu iskugu xirnaadaan si fudud. Barnaamijku wuxuu sidoo kale bixin karaa laydhadh aan sameyn cod badan marka taawarada sakadu dhacaan, ama la badelo si loola tacaalo burushka riniga si si fudud loogu qabto.

Marka caruurtu si madax banaan ugu mashquuli karaan qalabka deegaanka, waxay ciyaari karaan sameyna karaan wakhti, sahamin karaan meelaha daneynta xalina karaan dhibaatooyinka iyo xirfadaha isxakameynta. Ciyaarta madaxbanaan waxay dhisi kartaa isqancinta cunuga iyo dareenka awoodiisa. Intaasi waxa dheer, maka deegaanka waxbarashada hore lagu daro fursadahan caruurtu si au gu ciyaaraan si madax banaan, bixiyayaasha waxbarashada hore waxay heli karaan wakhti badan oo ay kula shaqeeyaan kooxo kooban ama si madax banaan caruurta kale.

Helitaanka qalabka waxbarashada deegaanka waxbarashada hore waxay saameyn kartaa waxbarashada cunuga, iyo sidoo kale shaqadooda iyo dhaqankooda. Hubinta tiyo ku filan iyo qalab kala duwan waxay siinaysaa caruurta khiyaarada ay ku tijaabin karaan kuna sahamin karaan marka loo eegoo xiisahooda iyo rabitaankooda. Cilmi baaris ay sameeyeen Ururka Xanuunada Caruurta Mareykanka ayaa soo jeedinaysa ciyaar xora in ay yareyn karti walaaca caruurta maxaa yeelay farxada la wadaago, xidhiidhka la wadaago iyo is dhexgalka u adeegista iyo soo noqoshada inta lagu jiro ciyaartu waxay xakameysaa jawaabta walaaca jidhka. Ciyaartan firfircoon ee xorta ah waxay dhic kartaa inta lagu jiro labadaba ciyaarta jidhak iyo degan.[69]

Qalabka kor u qaadaya fikirka iyo hal-abuurku waa qeyb muhiima in uu yeesho deegaanka waxbarashada hore. Marka caruurta loo oglaado inay ku mashquulaan ciyaar fikirleh, waxay sameysan karaan aduunkooda. Waxa sii muhiima, ciyaar fikirka leh waxay kor u qaadaa xirfadaha isxakameynta cunuga.[70] Cilmi baaristu waxay sooo jeedisay nooca ciyaartani in ay si taban u saadaaliso awooda caruurtu in ay jeediso dareenkooda, sameyso dhaqdhaqaaqyo iyo xalin dhibaato iyagoo isticmaalaya fikrado kala duwan iyo nidaamyo muhiimu ah diyaar ahaanshaha iyo guusha mustaqbal waxbarasho.[71]

Sanadaha waxbarashada hore waa wakhti muhiim u ah horumarinta luuqada iyo akhrinta iyo qorista. Caruurta yaryar ee yeesha feejignaan iyo xiisayn luuqad iyo suugaan aad ayey suurto gal ugu tahay inay dugsiga ku bilaabaan xirfado akhrin iyo qoraal fiican.[72] Natiijadaasi awgeed, isku darka qalabka iyo shaqooyinka kor u qaadaya labadaba horumarka luuqada iyo xirfadaha akhrinta iyo qoristu waa u muhiim deegaanka waxbarashada hore. Xarumaha qorista, buugta, boodhadhka, calaamadaha iyo muunada waa qaar ka mida tusaalayaasha qalabka caawin kara kor u qaadista xirfadahan. Bixiyayaasha waxbarashada hore waxay ku mashquulin karaan caruurta luuqada iyo khibradaha akhrinta iyo qorista iyagoo si degan ugu daraaya waxyaabaha sida kuwan deegaanka waxbarashada. Intaasi waxa dheer, NAEYC waxay ku talinaysaa in caruurtu sameyso akhrin iyo qoris ciyaar weheliso, maktabadaha dhexdooda, xarumaha qorista iyo ciyaaraha riwaayadaha.[73]

69 Michael Yogman, Andrew Garner, Jeffrey Hutchinson, Kathy Hirsh-Pasek, iyo Roberta Michnick Golinkoff, "Awooda Ciyaarta: Doorka Dhakhtarka Caruurta ee Kor u Qaadista Koritaanka Caruurta Yaryar," *American Academy of Pediatrics* 142 (3) 1-16 (2018), laga helaayo **https://pediatrics.aappublications.org/content/pediatrics/142/3/e20182058.full.pdf**

70 Signe Juhl Moller, "Ciyaarta, fikirka, iyo hal-abuurka baanbolad: Nidaam dhaqan-taariikheed," *Cilmi baaris caalamiya oo ku aadan Waxbarashada Caruurta* 7 (2) (2016): 111-128, laga helaayo **https://files.eric.ed.gov/fulltext/EJ1138772.pdf**

71 Sharyn Beth Matthews, "Xiriirka Is Xakameynta, Ciyaarta Riwaayada, iyo U Diyaargarowga Barbaarinta," *Cilmibaaris, Northeastern University* (2008), laga helaayo **https://repository.library.northeastern.edu/files/neu:987/fulltext.pdf**

72 Daryeelka Caruurta & Cilmibaarista Xiriirka Waxbarashada Barbaarinta," Kor u Qaadista Luuqada iyo Akhrinta iyo Qorista Barbaarinta Caruurta iyo Deegaanka Waxbarashada," la Daabacay Abril 2004.

73 Kathleen Paciga, Jessica Hoffman, iyo William Teale, "Gudida Qaran ee Akhrinta iyo Qorista iyo Tilmaamaha Barbaarinta: Nalka Cagaaran, Nagalka Taxadirka, iyo Nalka Guduudan," *YC Caruurta Yaryar 66 (6) (2011): 50-57, laga helaayo* **www.jstor.org/stable/42731100?seq=1**

Xisaabta iyo qalabka lambadaradu sidoo kale waa u muhiim deegaanka waxabrashada hore. Horumarinta fahamka xisaabta iyo xirfaduhu waxay bilaabaan wakhtiga caruurtu dhalato, markay bilaabaan dhisida fikradaha khuseeya xisaabta ee jadwalada maalinlaha ah, khibradaha iyo isdhexgalka dadka waaweyn.[74] Xisaabta iyo qalabka lambaradu waa kuwa dhiirigaliya sahaminta fahamka sida xisaabinta, cabirida, jiibka, iyo dhisida. Cilmi baarisay ay sameysay Jaamacada Vanderbilty University ayaa dejisay iyadoon u eegayn khibradaha caruurnimada hore, dhamaan caruurtu in ay ka faaidaan xisaabta sare.[75] Bixiyayaasha waxbarashada hore waxay ka qayb qaadan karaan horumarintan iyagoo qaadanaya qalabka iyo shaqooyinka kor u qaadaya xisaabta iyo tirada, in la hubiyo shaqada iyo caawimada cunuga ku ciyaara.

Halkan waxa tusaaleyaala qaar ka mida waxyaabaha bixiyaha waxbarashada hore ay ku dari karto goobta waxbarashada hore si kor loogu qaado sahaminta iyo horumarinta tirada:

- Qalabka la daabacay sida jaayidada, wargeysyada, calaamadaha iyo xayeysiisyada ka kooban tirada, calaamadaha iyo jaantusyada.
- Waxyaabaha tirada ku qoran tahay, sida kaalkoleetarada, tilifoonada, iyo laadhuda.
- Waxyaabah lagu qurxiyey dabiiciga sida daboolka ama caleemaha.
- Astaamaha ciyaal isku keeni karaan sida kaadhadhka leh tusbaxyada iyo xariga, ama astaamo gaara.
- Waxyaabaha labolabada ah ee hal dhinac iskaga midka ah sida looxyada lagu ciyaaro ama kartoonada beedka oo kale ah.
- Maalin kasta waxyaabaha isku haboon ee caruurtu isku badbadeli karto kalana saari karto, sida baaldiyada kaydinta ee leh furfurarka, ama lagu giijiyey daboolo sida badhano ama madax ama waxyaabaha wax geejiya.

Tusaale ku daris tiro barnaamijka waxbarashadu hore wuxuu noqon karaa in bixiyayaashu abuuri karan qalabka tirinta ee caruurta iyagoo u saamaxaya in ay soo ururiyaan qalab kala duwan oo xiise galiya oo ay ku dajiyaan deegaano ay ku tiri karaan kuna kala sooci karaan. Xaruurta barbaarinta ku jirta, waxay kordhin karaan ururintooda taaso u saamixi karta in ay tiriyaan 10, 20 iyo wixii ka badan. Uurintoodu waxay noqn kartaa waxyaabaha lagu daray waxbarashada, sida daasadaha cinabka, ulaha iyo waxyaabaha kale ee dabciiga la xiriira. Caruurta sabiga ah iyo socod baradka, bixiyayaasha waxbarashada hore waxay dooni in ay siiyaan qalab caruurtu kala soocdo oo tiriso oo aan khatar galineyn. Si ay uga caawiso kala soocida alaaba socod baradka, bixiyayaasha waxbarashada hore waxay tirin karaan una ogolaan karaan in cunugu dhigo ashyaada baaldiga dhexdiisa ama tashgiga. Tani waxay siinaysaa fursad weyn oo lagu barayo kalmadaha sida “yar” ama “badan” intaa waxa dheer isticmaalida tirada si la isku barbardhigo wadarta. Caruurta sabiga ah, bixiyayaasha waxbarashada hore waxay ka shaqayn karaan xisaabta iyo tirada iyagoo kor u tiranaaya oo siinaaya fikrado muuqaal iyagoo qabanaaya faraha intay sidoo kale ukala soocayaan ashyada waxyaabo kala duwan.[76]

74 Jan Greenberg, “More, All Gone, Empty, Full: Math Talk Every Day in Every Way,” YC *Caruurta Yaryar* 67 (3) (2012): 62-64, laga helaayo **www.jstor.org/stable/42731176?seq=1**

75 Amy Claessens, Mimi Engel and F. Chris Curran, “Nuxurka Akdemiga, Waxbarashada Ardeyga iyo Saameynta Joogtada ah ee Barbaarinta,” *Wargeyska Cilmi Baarista Waxbarashada* 51 (2) (2014): 403-434, laga helaayo **www.jstor.org/stable/24546692?seq=1**

76 Circle Time Magazine, “Ururinta Tirada,” 1 (n.d.): 7, oo laga helaayo **https://online.flowpaper.com/7411070b/CircleTimeMagazineEp1/**, retrieved July 15, 2020.

Shaqooyinka la Qabsiga & Qalabka Caruurta Yaryar ee Naafada ah. Caawimada Farsamo Daabacaada Barbaarinta Hore oo wadata tusaalayaal la qabsai qalabka caanka ah. **https://tats.ucf.edu/wp-content/uploads/sites/9/2018/05/adaptingactivitiesand_materialsec-1.pdf**

Tilmaamta Qalabka Farshaxanka Ganacsi. Goobta shabakada Websaaydka CPSC wuxuu siinayaa tilmaam ganacsi oo la xiriirta qalabka farshaxank ee loogu talo galay ama loo diyaariyey marka hore caruurta 12 sano jirka ah ama ka yar. **www.cpsc.gov/Business--Manufacturing/Business-Education/Business-Guidance/Art-Materials**

Machadka Hal-abuurka iyo Qalabka Farshaxanka. Siinta tilmaam badqab oo ku aadan qalabka farshaxanka caruurta. **https://acmiart.org/index.php/art-material-safety/safety-tips-what-you-need-to-know**

Shaqooyinka isdhexgalka iyo Degaanka. Xafiiska Sare waxa uu bilaabay, Waxbarashada Hore ee Caruurta iyo bog Xarun Waxbarasho kaas oo siinaya muuqaalo soconaya 15 daqiiqo oo ah horumar cilmiyaysan, kaas oo awooda saaraya hawlaha isdhexgalka iyo deegaanka. **https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments**

Deegaanka: Alaabooyinka. Boga Iskuulka Lab-ka ee xaga internetka ah kaas oo siinaya tilmaamo si uu u dooranlahaa alaabaha iyadoo lagu salaynayo waxyaabo la xidhiidha dhaqan, waxyaabaha caruurtu xiiseeyaan, kala duwanaanshaha iyo hadafyada waxbarasho. **www.virtuallabschool.org/preschool/learning-environments/lesson-4**

Magaasiinka Circle Time. Bilaw waxbarashada horumarinta cilmiyaysan taxanaha websaaytka ee barayaasha hore ee caruurnimada. Mawduucyada la xidhiidha la shaqeynta carruurta yaryar ayaa laga wada hadlay oo ay ku jiraan talooyin iyo khibrad la xidhiidha qalabka iyo waxqabadyada. **https://cultivatelearning.uw.edu/circle-time-magazine-episodes/**

Samayn Micno leh. Taxane goobta shabakada websaayt kaas oo ka yimid Waxbarashada hore taas oo awooda saaraysa badalaada barashada hore ee deegaanka. Qayb kasta waxay iftiimisaa horumarin fudud taas oo ay fududahay in la sameeyo. **http://cultivatelearning.uw.edu/meaningfulmakeover/**

Liiska Dib u xasuusinta. Mareegta CPSC ee soo celinta waxyaabaha ay dawladu bixisay. **www.cpsc.gov/Recalls**

Awoodda Ciyaarta: Doorka Carruurta ee Kobcinta Horumarinta Carruurta Yar-yar. Maqaalka Joornaal Rasmi ah oo ka tirsan Akadeemiyada Cudurrada Caruurta ee Mareykanka kaas oo ku saabsan muhiimada ciyaarta. **https://pediatrics.aappublications.org/content/142/3/e20182058**

WAC 110-300-0155

Use of television, video, and computers

If an early learning provider offers screen time to children in care:

(1) The screen time available for each child:

(a) Must be educational, developmentally and age appropriate, nonviolent, and culturally sensitive; and

(b) Should be interactive with staff.

(2) Children must not be required to participate in screen time activities. Alternative activities must be provided to children in care when screen time is offered.

(3) Screen time must not occur during scheduled meals or snacks.

(4) Total screen time must not exceed two and one-half hours per week for each child over twenty-four months of age through preschool in full-day care (one and one-quarter hours per child in half-day care).

(5) For school-age children, screen time must be limited to two and one-half hours per week for each child unless computer use is required for homework or a part of curriculum.

(6) There must not be intentional screen time for children under twenty-four months of age. An infant or toddler must be redirected from an area where screen time is displayed.

Farsama tiknoolajiyada iyo shaashaduhu waxay noqdeen kuwoo aad usoo kordhaya dhaqanka wakhti xaadirkan iyo nolosha caruurta. Halka barnaamijka liisanka haysta ee waxbarashada hore uu haysto khiyaar ay ku jiraan shaashado kuwaas oo ka mid ah waxyaabaha ku jira manhajkooga waxbarasho, waa waajib. Wakhtiga shaashada waxa lagu qeexaa daaawashada, iyadoo la isticmaalayo ama la daawanayo telefishan, combuyuutar, giimamka muuqalka ah, muuqaal ama cajalado DVD ah, alaadaha lagu wada xidhiidho ee moobilada, ama waxyaabo kale oo la mid ah. Caawimada ugu wanaagsan ee horumarinta caruurta, wakhtiga shaashada waa in loo isticmaalo si ujeedo ku jirto iyadoo loo adeegsanayo agab waxbarasho. Marka la isticmaalayo hab fikir ahaan iyo koriin ahaanba ku haboon, tiknoolajiadu way caawin kartaa waxbarashada caruurta, gaar ahaan marka bixiyaasha waxbarashada hore ay ka ciyaaraan door muhiim ah isticmaalkooda.

Wakhtiga badan ee isticmaalka shaashada wuxuu muujinayaa waxaan wanaagasanayn ama saamayn xun oo caruurta ah. Marka loo eego Daawaynta Mayo, in wakhti badan lagu qaato shaashada horteeda waxa lala xidhiidhiyaa buurnida, jadwalka hurdada oo aan joogto noqon, wakhti yar oo la seexdo, dhibaatooyin dabeecada ah, lumitaan xirfadaha bulshada, rabash, iyo wakhti yar oo ciyaar ah.[77] Iyadoo sababtaas ay jirto, marka wakhtiga shaashada ay ku jirto manhajka waxbarashada hore, bixiyaasha waxbarashada hore iyagaa ka masuul ah in ay hubiyaan wakhtigu kaliya in uuna ahayn uun waxbarasho lakin sidoo kale uu ku xadidan yahay ugu badnaan 2.5 saacadood todobaadkii caruurta da'oodu tahay 2 sano iyo wixii ka wayn, marka barnaamijku yahay maalinta oo dhan. Caruurta da'da iskuulka, wakhtiga loo baahanayhay in ay ku dhamaystiraan shaqada guriga ama manhajka waxbarasho luma tirin karo ugu badnaan 2.5 saacadood ugu badnaan. Wada sheekaysi maqal iyo muuqaal ah oo ay la qaataan qoysaskooda iyo tiknoolajiyad caawinaysa looma xisaabin karo 2.5 saacadood.

Bixiyaasha waxbarashada hore waa in ay hubiyaan in caruurta da'doodu ka yartahay 2 sano aan loosoo bandhigi karin wakhti shaashad oo kutala gal ah. Caruurtan yar-yar, wakhtiga shaashada micno badan uma samaynayo oo waxa ay cilmibaadhisyana muujinayaan in ay dhibaato ku noqon karto koriinkooda. Cilmi baadhisahan waxay ogaadeen in ilmaha yar ee daawada inbadan telefishan uu bandhiganayhay in uu ku dhaco, in uu ku liito xaga luuqada, dareenka iyo shaqooyinka fulineed inta ilmuhu koroyo.[78] marka loo eego cilmibaadhis uu daabacay wargayska ka hadla koriinka caruurta yar-yar iyo dabeecadahooda, ilma yar oo 18 bilood jira kaas oo u bandhigan 30 daqiiqo oo uu ka daawado aalada moobilka baraha bulshada sida moobilada casriga ah, kuwaas oo la xiriira 2.3 jeer khatarta sii

77 Daawaynta Mayo, "Wakhtiga shaashada iyo Caruurta," waxa laga heli karaa **www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/screen-time/art-20047952**, waxa la daabacay June 20, 2019.

78 Katherine Hanson, "Saamaynta Bandhiga Saxaafada hore ay ku leedahay Koriinka Ilmaha iyo waxbarashadiisa," *Doctoral Dissertation, University of Massachusetts* (2017), Waxa laga heli karaa **https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1961&context=dissertations_2**

kordhaysa ee ay waalidku soo warinayaan taas oo sharaxaysa hadalka oo ay la daahaan.[79] Ilaa iyo xiligii xadi muraayado ah way adkaan kartaa koriinka caruurtu, waa muhiim in la isticmaalo wakhti shaashad oo taxadarkiisa leh. Sababtaas awgeed, hadii muraayadaha loo isticmaalo barnaamijka barashada hore, caruurta yar-yar ama kuwo raad qaadka ah waa in loo agaasimaaa meelo kale.

Marka wakhtiga shaashada la isticmaalo barnaaminka waxbarashada hore, bixiyaha waxbarashada hore waa in uu kordhiyaaa qiimihiisa marka wakhtiga shaashada lasoo jeedinayo hab ay la shaqaynkaraan shaqaaluhuna. Sida qalabyada kale ee waxbarasho ee deegaanka, bixiyaha waxbarashadda hore wuxuu ilmaha ka caawin karaa inuu xidhiidh ka dhexeeyo waxa uu ilmuhu arkayo iyo dunida dhabta ah. Bixiyeha waxbarashadda hore wuxuu la falgeli karaa isagoo samaynaya waxyaabo sida ka jawaabida su'aalaha ilmaha, weydiinta su'aalaha ilmaha, tilmaama dhacdooyinka ama calaamadeynta waxa shaashadda ku jira.

Bixiyaha waxbarashada hore waxa uu masuul ka yahay in uu hubiyo in wakhtiga muraayada in horumar ahaan xaga waxbarashada, da'a ahaana ku haboon, aan dhib keenayn, dhaqan ahaana aan xasaasi ahayn. Maaha muhim dhamaan barnaamijyada caruurta oo dhami ama qiimo ahaan caruurta. Shawyada sida fiican loo qaabeeyay ee caruurta, si kastaba ha ahaatee, waxay saamayn wanaagsan ku yeelan kartaa koriinka caruurta, waxay wanaajinaysaa xasuustooda, suugaanta iyo maxsuulka bulshada.[80] Marka aad dooranayso barnaamij waxbarasho, eeg midka ku dhiirigalinaya ilmaha in uu ka qayb qaato wax uun sida, in uu ka jawaaabo su'aal ama in uu kalmad celiyo.

Sida buuga cutubka uusan horumar ahaan ama da 'ahaan ugu habboonayn cunug da'diisu gaadhin dugsiga barbaarinta, bandhigyada qaarkood ama cayaaraha ayaa aad ugu horumarsan waxyaabaha ay carruurta yaryar fahmi karaan. Tusaale ahaan, ciyaar kumbuyuutar ah oo carruurta laga codsado inay ku dhammaystiraan ereyada iyagoo raadinaya warqad maqan waxay ku habboonaan kartaa 5-sano jir baranaya xarfahooda iyo inuu akhriyo ereyada fudud ee xanaanada laakiin waxaa laga yaabaa inuu jahwareeriyo 3-sano- wax ka wayn oo bilaabay kaliya inuu aqoonsado warqadda uu magacoodu ku bilaabmayo. Marka aad doorayso barnaamij ama giim wakhtiga shaashada, waa wakhti muhiim ah in la tixgaliyo heerka koriinka kuwa ka qayb qaadanaya shaqada.

Shay kale oo la tixgaliyo marka la dooranayo wakhtiga shaashada waxa weeyi in barnaamijku dhaqan ahaan uu xasaasi yahay. Tani waxay ka caawin kartaa caruurta in ay xidhiidh la sameeyaan si ay uga caawiso in ay fahmaan in dunida aynu ku noolnahay ay ku jiraan dad kala duwan iyo dhaqano kala duwan. Cilmi-baadhistu waxay soo jeedinaysaa in carruurtu ay la kulmaan warbaahinta halkaas oo dadka midabka madaw leh caadi ahaan ka hooseeyo. Natiijo ahaan, markay carruurtu arkaan fikradaha xun ee midab-takoorka, fikradaha la xidhiidha waxay saameyn ku yeelan karaan fikradaha carruurta ee qowmiyadda waxayna saameyn ku yeelanayaan dhaqankooda ku aaddan dadka kale ee jinsiyadaha kala duwan ah.[81] Iyadoo tan maskaxda lagu hayo, bixiyeyaasha waxbarashadda hore waa inay ula kac u doortaan waxyaabaha dhaqan ahaan xasaasiga u ah waqtiga shaashadda loo adeegsaday barnaamijyadooda waxbarashada hore.

Sidoo kale waa muhiim in la hubiyo waxyaabaha laga daawanayo wakhtiga shaashada in aanay ku jirin waxyaabo qeexaya muuqaal ahaan oo ah rabshad. Marka loo eego cilmi baadhista, waxyaabaha rabshada ka koobani waxay saamayn aan wanaagsanayn shaqada fulinta ee caruurta yar-yar maxaa yeelay awood uma laha in ay kala saaraan waxa maalin kasta u dhaca si waaqic ah iyo waxa muraayada ka dhex socda.[82] Tani waa muhiim in maskaxda lagu hayo caruurtu sidoo kale waxay baranayaan waxyaabaha iyo khibrada ay ka heleen shaashada marka ay daawanayaan.

79 Meta van den Heuvel, Julia Ma, Cornelia Borkhoff, Christine Koroshegyi, David Dai, Patricia Parkin, Jonathon Maguire and Catherine Birken, "Adeegsiga Aaladda Warbaahinta ee Moobilka waxay kuxidhantahay Dib udhaca Luqadda Ubadka iyo Carruurta 18-Bilood jira," *Wargayska koritaanka caruurta iyo dabeecadahooga* 40 (2) (2019): 99-104, available at **https://journals.lww.com/jrnldbp/Fulltext/2019/02000/Mobile_Media_Device_Use_is_Associated_with.3.aspx**

80 Jenny Radesky and Dimitri Christakis, "Saxaafada iyo Maskaxda Caruurta," *Wargayska dhabta ah ee Akaadamiyada Caruurta ee Maraykana* 138 (5) (2016), available at **https://pediatrics.aappublications.org/content/138/5/e20162591**

81 Megan Reynolds, "Telefishanada Ganacsiga ah ee Caruurta Yar yar: Baadhista Matalaada iyo Xaalada," *The College of New Jersey Journal of Student Scholarship* 16 (2014), available at **https://joss.tcnj.edu/wp-content/uploads/sites/176//2014/04/2014-Reynolds.pdf**

82 Canadian Paediatric Society, Digital Health Task Force, "Xiliga shaashada iyo Caruurta: Xayaysiinta caafimaadka iyo horumarka duniga ee dhinaca tiknoolajiyada," Xanunada caruurta iyo Caafimaadka Ilmaha 22 (8) (2017): 461-468, available at **https://academic.oup.com/pch/article/22/8/461/4392451**

Dareenka Guud ee Saxaaafada. Mareeg siisa xog, faalo iyo talooyin ku saabsab tiknoolajiyada iyo madadaalada waalidka iyo barayaasha.
www.commonsense.org/education/

Sidee ayaan uqabanayaa? Xarunta daabacaada ee Fred Rogers ayaa aqoonsanaysa isticmaalka tiknoolajiyada waxbarashada hore.
www.fredrogerscenter.org/2014/02/how-am-i-doing-checklist-exemplary-uses-of-technology-early-learning/

Barashda Tiknoolajiyada ee caruurta yar-yar. Muqaal shan daqiiqo soconaya oo ay soosaareen Jaamacada Gobolka Eastern Connecticut kaas oo ka waramaya isdhexgalka wanaagsan ee kombuyuutarada ee waxbarashada hore ee caruurnimo.
www.easternct.edu/cece/e-clip-introducing-technology/

Tiknoolajiyada iyo saxaafada soo jiidashada leh oo ah qalab barnaamijka waxabarashada caruurta taas oo u adeegaysa caruurta marka ay dhashaan ilaa da'da 8. Bayaan goobeed oo ay si wada jir ah u soo saareen NAEYC iyo Xarunta Fred Rogers ee waxbarashada hore iyo Saxaafada caruurta ee Machadka Saint Vincent.
www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_WEB.pdf

WAC 110-300-0160

Promoting acceptance of diversity

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

(a) Diverse dolls, books, pictures, games, or materials that do not reinforce stereotypes;

(b) Diverse music from many cultures in children's primary languages; and

(c) A balance of different ethnic and cultural groups, ages, abilities, family styles, and genders.

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

(a) Redirecting an inappropriate conversation or behavior;

(b) Being aware of situations that may involve bias and responding appropriately; and

(c) Refusing to ignore bias.

Cilmi-baaris ayaa sheegaysa caruurta da'doodu u dhaxaysa 2.5 ilaa 3 sano waxay aad ugu soo jeedaan oo ay bilaabaan in ay fahmaan fikradaho bulsho, dareeanda, midab kala sooca ka dhex jira dadka iyo laftoodaba. Isdhexgalka ubadka iyo waalidka, caruurta kalem bixiyaasha daryeelka caruurta, bulshada iyo saxaafada qaabaysa qaab fikirkooda iyo xukunka dadka kale.[83] Sababtan aawadeed, fikirka iyo ficilka bixiyaasha waxbarashada hore waxa uu saamaynayaa caruurta iyo shaqaalaha ku hareeraysan iyaga. Marka isdhexgalka waxbarashda hore ee cilmiyaysan, waxay joojisaa oo ay diida eexda deegaanka waxbarashada hore, waxay baraan qiimaha sinaanta iyo saamaynta fikirka iyo xukunka dhamaan kuwa barnaamjka waxbarashada hore.

Agabka iyo qalabka barnaamijka waxbarashada hore sidoo kale wuxuu u sidaa fariin caruurta kaas oo ka waramaya waxa qiimaha leh. Marka barnaamijka waxbarashada hore uu doorto agabka ku haboon dhaqanka, jinsiga, qaababka qoysaska iyo awoodaha daryeelka caafimaad, caruurtu waxay baranayaan in ay qof ahaan qiimo leeyihiin. Marka barnaamijka waxbarashada hore ay kujiraan agabka matalaya oo soo maamuusaya dhamaan dhaqanada, midaba, jinsiyadaha, qaababka qoysaska, da'da iyo awodaha, wuxu korinayaa xushmad dadka kale ah iyo bulshada dhexdeedaba. Waxay korinaysaa awooda caruurta in ay la xidhiidhaan dadka ka duwan iyaga.

Cilmi baadhis ayaa waxa ay muujinaysaa in ay jiraan kala duwanaanshaha agabka waxay saadilin kartaa in ay hoos u dhigto heerka eexda ee midabkala sooca caruurta kuwaas oo aan wali gaadhin heerka dugsiga. Maxsuulkan waxay soo jeedinayaa isdhexgalka kala duwaananshaha waxyaabaha ciyaalku ku ciyaaraan, buugaagta, sawirada, giimamka, muusiga ama agabka kale waxay saamayn ku leeyihiin koriinka caruurta waxaanay yaraynayaan eexashada kuwa kale noloshooda dambe.[84] Marka ay caruurta fursad u haystaan in ay ka helaan khibrad dad kala jinsiyado ah iyo dhaqano kala duwan, waxay helayan khibrad ay ku dhexgalaan dadka kale ee dunida ku uuman.

Hab wanaagsan oo lagu bilaabi karo waa in la isku xidho shaqaalaha barnaamijka iyo qoysaska caruurta ee barnaamijka waxbarashada hore oo ay waxna ka waydii fasaxyada gaarka ah iyo caadooyinka ay jeclaan lahaayeen in ay la wadaagaan barnaamijka. Bixinta wakhti si ay u aqoonsadaan oo ay la qabsadaan kuwa bixiya barnaamijka waxbarashada hore waxay siiyaan fursad barasho dhaqan, waxaanay la wadaagaan caadooyinka qoysaskooda ee lasocda barnaamijka iyadoo ay tahay hab lagu gaadhayo in lagu bilaabo u bogitaan ka dhexeeya kala duwanaanshaha bulshada. Barnaamijku sidoo kale wuxuu u dabaaldegayaa isagoo siinaya xaflado gaar ah halkaas oo shaqaalaha, caruurta iyo qoysaskuba ay keeni doonaan waxyaabo la xidhidha dhaqankooga si ay ula wadaagaan inta lagu gudo jiro barnaamijka maalinlaha ah ama habeen gaar ah.

83 University of Nebraska-Lincoln, "Kala duwanaanshaha Dhaqanka," (n.d.), Waxa laga heli karaa **https://child.unl.edu/cultural-diversity**, waxa dib loo daabacy June 22, 2020.
84 Larissa Gaias, Diana Gal, Tashia Abry, Michelle Taylor iyo Kristen Granger, "Kala Duwanaanshaha Barbaarinta: Xanibaadaha Asxaabta Kala Isirka iyo Jinsiga ah," Joornaalka Cilmi-nafsiga Korniinka 59 (2018): 5-15, laga helaayo **www.sciencedirect.com/science/article/pii/S0193397317302411**

Eexdu kaliya maaha, waa caqabad iskuulka ka hor ah. Muuqaal soconaya laba daqiiqo kaas oo ah cilmi baadhis ay soo saartay jaamacada Yale sanadii 2016 taas oo la xidhiidha eexashda caruurta ee iskuulka ka hor.
www.youtube.com/watch?v=ucEAcIMkS0c

Barnaamijka Caruurta ee waxbarashada hore kaas oo dhisaya waxyaabaha lidiga ku ah: Doorka Hogaamiyaha. NAEYC waxay faah faahinaysaa istaraatijiyadaha barnaamijyada istraatijiyad ahaan la shaqaynaya shaqaalaha, qoysaska, iyo bulshada si ay u hirgaliyaan habka ka hortagida eexda ee barnaamijka waxbarashada hore.
www.naeyc.org/resources/pubs/yc/may2015/building-anti-bias-programs

Waxay abuuraysaa deegaan Daryeel caruureed oo Kala duwan Dhaqan ahaan. Liiska tixgalinta taas oo loo isticmaali karo in lagu qiimeeyo kala duwanaanshaha dhaqanka ee deegaanka daryeelka caruurta.
www.teachingforchange.org/wp-content/uploads/2012/08/ec_creatingaculturallydiverse_english.pdf

Soo jeedimaha Mashruuca. Wabsaayt si wax looga barto dadka ku saabsan eexda qarsoon. Aqoonsiga eexashada qof waa shay ku wayn doorkayaga hadii aan nahay aqoonyahanada waxbarashada hore. Soo jeedimahan eexashada ee ay tijaabisay Harvard waxay cabiraysaa fikirka iyo waxyaabaha ay rumaysanyihiin waxay samaynkartaa fikir aan la aqoon iyo eexasho.
https://implicit.harvard.edu/implicit/

Sinaanta Xaga Midabka, Kala duwananshaha iyo Waxyaabha ku jira. Boga DCYF.
www.dcyf.wa.gov/practice/racial-equity-diversity-inclusion

Ilaa iyo xiligii Manhajka aan la xasuusan ee waxbarashada hore. Manhajka Wadajirka Qabiilka ee waxbarashada hore wuxuu ahaa manhaj gaar ah kaas oo ay nashqadeeyeen barayaal sare oo waxbarashada hore ahi, iyagoo u maraya iyada oo loo sii marayo Xafiiska Washington ee Kormeeraha Guud ee Tacliinta Dadweynaha (OSPI), Xafiiska Waxbarashada Sare, dhammaan ardayda hore ee wax ka barata Gobolka Washington. Manhajku wuxuu ka koobanyahay sadex cashar kaas oo loo nashqadeeyay bartayaasha hore ee khibrada u leh fikradaha la xidhiidha wadajirka qabiilka iyo taariikhda qabiilka ee gudaha.
www.dcyf.wa.gov/tribal-relations/since-time-immemorial

Lix shay oo aanad waligaa ku odhan dadka laxaadka la'a. Boga shirkada Diversity Inc. oo ay la socdaan talooyin si korloogu qaado waxyaabaha ku jira.
www.diversityinc.com/diversity-leaders-6-things-never-to-say-about-disabilities

Deegaanka: Alaabooyinka. Boga Iskuulka Lab-ka ee xaga internetka ah kaas oo siinaya tilmaamo si uu u dooranlahaa alaabaha iyadoo lagu salaynayo waxyaabo la xidhiidha dhaqan, waxyaabaha caruurtu xiiseeyaan, kala duwanaanshaha iyo hadafyada waxbarasho.
www.virtuallabschool.org/preschool/learning-environments/lesson-4

WAC 110-300-0165

Safety requirements

(1) An early learning provider must keep indoor and outdoor early learning program space, materials, and equipment free from hazards and in safe working condition. Equipment and toys purchased and used must be compliant with CPSC guidelines or ASTM standards, as now and hereafter amended. Playground equipment and surfaces must meet the requirements of WAC 110-300-0146.

(2) An early learning provider must take steps to prevent hazards to children including, but not limited to:

(a) Making inaccessible to infants and toddlers any equipment, material, or objects that may pose a risk of choking, aspiration, or ingestion. For the purposes of this section, equipment, material, or objects that have a diameter or overall dimension of one and three-quarter inches or less shall be considered items that may pose a risk of choking, aspiration, or ingestion. Small parts from larger equipment, material, or objects that have a diameter or overall dimension of one and three-quarter inches or less, that may become detached from the larger equipment, materials, or object shall also be considered items that may pose a risk of choking, aspiration, or ingestion;

(b) Eliminating and not using in the licensed space, pursuant to RCW 43.216.380, any window blinds or other window coverings with pull cords or inner cords capable of forming a loop and posing risk of strangulation to children.

(i) Window blinds and other window coverings that have been manufactured or properly retrofitted in a manner that eliminates the formation of loops posing a risk of strangulation are allowed; and

(ii) A window covering must not be secured to the frame of a window or door used as an emergency exit in a way that would prevent the window or door from opening easily.

(c) Making inaccessible to children straps, strings, cords, wires, or similar items capable of forming a loop around a child's neck that are not used during supervised early learning program activities;

(d) Making inaccessible to children plastic bags and other suffocation hazards;

(e) Ensuring firearms, guns, weapons, and ammunition are not on the premises of a center early learning program. Firearms, guns, weapons, and ammunition on the premises of a family home early learning program must be stored in a locked gun safe or locked room inaccessible to children. If stored in a locked room, each gun must be stored unloaded and with a trigger lock or other disabling device. The locked room must be inaccessible to children at all times;

(f) Preventing children from walking into or through a glass door, window, or other glass barrier, by placing stickers or art work at the children's eye level on the glass; and

(g) Cribs, play pens, bassinets, infant beds, and indoor climbing structures must not be placed next to windows, to prevent harm from shattered glass, unless the window is made of safety glass.

(3) An early learning provider must take measures intended to prevent other hazards to children in care in early learning program space including, but not limited to:

(a) Cuts, abrasions, and punctures. Equipment, materials, and other objects on the premises that have splintered edges, sharp edges, points, protruding nails, bolts, or other dangers must be repaired, removed, or made inaccessible to children;

(b) Burns. Equipment, materials, or products that may be hot enough to injure a child must be made inaccessible to children;

(c) Sheering, crushing, or pinching. Broken or cracked equipment, materials, and objects must be repaired, removed, or made inaccessible to children;

(d) Entrapment. Freezers, refrigerators, washers, dryers, compost bins, and other entrapment dangers must be inaccessible to children unless being actively supervised;

(e) Tripping. Tripping hazards must be eliminated. Uneven walkways, damaged flooring or carpeting, or other tripping hazards must be removed or repaired;

(f) Falling objects. Large objects that pose a risk of falling or tipping must be securely anchored. Large objects include, but are not limited to, televisions, dressers, bookshelves, wall cabinets, sideboards or hutches, and wall units; and

(g) Equipment in poor condition. Equipment in poor condition (loose parts, rusty parts, flaking paint, or other dangers) must be repaired, removed, or made inaccessible to children.

(4) To ensure a safe environment for children in care, an early learning provider must comply with the following requirements:

(a) Indoor temperatures for the premises. The temperature of indoor early learning licensed space must be between 68 and 82 degrees Fahrenheit. If indoor licensed space is colder than 68 or hotter than 82 degrees Fahrenheit, an early learning provider must use climate control devices that are inaccessible to children to bring the temperature within the required range;

(b) Window openings. Windows within the reach of children must only open up to three and one-half inches or have some barrier or preventative measure to discourage children from exiting through the window. The three and one-half inch opening does not apply to exit windows in family home early learning programs;

(c) Licensed space lighting. Early learning program space must have natural or artificial light that provides appropriate illumination for early learning program activities and supervision. A provider must comply with all light fixture manufacturers' installation and use requirements. A provider must also ensure compliance with the following requirements:

(i) Light fixtures must have shatter-resistant covers or light bulbs;

(ii) Lights or light fixtures used indoors must be designed for indoor use only;

(iii) Free standing lamps must be attached or secured to prevent tipping; and

(iv) Halogen lamps and bulbs are prohibited.

(d) Safe noise levels. Noise levels must be maintained at a level in which a normal conversation may occur;

(e) Safe water temperature. All water accessible to enrolled children must not be hotter than 120 degrees Fahrenheit;

(f) Stairway safety.

(i) There must not be clutter or obstructions in the stairway;

(ii) All stairways (indoor and outdoor), not including play structures, must meet local building codes pursuant to RCW 43.216.340 (http://app.leg.wa.gov/RCW/default.aspx?cite=43.216.340).

(A) Open stairways with no walls on either side must have handrails with slats (balusters) that prevent a child from falling off either side of the stairway.

(B) Stairways with a wall on only one side must have a handrail with slats (balusters) on the side without the wall that prevents a child from falling off the stairway.

(C) Stairways with a wall on both sides must have a handrail no higher than thirty-eight inches on at least one side of the stairway.

(iii) Stairways must have a pressure gate, safety gate or door to keep stairs inaccessible to infants and toddlers when not in use. Openings between slats on pressure or safety gates must not be large enough to allow a sphere that is three and one-half inches wide to pass through.

(g) Platforms and decks. All platforms and decks used for child care activities must meet local building codes pursuant to RCW 43.216.340 (http://app.leg.wa.gov/RCW/default.aspx?cite=43.216.340). This does not include play equipment. All platforms and decks with a drop zone of more than eighteen inches must have guardrails in sections without steps.

(8) To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements:

(a) In areas accessible to children, electrical outlets must have automatic shutters that only allow electrical plugs to be inserted (tamper-resistant) or that are covered by blank plates or other tamper-resistant covers appropriate to the electrical outlet;

(b) Outlets near sinks, tubs, toilets, or other water sources must be inaccessible to children or be tamper-resistant and equipped with a ground fault circuit interrupter (GFCI) outlet type;

(c) Electrical cords must be in good working condition, not torn or frayed, and not have any exposed wires;

(d) Electrical cords must be plugged directly into a wall outlet or a surge protector;

(e) Power strips with surge protectors may be used but must not be accessible to children in care;

(f) Extension cords may only be used for a brief, temporary purpose and must not replace direct wiring; and

(g) Electrical devices accessible to children must not be plugged into an electrical outlet near a water source such as sink, tub, water table, or swimming pool.

Mid ka mida hababka caruurtu wax ku barato waa isticmaalka dareenkooda markay sahaminayaan deegaankooda. Nooca sahamintani hadi iyo jeer waxay ku hogaamisaa caruurtu in ay si taxadir leh u baaraan una badbadelaan ashyaada iyagoo taabanaya, dhadhaminaya oo urinaya. Wakhti ka bacdi, qalabka iyo baanboladu way xumaan kartaa ama dildilaaci kartaa cimilida awgeed, isticmaal badana ama qodobo kale. Doorka bixiyaha waxbarashada hore waa hubinta in dhamaan goobta barnaamijka, qalabka iyo alaabta la sahamin karo iyadoo wax la yeelayn cunuga ama caruurta. Marka bixiyayaasha waxbarashada hore si joogto ah oo nidaamsan u qiimeeyaan goobta barnaamijka waxbarashada hore, alaabta iyo qalabka, waxay yareeyaan khatarta caruurta ay u leeyihiin. Xadidida khataraha deegaanku kaliya ma caawiso badqabka caruurta, lakiin sidoo kale waxay siisaa macaliiinta iyo qoysaska deganaan. Caruurtu waxay si kalsooni leh ugu raaxaysan karaan deegaanka iyo waxbarashada hore.

Inkastoo WAC 110-300-0165 ay sharxayso shuruudo badqab oo muhiim ah, woxogaa ka mid ah xeerarka ayaa dib u eegis loogu samayn doonaa halkani.

Shuruuda ugu horaysa ee Liisan samaysashada si aad u bixiso deegaan amaan ah, waa inaad hubisaa qalabka iyo agabka lagu ciyaaro inay buuxiyaan xeerarka iyo tilmaamaha CPSC iyo ASTM CPSC waa hayaad sharci oo fadaraalka tasoo ka shaqeysa ka ilaalinta dadweynaha khataraha aan macquulka ahayn ee dhaawacyada la xiriira alaabaha macmiilka.[85] ASTM waa urur caalami ah kaas oo soo saara xeerar qalab si mutadawacnimo ah. Sharci dajiyayaasha dawladu waxay badanka siiyaan heerarkan mutadawacnimada ah dhaqangalinta iyagoo usoo qaadanaaya shuruucda iyo xeerarka.[86] Kani waa waxa dhabta ah ee laga helo WAC 100-300-0165 (1) oo khuseeya qalabka iyo waxyaalaha caruurto ku ciyaarto ee goobaha liisanka leh ee barnaamijka waxbarista xiliga hore ah. Qalabka iyo waxyaalaha caruurtu ku ciyaarto waxa lagu xaqiijin karaa iyagoo ay buuxiyaan shuruudahan iyadoo la tixraacayo nuqulada xogta ama xadidaadaha la socda qalabka, ama adigoo booqanaya boga internetka ee soo saaraha qalabkani.

Liiska hubinta ee goobta waxa loo isticmaali karaa hagis si loo hubiyo deegaan amaan ah:
www.dcyf.wa.gov/sites/default/files/pdf/el-license/15-963.pdf

Nuqulkani waxa isticmaala xog ururiyayaasha guulaystayaasho xiliga hore si ay u hubiyaan amaanka meelaha deegaanada caruurtu ku ciyaarto. Natiijooyinka, waxay waafaqsan yihiin WAC waxaana loo isticmaali karaa in lagu qiimeeyo badqabka dhaqdhaaqa gadiidka:
www.ersi.info/PDF/playground%20revised%207-31-18.pdf

Mareegta CPSC ee soo celinta waxyaabaha ay dawladu bixisay.
www.cpsc.gov/Recalls

85 Koomishanka Badqabka Alaabta Macmiilka Mareykanka, "Cidaanu Nahay – Waxaanu kuu Qabano," (n.d.), laga helaayo **www.cpsc.gov/Safety-Education/Safety-Guides/General-Information/Who-We-Are---What-We-Do-for-You**, laga soo jaray Juun 25, 2020.
86 ASTM Caalamiya, "Su'aalaha Badanaa La Isweydiiyo," (n.d.), laga helaayo **www.astm.org/FAQ/#test**, retrieved June 25, 2020.

Ka hortagista margashadu waa qayb muhiim u ah barnaamijka bad qabka. Inta qof da' kasta ha ahaadee uu la kulmi karo margasho, AAP waxay ku warbixsay in ku dhawaad 90% dhacdooyin margasho dhimasho keenaa ay ku dhacdo caruurta ka yar 4 sano.[87] Caruurta yar yari waxay ku jiraan heerka koritaanka halka sahamintooda deegaanka cusubi aad ugu dhawdahay inay walxo afkooda ku ritaan. Walxaha leh balac ama isugeyn jiho dhan saddex rubuc inch ama ka yari ay yihiin walxo keeni kara khatar oo ay waajib tahay in laga fogeeyo caruurta yar-yar iyo raad qaadka. Waxa jira qalabyo diyaar u ah si ay u caawiyaan bixiyaha waxbarashada xiliga hore ah iyadoo la qiimaynayo in shay uu leeg yahay ama ka wayn yahay balaca guud oo jiho kasta ah si uu khatar margasho u sababi karo. Tuunbada margashada ayaa la isticmaali karaa si loo xaqiijiyo in agabka caruurtu heli karto aanay u keenin khatar margasho. Walax leeg tuunbada dhexdeeda waxa loo tixgalinayaa inay sababi karto khatar margasho.

Goobaha waxbarashada xiliga hore ee da'da isku dhafka ah waxay si gaar ah ugu nugul yihiin khatarta margashada, maadaama walxaha ku haboon caruurta waawayn ee daryeelka ku jiraa ay khatar ku yihiin kuwo ka yar ee qayrkood ah. Bixiyayaasha waxbarashada xiliga hore ah waxay caawisaa inay ka ilaaliso caruurta iyadoo si fikirleh loo kaydinayo loona meelaynayo agabka khatarka wayn ku ah caruurta yar-yar iyaga oo aan gaadhayn. intaa waxa dheer, maskaxda ku hay in agab caruureedka qaar, sida gawaadhida ya-yar, iyo xayawaanka wax lagu dhex guro, ay leeyihiin qaybo dabci kara muddo ka dib kuwaasi oo keeni kara khatar margasho. Marka bixiyayaasha waxbarashada xiliga hore ay si joogto ah u indho indheeyaan walxaha, iyagoo ku tuuraya walxaha xashiishka ama dayactir ku samaynaya walxaha, tani waxay xaqiijin doontaa deegaan amaan u ah caruurta.

Tixgalin kale oo muhiim ahina waxay tahay in barnaamijyada waxbarashada xiliga hore ahi ay hubiyaan xadhkaha, dunta, xadhiga, suunka, xadhkaha iyo walxaha la midka ah ee awooda u leh inay sameeyaan guntin ku soo wareegta qoorta ilmaha, inaanay heli karin caruurtu marka aan la isticmaalayn inta lagu gudo jiro hawl qabad bilaa kormeer ah. Waxkasta oo isku mari kara qoorkta ilmaha wuxu keeni karaa khatar, sidaa darteed, waa muhiim in kaliya loo ogolaado inay isticmaalaan dunta ama xadhkaha marka ay qabanayaan hawl khaas ah iyadoo qof wayni si dhow ula socdo. Hadii ay dunta, xadhiga ama suunku uu yahay mid kaliya, ama uu ku dhagan yahay agabka ciyaarta caruurta ama maro yar, caruurtu way ku dabmi kartaa.

Noocyo ka mida xadhkaha daaqadaha ku samaysan ayaa la ogaaday inay awood u leeyihiin inay samayn karaan guntin. Xadhkaha khatarta ahi waxay noqon karaan kuwa jiidista ee dusha, ama waxay noqon karaan kuwa gudaha ee dhex mara meelaha gudaha daaqadaha.

87 Akadamiyada Cilmiga Caafimaadka caruurta ee Mareykanka, Ururka Caafimaadka Bulshada ee Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Caruurteena*. 193.

Iyadoo loo eegayo joornaalka AAP, caafimaadka caruurta, in ka badan 16,000 oo caruur ah ayaa waxay galeen qolka gargaarka deg-dega ah intii u dhaxaysay 1990 iyo 2015 dhaawacyo ka dhashay xadhkaha daaqadaha ku xidhan. Way sii socotay oo ilaa 93% dhaawacyadaasi waxay ahaayeen fudayd, 271 ka mid ahi waxa kadhashay dhimasho caruureed.[88] Xadhkaha daaqadaha ama daboolada kale ee daaqadaha ee xadhkaha awooda u leh inay sameeyaan guntin waa in laga saaraa ama si ku haboon looga saaraa awooda uu ku samayn karo guntin. La xidhiidh xafiiskaaga gudaha ee liisan bixinta DCYF tilmaan la xidhiidha sida aad uga dari lahayd ama ugu dari lahayd ama uga saari lahayd.

Golaha amaanka ee daboolada daaqadaha. Mareeg xogeed oo ku saabsan khataraha daboolada daaqadaha iyo dawayntooda.
https://windowcoverings.org/window-cord-safety/

Kaydka bistooladai yo qoriga iyaguna waa arin tixgalin muhiim ah u leh amniga barnaamijyada waxbarashada xiliga hore. 2017-kii, ugu yaraan 285 caruur ah oo ka yar da'da 17 ayaa si aan ula kac ahayn u toogtay lafahooga ama qof kale. Ku dhawaad 30% caruurtani waxay ahaayeen da'a 4 jirka ama waxii ka yar.[89] Si hoos loogu dhigo khatarta bastooladaha, qoryaha, hubka iyo rasaasta waa in aan loo ogolaan goobaha badhtamaha barnaamijyada waxbarashada xiliga hore. Guriga qoyska ee barnaamijka waxbarashada xiliga hore, walxahani waa in lagu kaydiyaa meel xidhan oo qorigu amaan ku yahay ama qol aanay caruurtu gali karin. Kabadh qori oo leh albaabo quruurad ah lama odhan karo waa goob qori amaan u ah. Marka walxahani aan lagu kaydin khaanad, qori kastaa waa in la dhigaa isagoo madhan keeb xidhana lagu xidhaa ama qalab kale oo shaqada ka joojinaya. Bixiyaha waxbarashada xiliga hore waa inuu kormeeraa in uu albaabku xidhanyahay oo qufulan yahay inta lagu guda jiro maalinta inta ay caruurtu ku sugan tahay goobta.

Xoojinta sharciga and amaanka saraakiisha lahaanshahooda qoryahooda shaqada markay ku sugan yihiin goobta waa in aanay caruurtu heli karin. Ma jiro sharci gobolka Washington ah ama xeer sheegaya qaadashada qaawan ama hubka qarsoon ee goob daryeel caruureed sharciyaysan iyo deegaanada waxbarashada xiliga hore. Waxay khusaysaa bixiyaha waxbarashada xiliga hore inuu ogolaado ama ka mamnuuco waalidka ama masuulka inuu soo galo deegaanka isagoo sita oo xidhan hub. Bixiyaha waxbarashada xiliga hore waxa laga yaabaa inuu doonayo inuu raadsado talo bixin sharci ah si uu wax uga barto xuquuqda.

88 Bridget Onders, Eun Hye Kim, Thitphalak Chounthirath, Nichole Hodges iyo Gary Smith, "Dhaawacyada caruurta la xidhiidha xadhkaha daaqadaha, meelaha hadhadhka, iyo xadhkaha,"Official *Journal of the American Academy of Pediatrics* 141 (1) (2018), waxad ka heli kartaa **https://pediatrics.aappublications.org/content/141/1/e20172359**
89 Magaalo kasta maaliyada taageerida badqabka qoriga, "#MaahaHeerkaShilka," (n.d.), laga helaayo **https://everytownresearch.org/notanaccident/#4043**, retrieved June 28, 2020.

Fiishash gidaar oo ku haboon waxay ka ilaaliyaan caruurta inay ka amaan noqdaan shoodh laydhka ka yimaada. Sanad kasta, ku dhawaad, 2,400 oo caruur ah ayaa ku dhaawacma iyagoo walxo galinaya fiishashka laydhka gidaarka. Inta badan dhacdooyinkani, caruurtaasi waxay ka yar yihiin 6 jir. Fiishashka taabashada iska caabiya waxay caruurta ka joojiyaan inay farahooga ama walxo galiyaan goobaha dabka. sawirkani wuxu tusinayaa fiish ku haboon, halka ay tahay in daboolka laga qaado si loo isticmaalo fiishta gidaarka. daboolkuna wuu xidhmayaa marka aan la isticmaalayn.[90]

Fiish gidaarta noocan ee dabka dhulka galisaa ee ku taal sawirkan waxay la heer tahay WAC 110-300-0165 qayb hoosaadkeeda (5)(b), taas oo sheegaysa in ay fiishashka u dhaw meelaha biyaha ee caruurtu tagi karto ay noqoto mid taabashada iska caabisa sidoo kalena ay lahaataa agabka dabka dhulka galiya (GFCI). Fiishta GFCI waxay leedahay dareeme si atomaatig ah u xidha qul-qulka laydhka marka uu jiro is badal ku yimaad qul-qulka caadiga ah ee laydhka. Inta ay fiishashku ay u muuqdaan inay furan yihiin, waxay leeyihiin dab isku keene ku dhex samaysan kaas oo aan u suurto galin dabka ilaa fiish laba god leh la galiyo. Fiishta GFCI waxay sidoo kale waxay ku haboon tahay heerka qayb hoosaadka (5)(a), sidaa daraadeed waa loo isticmaali karaa fiish kasta oo u dhow biyaha.

WAC 110-300-0170

Fire safety

(1) An early learning provider must comply with the state building code, as now and hereafter amended, pursuant to RCW 19.27.031.

(2) An early learning provider must arrange for a fire safety inspection annually. A provider must arrange a fire safety inspection with a local government agency. If a local government agency is not available to conduct a fire safety inspection, a provider must inspect for fire safety using the state fire marshal form.

(3) To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements:

(a) Combustible materials.

(i) Combustible materials must be properly discarded pursuant to local jurisdictions, removed from the premises, or properly stored in closed metal containers specifically designed to hold such combustible materials;

(ii) Combustible materials stored in a closed metal container must not be stored in the premises licensed space or any place that may be accessible to children in care;

(iii) Combustible materials include, but are not limited to, lint, gasoline, natural gas, diesel, fuel, propane, rags soaked in combustible materials, oils, chemicals, or solvents.

(b) Furnaces and other heating devices.

(i) Paper, rubbish, or other combustible materials must be at least three feet from furnaces, fireplaces, or other heating devices;

90 Akadamiyada Cilmiga Caafimaadka caruurta ee Mareykanka, Ururka Caafimaadka Bulshada ee Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka caruurteena*. 233.

(ii) Furnaces and other heating devices must be inaccessible to children in care; and

(iii) An appliance or heating device that has a surface capable of burning a child or reaching 110 degrees Fahrenheit must be inaccessible to children in care unless a program activity involves such an appliance or device and children are being actively supervised.

(c) Electrical motors. Electrical motor fans and appliances must be regularly cleaned to prevent accumulation of dust or lint.

(d) Open flame devices, candles, matches and lighters.

(i) Except for the use of a gas kitchen range, open flame devices must not be used in early learning program space or any other space accessible to children in care during operating hours;

(ii) Candles must not be used during operating hours;

(iii) Matches and lighters must be inaccessible to children.

(e) Portable heaters and generators. Portable heaters or fuel powered generators must not be used inside early learning program space during operating hours.

(i) In case of an emergency, a generator may be used but must be placed at least twenty feet from buildings, windows, doors, ventilation intakes, or other places where exhaust fumes may be vented into the premises or early learning space; and

(ii) Appliances must be plugged directly into a generator or into a heavy duty outdoor-rated extension cord that is plugged into a generator.

(f) Fireplaces, woodstoves, or similar wood burning heating devices. Chimneys, fireplaces, gas burning fireplaces, wood stoves or similar wood-burning devices must be inspected annually by a state or locally certified inspector, unless the provider submits to the department a written statement that the chimney, fireplace, wood stove or similar wood-burning device will not be used at any time.

(g) Fire alarms and smoke and carbon monoxide detectors.

(i) An early learning provider must have and maintain at least one smoke detector per licensed sleeping area and one per floor. Pursuant to the state building code, center early learning providers must comply with WAC 51-50-0907, as now and hereafter amended, and family early learning providers must comply with WAC 51-51-0314, as now and hereafter amended; and

(ii) An early learning provider must have and maintain carbon monoxide detectors. Pursuant to the state building code, center early learning providers must comply with WAC 51-50-0915 (https://apps.leg.wa.gov/wac/default.aspx?cite=51-50-0915), as now and hereafter amended, and family early learning providers must comply with WAC 51-51-0315 (https://apps.leg.wa.gov/wac/default.aspx?cite=51-51-0315), as now and hereafter amended.

(h) Backup method to sound an alarm. In addition to working smoke detectors, an early learning provider must have another method to alert all staff and enrolled children of a fire, emergency situation, or drill.

(i) Extinguishers. An early learning provider must have and maintain working fire extinguishers that are marked with a minimum rating of 2A:10 BC.

(i) Fire extinguishers must be located pursuant to the state building code chapter 51-54A WAC, as now and hereafter amended, and must be readily available for use in case of an emergency;

(ii) Fire extinguishers must be located on each level of the early learning program space used by children and mounted within seventy-five feet of an exit next to the path of the exit; and

(iii) If a fire extinguisher is mounted in a closet, there must be a sign indicating the location of the extinguisher and obstructions must not block access to the closet.

(j) Monthly inspections. An early learning provider must involve staff responsible for different groups of children or individual classrooms during monthly inspections. At least once per month, a provider must inspect the premises to identify possible fire hazards and eliminate any hazards found including, but not limited to:

(i) Fire extinguishers;

(ii) Smoke detectors;

(iii) Alternate alarms; and

(iv) Emergency lighting.

Xaalado badan, dabku waa xaalado laga hortagi karo. WAC 110-300-0170 waxya sheegaysaa talaabooyinka bixiyaha waxbarashada xiliga hore waa inuu yareeyaa khatar dab ee goobta barnaamijka waxbarashada xiliga hore.

Iyadoo laga fogaanayo soo noq-noqoshada, wakhtiga lagu hubinayo qiimaynta badqabka deegaanka barnaamijka iyo in la sameeyo is badalada laga maarmaanka ah waa qayb muhiim ah oo ilaalinaysa badqabka caruurta barnaamijka ku jirta. Sababtan awgeed, goobta daryeelka caruurta iyo guriga qoyska barnaamijka waxbarashada xiliga hore waa inay diyaariyaan kormeer badqabka dabka ah i yagoo kaashanaya waaxda dawlada hoose sanad kasta. Barnaamijka waxbarashada xiliga hore ee ku qalabaysan nidaamka kaantaroolida dabka awooda la adeegsanayo, waa muhiim inaad ogaato in kormeerka nidaamka kaantaroolka ay sameeyaan shirkada nidaamka lihi, aanu la jaanqaadayn kormeerka sanadlaha ah ee badqabka dabka.

Hadii ayna waaxda dawlada hoose la heli karin si ay u samayso kormeer badqabka dabka ah, bixiyuhu waa inuu kormeeraa badqabka dabka isagoo isticmaalaya warqada marshal ee ku haboon nooca barnaamijka. Bixiyaha waxbarashada xiliga hore waa inuu qoraal gareeyaa natiijada kormeerka foomka dhexdiisa, isla markaana haystaa nuqul rikoodh garaysan.

Warqada marshal ee xarunta daryeelka caruurta ama aqalka qoyska barnaamijka waxbarashada xiliga hore waxa laga gali karaa halkani: **www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/forms-documents**.

Marka loo eego ururka qaranka ee ilaalada dabka, (NFPA), agabka kulayliyaha ah waa ka labaad ee ugu horeeya ee sababa dabka guryaha maraykanka iyo sababta saddexaad ee ugu horaysa ee dabka dhimashada keena.[91] In ka badan kala badh dhamaan dababka guryaha ee dhimashada keena waxay ka dhashaan dab ka bilaabmay qalabka wax kulayliya oo aad ugu dhaw ashiyaada guban karta, sida kuraasta marada ka samaysan, maryaha, furaashyada ama go'yaal. intii u dhaxaysay 2011 iyo 2015, kulayliyayaasha la qaadan karo iyo kuwa aan la qaadi karin waxay ka ahaayeen in ka badan 43% dabab ka kacay guryaha maraykanka iyo 85% dabka guryaha sababay dhimashada. Khatarta qalabkan oo aad u saraysa awgeed, kulayliyaasha la qaadan karo iyo dab dhaliyayaasha shidaalka ku shaqeeyaa laguma isticmaali karo barnaamijyada waxbarashada xiliga hore inta lagu gudo jiro saacada shaqada. Xaalada dag-daga ah, dab dhaliyaha waxa laga yaabaa in loo isticmaalo marka uu yaalo meel 20 fiit u jirta dhismaha goobta waxbarashada xiliga hore. Tusaale ah marka ugu haboon ee la isticmaali karo dab dhaliye ku shaqeeya shidaal waxa weeyi ka dib duufaanta jiilaalka halkaasi oo ay geedo dhacay sababi karaan inuu awooda korontadu shaqayn waydo. Duruuftaa awgeed, dab dhaliyaha shidaalka ku shaqeeyaa waxa la isticmaali karaa si uu dab u siiyo goobta waxbarashada xiliga hore ilaa dab la isku halayn karo dib u soo noqdo.

Iyadoo loo eegayo CPSC, digniinaha qiiqu waxay aad muhiim ugu yihiin dareemista dabka wakhti hore waxaanay macnahoodu yahay farqiga u dhaxeeya nolasha iyo dhimashada. Digniinta qiiqa waxay bixisaa ilaalo joogto ah isla marka ay dab dareentana, waxay samaysaa cod aad u dheer. Tanina waxay inoo ogolaataa, wakhtiga kooban laakiin aadka u qaaliga ah ee loo baahan yahay si loo baxsado. Ku dhawaad saddex meeloodoow laba meelood ee dhimashada dabka waxay ka dhacdaa goobaha aan lahayn digniinaha qiiqu ama qiiq dareeme aan shaqaynayn. Natiijo ahaan, si loo xaqiijiyo badqabka shaqaalaha iyo caruurta barnaamijka, waa inuu jiraa qiiq dareeme goob kasta oo la seexdo iyo dhisme kastaba oo barnaamijka ah. Hubinta qiiq dareemayaashu waa wax loogu baahan yahay qorshaha badqabka xaalada deg-dega ah. Talo bixinta ka timid CPSC waxay tahay in qiiq dareemayaasha si bille ah loo hubiyo, baytaryadana looga badalo si sanadle ah qiiq dareemahana la badalo 10 sano oo kastaba.[92]

Kaarboon monoxide waa bilaa midab, waana gaas bilaa ur ah marka la neefsadana waxa uu sababi karaa dhimasho ama xanuun dhakhso ah. Inkastoo kaarboon monoxide suntiisu ay dhimasho ku keeni karto qof kasta, caruurta, dumarka uurka leh, dadka waawayn iyo dadka xanuunada jiitama leh ayaa si aad ah ugu nugul.[93] In la dhigo dareemayaasha kaarboon monoxide heer kasta oo barnaamijka liisanka leh ah iyo goob kasta oo ay caruurtu seexataba waxay yaraynaysaa khatarta ku sumowga kaarboon monoxide.

Dhakhsaha loo ogaysiiyo xaalad dag-dag ah barnaamijka waxbarashada xiliga hore, wakhtiga badan wuxu ku siiyaa wakhti badan oo jawaab laga bixin karo. WAC 110-300-0170 (3)(h) waxay si dhaw ula socotaa nidaam taageeraya si uu cod u sameeyo xaalada dag-daga ah. Nidaamka taageeraya waxa laga yaabaa inuu noqdo siidhi, hoonka baaskiilada, jalis ama dhawaaq la soo dhex mariyo sameecad. Marka la samaynayo daloolinta daad guraynta, xasuusnow inaad isticmaasho codka qiiq dareemaha iyo nidaamka taageerista ee digniinta labadaba. Tababaro isku midka ah ee badqabka daloolinta iyo adeegsiga codka digniinaha xaalada deg-dega ah waxay xaqiijinayaan in caruurta iyo shaqaalaha barnaamijku ay ogaan doonaan siday uga falcelin lahaayeen xaalad deg-deg ah.

Inta dab damiyayaasha lagu isticmaalayo bakhtiinta dabka, qodobka daryeelka caruurteena ee 5.2.5.2 wuxu soo koobayaa muhiimada aas-aaska u ah inta lagu jiro xaalad dag-dag ah oo dab ah: "shaqaalaha waa in loo tabobaraa inay muhiimada koobaad ay tahay ina laga saaro caruurta si amaan iyo dhakhsoba ah. La dagaalanka dabku waa qodobka labaad ka dib marka dibada looga saaro caruurta iyo shaqaalaha."[94]

WAC 110-300-0470 (4) (a-d) shuruudaha faah-faahinta ee dabka iyo xaaladaha dag-daga ah ee daloolinta ee la xidhiidha shaqaalaha iyo caruurta.

91 Ururka qaranka ee ilaalinta dabka, " kulayliyayaasha goobtu waxay ka yihiin 43 boqolkiiba dabka guryaha maraykanka 85 boqolkiiba dababka la xidhiidha dhimashada," waxaad ka heli kartaa **www.nfpa.org/News-and-Research/Publications-and-media/Press-Room/News-releases/2018/Space-heaters-account-for-43-percent-of-US-home-heating-fires-and-85-percent-of-associated-deaths**, published January 9, 2018.

92 Gudiga isticmaalayaasha agabka badqabka ee Maraykanka, "Digniinaha qiiqa– sababta, meesha iyo kee," (2008), waxad ka heli kartaa **www.cpsc.gov/s3fs-public/559.pdf**

93 Akadamiyada caafimaadka ee Maraykanka American, " Ka ilaalinta caruurta ee ku sumowga kaarboonka monoxide," (n.d.), waxa laga heli karaa **www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/Protecting-Children-from-Carbon-Monoxide-Poisoning.aspx**, retrieved June 22, 2020.

94 Akadamiyada Cilmiga Caafimaadka caruurta ee Mareykanka, Ururka Caafimaadka Bulshada ee Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Caruurteena*. 235.

WAC 110-300-0175

Water hazards and swimming pools

To prevent injury or drowning and ensure the health and safety of children, an early learning provider must comply with the requirements described in this section.

(1) The following bodies of water must be inaccessible to children in care by using a physical barrier with a locking mechanism in compliance with WAC 246-260-031(4) (https://apps.leg.wa.gov/wac/default.aspx?cite=246-260-031):

(a) Swimming pools when not being used as part of the early learning program, hot tubs, spas and jet tubs;

(b) Ponds, lakes, storm retention ponds, ditches, fountains, fish ponds, landscape pools or similar bodies of water; and

(c) Uncovered wells, septic tanks, wastewater, wastewater tanks, below grade storage tanks, farm manure ponds or other similar hazards.

(2) An early learning provider must comply with the following requirements when using a swimming pool as part of the early learning program:

(a) Comply with the supervision requirements of WAC 110-300-0350 (https://apps.leg.wa.gov/wac/default.aspx?cite=110-300-0350);

(b) Audible alarms must be on all doors, screens, and gates in licensed areas that lead to a swimming pool. The alarm must be sufficient to warn staff when children enter the outdoor area and could access the swimming pool;

(c) Swimming pools must be maintained according to manufacturer specifications;

(d) Swimming pools must be cleaned and sanitized according to manufacturer instructions, chapter 246-260 WAC (https://apps.leg.wa.gov/wac/default.aspx?cite=246-260), and department of health or local health jurisdiction guidelines;

(e) A swimming pool must not be used if the main drain cover is missing; and

(f) Children in diapers or toilet training must wear swim pants to lower the risk of contaminating the water.

(3) Filtered wading pools must be inaccessible to children when not in use. Wading pools that do not have a filtering system are not permitted in the early learning program space.

(4) For bodies of water not located in early learning program space, but that are in close proximity, a physical barrier on the property must make such bodies of water inaccessible to children in care.

(5) Five gallon buckets or other similar containers must not be used for infant or toddler water play.

(6) If an early learning provider uses water tables or similar containers, the tables or containers must be emptied and sanitized daily, or more often if necessary.

Biyuhu waa xaraabaad in lagu ciyaaro, waxay siin karaan fursad waxbarasho oo wayn, sidoo kalena way khatar badan yihiin. Marka loo eego CDC, qarqoonku waa sababta ugu horeysa ee keenta dhimashada caruurta da'doodu u dhaxayso 1 ilaa 14, saddex ciyaal ah ayaa maalin kastana u dhinta sabab qarqoomid ah.[95] "Badanka caruurto waxay ku qarqoomaan dhawr fiit oo badqab ah iyadoo uu jiro qof wayn oo kormeeraya."[96] Waaxda caafimaadka ee gobolka Washington waxay soo warisay in caruurta u dhaxaysa da'da 1 ilaa 4 sano, ay ku qarqoomaan barkadaha ku yaala guryaha dhexdooda. Caruurta yar-yar ayaa ku lug leh noocyadan qarqoonka ah lama arkaynin wax ka yar 5 miridh waxaanay ku jireen daryeelka gacanta labada ama hal ka mida waalidiinta ama masuulka wakhtigaa.[97] Wadankoo dhan, caruurtu

95 Xarunta kaantaroolka iyo ka hortaga cudurada, "ka hortaga qarqoomida," waxaad ka heli kartaa **www.cdc.gov/safechild/drowning/index.html**, ugu danbayn waxa la cusboonaysiiyay Febraayo 6, 2019.

96 Akadamiyada Cilmiga Caafimaadka caruurta ee Mareykanka, Ururka Caafimaadka Bulshada ee Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Caruurteena*. 297.

97 Waaxda caafimaadka ee gobolka Washington, "Pool Safety," (n.d.), waxa laga heli karaa **www.doh.wa.gov/CommunityandEnvironment/WaterRecreation/PoolSafety**, retrieved June 22, 2020.

badanka waxay ku qarqoomaan suxuunta maydhashada, baaldiyada, suuliyada caruurtuna guud ahaan waxayba ku qarqoomi karaan biyo ugu yaraan ah 1 iinji.[98]

Iyadoo ay sarayso khatarta dhibaatada caruurtu, Foundational Quality Standards wuxu u baahan yahay dayr leh albaab xidhma oo loo sameeyo noocyada goobaha biyaha la soo taxay marka aan la isticmaalayn. Kani waxay noqon kartaa xayndaab leh albaab xidhan si looga horjoogsado caruurtu inay isticmaali karaan barkad ama ceel furan, ama waxay macnaheedu noqon karaa dabool barkadeed xidhan oo qufulan. Dayrku waa inuu ku suganyahay dayactir wanaagsan goobta biyuhuna waa inaanay caruurtu gali karin. Shuruud dheeraad ah oo ilaalinta caruurta ah ama qarqoomida waa inay ka mid ahaataa digniino la dhagaysan karo oo ku dhajisan albaabada iyo ganjeelada ku gaynaya barkadaha dabaasha, si loogaga digo shaqaalaha hadii ay caruuri gasho.

Barkadaha gunta gaaban ee dabaasha waxay yeelan karaan shuruuc dheeraad ah oo ilaalisa caafimaadka caruurta. Iyadoo loo eegayo CDC, xanuunada biyaha lagu ciyaaro (RWI) waxa sababa jeermis kama kiimiko ku jirta biyaha aynu ku dhex dabaalano.[99] Si aad uga hortagtid xanuunada iyo xaaladaha caafimaad ee la xidhiidha barkadaha, waa in la maareeyaa, la nadiifiyaa jeermiskana laga dilaa iyadoo loo eegayo qodobada iyo tilmaamaha caafimaad ee sharciga ah. Waxa intaa dheer, waxa kaliya la ogolyahay barkadaha gunta gaaban ee biyahooda la nadiifiyay.

Caruurta iyo raad qaadka ayaa si gaar ah ugu nugul weelalka biyaha, sida baaldiga shanta galaan qaada. Madaxooga ayaa ka wayn inta kale jidhkooda, markaa had iyo jeer dhulka ayuu madaxa ku dhufan karaa. Sababtan awgeed, caruurtan yar-yar aad ayay ugu dhaw yihiin inay soo dhacaan haday hore u soo foorarsadaan. Marka loo eego joornaalka ururka caafimaadka Maraykanka (JAMA), cabirka wayn iyo dhismaha adag ee baaldiyadani, iyo sidoo kale culayska qaybta sare ee raad qaadka ahi iyo isku xidhnaan li'i la'aantiisa, waxay mamnuucaysaa inay ka soo baxaan ka dib markay xoog u eegaan kuna dhacaan gudaha baaldiga.[100] Baaldiga shanta galaan qaada iyo weelka la midka ahiba sidaasi awgeed waa ka mamnuuc caruurta iyo raad qaadkaba biyaha lagu ciyaaraa.

Talaabada ka hortag ee ugu muhiimsani inta lagu guda jiro hawlaha loona dhaw yahay barkadaha dabaasha waa in la ilaaliyahaa kormeerka fir-fircoon ee caruurta xaadirka ah. Si aad si fir-fircoon u kormeerto waxay ka dhigan tahay nidaam dheer oo daryeel oo ka baxsan kormeerka. Si firfircoon u kormeeraya bixiyaha waxbarashada hore si uu u fiiriyo una maqlo caruurta ay masuul ka yihiin, loogana baahan yahay WAC inta lagu jiro khatarta badan ee shaqooyin. Inta caruurtu ku mashquulsan yihiin biyaha, bixiyaha waxbarashada hore waa inuu awoodaa inuu si joogto ah uga jawaabo halista iyo dhacdooyinka khatarta ah. WAC 110-300-0350 wuxuu sharxayaa shuruudaha kormeerida caruurta inta lagu jiro shaqooyinka biyaha.

Ka digtoonow caafimaadkaagana ilaali barkada daaradaada dhexdeeda. CDC boga caafimaadka dabaasha.
www.cdc.gov/healthywater/swimming/safe-swimming-week/feature.html

Water Smart Broward. Barkada iyo istiikarka badqabka ee biyaha iyo nuqulada si loola wadaago qoysaska.
www.watersmartbroward.org/resources/brochures-handouts/

98 Waaxda caafimaadka ee gobolka Washington, "qarqoomida," (2013), waxad ka heli kartaa **www.doh.wa.gov/portals/1/Documents/2900/DOH530090Drown.pdf**

99 Xarunta ka hortaga iyo kaantaroolka cudurada, "Xanuunada biyaha lagu ciyaaro," waxa laga heli karaa **www.cdc.gov/safechild/drowning/index.html**, ugu danbayn waxa la cusboonaysiiyay June 4, 2020.

100 Mary Jumbelic iyo Michael Chambliss, "Raad qaad si shil ah ugu qarqoomay baaldi qaada 5 galaan," 263 (14) (1990), waxaad ka heli kartaa **https://jamanetwork.com/journals/jama/article-abstract/381347**

Cuntada iyo Nafaqada

WAC 110-300-0180

Meal and snack schedule

(1) An early learning provider must serve meals and snacks to children in care as follows:

(a) Meals and snacks must be served not less than two hours and not more than three hours apart unless the child is asleep;

(b) Children in care for five to nine hours:

(i) At least one meal and two snacks; or

(ii) Two meals and one snack.

(c) Children in care for more than nine hours:

(i) Two meals and two snacks; or

(ii) Three snacks and one meal.

(d) After school snack, dinner, evening snack, and breakfast:

(i) A snack or meal must be provided to a child that arrives to the early learning program after school;

(ii) Dinner must be provided to children in nighttime care if a child is at an early learning program after his or her dinnertime, or has not had dinner;

(iii) An evening snack must be provided to children in nighttime care;

(iv) Breakfast must be provided to children in nighttime care if a child remains in care after the child's usual breakfast time; and

(v) A breakfast or morning snack must be available to children in care.

(2) At least once per day, an early learning provider must offer children an opportunity for developmentally appropriate tooth brushing activities.

(a) Tooth brushing activities must be safe, sanitary, and educational.

(b) Toothbrushes used in an early learning program must be stored in a manner that prevents cross contamination.

(c) The parent or guardian of a child may opt out of the daily tooth brushing activities by signing a written form.

"Saldhiga waajibaadka ugu muhiimsan ee qofkastaba … daryeel bixiyaasha/macalinka waa in ay bixiyaan cunto nafaqo leh maalintii oo ah nadiif, amaan ah, iyo kuna haboon koritaanka caruurta."[101] Intaa waxaa dheeraad ah in caruurta aysan gaajoon iyo in la hubiyo helitaanka nafaqo caafimaad leh, caruurta waa in ay helaano waayo-aragninada cunta iyo cunta cunitaanka waxay wax u dhibaysaa horumarinta xirfada, bulshada iyo qiirada. Joogtaynta waqtiga cunta cunida iyo cuntada fudud waxay keenaysaa caadada cunta cunida caafimaad leh. Iyadoo ku xiran CFOC, "Cunta cunida hore iyo qaabka waayo-aragnimada arimaha ku saabsan cuntada, dabiicadaha cunta cunida iyo arimo ku la xariira caadooyinka raashinka."[102] Heerka Sal-dhiga Tayada, waxaa ka mid ah sharciyada ku saabsan inmisaa cunta la siinaya ubadka cimilada waxbarashada dhalaanka.

101 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka Caafimaadka iyo Badbaadada Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna: Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada ee Daabacaada 4aad.* (Itasca, IL: Akadamiyadda Maraykanka ee Cudurrada Caruurta, 2019), 161.

102 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka Caafimaadka iyo Badbaadada Daryeelka Ubadka iyo Waxbarashada Hore. Daryeelka Carruurteenna. 162.

WAC 110-300-0180 (1)(a) bixiyaasha waxbarashada dhalaanka waxaa looga baahan yahay in ay bixiyaan cuntada ama cuntada fudud in aysan ka badan labo saac inta u dhaxeeyso raashinka, kana badan seddex saac. In la hubo caruurta lagu haaynaayo xanaanada ilaa shan saac ugu yaraan waa in la siiyo hal mar cunta ah ama labo, waxay ku xiran tahay waqtiga saacadaha daryeelka xanaanada. Waxaa muhiim ah in caruurta la siiyaa cunto fara badan maxaa yeelay waxay leeyihiin calool yar oo si dhaqso ah u buuxsameeyso kana xooli badan dadka waa-weyn. Si loo helo quwada ubadka u baahan yahay, waxaa loo baahan yahay nafaqeeyn u dhaxeeyo cuntooyinka si loo cawino koritaanka iyo horumarka ubadka u baahan yahay.[103]

Waqtiga ugu badan caruurta nafaqo la'aan joogi karaan jirkooda waa saacadaha habeenkii. Caruurta joogayso xanaanada in ka badan sagaal saac, WAC 110-300-0180 (1)(d)(v) waxaa looga baahan yahay in loo diyaariyo quraac ama cunto fudud. Siinta cuntada aroorta hore caruurta waxay ka cawineeysaa nafaqeeynta ka cawineeyso waxbarida, koritaanka iyo horumarka ugu baahan yahay bilaawga maalintii. Fadlan xasuusnoow waa heerka sharciga WAC looga baahan yahay in la raaco iyadoo loo fiirinaayo barnaamijka waxbarida oo ka qaybgalaayo U.S. Department of Agriculture (USDA, Waaxda Beeraha ee Maraykanka), Food and Nutrition Service, Child and Adult Food Program (CACFP, Adeegga Cuntada iyo Nafaqada, Barnaamijka Cuntada Carruurta iyo dadka Waawayn) lacag celinta cuntada iyo cuntada fudud.

Hubi cuntada la bixinaayo waqti in oo u dhaxeeyo laakiin waqti dheer u dhaxeeynin, waxay ka cawineeysaa ubadka horumarka qaabab badan. Tani caruurta waxay ka cawineeysaa ka-hotaga cunitaanka yar ama badan. Waxay kaloo caruurta yar ka cawineeysaa barashada in ay joogtayaan jaceelka cunitada iyo garashada jirka cuntada u baahan yahay.[104] 104 Tusaalo ahaan, ubadka wuxuu bilaawayaa ku kalsoonida cuntada oo rabo taas oo dhiseeyso cunto doorashada iyo in oo diido cuntada goorta uusan baahneen.

Xasuuso The AAP waa iska caadi rabitaanka dhalaanka iyo kuwa waxbarashada dhalaanka in ay sooo maraano xili cuntada oo diid ah waqtiga ay korayaan.[105] Taas micnaheeda waxay tahay caruurta in ay xili cunayaan cunta yar wax yar kadibna cunto badan todobaadka gudihiisa. Sababtaan awgeed, waxaa muhiim ah in caruurta aad ku kaalmeeyso in ay yeeshaan xirfada ay ku kala garanayaan gaajada iyo dharaga cuntada (satiety) waxay helaysaa kalsoonida ga'aan aad ku gaarayso xaaladahooda. Tani waxay ka mid tahay sababaha bixiyaasha WAC u siiyaan caruurta cuntooyinka kala jaad ah.

103 American Academy of Pediatrics, "Hubinta in Cunugaagu cuno wax ku filan," *healthchildren.org, markii ugu dambeysay ee la cusbooneysiiyey (2012), waxaa laga heli karaa* **www.healthychildren.org/English/healthy-living/nutrition/Pages/Making-Sure-Your-Child-is-Eating-Enough.aspx**

104 Silvia Scaglioni, Valentina De Cosmi, Valentina Ciappolino, Fabio Parazzini, Paolo Brambilla iyo Carlo Agostoni, "Ciladaha Saameeya Dabeecadaha Cunitaanka Carruurta," *Nafaqooyinka 10 (6) (2018), waxaa laga heli karaa* **www.ncbi.nlm.nih.gov/pmc/articles/PMC6024598**

105 American Academy of Pediatrics, "Nafaqada Carruurnimada," *healthchildren.org, markii ugu dambeysay ee la cusbooneysiiyay (2016), waxaa laga heli karaa* **www.healthychildren.org/English/healthy**

Halkaan waxaa ka helaysaa tusaalooyin fara badan sidaa ula kulmi laheed nambarka cuntada iyo cuntada fudud lagaaga baahan ee barnaamijka waxbarashada dhalaanka oo shaqeeynaayo sagaal saac ama in ka badan maalintii.

Tusaale 1:

Labo cunta, labo cunto fudud- Ardayda da'da dugsiga aanan gaarin

- 6:30 a.m. Furitaanka
- 8 a.m. Quraacda
- 10 a.m. Cuntada fudud aroortii
- Duhurkii Qadada
- 3 p.m. Cuntada fudud galabtii
- 6 p.m. Xiritaanka

Tusaale 2:

Labo cunta, labo cunto fudud- Ardayda da'da dugsiga gaartay iyo horay loo furay (xiliyada fasaxa dugsiga tusaalo ahaan.)

- 6 a.m. Furitaanka
- 7 a.m. Quraacda
- 9:30 a.m. Cuntada fudud aroortii
- Duhurkii ilaa 12:30 p.m. Qadada
- 3 p.m. Cuntada fudud galabtii
- 6:30 p.m. Xiritaanka

Tusaale 3:

Seddex cunto fudud iyo hal cunta a – kuwa la furo waqtiga dambe

- 7 a.m. Furitaanka
- 9 a.m. Cuntada fudud aroortii
- 11:30 a.m. ilaa Duhurkii Qadada
- 2:30 p.m. Cuntada fudud galabtii xiliga hore
- 5:30 p.m. Cuntada fudud galabtii xiliga dambe
- 7 p.m. Xiritaanka

Ilka nadiifinta ama rumeeysiga waa qayb ka mid ah daryeelka caafimaadka joogtada ah ee WAC 110-300-0180. Rumeeysiga ilkaha maalin kastaba waa cimilo lagu cawinaayo curuurta waxbarashada dhalaanka si ay u yeeshaano caadooyin kor uqaadaayo caafimaadka fiican ilkaha iyo ka hortaga cudurka ciridkaa (gingivitis iyo ilkaha xumaado). Iyadoo laga soo xigtay CDC, ilka xumaashaha waa cudurka ugu badan caruurnimada hore.[106] Goorta caruurta tababar ku haboon aysan helin nadaafada ilkaha, waxay la kulmayaan xanuun iyo caafimaad daro ku timaado ilkahooda. Tababarka ilka rumeeynta joogtada ah ee barnaamijka waxbarashada dhalaanka waxay ka cawineeysaa Muhiimada caafimaadka ilkaha iyo dhiiragalinta in ay bartaan caadooyinka ka-hortaga. Iyadoo ku xiran tijaabooyinka, caafimaadka ilkaha caruurta wuxuu si toos ah u quseeyaa caafimaadka ilakaha waqtiga dambe noloshooda iyo waxay qeexayaan sadaashasha qofka weyn caafimaadka ilakahiisa.[107]

Bixiyaasha waxbarashada dhalaanka waa in ay siiyaan fursada ilka rumeeynta oo ku haboon koritaankooda, amaan ah, iyo nadiifinta ugu yaraan hal jeer maalintii. Kormeeraha waa in oo ka ilaaliyaa fadaraysnaa (wasaqeeyn) xiliga ilka rumeeynta isla markaana ka caawin una ogoloow in ay waxbartaano. Guud ahaan, caruurta uma baahno dheeli-tirka gacmaha ku qabsashada rumayga ilaa ay ka gaaraan qiyas ahaan da'da 6 sano jirka.[108] Natiijo ahaan, si tartiib ah wax loo baro ama laga cawino qaababka muhiimka ah. Caruurta waxay wax ku baranayaan ilka rumeeynta qaabab fara badan, sida:

- Daawashada tusaalaha ama fasiraada bixiyaha ilkihiisa ku rumeeynaayo
- Muraajacada isticmaal tilaabooyinka sida ay iskugu xigaan qaabka ilka rumeeynta afka.
- Tababar haku qaataano rumeeynta ilkaha wax-qabadka kooxda
- Ha akhriyaan buugta ku saabsan rumeeysiga ilkaha
- Haku heesaano heesaha
- Ha fiirshaan masawirada ama waraaqadaha waa-weyn

Hal qaab daryeelka caafimaad rumeeysiga ilkaha waa rumeeysiga miiska. Qaabkaan, ubad kastaba waxaa la siinayaa rumay wuxuuna keenayaa miiska si tababar ugu qaataan rumeeysiga wax-qabad koox ahaan. Habab kala jaad ah miiska loo isticmaali karaa iyadoo looga baahan yahay rumeeysiga ilkaha in oo amaan yahay, nadiif yahay, waxbarasho yahay iyo da'da koritaankooda ku haboon kana mid ah:

- Hogaamintaiyo talo-siinta kormeerka
- Fursad wasaqeeyn yar rumiga u dhaw weelka gacanta lagu dhaqo (sink) ama rumayga in oo ku dhaco dhulka musqusha ama suuliga.
- Fursad wasaqeeyn yar rumiga ardayda kale haddii caruurta ay isku jiraan masaafo kala dheer (Tusaale., isku fugaasho la mid ah xiliga cuntada la cunaayo)
- Waxaa haboon bixiyaasha waxbarashada dhalaanka in ay u qeexaan si fiican rumeeysiga ilkaha.

106 Xarumaha Xakaynta iyo Kahortagga Cudurrada, "Cudurrada la xiriira Nadaafadda," waxaa laga heli karaa **www.cdc.gov/healthywater/hygiene/disease/dental_caries.html**, markii ugu dambeysay ee la cusbooneysiiyay Sebtember 22, 2016.

107 Anja Heilmann, Georgios Tsakos and Richard G. Watt, *A Life Course Perspective on Health Trajectories and Transitions*. (Switzerland: Springer International Publishing, 2015). Chapter 3: 39-59.

108 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 108.

Qaabka kale nadiifinta rumayga ilakaha waa weelka gacmaha lagu dhaqdo "sink method". Goorta aad isticmaalayso weelka gacmo dhaqida, caruurta waa in ay joogaan goobta rumeeysiga. Qaabkaan, Kormeeraha waa in oo la joogaa hal ama labo caruurah goorta oo siinaayo waxbarashada rumeeysiga lana yareeyaa wasaqeeynta rumayga. Sababo la xariira caafimaadka, goorta barnaamijka waxbarashada dhalaanka isticmaalayaan weelka gacan dhaqashadaha waa in ay raacaan side loo isticmaalaayey musqusha iyo badalaada ama xafaayada, weelka gacan dhaqashadaha waa in lagu nadiifiyaa jeermi dilaha inta rumeeysiga la sameeyn. Intaa waxaa dheeraad ah, biyaha afla lagu nadiifinaayo ama lagu dhaqaayo rumayada waa in laga soo qaadaa biyaha goobta cunta lagu diyaariyo ama biyo la ogolaaday oona aheeyn biyaha weelka gacan dhaqashadaha.

Fadlan u tixraac WAC 110-300-0236 biyaha cabitaanka amaanka ah looga baahan yahay.

Xasuusnaaw Heerka Saldhiga Tayada loogama baahno ilka rumeeysiga in la istimaalo daawada ilkaha "toothpaste" da' kastoo caruurta ah. Haddii barnaamijka waxbarashada dhalaanka ka tanaasula isticmaalka daawada ilkaha, waxaa bixin karo barnaamijka waxbarashada dhalaanka ama waalidiinta ama wakiilada caruurta ay leeyihiin kaliyah. Goorta waalidiinta ay keenaan tubada daawada ilkaha, waa in alagu qoraa magaca ubadka iyo toothbrush. Tani waa muhiim si loo ilaaliyo wasaqeeynta. Haddii ubad oo isticmaalo tubada daawada ilkaha oo ubadka kale leeyahay rumayga waa la wasaqeeyey.

WAC 110-300-0215 (3)(a)(iv) waalidka ama wakiilada waxaa looga baahan yahay ogolaashaha sanadlaha isticmaalka daawada ilkaha fluoride caruurta da'dooda tahay 2 sano jirka ama ka weyn. Ujeedada WAC waxay tahay daawada ilkaha fluoride aysan isticmaalin caruurta da'dooda ka yar tahay 2 sano jir.

Hal daawada lagu cadaydo ayaa loo isticmaali karaa caruurta oo dhan. Hirgalinta qaabkaan, bixiyaha waxbarashada dhalaanka waa in oo dhigaa cadadka loo baahan yahay daawada lagu cadaydo goobta kala baxsan, nadiif ah, bakeeriga hal mar la isticmaalo, warqadaha nadiifinta, ama warqado kale, tusi caruurta in ay heystaan rumayga ay leeyihiin. Qaabkaan wuxuu yareeynaya wasaqeeynta taabashada rumayga ubadka kale rumayga ama ka saar calaameeynta u baahan yahay calaamada daawada lagu cadaydo.

Goorta caruurta ay dhameeyaan rumeeysiga ilkaha, rumiga waa inla dhaqaa laga saaro inta ku hartay daawada lagu cadaydo daawada ilkaha iyo haraaga cuntada. Si loo joogteeyo xaaladaha nadaafada, daryeelka ka hortaga waa in la sameeyaa rumay kastaba si wasaqda looga ilaaliyo. Rumayada waa in aanan la taaban kadib weelka dhaqashada gacan laga nadaafiyey jeermiga, miiska, afka-hore rumayga ama kadib rumayada kale caruurta ku rumeeystaan ama xiliga la keediyo.

Caruurta yar-yar, waxaa kaloo jira waxyaalo la tixgalinaayo oo ku saabsan maxaa ku haboon koriimada dhalaanka. CFOC waxay talo ku bixisay in la rumeeyo illkha ugu horeeyso marka ay soo baxdo.[109] Bixiyaasha waxbarashada dhalaanka waxay kala falanqoon karaa waalidka ama wakiilada muhiimada rumeeysiga ilkaha, in la jootayo sameeynta rumeeysiga, iyo in lala kulmo bixiyaasha xirfadleeyda caafimaadka ilakaha ubadkaada.

109 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 108.

Inkastoo ay jiraano qodobo looga baahan yahay rumeeysiga ilkaha waxaa haboon ugu yaraan hal mar maalintii loo rumeeyo caruurta. Barnaamijka waxbarashada dhalaanka waxay go'aan ka gaarayaan goorta la bilaawaayo rumayga – Barnaamijka waxbarashada dhalaanka waxay leeyihii ikhtiyaaro badan in ay tixgaliyaan. Waxaa sahlan in lagu daro waxqabadkaan cuntada ama cuntada fudud ka dib, ama in la isticaamo qaabka miiska ama qaabka weelka gacan dhaqashaha. Rumeeysiga caruurta waa waxqabadka daryeelka-nafsada, waxayna caruurta siineeysaa fursada ay ku baranayaan habka daryeelka ilkahooda taas waxay bareeysaa daryeelka guud-ahaan caafimaadka jirkooda.

Bixiyaha waxbarashada dhalaanka qoyska guriga ee Snohomish County nala qaybsadeeyn:

"Waxqabadka rumeeysiga maalintii wuxuu ku bilaawdaa gacmo dhaqashada, isku diyaarinta miiska, keenida bakeeriga yar oo ku jiraano daawada cadayga iyo rumayga qof kastaba. Waxaa tusaa sida loo isticmaalo, waynu heesnaa goorta la rumeeysanaayo, caruurta aad bay ugu fiican yihiin raacitaanka hogaaminta, waa mid dabiici ah. Waxayna ina tusayaan farsamada ay isticmaalayaan iyo sida ay ugu sameeyn karaano gurigooda. Rumeeysiga waa qayb ka mid ah barnaamijka, waxayna inoo noqotay mid sahlan maalin kastaba. Waa wado fiican la qaybsiga waxqabadka caruurta iyo in ay bartaan hogaaminta. Caruurta wau ku farxayaan xiliga rumeeysiga. Waxaynu siinay caruurta rumayo midib kala jaad ah si ay u sameeyaan wado joogta ah isla markaana leh daryeelka caafimaadka. Caruurta hadda ayagaa sameeyaan. Waalidiinta wayna cawinaan, aad aad bay ugu faraxsan yihiin in aynu ku darnay rumeeysiga barnaamijka. Waa qaab iskaashi wadajir ah oo lagu gaaray natiijo wanaagsan, sameeyn caadooyin caafimaadka leh ubadka yar. Markastaba waxaa la yiraahdaa, "ku bilaaw waxqabadka yaraanta."

Fiidiyoowga Ilka Rumeeysiga. Liiska soo socdo waxaa ka helaysaa fiidiyoow fara badan oo la xariira hirgalinta waxqabadka rumeeysiga ee barnaamijka waxbarashada dhalaanka. Caruurta waxay ka helayaan tusaalooyin aragti leh sida rumayga loo xareeyo, sida loo sameeyo waxqabadka rumeeysiga goorta la galo weelka gacmo dhaqashada iyo musqusha oo waqti xadidan ah, sida koox ahaan waxqabadka loo qabto iyo qaabka raacitaanka fiican rumeeysiga caruurta:

- 30-ilbiriqsi Fiidiyoow (Head Start): Ilka Rumeeynta! Heesta ilka rumeeynta weelka dhaqida gacmaha **www.youtube.com/watch?v=Dh3xulpqL0o**
- Seddex-daqiiqa Fiidiyoow (Head Start): Caafimaadka Ilkaha Dhalaanka iyo Ilko Rumeeysiga **www.youtube.com/watch?v=_PRsq6uwC0o**
- lix-daqiiqa Fiidiyoow (Head Start): Tilaabooyinka la qaadaayo ilka Rumeeysiga miiska: Ku Goritaanka Ilka-cadeeyn Caafimaad leh ee xanaanada Hore iyo Barnaamijyada Waxbarashada **https://eclkc.ohs.acf.hhs.gov/video/steps-toothbrushing-table-growing-healthy-smiles-early-care-education-programs**
- 90-ilbiriqsi Fiidiyoow (BoysTown Pediatrics): Fiidiyoonkaan laguma daawanaayo hirgalinta barnaamijka waxbarashada dhalaanka, caruurta waxay tuseeysaa sida loo dhaqo ciridka, waxayna siineeysaa qodobo fiican habka loo rumeeyo ilkaha caruurta ka yar labada sano **www.youtube.com/watch?v=NFiH6wwoMpQ**
- Seddex-daqiiqa Fiidiyoow (Snohomish Health District): Barida Rumeeysiga Ilkaha ee Xanaanada Ubadka **www.youtube.com/watch?v=iSlRQXJhLNE**
- Hal-daqiiqa Fiidiyoow (Snohomish Health District): Barida Cunuga Yar Rumeeysiga Ilkaha **www.youtube.com/watch?v=YyPoZfeaMPY**

CACFP waa barnaamijka isbahaysiga dowlada oo dib ugu bixiyo qarashka ku baxa nafaqaynta cuntada iyo cuntada fudud ee caruurta iyo dadka waa-weyn xaqa u leh isla markaana ka diiwaagashan xanaanada ka qaybgalaayo xarumaha xanaanada ubadka, xanaanada ubadka qoyska guriga iyo goobaha xanaanada dadka waa-weyn maalintii.
www.fns.usda.gov/cacfp

CACFP waxay bixiyaan Xanaanada Ubadka Maalintii ee goobta shabaka liiska akhbaaraha iyo khayraadka goobta shabakada ku saabsan raashinka iyo nafaqeeynta xanaanada ubadka.
www.fns.usda.gov/cacfp/child-day-care-centers

Caafimaadka Ilkaha & Nadaafadda Carruurta Yar at healthychildren.org wuxuu akhbaaraha la xariira caafimaadka ilkaha caruurta.
www.healthychildren.org/English/healthy-living/oral-health/Pages/Teething-and-Dental-Hygiene.aspx

Nolol Caafimaad qabta - Nafaqada barta healthychildren.org waxay bixiyaa macluumaad ka badan 100 kuna saabsan cutubyo cuntooyinka kala jaadka ah, kana mid ah xasaasiyada, isku badalka cuntooyinka, caruurta cuntooyinka kala doorta, qaybaha raashinka, iyo amaanka cuntada.
www.healthychildren.org/English/healthy-living/nutrition/Pages/default.aspx

Laga bilaawo caafimaadka lagu sameeyo sidee baa nafaqada cuntada loo siinayaa ubadka yar jirkiis, qalbigiisa iyo maskaxdiisa. Waa akhbaargalinta qoraalka warqada yar ka bilaawato Eber ilaa Seddex cunto iyo waqtiga-cuntooyinka.
www.zerotothree.org/resources/352-healthy-from-the-start

Caafimaadka Ilkaha Dhalashada ilaa 6 Bilood iyo da'da kale. Buga Snohomish Kheyraadka Ilkaha ee Degmada Caafimaadka waxaa ka mid ah ashyaada waxbarashada ku saabsan da'da daryeelka ilkaha. Daabacaada qoraalkaan waxaa ku helaysaa luqadaha English, Arabic, Russian iyo Spanish languages.
www.snohd.org/234/Dental-Resources

Siyaasada Ilka Rumeeynta. Snohomish Kheyraadka Ilkaha ee Degmada Caafimaadka Snohomish Kheyraadka Ilkaha ee Degmada Caafimaadka waxay sameeyeyn tusaalooyin siyaasada ilka rumeeynta ee barnaamijka waxbarashada dhalaanka, kana mid ah hogaaminta labada qayb qaabka miiska iyo qaabka weel dhaqida gacmaha.
www.snohd.org/DocumentCenter/View/2747/Model-Toothbrushing-Policy--2019

Ilka Rumeeysiga Miiska Rumeeysiga cadayga. Degmo Snohomish ah waxay daabaceeyn qoraal waxbarsho ah oo tilaabo-tilaabo ah ee barnaamijka waxbarashada dhalaanka iyo akhbaaro kale oo dheeraad ah ee hogaanka waxbarida.
www.snohd.org/DocumentCenter/View/2726/SHD-Toothbrushing-Guidance-Posters

Ururka Ilkaha Washington.Waa khayraad dheer ah oo lala qaybsanaayo waalidka ama wakiilada haddii ay raadinayaan takhtarka ilkaha ubadkooda ama takhtarka ilka oo gaarka ah ubadka u baahan daaweyn gaar ah. Waalidiinta iyo wakiilada waa in ay la xariiraan takhtarkooda si loogu diro takhtarka ilkaha. Waalidiinka iyo wakiilada waxay codsan karaan turjumaano luqadooda ah kana mid ah Spanish, Somali, Russian, Vietnamese iyo kuwa kale oo badan.
www.wsda.org/public

WAC 110-300-0185

Menus, milk, and food

To ensure proper nutrition of children in care, an early learning provider must comply with the child nutrition requirements described in this section.

(1) Meals, snack foods, and beverages provided to children in care must comply with the requirements contained in the most current edition of the USDA Child and Adult Care Food Program (CACFP) standards, or the USDA National School Lunch and School Breakfast Program standards.

(a) An early learning provider must supply dated menus.

(b) Food and beverage substitutions to a scheduled menu must be of equal nutritional value.

(c) An early learning provider must only serve water, unflavored milk or one hundred percent fruit or vegetable juice.

(d) An early learning provider must limit the consumption of one hundred percent fruit juice to no more than four to six ounces per day for children between one and six years old, and eight to twelve ounces per day for children seven through twelve years old.

(2) An early learning provider must serve a fruit or vegetable as one of the two required components during at least one snack per day.

Caruurta waxay u baahan yihiiin cunto nafaqo leh oo ka cawinaayo koritaankooda iyo horumarka. Tayada cuntada ay cunaano caruurta waxay qayb weyn ka tahay caafimaadka noloshooda. Iyadoo ku xiran tijaabooyinka, cunto dheeli-tiran iyo waxqabadka ciyaaraha ku haboon da'da caruurta, waxay yareeynee dhibaatooyinka raashinka keenaan oo kana mind ah culeeska saa'idka ah, cayilaada iyo cuduro halis ah noloshooda dambe.[110]

Koritaanka haboon, jirka caruurta waxay u baahan yihiin in la siiyo fitamiinada muhiimka ah oo kala jaad ah, macdanta iyo nafaqada kale, iyo in lagu yareeyo qaadashada sokorka iyo dufanka ama saliida. The WAC waxaa looga baahan yahay in caruurta la siiyo cuntooyin waafaqsan shuruudaha heerka CACFP ama the USDA National School Lunch iyo School Breakfast Program in la hubiyo helitaanka cuntooyin dheeli-tiran. The CACFP iyo USDA National School Lunch iyo School Breakfast waa barnaamijyo dowlada isbahaysiga ay ku bixiyaano dhaqaalaha dib loogu celinaayo cuntooyinka nafaqada leh iyo cuntooyinka fudud ee barnaamijka wabarida hore. Diiwaangalinta barnaamijka raashinka waa ikhtiyaar dhamaan bixiyaaya waxbarashada dhalaanka. Xaq u yeelashada helitaanka lacag ama qarashka raashinka celintaanka, bixiyaasha waxbarashada dhalaanka waxaa laga doonayaa in ay raacaayo barnaamijka cunta shuuruudaha looga baahan yahay si ay ula kulmaan heerka nafaqada cunta ay bixinayaan. Intaa waxaa dheeraad ah dib u celinta dhaqaalaha, diiwaangalinta barnaamijka raashinka wuxuu leeyahay qodoba kale kana mid ah horumarka qoraalka cunta la bixiyo, waxbarashada nafaqeeynta, tababaro iyo helitaanka khayraadka. Si aad u cawinto koritaanka iyo horumarinta dhamaan caruurta, Heerarka Tayada Sal-dhiga ah "the Foundational Quality Standards" waxaa looga baahan yahay buuga ama qoraalka cuntada barnaamijka wabarida hore in oo la kulmo heerka nafaqaynta barnaamijyada, ka qaybgal ama haka qaybgalin barnaamijka. Heerka barnaamijka kastaba waxaa ka helaysaa goobta shabakadaan: **www.fns.usda.gov/cn**.

110 Waaxda Beeraha ee Mareykanka iyo Waaxda Caafimaadka iyo Adeegyada Aadanaha Mareykanka, *Tilmaamaha Cunnada ee Mareykanka 7th ed.* (Washington, DC: Xafiiska Daabacaadda Dowladda Mareykanka, 2010) oo laga heli karo **www.health.gov/dietaryguidelines/dga2010/DietaryGuidelines2010.pdf**

Bixiyaha waxbarashada dhalaanka qoyska guriga ee Yakima County nala qaybsadeeyn:

"Way ii sahlaneed in aan bilaawo barnaamijka cuntada. Bilaawga hore shaqadeeyda, waxaan ku fikiraayey arimaha ku saabsan caruurta aan xanaaneeynaayo in ay helaano cuntooyin nafaqo leh, waxaan raadiyey akhbaar. Qeynta ugu fiican barnaamijka waxay aheed caruurta oo iga cawinay qorshayn iina sheegan cunta ay jecelyihiin in ay cunaano. Waxaan kariyey cuntooyin dhaqano kala duwan Mexican ama baastada Talyaaniga, waxaana ka bartay karinta shaqadeeydii hore ee laanta socdaala halkaas oo aan ka ahaay kaaliya cunta kariye. Ma ilaawi kareeyno Mexican Pozole lagu daray hilibka qaansiirka ama doorada iyo qudaaro kala nooc ah. Waxaa kaloo jiray cuntada Mareekanka rootiga hilibka, bastadda makaroonig oo mac, rootiga leh farmaajo ama burcada. Caruurta wax kastaba way cuneeyn. Waxaan ku dhiiragalinayaa dadka kale in ay ka qaybgalaano barnaamijka cuntada si caruurta ugu faa'iidaystaano barnaamijka nafaqada la bixinaayo si caruurta u helaano barnaamij siinaayo koritaanka caafimaad leh."

Waa in la hubiyaa cuntooyinka iyo cuntada fudud maalin kastaba ay la kulmaa qaybaha nafaqada, bixiyaasha waxbarashada dhalaanka waa in ay la yimaadaan qorsho hore. Abuurida qoraalka cuntada wuxuu sameeynayaa cawinaada barnaamijka waxbarashada dhalaanka in ay qorsheeyaan adeegyada cuntooyinka maalin kastaba ay u baahan yihiin si ay ula kulmaan nafaqooyinka looga baahan yahay. Liis qoraalka cuntada la qorsheeyey ayaa sidoo kale u oggolaanaya bixiyaha waxbarashada dhalaanka inuu dhaqaalaha miisaaniyadooda xadido isla markaana hubiyo in xaddiga loo baahan yahay ee cuntada nafaqada leh ay goobta yaalliin marka la diyaariyo oo la bixiyo cuntada ama cuntada fudud. Qaabka cunnada ee CACFP wuxuu dejiyaa qiyaasta ugu yar ee adeeg ee la siiyo carruurta iyadoo loo eegayo da'dooda. Tusaale ahaan, cabirka adeega ee nafaqada borotiinka wuxuu u kala duwan yahay socod-baradka marka loo eego caruurta da'da dugsiga aan gaarin. Helitaanka qiyaasta adeeg ee loo baahan yahay oo la xiriirta diiwaangalint barnaamijka waxay ka caawin doontaa barnaamijka waxbarashada dhalaanka qiimeynta si wanaagsan qiyaasta lacagta lagu iibsanayo sidaa darteed waxaa jira cunno badan oo yareynaya qashinka. Liisaska qoraalka cunta sidoo kale waxay la socodsiinayaan waalidiinta, mas'uuliyiinta iyo shaqaalaha waxa la siinayo kahor waqtiga, haddii ay dhacdo in sixitaan la sameeyo. Si ay kuugu sahlanaato, barnaamijka waxbarashada dhalaanka ayaa laga yaabaa inuu doorto inuu sameeyo horumarinta isku badalaada cutooyinka.

Si loo ilaaliyo u hogaansanaanta tilmaamaha, marka cuntada iyo cabitaanka lagu badalayo menu-ka, ashyaada waa inuu ahaado mid u dhigma qiimaha nafaqada. Tusaale ahaan, CACFP waxay u baahan tahay quraac si loogu daro caano dareere ah, khudrad ama khudrad ama labadaba iyo cunto badan. Haddii bixiyaha waxbarashadda hore qorsheeyo in carruurta siisyo cunida rootiga miraha oo dhan, strawberries iyo caano lagu quraacda oo ay ogaadaan in strawberrieska oo dhacay ama xumaaday waa in ay diyaarinayaan ama keenaan miro kale ama khudrad kale si loogu beddelo miraha strawberries. Ku beddelashada haruurka, sida buskudka, ee loo yaqaan 'strawberries' ma buuxin doonto tilmaamaha CACFP ama WAC. Xaaladdan oo kale, adeeg bixiyuhu wuxuu haystaa in mooska in oo ugu badalo rootiga iyo caanaha. Adeeg bixiyaha waa in oo cusbooneysiiyaa liistadooda cuntada la badalay haddii waalid ama ilaaliye wax ka weydiiyo quraacda, waxay u sheegi karaan wixii beddelaad ah.

Waxaa lagu siinayaa tusaalooyin cuntada kala jaadka ah, si aad u hesho tusaalooyinka cuntooyinka nafaqada kala jaadka ah iyo si laysku dheeli-tiro cuntada raadineeyso.

SNOHOMISH HEALTH DISTRICT
WWW.SNOHD.ORG

Sample Menu for Children
* Ages 1 to 12 years

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast					
• Grain or Protein	**Oatmeal (W/G)	**Vanilla yogurt	**Cheerios	Scrambled egg	Waffle (W/G)
• Fruit or vegetable	Orange slices	*Blueberries	Banana	*Mixed fresh fruit	Peach slices
• 1% Milk (whole 12 months old & post feed baby be served breast milk or formula)	1% milk	1% milk	1% Milk	1% milk	1% milk
	*Dried fruit				*Syrup
** AM Snack					
• Choose from 2 food groups	Fresh Nectarines or Sliced canned peaches	Bran muffin (W/G)	W/W English muffin	Sliced Cantaloupe	W/W banana muffin
	Raisin toast	1 small	Sun Butter	Wheat toast (W/G)	1 small
	Water	**Fruit Smoothie	Water	Water	Orange juice
Lunch					
• Grain – Whole grain most often	Sliced turkey	Chili w/ beans	Tortilla cracker strips	Egg salad	Macaroni and cheese w/ Tuna
• Protein (meat, eggs, dairy, legumes)	Cheddar cheese	Cornbread	Bean Rice (W/G)	Hoagie roll	Steamed green beans
• Fruit & vegetable	Pita bread	Pears	Pears	*Cole Slaw	Apple slices
• 1% milk (whole 12-24 mos)	*Lettuce and tomato	Green Salad	Applesauce	Orange Slices	1% milk
** PM Snack	Strawberries	*W. Salad dressing	1% milk	1% milk	
	1% milk	1% milk			
• Choose from 2 food groups (make one a fruit or vegetable most often)	Cheese Stick	Pita chips	W/W Bagel	Cottage cheese	**Vanilla Yogurt
	Cucumber chips	Hummus	Lunch	*Baby Carrots	*Strawberries
	*Rice Crackers	Water	Pineapple rings	Water	Water
	Water		*Cream cheese		
			Water		

- *Modify menu items for 1-3 year olds:
  - Cut berries, grapes, apples, cherry tomatoes, small round items into quarters
  - Cook all vegetables, cut sandwiches into quarters, slice cheese
  - May need to finely chop lettuce and coleslaw, shred or cut meat into small pieces and cut fresh fruit into small mashed pieces
- **Follow CACFP rules for nutrient specifications
  - Sugar content must be < 7 gm/serving for cereal and < 24 gms/serving for 6 oz yogurt
  - Serve one whole grain item every day
  - Serve a fruit or vegetable at one snack every day
- Serve meals or snacks every 2 – 3 hours

Care Health Outreach Program
3320 Rucker Avenue, Suite 104
Everett, WA 98201-3900
Phone: (425) 259-5415
https://www.snohd.org/Care-Health-Outreach

Snohomish Health District waxay bixiyaan Tusaalo Qoraalka Cuntada caruurta da'dooda tahay 1 ilaa 12 sano ee barnaamijka shaqeeynaayo in ka badan sagaal saac. Waxaa ka duuban kartaa qraalka cuntada, fiiri goobta shabakada **https://www.snohd.org/DocumentCenter/View/2722/Sample-Menu--2019**.

mdc | Employment

Breakfast - Breakfast must include 1% or Nonfat (whole 1-2 yrs old) milk, one serving from the Vegetable and Fruit Group and one serving from the Grains /Bread Group. Here are some suggestions:

French Toast Grapes Milk	**Cornbread** Peaches Milk	**Oatmeal** Chunky Spiced Peaches Milk
Cheerios Banana Milk	**Raisin Bread** Banana Milk	**Hot wheat cereal** Frozen Blueberries Milk
WG Muffin Grapes Milk	**Cinnamon Toast** Applesauce Milk	**Croissant** Grapefruit Sections Milk
Scrambled Eggs, Toast Applesauce Milk	**Corn Flakes** Raspberries Milk	**Blueberry Muffin** Potato Rounds Milk
Bran Muffin Kiwi Milk	**Biscuit** Sliced Pears Milk	
WG Toast Orange Slices Milk	**Banana Bread** Apples, Raisins Milk	
WG Pancakes Fruit Cocktail Milk	**Crepes** Raspberries Milk	
WG Bagel Pears Milk	**WG Tortilla** Banana Milk	
WG Waffles Strawberries Milk	**Pumpkin Muffin** Carrot Sticks Milk	
Wheat Cereal (See List) Fresh Melon Milk	**WG Pita Bread** Cubed Potatoes Milk	
WG English Muffin Apple Slices Milk	**Soft Pretzel** Bell Peppers Milk	

WG = Whole Grain
HM = Home-Made

All hot and cold breakfast cereals must have whole or enriched grain as the first ingredient, and should contain **no more than 6 grams of sugar** per serving. Refer to the list of creditable cereals for more information. All WIC-approved cereals are creditable.

Meat and meat alternates, such as eggs or yogurt, can be served three times per week, instead of a grain at breakfast.

Ka-faalo qaadka barnaamijka cunta Food program sponsor Metropolitan Development Council (MDC) waxuu bixiyaa adeegyo tusaalooyin ah quraacda, qadada iyo cuntada fudud heerka looga baahan yahay CACFP. Ka soo duubo quraalka cuntooyinka ee soo booqo: **www.dcyf.wa.gov/sites/default/files/pdf/lic-guide/LIC_0010_MDC_Sample_Menu.pdf**.

Bixiyaha waxbarashada dhalaanka ee guriga qoyska ee Clark County waxaa ka helaysaa tusaalooyo qoraalka cunta caruurta da'dooda tahay barbartooniga ilaa da'da dugsiga barnaamijka shaqeeyo in ka badan sagaal saac. Ka soo duubo quraalka cuntooyinka ee soo booqo: **www.dcyf.wa.gov/sites/default/files/pdf/lic-guide/LIC_0010_Sample_menu_Clark_County_Early_Learning_Provider.pdf**.

Bixiyaha waxbarashada dhalaanka ee guriga qoyska ee Clark County waxaa bixiyaa tusaalooyin qoraalka cunta caruurta da'dooda tahay dhalaanka ilaa da'da dugsiga. Ka soo duubo quraalka cuntooyinka ee soo booqo: **www.dcyf.wa.gov/sites/default/files/pdf/lic-guide/LIC_0010_Sample_menu_Clark_County%20family_home.pdf**.

Qoraalka cunta "Menu" cunta ee barnaamijka barashada dhalaanka wuxuu ku siin karaa hab madadaalo iyo xiiso u leh oo loogu dabaaldego bulshada iyo dadyoowga kale iyadoo loo marayo sahaminta cuntooyinka iyo dhadhanka. Barnaamijka barashada dhalaanka ee xarunta, agaasimuhu wuxuu ka codsanayaa qoysaska inay la wadaagaan habka ugu wanaagsan ee ay jecel yihiin inta lagu jiro diiwaangelinta waxayna ka wada hadlayaan caadooyinka raashin cunista ee qoyska. Maalin kasta oo Talaado ah, cuntada reerka ayaa lagu daraa liiska barnaamijka. Shaqaalaha iyo carruurtu waxay ka wada hadlaan waqtiga cuntada oo ku saabsan cuntada, dhaqanka qoyska iyo dhaqanka. Cunida cunntooyinka waxaa xitaa ku jiri kara khibrado dhaqameed sida inay gacmahooda wax ku cunaan ama ku isticmaalaan maacuun kala duwan sida jibbaarada.

CACFP shabakada khayraadka xanaanada ubadka maalinta waxay bixiyaan liiska akhbaarahaan iyo shabakada khayraadka xanaanada ubadka ku saabsan cuntada iyo nafaqaynta
www.fns.usda.gov/cacfp/child-day-care-centers

CACFP waxay bixiyaan liiska qalabka tababarada iyo khayraadka looga baahan yahayin lagu fulinaayo diyarinta raashinka.
www.fns.usda.gov/tn/training-tools-cacfp

Qaabka Raashinka Ubadka. Waaxda Beeraha ee Mareykanka waxaa ku arkaysaa akhbaaraha CACFP looga baahan yahay ashyaada nafaqada iyo adeega cabiraadacunta kastaba iyo cuntada fudud kuna saleeysan da'da ubadka kooxdiisa.
https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP_childmealpattern.pdf

Kifaalaqaadka Qoyska Guriga ee CACFP. Kula xariirka Liiska hay'adaha bixiyo waxbarashada dhalaanka ee qoyska guriga oo ka qaybgalaayo barnaamijka cunta ee CACFP.
www.k12.wa.us/sites/default/files/public/childnutrition/FDCH%20Sponsors%202020.pdf

Nafaqada & Wax-qabadka Jimicsiga jirka. Goobta shabakada ee degmada Snohomish Daryeelka Carruurta ee Degmada Caafimaadka iyo kana mid ah khayraadka la xariira nafaqada iyo qorshaha liiska cuntooyinka xanaanada ubadka.
www.snohd.org/252/Nutrition-Physical-Activity

Doorashada Liiska Raashinka Curuurta Asalka dhaqankooda ee dugsiga barbaarinta. Xalinta Tababar Xaqiiq ah. Tijaabada daraasada waxaa ka mid ah Joornaalka Nafaqada & Maareynta Carruurta. Daraasada waxay leedaha qaabab fara badan tababar ah oo la xariira cuntooyinka ka turjumaayo hidaha dhaqanada kala duwan asalkood caruurta ka diwaangashan dugsiga barbaarinta.
https://schoolnutrition.org/uploadedFiles/5_News_and_Publications/4_The_Journal_of_Child_Nutrition_and_Management/Spring_2004/8-smith.pdf

Adeegyada dhaqan hidaha: Hogaaminta Cuntooyinka Dugsiga ee Jaaliyada Dhaqanada kala Duwan. Hogaaminta Massachusetts oo ah Xarunta Cuntada waxay sameeysay qoraalka cuntooyinka ku haboon dhaqanada kala jaadka ah ee barnaamijka dugsiga. Tilmaamaha tilaabada la qaadaayo, barashada daraasada iyo qoraal rasmi ah lisska cuntooyinka aad isku dayi kartid. In kasta oo degmo dugsiyeedyadu ay yihiin dhagaystayaasha loogu talagalay in badan kana mid ah waxyaabaha laga yaabo in loogu talagalay barashada dhalaanka, iyo dhiirrigelinta hal-abuurnimada sii socota iyo kala-duwanaanta.
www.massfarmtoschool.org/wp-content/uploads/2017/12/ServingUpTradition.pdf

Sidee loo maareeyo Cunistayaasha Xulista leh. Maqaalka Eberka ilaa Seddex talooyin ku saabsan sidee loo soo bandhigo loona dhiirrigeliyo tusaalooyinkal-qaadashada cuntooyinka cusub.
www.zerotothree.org/resources/1072-how-to-handle-picky-eaters

WAC 110-300-0186

Food allergies and special dietary needs

(1) An early learning provider must obtain written instructions (the individual care plan) from the child's health care provider and parent or guardian when caring for a child with a known food allergy or special dietary requirement due to a health condition. The individual care plan pursuant to WAC 110-300-0300 must:

(a) Identify foods that must not be consumed by the child and steps to take in the case of an unintended allergic reaction;

(b) Identify foods that can substitute for allergenic foods; and

(c) Provide a specific treatment plan for the early learning provider to follow in response to an allergic reaction. The specific treatment plan must include the:

(i) Names of all medication to be administered;

(ii) Directions for how to administer the medication;

(iii) Directions related to medication dosage amounts; and

(iv) Description of allergic reactions and symptoms associated with the child's particular allergies.

(2) An early learning provider must arrange with the parents or guardians of a child in care to ensure the early learning program has the necessary medication, training, and equipment to properly manage a child's food allergies.

(3) If a child suffers from an allergic reaction, the early learning provider must immediately:

(a) Administer medication pursuant to the instructions in that child's individual care plan;

(b) Contact 911 whenever epinephrine or other lifesaving medication has been administered; and

(c) Notify the parents or guardians of a child if it is suspected or appears that any of the following occurred, or is occurring:

(i) The child is having an allergic reaction; or

(ii) The child consumed or came in contact with a food identified by the parents or guardians that must not be consumed by the child, even if the child is not having or did not have an allergic reaction.

(4) Early learning providers must review each child's individual care plan information for food allergies prior to serving food to children.

Xasaasiyadda cuntada carruurnimada waa dhibaato caafimaad oo bulshada ah. Carruurtu waxay leeyihiin tirada ugu badan ee xasaasiyadda cuntada, oo saahmayn ku yeelata 8% carruurta.[111] "Wax daawo ah looma haayo xasaasiyadda cuntada. Ka fogaanshaha xasaasiyadda cuntada ayaa ah habka kaliya ee looga hortagi karo fal-celinta. Si kastaba haba noqotee, xaladaan marwalba ma'ahan wax fudud ama macquul ah in laga fogaado cuntooyinka qaarkood, shaqaalaha ku jira daryeelka hore iyo barnaamijyada waxbarashada (ECE) waa inay horumariyaan qorshayaal looga hortagayo falcelinta xasaasiyadda iyo ka jawaab celinta xaaladaha xasaasiyadda cuntada oo ay ku jiraan anaphylaxis. Aqoonsiga hore iyo dhaqsasahada iyo daaweynta waxay ka hortagi karaan dhibaatooyin caafimaad u halis ah ama dhimashada."[112] WAC kan waxaa loogu talagalay inuu hubiyo in barnaamijka barashada dhalaanka uu ka warqabo xasaasiyadaha cuntada ee la yaqaan iyo cuntooyinka gaarka ah. Waxaana loogu diyaar gargaarka aqoonsi deg-deg ah iyo daaweyn haddii dhibaato dhacdo.

111 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Xasaasiyadda Cuntada" ee laga heli karo **www.cdc.gov/healthyschools/foodallergies/index.htm**, layaa markii ugu dambeysay la cusbooneysiiyay Juun 8, 2020

112 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Xasaasiyadda Cuntada" ee laga heli karo **www.cdc.gov/healthyschools/foodallergies/index.htm**, layaa markii ugu dambeysay la cusbooneysiiyay Juun 8, 2020.

Xasaasiyada cuntada waxay kor uqaaday[113] ayna hogaaminaysaa galitaanka gurmadka deg-dega ah iyo dhimasho. Sida laga soo xigtay Cilmi-baarista Xasaasiyadda Cuntada & Waxbarashada:

- Waxaa jira 32 milyan oo Mareykan ah oo leh xasaasiyad cunto oo naftooda halis gelin karta.
- 200,000 booqashooyinka qolka gurmadka degdega ah, waxay dhacaan sanad kasta xasaasiyadda cuntada awgeed.
- 200 qof ayaa u dhinta dhibaatooyinka xasaasiyadda cuntada.[114]

Xaaladaha dareen-celinta xasaasiyadeed waxay u dhaxeysaa mid fudud ama mid daran ama culus. Astaamaha khafiifka ah, waxaa ka mid noqon kara afka oo ku cuncuno, sanka oo ku cuncuno ama duuf leh, hindhiso, maqaar oo wax-yar ku cuncuno ama finan yaryar kaa soo baxo ama lallabbo yar.

Calaamadaha daran waxaa ka mid noqon kara finan fara badan, matag ama anaphylaxis. Anaphylaxis waa natiijada sii deynta kiimikooyinka keenaya jirka qofka inuu galo shoog. Marka ay taasi dhacdo, dhiig karka qofka ayaa hoos u dhaci karo isla markaana marinka hawadiisa ayaa cariiri noqon karo, taas oo neefta ku xirmato. Waa mid daran oo nafta halis gelinaayo.

Cawaaqibka daran ee ka dhalan karta xasaasiyadda cuntada, barnaamijyada waxbarashada dhalaanka waa inay hubiyaan in lagu wargeliyo xasaasiyadda caruurta barnaamijkooda. Wada-hadal buuxa oo dhexmara waalidka ama ilaaliyaha iyo bixiyaha waxbarashada dhalaanka waa mid muhiim ah. Wada-hadalku wuxuu u ogolaanayaa bixiyaha waxbarashadda hore inuu si ku filan isu diyaariyo isla markaana u qorsheeyo, markaa fursadda falcelinta xasaasiyadda waa la yareeyaa, waxayna diyaar u yihiin inay la tacaalaan falcelinta xasaasiyadda haddii loo baahdo. Heerarka Tayada Aasaasiga ah waxay ku taageerayaan isgaarsiintan shuruud ah inay lahaato tilmaamo qoraal ah oo ku saabsan qorshaha daryeelka shaqsiyeed.

Qorshaha daryeelka shaqsiyeed waa qorshe lagu daboolayo baahiyaha shaqsiyeed ee caruurta qabo xasaasiyadda cuntada, baahi cunto gaar ah oo ay ugu wacan tahay xaalad caafimaad ama baahiyo kale oo u gaar ah. Tan waxaa ka mid noqon kara carruurta xasaasiyadda cuntada leh ama aan loo dulqaadan karin, ama carruurta baaritaankooda caafimaad uu saahmeyn ku yeelanaayo cunnadooda. Tusaale ahaan, cunuga waxaa laga yaabaa inuu ku adkaado wax liqitaan, cudurka sonkorta ama sonkorow, cilado dheef-shiid kiimikaad ama caruurta waxbarashada gaarka ah oo u baahan cuntooyin u gaar ah.

Si loo hubiyo in qorshuhu la kulmo baahiyaha caafimaad ee ilmaha isla markaana sidoo kale u taagan qiimeeynta caafimaad ee qoyska, qorshaha waxaa loo sameeyay iyadoo lala tashanayo waalidka ama ilaaliyaha, iyo dadka ay khuseyso, bixiyaha xanaanada caafimaadka. Ujeedada qorshuhu waa in la siiyo macluumaad gaar ah barnaamijka waxbarashada dhalaanka ee ku saabsan xasaasiyadda cuntada ee ilmaha. Tani waxay ka koobnaan doontaa xasaasiyadda gaarka ah, calaamadaha ama astaamaha fal-celinta xasaasiyadda, macluumaadka daawada, cuntooyinka kale ee la bixin karo iyo tallaabooyinka la qaadayo haddii cunugga uu leeyahay xasaasiyad xasaasiyadeed.

WAC 110-300-0300 wuxuu qeexayaa shuruudaha qorshaha daryeelka shaqsiyeed.

WAC 110-300-0190 wuxuu qeexayaa shuruudaha la xiriira qorshooyinka qoraalka cuntada.

113 Jessica Savage iyo Christina B. Johns, "Xasaasiyadda Cuntada: Epidemiology iyo Taariikhda Dabiiciga ah," *Rugta Immunology iyo Xasaasiyadda ee Waqooyiga Ameerika 35 (1) (2015): 45-59*, waxaa laga heli karaa **www.ncbi.nlm.nih.gov/pmc/articles/PMC4254585/**

114 Cilmi-baarista & Macluumaadka Xasaasiyadda Cuntada, "Aad iyo aad baan uga sii badan ahay xasaasiyadda cuntadayda," oo laga heli karo **www.foodallergy.org**, oo la soo helay Maarso 2020.

Helitaanka macluumaadka qoysku waxay siisaa nidaam guud oo lagula socon karo laguna ilaaliyo caafimaadka iyo badbaadada ilmaha. Adiga oo ah daryeelaha cunuga, waqti sii si aad qoyska ugala hadasho baahida canuga, una hesho macluumaadka, caqabyada iyo tababarka cunuga waalidka ama ilaaliyaha si qorshaha buuxda oo ku fuliyaan shaqaalaha barnaamijka waxbarashada dhalaanka. Hubi in tilmaamaha qoraalka la fahmay, daawada lagama maarmaanka ah ay ku taal meel ku habboon iyo in daawadu aysan dhicin. Maskaxda ku hay in daawooyinka nolosha lagu badbaadinayo ay u baahan yihiin in si fudud shaqaalaha ay ku heli karaan isla markaana aysan ku xirneeeyn qaanadaha ama sanduuq xiran. Qalab kasta oo kale oo si sax ah u maareeya fal-celinta xasaasiyadda, waa inay si fudud shaqaalaha u heli karaan. Fadlan sidoo kale la soco in markasta oo EpiPen ah, ama daawo kasta oo nolosha lagu badbaadiyo, Kala shaqeey, 911 waalidiinta ama dadka ardayda masuulka ka ah waa in loo yeeraa.

Liiska Dhajinta ee Xasaasiyadda iyo Cunto-beddelka Cunnada. Kheyraadka Degmada Snohomish Health si looga caawiyo barnaamijyada waxbarashada dhalaanka, si loo hubiyo waa inaa la soocotaa xasaasiyada cuntada carruurta iyo qorshooyinka dabagalka ah.
www.snohd.org/DocumentCenter/View/2705/Allergy--Food-Modifications-Posting-List-7-2019?bidId

In la abuuro qorshaha deg-dega ah Daawee Xasaasiyadda iyo Anaphylaxis Qorshaha Degdegga ah: Warbixinta fasirayso AAP Report. Goobta shabaka healthychildren.org. Falcelinta Xasaasiyadda oo ka mid ah qorshaha tusaalaha Akadeemiyada Mareykanka ee Caafimaadka Carruurta Mareykanka ee Caafimaadka Carruurta ee xasaasiyadda.
www.healthychildren.org/English/health-issues/conditions/allergies-asthma/Pages/Create-an-Allergy-and-Anaphylaxis-Emergency-Plan.aspx

Raashinka Xasaasiyada ee Xanaanada Ubadka. Caafimaadka Dadweynaha Seattle iyo King County tilmaamaha guud ee kheyraadka loogu talagalay in oo ka taageerida carruurta leh xasaasiyadda cuntada ee barnaamijyada xanaanada ubadka.
www.kingCounty.gov/depts/health/child-teen-health/child-care-health/healthy-habits/~/media/depts/health/child-teen-health/child-care-health/documents/FoodAllergyHandbook.ashx

Food Allergy Research & Education (FARE) Cilmi-baarista Xasaasiyadda Cuntada & Waxbarashada. Tilmaamaha goobta shabakada ku siinaayo akhbaaraha ku saabsan xasaasiyada cuntada caruurta. Qaybtaan waxay ku siineeysaa tilaabooyin nabada la qaadaayo, qoraal qorshaha maamulka, su'aaladaha inta badan lays weydiiyo iyo arimo kale oo badan.
www.foodallergy.org/resources?_limit=12&_page=1&audience=19

Xiriirintaani waxay siineysaa khayraad lagu baro caruurta yar yar side "Be a PAL (Protect a Life)" (Nolosha u ilaali)" carruurta xasaasiyadda ku leh cuntada - waa sida loo ilaaliyo caruurta inay nabad galaan. Qalabka daabacan waxaa lagu heli karaa Iuqadaha Ingiriis iyo Isbaanish:
www.foodallergy.org/education-awareness/be-a-pal

Carruurta leh Xasaasiyadda Cunnada: Qayb ka mid ah qoraalkaan ayaa ka helaysaa habka carruurta ku ilaaliso nabadgelyada dugsiga. Qaar badan oo ka mid ah kheyraadka oo ay ku jiraan manhajka iyo fiidiyo cajaladaha tusaalooyin ah isla markaana waxaa loo habeyn karaa carruurta da'da dugsiga barbaarinta ah.
www.kidswithfoodallergies.org/planning-for-school.aspx

Sidee baa loo Fahmo loona Isticmaalaa Xaqiiqooyinka Nafaqada. Goobta shabaka weybsayidka Maamulka Cuntada iyo Dawooyinka ee Mareykanka oo siiya tusaalooyin muuqaal ah oo loogu talagalay akhrinta maaddooyinka ku qoran sumadaha ama qaybaha xaqiiqda nafaqada.
www.fda.gov/food/labelingnutrition/ucm274593.htm

WAC 110-300-0190

Parent or guardian provided food and written food plans

(1) A written food plan must be developed by the provider and a child's parent or guardian, signed by all parties, and followed when accommodating a child's:

(a) Special feeding needs;

(b) Special diets;

(c) Religious or cultural preferences;

(d) Family preference; or

(e) Other needs.

(2) An early learning provider may allow or require parents or guardians to bring food for their child.

(3) If a parent or guardian provides meals for their child, an early learning provider must:

(a) Notify the parent or guardian in writing of the USDA CACFP requirements for each meal; and

(b) Supplement a child's meal that does not satisfy USDA CACFP requirements if necessary.

(4) On special occasions, such as birthdays, an early learning provider may allow parents or guardians to bring in snacks that may not satisfy the nutritional requirements for all children. The snacks provided must be limited to:

(a) Store purchased fruits and vegetables (uncut);

(b) Foods prepackaged in the original manufacturer containers; or

(c) Snacks prepared, cooked, or baked at home by parents or guardians of a child in care. Prior to serving, an early learning provider must receive written permission from each child's parent or guardian stating their child may consume food prepared, cooked, or baked by another child's parent or guardian.

U adeegida cunno caafimaad leh oo leh cuntooyin leh fiitamiino kala-duwan, macdano iyo nafaqooyin kale ayaa muhiim u tahay ah taageerida koritaanka iyo horumarka carruurta. Mararka qaarkood, arimaha si kastaba ha noqdaan, faahfaahinta ku xeeran cunto caafimaad leh way kala duwanaan kartaa. Qoysaska ka diiwaangashan barnaamijka waxbarashada dhalaanka waxaa laga yaabaa inay leeyihiin baahiyo cunto ama codsiyo ka dhaca meel ka baxsan liiska guud ee barnaamijka. Qorshaha cuntada ee qoran dukumiinti loogu talagalay in lagu waafajiyo dooqyada cunugga, cunnooyinka gaarka ah ama baahiyaha quudashada iyadoo la siinayo cunno beddel ah cunugga daryeelka ku jira. Qorshaha cuntada ee qoran waa inuu si faahfaahsan u sharraxaa wax ka beddelka ku saabsan sida cuntada loo diyaarin karo looguna kaydin karo loona adeegsan karo si looga tago ama loogu takhaluso taabashada xasaasiyadda.

Tusaale ahaan, barnaamijka waxbarashada dhalaanka waxaa laga yaabaa inuu yeesho cunug qaba ama leh baaritaan caafimaad sida xasaasiyadda cuntada ama xasaasiyadda, cunug la rabo miisaan kordho ama ilmo aan liqi karin ama dheefshiidi karin cuntada. Xaaladaha sidaa kuwaani waxay sahmeeyn ku yeelan karaan nooca cuntada la bixin karo ama sida cuntada loo soo bandhigo. Tusaale ahaan, ilmuhu wuxuu u baahan karaa cunto lagu soo bandhigo qaab jilicsan ama dareere ah, ama lagu siiyo tuubo.

Goorta aad u adeegaysay bulshadooda, barnaamijka waxbarashada dhalaanka waxay sidoo kale u egtahay inaad la kulmo qoysaska qiimaynaayo kale ma caqiidadooda diimeed ay ku jiraan dhowridda la xiriirta cuntada. Qoyska cunugga waxay dooran karaan inay cunaan khudradda ama cunnooyinka khudaarta "vegan". Qoysku waxay yeelan karaan oo keliya hilibka qaarkood la oggol yahay ama cuntadooda ayaa is beddeli karta xilliyada kala duwan ee sanadka. Qoysaska iyo carruurta ku qoran barnaamijka waxbarashada dhalaanka way kala duwanaan doonaan, waxaana laga yaabaa inay leeyihiin baahiyo cunto oo kala duwan

Bixiyaha waxbarashada dhalaanka ee guriga qoyska waxay nala qaybsadeeyn Franklin County:

"Marka hore, waxaan leeyahay cunug yar oo bilaaway cunida cuntada adag, run ahaantii waxay ka cabsaneeynay cuntada aynu siinaynu waxay ku sameeyn karto. Waalid ahaan waxaynu qorshaysanay in ubadkayna siino cuntada kadibna aynu fiirino waxa ku dhaca. Waxaynu go'aasanay in ay cuntada siisno ubadkayna. Ubadka wuxuu nala joogay sanado, waxaana fududaatay cuntada oo cuno iyo qorshaha raashinka. Waalid ahaan waxaynu barangay wada-qaybsiga qorshaha cuntoyinka nafaqada leh waalidiinta kale. Run ahaantii, waxaa fiican in aad raacdo qorshaha qoraalka cuntada ubadkaada taas waxay isku xiraysaa waalidiinta kale si aad isku cawintaa ubadkiina si oo u heli lahaa cunto nafaqo leh. Aniga waxaa aad iigu muhimsan xariirka wada-shaqaynta waalidka kale si aynu u ogaano baahida caruurtayna isla markaana u gu horumarino qorshaha ku haboon caruurtayna"

Si loo waafajiyo baahiyaha cunno ee cunugga, qoraalka qorshe cunto ayaa dhisi doona isfaham wadajirka oo ku saabsan cuntooyinka caruurta ay cuni karo inta ay ku jiraan daryeelka iyo tilmaam kasta oo la xiriira sida cuntada loo bixin doono. Qorshahan cuntada ee qoran waa inuu saxeexaa bixiyaha waxbarashada dhalaanka, waalidka ama ilaaliyaha, waa in la raaco oo lagu hayaa faylka.

Barnaamijka waxbarashada dhalaanka wuxuu u oggolaan karaa ama uga baahan karaa waalidka ama ilaaliyaha inay cunno u keenaan ilmahooda. Haddii cuntada ay bixiso barnaamijka waxbarashada dhalaanka ama waalidka ama ilaaliyaha, waa inay buuxisaa shuruudaha ku xusan WAC 110-300-1085 ee caano iyo cunto. Si loo hubiyo qoraalka cuntada uu buuxinayo shuruudaha nafaqada. Barnaamijka waxbarashada dhalaanka waa inuu ogeysiiyaa waalidiinta qoraal ahaan, shuruudaha USDA CACFP ee cunno kasta. Haddii cuntooyinkan uu bixiyo waalidka ama ilaaliyaha aysan buuxinin shuruudaha CACFP, Barnaamijka waxbarashada dhalaanka wuxuu mas'uuliyad ka yhay in lagu daro cunnada cunnadiisa si loo buuxiyo shuruudaha cuntada, iyadoo la raacayo qiyaasta qorshaha cuntada ee qoran.

WAC 110-300-0185 waxay dejisaa shuruudaha qoraalka cuntada, caanaha iyo cuntada.

Goorta cuntada la diyaariyo oo ay bixinayaanan shaqaalaha barnaamijka waxbarashada dhalaanka, qoysaska diiwaangashan waxay leeyihiin kalsooni macquul ah oo ah in cuntada la siiyay ilmahoodu ay caafimaad leedahay lana diyaariyey iyadoo la raacayo nidaamka aasaasiga ah ee caafimaadka iyo fayadhowrka. Mararka gaarka ah, qoysasku waxay bixin karaan cuntooyin ay iyagu ama dad kale diyaarsadaan oo aan buuxin shuruudaha nafaqada ee looga baahan yahay. Mar kasta oo cuntada lagu diyaariyo meel ka baxsan, waalidka ama ilaaliyaha waa inay bixiyaan ogolaansho qoraal ah oo sheegaya in ilmahooda loo ogol yahay inay cunaan cuntada. Oggolaanshahan qoran wuxuu hubiyaa in qoysaska ka diiwaangashan, si buuxda loogu wargaliyo cunnooyinka cunnadooda iyo inay fursad u leeyihiin inay go'aannada ugu fiican u gaaraan qoyskooda. Oggolaanshaha qoraalka ah wuxuu sidoo kale u yahay wada-hadal cad in barnaamijka waxbarashada dhalaanka uusan masuul ka ahayn nabadgelyada ama fayadhowrka cuntada ee goobta lagu diyaariyo

Barnaamijyada waxbarashadda hore waxay sidoo kale raaci karaan hababka kale oo loogu dabaaldego munaasabadaha gaarka ah ee aan u baahnayn oggolaansho qoraal ah oo ka timaadda qoyska ilmo kasta. Tusaale ahaan, muufada waxaa lagu diyaarin karaa goobta qalabka jikada ee barnaamijka si cabbiraadda, isku qasida iyo isku darka ashyada. Barnaamijka waxbarashada dhalaanka sidoo kale wuxuu dooran karaa inuu yeesho xaflado aan ku lug lahayn cuntada. Waxaa laga yaabaa inay ku yeeshaan waxqabad isdhaafsi ah carruurta dhexdeeda si loogu dabaaldego dhalashada ama waxqabad ay caruurtu ku dhigaan qoraallo leh dhalashooyinka baqshad loogu talagalay ilmaha

Bixiyaha waxbarashada dhalaanka ee guriga qoyska waxay nala qaybsadeeyn Benton County:

"Waxaan ugu dabaaldegayaa barnaamijyada dhalashada dhalashooyinka aniga oo sawirro ka qaadaya carruurta Dayrta ama marka arday cusub isqoro. Sawirka, cunuggu wuxuu ku dhajiyaa boorarka k ku qoran yihiin taariikhda dhalashadooda. Waxaan sawirada ku dhajiyaa darbiga dhalashada. Tani waxay ka caawineysaa carruurta inay is bartaan waxayna kaloo ka caawineysaa inaan horay u sii socdo marka aan isu diyaarinayo dhalashada soo socota. Sidoo kale, bil kasta jadwalka ayaa muujinaya qofka dhalasho leh bishaas, waana tixgalineynaa, waana qornaa. Maalinta dhalashadooda, waxaan ku heesnaa heesaha dhalasho wanaagsan. Waxaanan soo bandhigayaa kaarka dhalasho oo ay da'doodu ku taalo iyo qoraal aniga iga yimid. Waxaan sidoo kale hadiyad u soo bandhigayaa buug ku habboon da'da iyo madadaalo iyo is-dhexgal ama buug-gacmeed. Waxaan ku doortaa sheyga anigoo ku saleynaya waxa aan ka bartay cunugga inuu xiisaynayo iyo sidoo kale macluumaadka ay qoysasku ila wadaageen. Waxaan ka qeybqaataa kooxda ama naadiga buugaagta waxbarashada, marka qoysaska iibsadaan buugaag, barnaamijkeygu wuxuu qasbadaa dhibco iyo buugaag bilaash ah. Waxaan tan ugu adeegsanayaa inaan ku helo alaab bilaash ah maalmaha dhalashadooda iyo hadiyadaha qalin jabinta xagaaga. Qoysasku waxay ii sheegaan inay qaddarinayaan buugga ama buugga shaqada ee aan siiyo ilmahooda markay dhalashadoodu tahay oo ay isticmaalaan kuna raaxaystaan. Carruurtu way ku qanacsan yihiin inaan doorto wax iyaga xiiseynaya."

Xarunta CACFP Child Day Care Centers waxay ku siineeysaa goobta shabakada ee liiska akhbaaraha iyo khayraadka ku saabsan cuntada iyo nafaqada xanaanada ubadka.
www.fns.usda.gov/cacfp/child-day-care-centers

Qaabka Raashinka Ubadka. Waaxda Beeraha ee Mareykanka waxay bixiyaan qorshaha CACFP looga baahan yahay ashaada nafaqaynta, cabirka adeega cuntada cunta kastaba ama cuntada fudud oo ku haboon da'da ubadka ama kooxda.
https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP_childmealpattern.pdf

Diinta iyo Xulashada cuntada. Maqaal ku saabsan goobta shabakada qoraalka kaaliyaha caafimaadka madax-bannaan ee bixiya aragti guud oo ku saabsan ilaalinta cuntada ee shan diimeed oo kala duwan, iyo sidoo kale tixgelinta kale cuntada ah. Kaaliyaha caafimaadka Madaxa-banaan waa ilaha loogu talagalay aasaaska saldhiga ah iyo kuwa ku saabsan bulshada ee siisaa maqaallo caafimaad.
www.independentnurse.co.uk/clinical-article/religion-and-dietary-choices/145719/

Caafimaadka & Wax-qabadka Qaybaha kale. Goobta shabakada Waxqabadka caafimaadka ubadka waxay ku siineeysaa fikrado iyo talooyinka caafimaadka loogu dabaal-degaayo fasalka, waxaa raacsan xariirka tilaabaha la qaadaayo u dabaaldega caafimaad leh ee goobta shabakada.
www.actionforhealthykids.org/activity/healthy-active-parties/

WAC 110-300-0195

Food service, equipment, and practices

(1) An early learning provider preparing or serving food must comply with the current department of health Washington State Food and Beverage Workers' Manual and supervise services that prepare or deliver food to the early learning program.

(2) Snacks and meals must be prepared and served by an early learning provider who possesses a valid and current food worker card pursuant to WAC 110-300-0106(12).

(3) An early learning provider must:

- **(a) Supply durable and developmentally appropriate individual eating and drinking equipment, or developmentally appropriate single use disposable items;**
- **(b) Clean and sanitize eating and drinking equipment after each use. Water cups or bottles must be cleaned and sanitized daily if designated for a single child;**
- **(c) Ensure plastic eating and drinking equipment does not contain BPA (a chemical used in hard plastic bottles and as a protective lining in food and beverage cans) or have cracks or chips;**
- **(d) Use gloves, utensils, or tongs to serve food;**
- **(e) Serve meals or snacks on plates, dishware, containers, trays, or napkins or paper towels, if appropriate. Food should not be served directly on the eating surface; and**
- **(f) Be respectful of each child's cultural food practices.**

(4) An early learning provider must:

- **(a) Serve each child individually or serve family style dining, allowing each child the opportunity to practice skills such as passing shared serving bowls and serving themselves; and**
- **(b) Sit with children during meals.**

Waqtiyada cunnada iyo cuntada fudud ee barnaamijka waxbarashada dhalaanka waxay bixin karaan waxbarasho badan oo hodan ah iyo fursado dhisid xirfad-nafaqo, madax-bannaanida iyo xiriirada bulshada. Barnaamijka waxbarashada dhalaanka wuxuu taageeraa waayo- aragnimadan iyadoo la hubinayo in cunnooyinka iyo cuntooyinka fudud ay ku bilaabmaan hab-dhaqanno adeegyo cunno oo ammaan ah, caafimaad leh oo horumar ahaan habboon oo yareeya halista cudurrada ka dhasha cuntada. Cudurada ku dhaca cuntada waxay dhacaan marka qofku cuno cunno ay ku sumoobeen bakteeriyada ama suntooda, dulin, fayras, kiimikooyin ama waxyaalekale.[115] Sida laga soo xigtay CDC, carruurta da'doodu ka yar tahay 5 sano waxay saddex jeer ka badan tahay in isbitaal la dhigo haddii ay ku dhacaan infekshanka Salmonella.[116] Nasiib wanaagse, dhacdooyin badan oo cuduro ka dhasha cuntada ayaa looga hortegi karaa iyadoo si sax ah loo maareeyo cuntada iyo habka karinta. Dhaqamadaan waxaa lagu qeexay Washington State Food and Beverage Workers' Manual[117] bixiyaasha waxbarashada dhalaanka waa inay raacaano.

Si loo hubiyo tababbarka aasaasiga ah ee tabarka cuntada aaminka ah, bixiye kasta oo waxbarashadda hore ee carruurta u sameeyo adeeg cunto waa inuu leeyahay kaarka shaqaalaha cuntada oo ansax ah. Shuruuddan ayaa khuseysa bixiyeyaasha waxbarashada dhalaanka in ay mas'uulka yihiin diyaarinta cuntada iyo cunnada fudud, iyo sidoo kale bixiyeyaasha waxbarashadda hore ee u adeega cuntada carruurta.

WAC 110-300-0106 (12) wuxuu qeexayaa shuruudaha kaarka shaqaalaha looga baahan yahay.

Si loo sii wado taageerida waayo-aragnimada cuntada caafimaad leh iyo waqtiga cuntada, bixiyeyaasha waxbarashadda hore waa inay taxaddar muujiyaan, si looga hortago faddarayn wasaqda is-dhaafsiga. Jeermiska looga tagey qalabka cunida iyo cabitaanka oo aan la dhaqin, miisaska iyo gacmaha si dhib yar looma arki karo waxaana laga yaabaa in uu ka gudbo hal shay oo kale iyada oo aanu qofku ogayn. Sababtaas awgeed, cuntada waa in aan lagu siinin gacan qaawan ama si toos ah miiska dushiisa ama dusha miiska wax lagu cuno. Awooda ay u leedahay in cuntooyinka ay ku wasakhoobaan gacmo wasakh ah ayaa yareeyn karo markii la isticmaalayo galoofyada ama weelasha ku habboon ee loo adeegsan karo. Intaa waxaa sii dheer, adeegsiga aad istimaaleeyso suxuunta leh maacuunta oo ku habboon. Waxay gacan ka geysan kartaa cabirka cabiraada ku filan ama ku habboon ee la xariirta da'da ilmaha.

Maacuunta iyo qalabka horumarintooda ku haboon waxay carruurta ka caawin doonaan inay ku dhaqmaan akhlaaqda haboon, madax-bannaanida cunidda iyo inay yareeyaan jahwareerka xilliga cuntada. Haddii taageerooyinka carruurtu aysan yeelan waqtiga ka hor, waxbarashadooda ayaa si fudud ku imaan doonta. Carruurtu waxay u badan tahay inay ku guuleystaan xoqidda iyo ku shubista markay cunnada qalabka ku habboon la siiyo, waxayna u badan tahay inay nastaan oo ay ku raaxaystaan waayo-aragnimada cuntada.

115 Maamulka Cuntada iyo Dawooyinka ee Mareykanka, "Cunto-sidaha Cudurrada," oo laga heli karo **www.fda.gov/food/outbreaks-foodborne-illness/foodborne-pathogens**, markii ugu dambeysay ee la cusbooneysiiyey Maarso 5, 2020.

116 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Dadka Khatarta Sare ugu jira Sumowga Cunnada," waxaa laga heli karaa **www.cdc.gov/foodsafety/people-at-risk-food-poisoning.html**, waxaa la Cusbooneysiiyay Janaayo 24, 2019.

117 Waaxda Caafimaadka ee Gobolka Washington, "Buugga Shaqaalaha Cuntada," oo laga heli karo **www.doh.wa.gov/CommunityandEnvironment/Food/FoodWorkerandIndustry/FoodWorkerManual**, oo dib loo helay Luulyo 12, 2020.

Tusaalo ahaan, qolka socod baradka ee barnaamijka waxbarashada dhalaanka ee caruurta yar yar waxay kaliya bilaabayaan inay horumariyaan isuduwida iyo xakamaynta isticmaalka muruqyada si ay cuntada ugu ururiyaan qaadada oo ay ugu keenaan afkooda. Sidaa darteed, shaqaalaha waxbarashadda hore waxay ka caawiyaan carruurta inay ku dhiiragaliyaan qaaddo, iyagoo tusaale u qaadanaya ficilka ah in cuntada lagu rido qaadada oo la keeno ilmaha afkiisa. Bixiyuhu wuxuu kaloo u ogolaadaa carruurta yaryar inay haystaan qaaddo yar oo caag ah oo iyaga u gaar ah. Caruurta yar yar waxaa lasiiyaa fursad ay ku carbiyaan qaadashadacuntada iyo qaadashada qaadada. Dhanka kale, socod-baradka waaweyn ee qolka ayaa fadhiya miiska ay saaran yihiin suxuun yar oo wax lagu cuno. Carruurtu waxay isticmaalaan ¼ koob oo lagu cabbiro koobabka, si ay uga soo qaataan cuntada saxanka ku jira oo ay ugu keenaan saxankooda. Carruurtu sidoo kale waxay ku tababartaan ku shubista biyaha weel yar-yar koob yar oo caag ah. Weelka biyaha waxaa lagu daboolay dabool si loogu kordhiyo guusha ilmaha socodbaradka ah. Marala markay ay ku tababartaan xoqidda iyo ku shubashada inay naftooda u adeegaan, socod baradka waaweyn waxay isticmaalaan malqacado yaryar iyo fargeeto ay keligood wax ku cunaan. Markay carruurtu gaaraan da'da inay u wareegaan qolka dugsiga xannaanada, waxay isticmaali doonaan weel aan dabool lahayn laakiin la buuxinayo oo keliya 1/3 ee buuxinta si loo yareeyo daadashada biyaha markii daadintu dhacdo. Markuu daadadku dhaco, bixiyaha waxbarashadda hore wuxuu cunuga u oggolaanayaa inuu ka caawiyo nadiifinta biyaha daaday ama qashinkuba.

Waqtiyada cuntada waa daqiiqado gaar ah oo lagu dhiirigaliyo caadooyinka cunida caafimaadka leh iyo wax qabadyada joogtada ah. Dhinac muhiim ah oo ka mid ah waqtiyada cuntada ee raaxada leh ee barnaamijka waxbarashada dhalaanka ayaa u muujineysa carruurta in dhaqankooda dhaqameed ee dhaqanka la qiimeeyo lana aqbalo. Dhaqanka cuntada, oo ay ku jiraan cuntada la diyaariyey ama sida loo cuno, waxay ku kala duwan yihiin dhaqamada kala duwan. Qoyska cunugga waxay dooran karaan inay cunaan khudradda ama cunnooyinka khudradda, waxay ku cuni karaan jibbaarrada ama faraha ama waxay ku cuni karaan keliya gacanta midig. Meesha ay ku kala duwan yihiin dhaqanka cuntada, carruurtu waa inaysan helin jawaab celin diidmo ah markay raacaan xeerarkooda cunidda dhaqanka. Bixiyeha waxbarashadda hore wuxuu u baahan yahay inuu la xiriiro qoyska si uu si fiican ugu fahmo ku dhaqanka dhaqanka iyo sida taageero loo siin karo ilmaha inta lagu jiro daryeelka.

Bixiyaha waxbarashada dhalaanka ee guriga qoyska waxay nala qaybsadeeyn King County:

"Aniga waxaa ii timid hooyo waxayna ii sheegtay in ubadkayda laga siin hilibka taas oo ku xiray dhaqankeeda. Waxaan ugu jawaabay "Haye" waxaan bartay cuntada ubadkayda cuno. Goorta la gaaray faystooyinka, waxaan la xariray hooyada waxaana weydiiyey cuntada ay jeceshahay dhaqan ahaan nala wadaagta. Miyaa garaneeysaa hooyadii inay ooyday isla markaan ii mahadnoqday la qaybsiga.? Aniga waxaa arintaan u sameeyn waxay aheed mid sax ah oo qofkastaba muhiim yahay!"

Barnaamijka waxbarashadda hore wuxuu dooran karaa inuu carruurta ugu adeego si shaqsi ahaana ah ama isticmaalka qaabka u adeeg qoys u eg. Markii shaqsi ahaan loo adeego, cuntooyinka waxaa laga yaabaa inay yihiin kuwo horay loo soo diyaariyey ama qaab cunto sameeysan. Habka loo yaqaan 'Buffet' ee barnaamijka waxbarashada dhalaanka ma'ahan wax caadi ah, si kastaba ha noqotee, horay loo sii diyaariyey ayaa ah beddelka caanka ah ee qaabka qoyska. Weelalka cuntada lagu diyaarieyey waa halka cuntada loogu qaybiyo cunug kasta cunnadiisa oo ku habboon saxan shaqsi ah, ka dibna la siiyo carruurta. Tani waxay xaqiijineysaa in cunug walba uu helo cabirka adeega ee lagu taliyay mid kasta oo ka mid ah kooxaha cuntada sida ay ku talisay CACFP. Weelka cuntada wuxuu caan ku yahay dhallaanka iyo carruurta yar-yar ee aan naftooda u qaadan Karin cuntad kana shaqeynaya xagga awoodaha koritaanka si ay uga qeybqaataan fursadaha adeegga ee qaabka qoyska ah.

Labada adeeg midkoodba, Heerarka Tayada Aasaasiga waxay ubaahan yihiin bixiyaasha waxbarashada dhalaanka inay la fariistaan caruurta inta lagu jiro cuntada. Goobta xanaanada cunugga, fadhiga u dhow halka ay carruurtu wax ka cunayaan waxay ka caawisaa bixiyaasha waxbarashadda hore inay si buuxda ula shaqeeyaan oo ay kormeeraan howlaha cunidda. Ilmaha yari si kama'ah ayuu u cuni karaa sheey cunto weyn ah oo u noqon kara margasho khatar haddii uu bilaabo inuu hoos ugu foororo cunaha isaga oo aan calajinin ama cunta aad u weyn oo laqo ama calaajinin. Marka qof weyni si firfircooni u kormeero agagaarka, dhacdooyinkaan si fudud ayaa looga fogaan karaa.

Bixiyaha waxbarashada dhalaanka ayaa la fadhiisto miiska carruurta oo qadada la cuno. Waxay ogaadaan in cunug yar oo iyaga ka soo horjeeda ay cuntada ku darayaan afkooda si dhaqso ah umana muuqdaan wax-wax liqaya ka hor inta aysan qaadada ku xigin aysan soo gaadan. Bixiyaha wuxuu ku dhiiragaliyaa caruurta in ay si tartiib ah cuntada u cunaa, u ruugaan, iyo in ay laqaano cuntada kahor cuntada kale. Ubadka bilaawo margashada ama tufida. Bixiyuhu wuxuu si dhaqsi ah ubadka ug dhiiragaliyaa in oo cuntada iska tufo kuna tufo warqada si oo cuntada afkooda uga saaro. Bixiyaha wuxuu sidoo kale cunugga uqaataa cabitaan caano ah kadib markay afkoodu maraan yihiin. Bixiyuhu wuxuu u sharxayaa ubadka inay cuntooyinka badan afkooda galinin iyagoo aan haysan waqti ay ku calashaan oo ay wax ugu liqaan. Bixiyuhu wuxuu u sharxaya ubadka in calalajiyo isla markaana laqaano raashinka si nabad ah ugu badbaadaan ceejinta. Goorta miiska la fadhiyo, bixiyaha waxbarashada dhalaanka ayaa u sheegaayo in ay si tartiib ah cuntada u cunaao. Cunugo wuxuu muraajacayaa ficillada bixiyaha wax yar kadibna wuxuu wax ku cunayaa qadar macquul ah oo ka fogaanaya xanaaqa iyo ceejint

Waxaa jira sababo dhowr ah oo tan ka baxsan kormeerka haboon ee carruurta. CFOC waxaa ku jira fikradda soo socota ee loogu talagalay dadka waaweyn oo la fadhiya goorta caruurta cuntada cunayaan.

"Daryeel bixiyeyaasha/macallimiinta la fadhiyo wax la cunaya carruurta waxay fursad u tahay carruurta isku dhexgalka caruurta iyo isdhexgalka bulshada iyo ku dayashada wanaagsan ee daryeelaha/macalinka weyn. Wada-hadalka miiska wuxuu ku darayaa jawiga waqtiga wanaagsan ee cuntada wuxuuna bixiyaa fursado tusaalayaal aan rasmi ahayn ee dabeecadaha cunitaanka ku habboon, wada xiriirka ku saabsan cunista, iyo waayo-aragnimada muhiimka u ah barashada nafaqada. Joogitaanka qof weyn ama qaangaar ah oo cuntada caruurta la cuna waxay ka caawisaa ka hortagga dabeecadaha kordhiyo suurtagalnimada dagaal, cunto u quubinta dhexdooda, cunnada oo afka laysku geliyo iyo ceejinta dhici karta, iyo dabeecado kale oo xun."[118]

118 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 190.

Cunto-u-qaabeynta qoysku waa ikhtiyaar fiican oo lagu caawinayo horumarinta koritaanka iyo horumarka caruurta goobo fara badan. Markay carruurtu naftooda u adeegaan oo ay saxanka u gudbiyaan asaaggooda, waxay tababar ku qaadanayaan ku dhaqmaan horumarin xirfadaha bulshada iyo dhaqdhaqaaqa jirka wanaagsan iyo wadar guud, oo weheliso isku-duwidda indhaha iyo gacmaha. Waxay sidoo kale bartaan xirfadaha goobta sida ay u go'aansadaan meesha ay dhigayaan baaquliga iyo weelasha kale miiska. Cunuggu wuxuu helaa fursad uu ku qiimeeyo cabbirka saxanka iyo weelasha booska bannaan la dhigaayo. Carruurtu waxay bartaan inay karti yeeshaan oo madaxbannaan yihiin markay doortaan cuntooyinka ay cuni doonaan, doortaan cabbirka qaybta ay rabaano oo ay isticmaalaan qaaddo qaadasho ama birqado cuntada si ay ugu guuleystaan inay cuntada kala soo baxaan. Intaa waxaa sii dheer, markay carruurtu xukumaan inta cunno ay qaadanayaan, waxay ilaaliyaan awooda jir ahaaneed ee is-xakamaynta iyo inay fiiro gaar ah u yeeshaan tilmaamaha gaajada iyo dareenka dheregnaanta (tilmaamaha dheregsan). Inta lagu guda jiro cunnada-u-ekaanta qoyska, shaqaalaha barnaamijka waxbarashada dhalaanka waxay ka caawin karaan carruurta tusaale ahaan, tababarid iyo ka caawinta carruurta inay naftooda u adeegaan.

Quudinta & Cunida. Goobta shabakada Caafimaadka Carruurta, Kobaca iyo Horumarka webpage meelo badan ka helayso. Kana mid ah qoraalada kala nooca ah kooxyaha da'da ee quudinta iyo cunida.
https://kidshealth.org/en/parents/growth/?WT.ac=en-p-slpmsh-lm

Tilmaamaha Cunitaanka Qaabka Qoyska: Habka Cunnada ee Daryeelka dhalaanka iyo Barnaamijyada Waxbarashada. Qalab ay soo saareen Nemours iyo Ururka Daryeelka Ilmaha ee Ohio iyo Gudbinta Isku-duwaha oo qeexaya faa'iidooyinka, caqliga, horumarinta xirfadaha iyo hagitaanka buuxa oo tilmaam u ah bilowga iyo ku guuleysiga cunnada qoyska u eg.
https://d3knp61p33sjvn.cloudfront.net/2016/02/FamilyStyleDiningToolkit.pdf

Quudinta Caruurta Yar-yar ee ku Jira Kooxda. Websaydh waxbarasho oo ka socda University Idaho oo loogu talagalay xirfadlayaasha daryeelka carruurta iyo qof kasta oo ku tababbara shaqaalaha ama waalidiinta arrimaha la xiriira quudinta. Baaritaan qoraallada websaydhka ah iyo fiidiyowyada mawduucyo fara badan oo la xiriira cuntada, xilliyada cuntada iyo in badan. Mawduucyada qoraalka waxaa ka mid ah ka caawinta carruurta inay bartaan inay naftooda quudiyaan, dhisida cilaaqaadyo xilliyada cuntada, u adeegidda cunnooyinka kooxaha carruurta iyo halista margashada ah.
www.cals.uidaho.edu/feeding/forteachers/handouts.html

Margashada Dhalaanka: Sidee loo daryeelayaa dhalaanka badbaadadiisa. Talooyinka ka yimid Mayo Clinic ee kormeerka caruurta goorta miiska fadhiyaan.
www.mayoclinic.org/healthy-lifestyle/infant-and-toddler-health/in-depth/infant-choking/art-20044661

Kobcinta Cunayaasha Da'da Yar. Waxaa helaysaa koorso bilaash ah 'STARS' oo laga helo Jaamacadda Washington ee Xarunta Caafimaadka Dadweynaha ayaa bixisa tababar ku saabsan abuurista ka-qaybgal waqti-cunno caafimaad leh oo dhiirrigeliya barashada.
https://nutr.uw.edu/cphn/resources/stars-training/

Ka-hortaga badbaadada iyo dhaawaca - Margashada. Isbitaalka Carruurta ee Seattle waxaa ka helaysaa tilaabooyinka qoraalada ka hor-taga margashada.
www.seattlechildrens.org/health-safety/keeping-kids-healthy/prevention/choking/

Xulashada Cuntooyinka Carruurta Dhaqan-dhaqameedkooda ee Xannaanada Carruurta: Tabarka Xalinta Fulin. Daraasad lagu qoray Joornaalka Nafaqada & Maareynta Carruurta ilmaha. Daraasadani waxay baareysaa qaabab wax ku ool ah oo loogu daro cuntooyinka ka tarjumaya asalka dhaqameed ee carruurta kuna qoran dugsiga barbaarinta.
https://schoolnutrition.org/uploadedFiles/5_News_and_Publications/4_The_Journal_of_Child_Nutrition_and_Management/Spring_2004/8-smith.pdf

Doorashada Cuntooyinka iyo Diimaha. Maqalka Goobta shabakada Kalkaaliye Caafimaad webpage waxay ku siinayaan dul-marka aragtida cuntooyinka shan diin kala jaad ah iyo tixgalinta cuntooyinka kale. Kalkaaliye Caafimaad waa khayraad fiican daryeelka muhiimka ah iyo kaaliyaasha caafimaadka jaaliyada iyo bixiyaasha maqaalka caafimaadka ee rugta caafimaadka.
www.independentnurse.co.uk/clinical-article/religion-and-dietary-choices/145719/

U adeegyada Dhaqanka: erving: Tilmaan-bixiyaha hogaaminta Cuntooyinka Dugsiga Jaaliyada Dhaqanada kala jaadka ah. Hogaaminta Qeybaha Cuntada Massachusetts waxay abuuray cuntooyinka fara badan oo ku haboon dhaqana kala duwan ee barnaamijka dugsiga qoraal cuntooyinka. Dulmarida tilaabooyinka la sameeynaayo, macluumaad baariis ah, iyo qoraalo cuntooyinka ah aad isku daye karto. Dugsiyada Degmooyinka waxay qaateeyn nuxurka sameeynta cutooyinka ay qaadan karaano barnaamijka waxbarashada dhalaanka iyo ku dhiiragalinta sii-wadida cuntooyinka dhaqanada kala duwan.
www.massfarmtoschool.org/wp-content/uploads/2017/12/ServingUpTradition.pdf

Machadka Machadka Ellyn Satter. Goobta shabakada akhbaaraha aad ku sameeyn karto cuntooyin wanaagsa oo lagu farxaayo dhacdooyinka.
www.ellynsatterinstitute.org/how-to-feed/

Buugga Shaqaalaha Cuntada iyo Cabitaanka ee Gobolka Washington.Goobta shabakadaThe DOH waxay leedahay qoraalo laguugo diyaariyey luqooyin kala duwan. Qoraalkaas wuxuu ku siinayaa akhbaaro ku saleeysan shuruucda Xeerka Cunnada Tafaariiqda ee Gobolka Washington WAC 246-215.
www.doh.wa.gov/CommunityandEnvironment/Food/FoodWorkerandIndustry/FoodWorkerManual

Koorsada Shaqaalaha Cuntada ee Gobolka Washington. Waxaa loo ogol yahay Kaliyah qadka barnaamijka tababarka si aad u hesho karaka shatiga Washington State Food Worker (Shaqaalaha Cuntada ee Gobalka Washington). Laguna diyaariyey luqooyin fara badan.
www.foodworkercard.wa.gov/

WAC 110-300-0196

Food sources

(1) Food prepared and served from an early learning program must not be tampered with or spoiled.

(2) Food prepared and served from an early learning program must be obtained from an approved source licensed and inspected by the local health jurisdiction, the Washington state department of agriculture (WSDA), or the USDA. Food items not approved to be served to children in care include:

(a) Meat, fish, poultry, eggs, or milk that has not been inspected by the USDA or WSDA;

(b) Home canned food;

(c) Game meat or other meat that has not been inspected by the WSDA or USDA;

(d) Leftover food that was previously served from outside of the early learning program; or

(e) Food from roadside stands selling without a permit.

(3) Food not prepared on-site by an early learning provider, pursuant to WAC 110-300-0195(2), must be provided by:

(a) A licensed food establishment, kitchen, or catering business that meets food service requirements (chapter 246-215 WAC) (https://apps.leg.wa.gov/wac/default.aspx?cite=246-215) and is regularly inspected by a local health jurisdiction;

(b) A parent or guardian for his or her own children; or

(c) A manufacturer of prepackaged food.

(4) Fruits and vegetables (produce) grown on-site in a garden as part of an early learning program may be served to children as part of a meal or snack. Prior to preparing and serving:

(a) The produce must be thoroughly washed and scrubbed in running cold water to remove soil and other contaminants;

(b) Damaged or bruised areas on the produce must be removed; and

(c) Produce that shows signs of rotting must be discarded.

Sida cunnooyinka loo diyaariyo, loo maareeyo iyo loona kaydiyo si weyn ayey u sahmeysaa haddii ay ammaan tahay in la cuno iyo in kale. Cunnooyinka sida qaldan loo maareeyay ayaa ku sumoowdo kara tiro badan oo bakteeriyo ah ama sun ah oo sababi kara jiro marka la cuno. Carruurtu waxay ku jiraan khatar ka sarreysa dadka waaweyn goortala bar-bardhigo cudurada keena sababtoo ah nidaamyadooda difaaca si buuxda uma horumarin oo waxay leeyihiin awood xadidan oo ay kula dagaallamaan caabuqyada.[119] Goorta caruurta cuntada la siinaayo waxaa haboon in la hubiyo in ay amaan tahay iyo in aan ku faddarayn bakteeriyada ama jeermisyada kale.

In kasta oo ay jiraan waqtiyo muuqaalka ama urta cuntada ay muujineyso in cunnada aysan ammaan ahayn in la cuno, xaalado badan darteed, qofku ma arki karo, ma urin karo ama dhadhamin karo jeermiska keena sumowga.[120] Sababtaas awgeed ayey u tahay cuntooyika loogu adeego barnaamijka waxbarashada dhalaanka, waa in laga helaa ilaha ruqsadda haysta oo ay kormeerto hay'adda ku habboon. Kormeerka ka imanaayo maamulka caafimaadka maxalliga ah ee Washington State Department of Agriculture (WSDA) ama USDA waxay hubineysaa in cuntooyinka imaanaayo barnaamijka waxbarashada dhalaanka loo maareeyo loona kaydiyo qaab yareynaya halista cudurrada keeno.

119 Hay'adaha Samafalka ee Pew, "Carruurta Yaryar iyo Cudurka Cunnada," oo laga heli karo **www.pewtrusts.org/en/research-and-analysis/fact-sheets/2014/11/young-children-and-foodborne-illness**, ayaa la daabacay Noofambar 2014.

120 KidsHealth, "Sunta Cunnada," waxaa laga heli karaa **https://kidshealth.org/en/parents/food-poisoning.html**, markii ugu dambeysay ee la cusbooneysiiyay Luulyo 2018.

Si loo daboolo baahiyaha barnaamijka waxbarashada dhalaanka, cuntada waxaa laga yaabaa in lagu diyaariyo meel ka baxsan goobta isla markaana loogu adeego carruurta daryeelka ku jirta. Heerarka Tayada Aasaasiga waxay ku xadidayaan adeegyada cuntada ee goobta ka baxsan goobaha jikooyinka ama shirkadaha cuntada ee buuxiya shuruudaha adeegga cuntada. Waxaana sidoo kale kormeerah maamulka caafimaadka ee deegaanka soo saaraha warshada cuntada lagu diyaariyey ama cuntada ay bixiyaan waalidka ama ilaaliyaha cunugga. Shuruudaha loogu talagalay diyaarinta cuntada ee ka baxsan goobta ayaa sidoo kale loogu talagalay inay gacan ka geeystaan hubinta in cuntada habka loo diyaariyo, loo maareeyo, loona kaydiyo siyaabo yarayn kara halista waxa keeno cudurada.

Xarunta barnaamijka barashada dhalaanka ee u adeegaya Jefferson and Clallam counties nala qaybsaneeyn:

"Shan san oo yar ayaa darbiga dariishada lagu riixaayey, waxay fiirinaayeen cunta kariyaha Craig oo gaariga gacan cuntada la saaro ka soo riixaayo dalacaada buurta. "Cunta kariyaha Craig wuu yimid!" caruurtii way qeeyliyeen. Cunta kariyaha Craig gaarigii wuxuu soo galiyey fasalkii wuxuu caruurta ku salaamay ilka-cadeeyn iyo qeelo. "Maxaa manta inoo keentay anaga?" Caruurta ayaa weydiisay."Hilibkii la shiilay oo caanka ahaay puz-ghetti!" Craig wuu dhoolacadeeyey, "Hadda aaway kaaliyaheeyga?"

Craig iyo caruurta gacmaha bay dhaqdeeyn macalinkiina wuxuu nadiifinaayey miiska isla markaana oo dhigaayey weelasha saxoonta. Craig wuxuu dhigay gaarigaa meel hoose oo qasnadihii ayuu furay asigoo fiirinaayo heer-kulka dhamaan cuntada. "Aynu hubino cuntada kulul in ay kulushahay iyo cuntada qaboow in ay qaboow tahay," wuxuu u sheegay kaaliyahiisa. Wuxuu diiwangalyey heer-kulka cuntada iyo qoraalka cuntooyinka la badalay xiliga hadda la joogo.

Craig wuxuu haystaa waqti xadidan oo fiican, cuntadii qadada si dhaqso ah ayaa loo bixiyey. Asiga iyo kaaliyahiisahas raashinka qadada miiska ayey saareyn. Cuntadii fududeed galabtii iyo quraacdii subaxdii waxay la galiyeeyn qaboojiyaha. Craig wuxuu fiiriyey heerkulbeedga qaboojiyah, macalimiinta waxaa loo sheegay cuntada labada maalmood soo socdo. Craig wuxuu soo booqday waqti yar caruurta iyo shaqaalaha, qosol iyo la qaybsi sheekaa inta uusan aadin fasalka kale. Wuxuu soo ururiyey weelasha isla markaana dulsaaray ama dhigay gaariga si loo geeyo

Graig goorta albaabka ka baxaayey caruurta way u gacan taageeyn iyagoo u mahadcelinayaan. Hal ubad ayaa ku soo baabady oo habsiiyey asiga. Hal ubad wuxuu yiri waxaan u fadhiisanay farxah, cunto nafaqo leh, "Cunta kariyaha Craig waa midka ugu fiican cunta karinta."

Isticmaalka gushiin dayax gacmeed micnaheeda wuxuu yahay tilaabooyin dheeraad ah lagu hubinaayo in cuntada ay kutimaado nabad, cusub, heelgulka sax yahay, diyaar u ah in la cuno, laakiin Craig wuxuu sameeya maalinkastaba cuntada ugu fiican. Craig wuxuu leeyahay calaqaad xariir fiican caruurta iyo shaqaalaha oo u dheeraad ah nafaqaynta cuntada maalintii."

Haddii barnaamijka barashada dhalaanka doorto inuu yeesho qandaraas adeega bixiyaha ee qayb saddexaad, waxaa jira in dhowr qodob maskaxda lagu hayo. Haddii barnaamijku uusan u adeegaynin cuntada isla marka la keenayo, waa inay hubiyaan in cuntada ay yeelato heerkulka haynta habboon, ee ku xusan Washington State Food and Beverage Workers' Manual, illaa inta laga siinayo.[121] Tani waxay gacan ka geysaneysaa hubinta in heerarka bakteeriyada ku jirta cuntada ku sugnaato heer caafimaad inta u dhexeysa waqtiga cuntada la kariyey iyo waqtiga la bixinayo. Waa muhiim in la diiwaangeliyo heerkulka marka ay cuntadu timaaddo iyo marka hore inta aanana la siin cuntada caruurta.

Hararka quudinta waxaa looga baahan yahay xakamaynta heerkulka waxaa lagu sharaxay WAC 110-300-0197 (5).

Tusaale barnaamijka cuntada ee goobta ka baxsan wuxuu noqon karaa barnaamij waxbarashada dhalaanka oo ku yaal qayb ka mid ah degmo dugsiyeed. Degmadu waxay ku diyaarin kartaa cuntada jikada ama kushiinka degmada, ka dibna u geyn kartaa barnaamijka waxbarashada dhalaanka maalin kasta. Jikada ka baxsan goobta ayaa buuxisa shuruudaha WAC 110-300-0196(3)(a); maxaa yeelay waxaa fasaxaya maamulka caafimaadka ee deegaanka oo si joogto ah ayuu u kormeerayaa si loo diyaariyo tayada iyo qaabab kaydinta.

Haddii waalidka ama ilaaliyaha ay keenaano cunuga cuntadiisa, daryeel bixiyuhu waa inuu hubiyaa in cuntada loo maareeyo laguna keydiyo qaab xaddidaya koritaanka bakteeriyada. Marka cuntada ka timaadda guriga ay ku jiraan cuntooyin khatar u keeni kara (tusaale, cuntooyinka u baahan qabow habboon), adeeg bixiyaha waa inuu hubiyaa in qaybahaas lagu hayo heerkulka ku habboon si looga fogaado aaga halista ah ee 40 ° -140 ° F

Haddii barnaamijka waxbarashada dhalaanka doorto inuu ku daro cutooyinka beerta barnaamijkooda, cuntada soo saarka beerta way cuni kara carruurta iyadoo daryeelka ku jirto. Wasakhda suurtagalka ah waa in laga nadiifiyaa oo biyo qaboow oo socdo lagu dhaqaa si looga ilaaliyo carruurta cudurrada ka dhasha cuntada.

WAC 110-300-0148 wuxuu qeexayaa shuruudaha loogu talagalay beeraha ama jardiinooyinka iyada oo qayb ka ah barnaamijka waxbarashada dhalaanka.

Todobda Talooyin ee Miraha iyo Khudaarka lagu Nadiifiyo. Goobta shabakada ee A Maamulka Cuntada iyo Dawooyinka ee Mareykanka talooyinka loola difaacaayo jirooyinka cuntooyinka ka dhasho.
www.fda.gov/consumers/consumer-updates/7-tips-cleaning-fruits-vegetables

Waaxda Beeraha ee Mareykanka (USDA).Goobta Shabaka Hay'ada.
www.usda.gov/

Waaxda Beeraha ee Gobolka Washington (WSDA). Goobta Shabaka Hay'ada.
https://agr.wa.gov/washington-agriculture

121 Waaxda Caafimaadka ee Gobolka Washington, "Buugga Shaqaalaha Cuntada," waxaa laga heli karaa **www.doh.wa.gov/CommunityandEnvironment/Food/FoodWorkerandIndustry/FoodWorkerManual**, oo dib loo sameeyay July 12, 2020.

WAC 110-300-0197

Safe food practices

(1) Early learning providers must wash their hands, pursuant to WAC 110-300-0200.

(2) Early learning providers must store, prepare, cook, hold food, and wash dishes, pursuant to WAC 110-300-0195.

(3) For all foods offered by the provider or given to an enrolled child by a parent or guardian, the provider must:

- **(a) Provide appropriate refrigeration to preserve foods from spoiling. Foods that may be subject to spoiling include, but are not limited to, meats, cooked potatoes, cooked legumes, cooked rice, sprouts, cut melons, cut cantaloupes, milk, and cheese; and**
- **(b) Refrigerate foods requiring refrigeration at 41 degrees Fahrenheit or less and freeze foods required to be frozen at 10 degrees Fahrenheit or less.**

(4) Food must be stored as follows:

- **(a) In original containers or in clean, labeled, dated, and airtight food grade containers, if appropriate;**
- **(b) Food not required to be refrigerated or frozen must not be stored directly on the floor;**
- **(c) In a manner that prevents contamination;**
- **(d) Food and food service items (such as utensils, napkins, and dishes) must not be stored in an area with toxic materials (such as cleaning supplies, paint, or pesticides);**
- **(e) Food that is past the manufacturer's expiration or "best served by" date must not be served to enrolled children; and**
- **(f) Raw meat must be stored in the refrigerator or freezer below cooked or ready to eat foods.**

(5) For food requiring temperature control, a center early learning program must maintain a food temperature log by using a calibrated and working metal stem-type or digital food thermometer.

(6) Prior to storing leftover food in a refrigerator or freezer, an early learning provider must label the food with the date the leftover food was opened or cooked.

(7) An early learning provider may serve leftover food that originated from the early learning program if the leftover food was not previously served and:

- **(a) Refrigerated leftover food must be stored and then served again within forty-eight hours of originally being prepared; or**
- **(b) Frozen leftover food must be promptly served after thawing and being cooked.**

(8) Frozen food must be thawed by one of the following methods:

- **(a) In a refrigerator;**
- **(b) Under cool running water inside a pan placed in a sink with the drain plug removed; or**
- **(c) In a microwave if the food is to be cooked as part of the continuous cooking process.**

Bixiyaasha waxbarashada dhalaanka iyo waalidiinta waxay u badan tahay inay sameeyaan sida ugu dhaqsiyaaha badan caruurtooda ugu daryeelayaan ku faafida cudurka. Hal dariiqo oo cudurka ugu faafo barnaamijka waxbarashada dhalaanka waa cuntada ay carruurtu cunaan. Cunnada waxay ku sumoobi kartaa siyaabo kala duwan, laakiin sida ku cad Washington State Food and Beverage Workers' Manual, inta badan cudurrada ka dhasha cuntada waxaa sababa halista noolaha (jeermiska).[122] Waxaa jira dhaqano dhowr ah oo, markii ay si joogto ah u isticmaalaan barnaamijka waxbarashada dhalaanka, yareeya suurtagalnimada in cudurka lagu faafiyo cuntada. Waxaa jira dhaqano dhowr ah markii si joogto ah loo isticmaalaan barnaamijka waxbarashada dhalaanka, yareeya suurtagalnimada in cudurka lagu faafiyo cuntada.

Inta badan cuntooyinka la soo saaray iyo kuwa lagu iibiyay Mareykanka gudihiisa waa kuwo ammaan ah in la cuno. USDA, Food and Drug Administration (FDA) iyo wakaaladaha kale ee dowlada waxay dejinayaan xeerar iyo nidaamyo kormeer si loo hubiyo in cunno aamin ah la helo. Bixiyaasha waxbarashadda hore, si kastaba ha noqotee, waa inay ka shaqeeyaan sidii loo ilaalin lahaa badbaadada cuntada mar alla markii goobta la joogo. Qiyaasta aasaasiga ah ee looga hortagayo jeermiska inay cuntada wasakheeyaan waa in la hubiyo in cuntada lagu maareeyo gacmo nadiif ah. Dhammaan dadka diyaarinaya ama u adeegaya cuntada waa inay si fiican gacmahooda ugu dhaqaan saabuun iyo biyo socda. Gacmo-dhaqashada oo dhan waxaa ka mid ah gacmaha oo la isku xoqayo ugu yaraan 20 ilbidhiqsi. Si cuntada loo ilaaliyo, gacmaha waxaa laga yaabaa inay u baahdaan in si fiican loo dhaqo dhowr jeer inta cuntada la diyaarinayo.

Bixiyaha waxbarasho hore ayaa u diyaar garoobaya qadada maalinta. Markii ay soo galaan jikada, waxay ku dhaqdaan gacmahooda saxanka dharka lagu dhaqo. Waxay soo ururiyaan alaabta, horay u kululeeylinta foornada, waxayna bilaabaan inay diyaariyaan cuntada. Waxay dhigaan hamburger, ukun, rootiga iyo xawaashka baaquli waxayna u isticmaalaan gacmahooda inay wax walba isku daraan ama isku qasaan oo ay sameystaan rooti hilib ah. Tan iyo markii ay gacmahoodu taabteen hilibka ceyriinka ah, waxay mar kale gacmahooda ku dhaqaan saxanka dhaqida. Ka dib waxay bilaabaan dheriga biyaha ku kuleeliyaan aama ku kariyaan broccoli uumiga ah. Waxayna soo bandhigaan duubyada qamadiga oo dhan, si ay ugu kululaadaan foornada. Waxay maqlaan dhawaqa alaarmiga albaabka hore waxayna ka baxaan jikada. Waalid ayaa u keenay boorso dhar dheeraad ah ilmahooda. Bixiyihii hore ee waxbarashadu wuxuu qaataa boorsada, wuxuuna dhigaa cagaha ilmaha ee fasalka, wuxuu aadaa garoonka ciyaarta ee banaanka, wuxuuna la socodsiiyaa macalinka cunuga, wuxuu ku soo laabtaa gudaha jikada. Maaddaama gacmahoodu wasakheeyeen, waxay mar kale ku dhaqayaan weelka dhaqidda ka hor intaysan dhammaysan u diyaargarowga qadada.

Shuruudaha laxiriira nidaamka gacmo-dhaqashada ayaa lagu qeexay WAC 110-300-0200.

Dhaqan kale oo muhiim ah oo looga hortago cudurada ka dhasha cuntada ayaa ah in lala socdo lana ilaaliyo heerkulka cuntada oo saxda ah. Heerkulka kuleelka iyo qabow wuxuu gaabiyaa koritaanka bakteeriyada badankeeda. Si cuntada loo ilaaliyo, cuntada qabow waa in lagu hayaa 41°F ama ka qabow. Cunnooyinka kulul waa in lagu hayaa 135 F ama ka kulul. Baaxadda heerkulka u dhexeeya 41°F iyo 135°F waxaa loo yaqaan aagga halista.[123] Marka cuntooyinka loogu talo galay inay kululaadaan ama qabow noqdaan Aagga Khatarta, waxaa jira khatar sare oo ah in bakteeriyadu kori doonto. Dhaqan kale oo muhiim ah oo looga hortago cudurada ka dhasha cuntada ayaa ah in lala socdo lana ilaaliyo heerkulka cuntada ee saxda ah. Heerkulka kuleelka iyo qabow wuxuu gaabiyaa koritaanka bakteeriyada badankeeda. Si cuntada loo ilaaliyo, cuntada qabow waa in lagu hayaa 41°F ama ka qabow. Cunnooyinka kulul waa in lagu hayaa 135°F ama ka kulul. Heerkulka u dhexeeya 41°F iyo 135°F waxaa loo yaqaan Aagga Halistahen.

122 Waaxda Caafimaadka ee Gobolka Washington, "Badbaadada cunnadu waa ganacsiga qof walba - Buugga Daraasadda," waxaa laga heli karaa **www.doh.wa.gov/CommunityandEnvironment/Food/FoodWorkerandIndustry/FoodWorkerManual/FoodSafetyisEverybodysBusiness,** oo la soo saaray July 13, 2020.

123 Waaxda Caafimaadka ee Gobolka Washington, "Badbaadada cunnadu waa shaqada qof walba - Buugga Daraasadda," waxaa laga heli karaa **www.doh.wa.gov/CommunityandEnvironment/Food/FoodWorkerandIndustry/FoodWorkerManual/FoodSafetyisEverybodysBusiness**, oo la soo saaray July 13, 2020.

Tan iyo markii ay bakteeriyadu ku korto si xoowli ah aagga halista ah, waxaa muhiim ah in la xadido waqtiga cuntada ay ku qaadaneyso halkaas. Tani waa sababtaan THeerarka Tayada Aasaasiga waxay u baahan yihiin in cuntada la qaboojiyo 41°F ama ka yar oo la qaboojiyo iyo 10° ama ka yar - si loo yareeyo koritaanka bakteeriyada.

La socoshada heerkulka ayaa si gaar ah ugu muhiimsan barnaamijyada kuwaas oo karinayo, qaboojinaya, ka dibna kululaanaya cuntooyinka, maadaama tani ay cuntada u sii mariso Aaga Halista dhowr jeer. Haddii tan si khaldan loo sameeyo, waxay u horseedi kartaa koritaan badan bakteeriya oo dadka ku keeni kara jirro. Marka cuntooyinka la kariyey, hubinta inaad si dhakhso leh ugu adeegto waxay yareyneysaa waqtiga ay ku jiri karaan Aagga Khatarta. Bixiyaha waxbarashada dhalaanka waa inuu hubiyaa in cuntada loo qaboojiyo si ku filan si looga fogaado wax gubasho ah ubadka inta uu wax cunayo.

Gaaritaanka heerkulka karinta saxda ah ee hilibka cayriin ayaa si gaar ah muhiim u ah. Sida kaliya ee lagu ogaan karo haddii cuntada loo kariyey heerkul sare oo ku filan waa iyadoo la adeegsado heerkulbeegga cuntada. Heerkulbeeg leh caarad dhuuban ayaa ugu fiican in la isticmaalo marka hilibka loo kala googooyo qaybo yaryar. Markaad aragto liis garaynta heerkulka cuntada agteeda waxay xasuusin kartaa bixiyaasha waxbarashada dhalaanka inay laba-hubiyaan heerkulka, waana ficil loo baahan yahay oo loogu talagalay cuntooyinka u baahan xakamaynta heerkulka.

Si sax ah u keydinta cuntada waxay kaa caawineysaa in la ilaaliyo tayada iyo qiimaha nafaqada waxayna ka hortageysaa halaawga. Ku ridida cuntada hawo leh, weelal shaabadaysan ayaa ka caawisa inay bakteeriyadu banaanka ka soo baxdo, haysashada qoyaanka isla markaana ka ilaaliso cuntada inay urto cuntooyinka kale qaboojiyaha.[124] Cuntooyinka waa in lagu calaameey taariikhda uu dhacayo ama taariikhda cuntada la furay si ay gacan dheeraad ah uga geysato qiimeynta inay nabad tahay in la cuno. Cuntada dhaaftay taariikhdeeda dhicitaanku waxay yeelan kartaa koritaan bakteeriya sare ah, sidaa darteedna cuntada looma adeegi karo carruurta.

Barnaamijyada barashada dhalaanka, badbaadada cuntada waa masuuliyada qof walba. Xusuusnow in shaqaalaha barnaamijka waxbarashada dhalaanka ay inta badan la xiriiraan cuntada la siiyo carruurta ayna tahay inay yaqaanaan dhaqamada badbaadada leh ee cuntada.

Heerkulka Badbaadada Cuntada

165°F — Kululaynta cunnooyinka oo dhan si deg deg ah 2 saacadood gudahood. Heerkulka ugu yar ee lagu kariyo doorada ama digaagga iyo waxyaabaha digaagga, oo ay ku jiraan hilibka digaagga oo shiidan.

155°F — Heerkulka ugu yar ee lagu kariyo hilibka shiidan, marka laga reebo hilibka digaagga shiidan (eeg kor).

145°F — Heerkulka ugu yar ee lagu kariyo hilibka doofaarka iyo waxa ka yimaado hilibka doofaarka. Heerkulka ugu yar ee wax lagu karsado dhammaan cuntooyinka kale (kalluunka, kalluunka qolofta, idaha, hilibka lo'da, bariiska, baradhada, khudradda).

135°F — Ku haynta heerkulka kuleelka ee ugu yar.

Ugu badnaanta hubi heerkulka, bakteeriyadu way KU KOREEYSAA!

41°F — Heerkulka ugu sarreeya ee qabow lagu haayo.

0°-10°F — Heerkulka keydka qaboojiyaha.

Hubi in aad heerkulbeegga si fiican u shaqeeya adigoo hagaajinaayo qalabka inta badan.

124 Waaxda Beeraha ee Mareykanka, Macluumaadka Badbaadada Cuntada. "Hadhaaga iyo Badbaadada Cuntada," waxaa laga heli karaa **www.fsis.usda.gov/shared/PDF/Leftovers_and_Food_Safety.pdf**, markii ugu dambeysay ee la cusbooneysiiyey May 2012.

La dagaalamka Bakteeriyada!: Websaydhkan waxaa ka buuxa kheyraad ku saabsan la dagaalanka bakteeriyada iyada oo loo marayo nadaafadda iyo nadaafaynta. Bogagga shabakadda waxaa ka mid ah:

- Ku daabaco faylka PDFs ku saabsan afarta dhaqamood ee badbaadada cuntada aasaasiga ah: Nadiifint, Kala-saarida, Qaboowga iyo Kulaylka. **www.fightbac.org/food-safety-basics/the-core-four-practices/**
- Khayraadka loogu talagalay nadaafadda iyo baahida diyaarinta cuntada ee barnaamijyada waxbarashada dhalaanka: **www.fightbac.org/kidsfoodsafety/young-children-child-care-training/**
- Kheyraadka loogu talagalay in oo isticmaalo carruurta, waxaa ka mid ah midabaynta warqadaha, bogagga waxqabadyada, warqadaha boorarka iyo cayaaraha internetka: **www.fightbac.org/kidsfoodsafety/kids-games-and-activities/**

Sidee habboon ee loo Dhalaaliyo Cuntada. Fiidiyowga ka socda USDA oo ku saabsan xaaladaha dhalaalida cuntada qabow.
www.youtube.com/watch?time_continue=3&v=T5C335jleZA

Haraaga iyo Badbaadada Cuntada. Daabacaadda badbaadada cuntada ee USDA.
www.fsis.usda.gov/shared/PDF/Leftovers_and_Food_Safety.pdf

Qaboojiyaha iyo Badqabka Cuntada. Bogga USDA ku saabsan badbaadada cuntada.
www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/refrigeration-and-food-safety/ct_index#:~:text=Top%20of%20Page%5D-,Placement%20of%20Foods,juices%20from%20contaminating%20other%20foods

Buugga Shaqaalaha Cuntada iyo Cabitaanka ee Gobolka Washington.Websaydhka DOH wuxuu leeyahay buug gacmeed lagu heli karo luqado badan. Buug-gacmeedka wuxuu ku siinayaa akhbaaraha ku saleysan Xeerka Cunnada Tafaariiqda ee Xeerka Cunnada Tafaariiqda ee Gobolka Washington WAC 246-215.
www.doh.wa.gov/CommunityandEnvironment/Food/FoodWorkerandIndustry/FoodWorkerManual

Koorsada Koorsada Shaqaalaha Cuntada ee Gobolka Washington. Barnaamijka tababarka tooska qadka ah ee rukhsad loo helo si loo helo Kaarka Shaqaalaha Cuntada Gobolka Washington. Waxaa ka heleeysaa luqooyin fara badan.
www.foodworkercard.wa.gov/

WAC 110-300-0198

Food Preparation areas

(1) (An early learning provider or staff must clean and sanitize food preparation areas and eating surfaces before and after each use, pursuant to WAC 110-300-0241 (1)(a).

(2) In an early learning program's food preparation area, kitchens must:

(a) Have walls, counter tops, floors, cabinets, and shelves that are:

(i) Maintained in good repair including, but not limited to, being properly sealed without chips, cracks, or tears; and

(ii) Moisture resistant.

(b) Have a properly maintained and vented range hood, exhaust fan, or operable window; and

(c) Have a properly maintained and working refrigerator, freezer, or a combination refrigerator and freezer with sufficient space for proper storage and cooling of food.

(3) An early learning provider must:

(a) Have at least eight feet between the food preparation area and any diaper changing tables or counters and sinks used for diaper changing;

(b) Clean and sanitize a sink immediately before using it to prepare food to be served to children in care;

(c) Use a colander or other method to prevent food and kitchen utensils from touching the sink basin; and

(d) Clean dishes, pans, baby bottles, and kitchen utensils as follows:

(i) Cleaning and sanitizing with an automatic dishwasher that uses heat or chemicals to sanitize; or

(ii) Handwashing, rinsing, sanitizing, and allowing to air dry.

(4) Center early learning programs licensed after the date this chapter becomes effective must have:

(a) A handwashing sink separate from dishwashing facilities;

(b) A food preparation sink located in the food preparation area; and

(c) A method to clean and sanitize dishes, pans, kitchen utensils, and equipment in the food preparation area using:

(i) A two-compartment sink and an automatic dishwasher that sanitizes with heat or chemicals; or

(ii) A three-compartment sink method (sink one is used to wash, sink two is used to rinse, sink three contains a sanitizer, and the dishes are allowed to air dry).

(5) An early learning provider may use the kitchen for actively supervised cooking or food preparation activities with children in care.

Ilaalinta nadaafadda iyo fayodhowrka meelaha cuntada lagu diyaariyo waxay muhiim u tahay yareynta faafidda jeermiska iyo wasaqeeynta isku-tallaabta, iyadoo la ilaalinayo jawi caafimaad qaba. Meelaha xiran iyo qoyaanka u adkaysta ayaa u oggolaanaya nadiifinta iyo fayo-qabadka waxtarka leh ee dusha sare dillaacaan ama u oggolaadaan qoyaanku inuu dhex galo, bakteeriyadu way ku horumari doontaa.

Kadib sanado badan oo lagu isticmaalay jikada, qayb ka mid ah miiska dusha sare ayaa la jarjarey, taasoo soo bandhigeysa dusha sare ee dusha sare lakabka. Nidaamka nadaafadda iyo fayodhowrka ayaan waxtar ku lahayn dusha sare ee dusha sare hadda hayneeso huurka iyo bakteeriyada looga tagey isticmaalka caadiga ah. Sababtoo ah heerkulka guud ee jikada wuxuu ku dhex dhacayaa Aagga Halista, bakteeriyadu way ku kortaa. Haddii aan wax laga qaban, bakteeriyada ayaa laga yaabaa inay sumeeyaan raashinka kale ee lagu diyaariyo halkaas, ama caaryadu way soo bixi karaan, iyagoo jikada iyo cuntada u bandhigaya caaryada iyo bakteeriyada ku firirsan.

WAC 110-300-0240 wuxuu qeexayaa qawaaniinta nadaafadda iyo fayodhowrka si loo hubiyo cimilo nadiifta ah oo caafimaad hagaagsan WAC 110-300-0241 wuxuu qeexayso jadwalka nadaafadda iyo fayodhowrka.

Qaabka iyo naqshadeynta barnaamijyada waxbarashada dhalaanka ayaa kala duwan. Qaar ka mid ah barnaamijyada waxbarashada dhalaanka waxay cuntada ku diyaariyaan jikada ku jirta dhismo ka duwan fasallada, halka kale barnaamijyada waxbarashada dhalaanka laga yaabo inay cuntada ku diyaariyaan meel ku dhow goobaha carruurtu ku ciyaaraan.

Cudurrada faafa ee caloosha iyo mindhicirka waxaa caadi ahaan loo soo mariyaa hab-dhaqanno caafimaad ama fayadhowr aanan habbooneyn oo la xiriira beddelaadda xafaayadda iyo hababka isticmaalka musqusha. Tan waxaa ku jira norovirus oo sii faafi kara ilaa 42 maalmood dusha-sare.[125] Caadi ahaan, norovirus wuxuu ku faafi karaa cuntooyinka marka qofka gacmihiisu wasakhoobaan walxaha fayraska oo ay taabtaan cuntada ama weelasha adeegaya, cuntooyinka ama maacuunta la dhigo dusha sare ama miisaska wasakheysan ee walxaha norovirus, ama shaqsi qaba cudurka ku sii daayo qaybo hawada laga yaabaa inay gasho cuntada. Sababtaas awgeed, ka-ilaalinta aagagga beddelashada xafaayadaha ka baxsan meelaha diyaarinta cuntada waa muhiim.

Saxanka cuntada lagu diyaariyo waa aag kale oo ay ka jirto faddarada isku-tallaabta. Sababtaas awgeed, CFOC guud ahaan ma taageerto adeegsiga saxanka wax ka badan hal ujeedo loo isticmaalo.[126] Weelka dhaqida oo loo isticmaalo cuntada ku diyaariyo waa inaan loo isticmaalin gacmo-dhaqashada ama ujeedo kale. Weelka dhaqida ujeedooyin kala duwan ayaa looga baahan yahay xarumaha. Weelka dhaqashada saxanka u gooni u gooni ah had iyo jeer lagama helo barnaamijka daryeelka carruurta ee guriga qoyska. Si kastaba ha noqotee, dhammaan barnaamijyada - ha ahaadeen xarumaha ama guryaha qoysaska - waa inay nadiifiyaan saxanka weelka isla markiiba ka hor inta aan loo isticmaalin diyaariyo cuntada oo ay weheliso adeegsiga colander si cuntooyinka aysan u taabanin weelka saxanka.

125 Cortney Miller, Angela Fraser, Roman Sturgis, Xi Chen, Anna Saunders iyo Waaxda Cuntada, Nafaqada, iyo Sayniska Cuntada ee Maraykanka, "Beddela xafaayado wasakh ah," oo laga heli karo **www.fightbac.org/kidsfoodsafety/young-children-child-care-training/**, markii ugu dambeysay ee la cusbooneysiiyo Febraayo 27, 2013.

126 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna. 198.*

Health Practices

WAC 110-300-0200

Handwashing and Hand Sanitizer

(1) Early learning providers must comply with the following handwashing procedures or those defined by the United States Center for Disease Control and Prevention, and children should strongly be encouraged to:

(a) Wet hands with warm water;
(b) Apply soap to the hands;
(c) Rub hands together to wash for at least twenty seconds;
(d) Thoroughly rinse hands with water;
(e) Dry hands with a paper towel, single-use cloth towel, or air hand dryer;
(f) Turn water faucet off using a paper towel or single-use cloth towel unless it turns off automatically; and
(g) Properly discard paper single-use cloth towels after each use.

(2) An early learning provider must wash and sanitize cloth towels after a single use. Soiled and used towels must be inaccessible to children.

(3) To prevent children from being burned, air hand dryers must have a heat guard (barrier that prevents user from touching heating element) and turn off automatically.

(4) Early learning providers must wash their hands following the handwashing procedures listed above:

(a) When arriving at work;
(b) After toileting a child;
(c) Before and after diapering a child (use a wet wipe in place of handwashing during the middle of diapering if needed);
(d) After personal toileting;
(e) After attending to an ill child;
(f) Before and after preparing, serving, or eating food;
(g) Before preparing bottles;
(h) After handling raw or undercooked meat, poultry, or fish;
(i) Before and after giving medication or applying topical ointment;
(j) After handling or feeding animals, handling an animal's toys or equipment, or cleaning up after animals;
(k) After handling bodily fluids;
(l) After using tobacco or vapor products;
(m) After being outdoors;
(n) After gardening activities;
(o) After handling garbage and garbage receptacles; and
(p) As needed or required by the circumstances.

(5) Early learning providers must direct, assist, teach, and coach, children to wash their hands, using the steps listed above:

(a) When arriving at the early learning premises;
(b) After using the toilet;
(c) After diapering;
(d) After outdoor play;
(e) After gardening activities;

(f) After playing with animals;

(g) After touching body fluids such as blood or after nose blowing or sneezing;

(h) Before and after eating or participating in food activities including table setting; and

(i) As needed or required by the circumstances.

(6) Hand sanitizers or hand wipes with alcohol may be used for adults and children over twenty-four months of age under the following conditions:

(a) When proper handwashing facilities are not available; and

(b) Hands are not visibly soiled or dirty.

(7) Children must be actively supervised when using hand sanitizers to avoid ingestion or contact with eyes, nose, or mouths.

(a) Hand sanitizer must not be used in place of proper handwashing.

(b) An alcohol-based hand sanitizer must contain sixty to ninety percent alcohol to be effective.

Carruurta ku jirta barnaamijyada waxbarashada dhalaanka waxay halis ugu jiraan inay ku dhacdo cudurada faafa oo soo noq-noqda iyo kana sara badan ardayda aanan qaybgelin barnaamijka waxbarashada dhalaanka.[127] Gacmo-dhaqashada joogtada ah ee shaqaalaha iyo carruurtu waa mid ka mid ah ilaalinta ugu fiican ee bixiyeyaashu ku xakameeyaan faafitaanka jeermiska. Gacmo-dhaqashada joogtada ah ee shaqaalaha iyo carruurtu waa mid ka mid ah ilaalinta ugu fiican ee bixiyeyaashu ka qabaan faafitaanka jeermiska.[128] Mid ka mid ah daraasadda ayaa heshay xarumo lagu xanaaneeyo carruurta oo hirgaliyay dhaqamo gacmo dhaqid xoog leh ayaa arkay in 50% ay hoos u dhacday dhacdooyinka cudurka shubanka. Daraasado kale ayaa soo sheegaya hoos u dhacday cudurada neef mareenka.[129] Si kastaba ha noqotee, waxtarka gacmo-dhaqashada waxay ku xirantahay nidaamka gacmo-dhaqashada ee shaqaalaha raacayaan. xeeladaha awood u leh, markii si joogto ah loo dhaqmo, in si weyn loo yareeyo faafitaanka cudurrada faafa iyo jirada.

Mid kasta oo ka mid ah tillaabooyinka looga baahan yahay hannaanka dhaqidda gacmaha waxay u adeegtaa ujeedo muhiim ah. Gacmaha oo qoyan waxay ka caawiyaan inay ka saaraan carrada muuqata waxayna u oggolaaneysaa saabuunta inay xumeyso. Saabuun ku soo ururinta dusha sare ee maqaarka waxay abuurtaa khilaaf. Khilaafku wuxuu muhiim u yahay qaadista iyo ka saarista wasakhda, jeermiska iyo cudurka 'microbes' maqaarka.

127 Maria Nesti iyo Moisés Goldbaum "Cudurada faafa iyo xanaano maalmeedka iyo waxbarashada dugsiga barbaarinta," *Journal of Pediatrics 83* (4) (Ogoosto 2007), waxaa laga heli karaa **www.scielo.br/pdf/jped/v83n4/en_v83n4a04.pdf**

128 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Ii Muuji Sayniska," oo laga heli karo **www.cdc.gov/handwashing/show-me-the-science.html**, markii ugu dambeysay ee la cusbooneysiiyey Abriil 7, 2020.

129 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna: Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada daabacaada 4aad.* (Itasca, IL: Akadamiyadda Maraykanka ee Cudurrada Caafimaadka, 2019), 332.

Waxaa halkaan ka helaysaa hal daraasad sheegayso celcelis ahaan muddada gacmo-dhaqashada ay ahayd ugu yaraan lix ilbidhiqsi,[130] cilmi baaris ayaa muujineysa in dhaqitaanka ugu yaraan 20 ilbiriqsi ay ka saareyso jeermis ka badan intii la dhaqi lahaa mudooyinka gaagaaban.[131] Sida laga soo xigtay CDC, heerkulka biyaha "uma muuqdo inuu sahmeyn ku yeelanayo ka-saarista microbe."[132] halkii, shuruudaha loogu talagalay biyaha diirran waxay leeyihiin waxyaabo badan oo ku saabsan raaxada. Qofku waxay u badan tahay inuu gacmahooda dhaqo inta lagu taliyey waqtiga haddii biyuhu diirran yihiin, halkii ay ka ahaan lahaayeen kuwa aad u kulul ama aad u qabow. Biyaha diirran sidoo kale waxay dhiirrigeliyaan biyo raacis ku filan. Ku mayrida weelka dhaqista saxanka ayaa ka qaada ciidda, jeermiska iyo xumbo gacmaha.

Tallaabada qalajinta gacmuhu sidoo kale waxay leedahay ujeedo; waxay yareysaa jeermiska suuragalka ah in la wareejiyo. Jeermis kasta oo qofka uu seegay intii lagu jiray hawsha dhaqitaanka ayaa ku dhamaan kara tuwaalka ama shukumaanka. In kasta oo hal daraasad laga helay shukumaannada hal mar la isticmaalo ayaa ah habka ugu waxtarka badan uguna nadaafadda badan ee lagu qallajiyo gacmaha, ka dib gacmo-dhaqashada,[133] hal dhar oo la isticmaalo ama ku qalajinta hawada waa la ogol yahay. ingle-use cloths or air hand dryers are still permitted.

Dhaqista ka dhig daqiiqad waxbarid oo xiiso leh! Xullo hees caan ah oo curiya ereyo cusub oo ku saabsan sida gacmaha loo dhaqdo. Tani waxay ka caawinaysaa carruurta inay xusuusnaadaan tallaabooyinka marka lagu daro helitaanka muddada saxda ah ee ka-saarista jeermiga, taas oo ah 20 ilbidhiqsi. Sidoo kale, hubi in caruurta iyo shaqaaluhu isticmaalaan shukumaan hal mar ah ama tuwaal warqad ah si ay u damiyaan qasabadda si looga hortago jeermiska sii faafaayo.

130 Michelle Sconce Massaquoi, "Waxaad u maleyneysaa inaad gacmahaaga si khaldan u dhaqeyso," *Saynisyahan Mareykan ah* (Diseembar 2017) oo laga heli karo **www.scientificamerican.com/article/you-are-probably-washing-your-hands-wrong/**

131 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Ii Muuji Sayniska - Sida Loo Dhaqo Gacmahaaga," oo laga heli karo **www.cdc.gov/handwashing/show-me-the-science-handwashing.html,** ugu dambeeyay la cusbooneeysiiyey march 4, 2020.

132 Xarumood ee Xakamaynta iyo Kahortagga Cudurrada, "I tus Sayniska - Sida Loo Dhaqo Gacmahaaga," oo laga heli karo **www.cdc.gov/handwashing/show-me-the-science-handwashing.html,** markii ugu dambeeyay ee la cusbooneysiiyay 4, 2020.

133 Cunrui Huang, Ma Wenjun iyo Susan Stack, "Waxtarka nadaafadda ee hababka gacmo qalajinta ee kala duwan: Dib u eegista caddaynta," *Maktabadda Qaranka ee Caafimaadka ee Mareykanka Machadyada Qaranka ee Caafimaadka* 87 (8) (2012): 791-798, ayaa laga heli karaa **www.ncbi.nlm.nih.gov/pmc/articles/PMC3538484/**

Bixiyaha barashada dhalaanka ee guriga qoyska nala-qaybsaday King County:

"Waxaan carruurta barnaa nidaam joogto ah oo gacmo-dhaqashada si ay u ogaadaan dhammaan tallaabooyinka. Marka la rabo dhaqo gacmaha, waxaan siinaa carruurta ogeysiis. Nidaamkeennu waa in laba carruur ahi saf galaan oo carruurta kale ay sameeyaan dhaqo gacmo dhaqasho lays isugayaan. Waxaan miiska saaray waxyaabo sida qalabka masawira, hal-xiraale, heeso ama wax kale lagu mashquuliyo. Waxaan barnaa magacooda loo yeero waxay isticmaali karaan musqusha hadday u baahdaan, ka dibna way dhaqdaan gacmahooda. Waxaa la baraa inay isticmaalaan warqada musqusha iyo biyahana ku furaan marka ay isticmaalaan musqusha. daadiyaan cadka oo ay ku tuuraan musqusha markay hoos u sii dhaceyso. Kadib waxay helayaan shukumaan waraaq ah oo ay ku furaan qasabadda. Barnaamijkeenu wuxuu leeyahay saacad tirinaysa inta ay dhaqanayaan, mayranayaan isla markaan gacmaha qalijinaayo. Waqtiga la badalaayo midibyada, markaan waxay tahay wakhtigii ilmuhu tallaabo uga guuri lahaa tallaabada xigta. Markii ay mayrtaan oo ay biyo raaciyaan gacmahooda waxay helayaan laba tuwaal oo waraaqo ah. Mid waxay u adeegsadaan inay ku qalalaan gacmahooda midna waxay damiyaan qasabadda. Markay dhammeeyaan, carruurta waxaa la baraa inay sacabka tumaano ama kor u qaadaan gacmahooda si aysan waxba u taaban markay u socdaan miiska cuntada ama meel kasta oo ay u socdaan. Macallinka barashada dhalaanka wuxuu had iyo jeer kormeeraa oo daryeelaan nadiifinta ka dib markii shaqaaluhuna la tababaray. Carruurtu way faraxsan yihiin oo caafimaad qabaan. Waxaan u sheegnaa waxa ay sameynayaan oo sax ah, waana la sameynaa ubad kastab. Waxaan helnaa qiimeynta sare nibcaha 4 ee Achiever Early. Waxaynu adeegsanaya qaabka wax walbana si habsami ah u socdaan, maxaa yeelay caruurtu wax kale ma dareemaan jacayl mooyee!"

WAC 110-300-0505 (2)(d) waxay u baahan tahay dhajinta boodhkan gacmo dhaqista.

Gacmaha oo la qalajiyo, haddii bixiyaha waxbarashadda hore uu doorto inuu isticmaalo shukumaanno hal mar la isticmaali karo, shukumaanka la isticmaalay waxay u baahan yihiin in lagu keydiyo meel aan laga geli karin. Meel aan la geli karin macnaheedu waa in walxaha loo kaydiyo hab aysan carruurtu gali karin. Tusaale ahaan, adeeg-bixiyuhu wuxuu isticmaalaa tilaabadaha ama adeega weel qashin goobta lagu kaydiyo iyo meelaha la dhigaayo shukumaanada gacanta wasakheysan.

Qalajiyaha gacmaha ayaa sidoo kale loo isticmaali karaa in lagu qalajiyo gacmaha, laakiin waa haddii ay jiraan taxaddarro la qaaday si looga hortago gubashada.

Kormeerka firfircoon, nadiifayaasha gacanta oo haysta ugu yaraan 60% aalkolo ayaa loo isticmaali karaa bedel ahaan gacmo-dhaqashada saabuun iyo biyo duruufaha qaarkood.[134] Nadiifiyaha waxaa loo oggol yahay oo keliya carruurta jirta da'da 24 bilood iyo wixii ka weyn goorta ku dhaqashada weelka gacanta iyo saabuunta aanan la heli Karin iyo in gacmaha cunugga aysan si muuqato loo arkayn.

134 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Ii Muuji Sayniska - Goorma & Sida Loo Adeegsado Nadiifinta Gacmaha ee Goobaha Bulshada," oo laga heli karo **www.cdc.gov/handwashing/show-me-the-science-hand-sanitizer.html#swallowing**, markii ugu dambeysay ee la cusbooneysiiyay 3, 2020.

Carruurta ku jirta barnaamijka waxbarashada dhalaanka ee guriga qoysku waxay ku ciyaaraan aagga lagu cayaaro ee banaanka. Bixiyaha waxbarasha hore wuxuu fiiriyey cunug 3 sano jir ah oo wata baaskiil saddex lug leh oo baaskiil joojiyey kuna hindhisaya gacantiisa. Bixiyaha hore ee waxbarashada, wuxuu siiyaa ilmaha nadiifiye gacmihiisa si uu ugu xoqo gacmahooda ka hor inta uusan gacmahooda dib ugu celin qalabka wax lagu qaado ee saddexda baaskiil leh. Kadib, markuu ilmuhu gaaro meesha wax lagu dhigay, waxay ku dhaqi karaan gacmahooda biyo socda iyo saabuun.

Si aad ugu isticmaasho nadaafadda gacmaha sida habboon, raac tilmaamaha ku yaal tilmaan qoraarka dhalada. Qadar ku filan oo ah nadiifiye gacmeed waa in la dhigaa calaacasha hal gacan. Ku shub waxlaha shayga in ku filan ayaa loo baahan yahay in loo isticmaalo si looga in daboolo dhammaan dusha gacmaha, dusha sare iyo gunta, iyo sidoo kale dhammaan faraha iyo labada suul, illaa iyo curcurada. Shayga ku xoq calaacalaha gacmaha, kala bixi faraha dhexdooda adoo faraha isdhaafinaya iskuna xoqaya inta aad is dhex galayso, dhabarka faraha ku xoq calaacalaha isdifaaca, hubi inaad suul kasta xoqdo dhamaanteed oo aad hesho tilmaamaha faraha oo dhan. Nidaamkani waa inuu qaataa ugu yaraan 20 ilbiriqsi. Gacmuhu waa inay ahaadaan qooyaan goorta laysku xogaayo. Marka howshu dhammaato, gacmuhu waa inay qalijiyaan.

WAC 110-300-0215 waxaa loo baahan yahay waalidka ama wakiilada ogolaashaha sanadlaha ah inay fayl kujiraan ilmo kasta oo u ogolaanaya isticmaalka fayadhowrka gacanta. Qalabka nadiifiyaha gacmaha waa in lagu kaydiyaa meel aan laga geli karin marka aanan la isticmaalin. Aad ayey muhiim u tahay in la xasuusto in qalabka nadaafadda gacmaha laga fogeeyo caruurta meel aysan gaarin marka aanan la isticmaalayn, maxaa yeelay waxay sababi kartaa sumowga aalkolada oo u ogolaaw keliyana goorta la isticmaalaayo iyadoo ay habboon tahay kormeerka dadka waaweyn. Sida laga soo xigtay American Association of Poison Control Centers (AAPCC), waxay maareeyeen ku dhawaad 13,687 kiis oo soo-gaadhis ah oo kuna saabsan fayodhowrka gacanta ee carruurta ka yar 12 sano jir inta u dhexeysa January 1, 2020, iyo July 31, 2020.[135]

Fiiro gaar ah: Gacmo-dhaqashada, habka ugu wanaagsan ee loo xadidi karo faafinta jeermiska ayaa ah in carruurta la baro sida loogu hortago af daboolid qufaca, hindhisada iyo sanka si sax ah loo nadiifiyo. Ka caawin caruurta:

- Isticmaal warqada nadiifinta (isticmaal warqadaha nadiifinta halkii aad ka isticmaali laheyd shaati gacmihiisa ama gadaasha gacmaha si aad u hindhiso, u daboosho qufac ama aad u masaxdid diifka ama dareerka sanka).
- Madaxa ka jeedi dadka kale goorta aad qufaca, hindhisyada ama diifka sanka kaa saran, ku tiro gacant shaatigaada.
- Tuur warqada nadiifinta la isticmaalay. Dib ha u isticmaalin ama ha wadaagin warqada nadiifinta.
- Isticmaal warqadaha nadiifinta la tuuri karo, halkii aad ka isticmaali lahayd maryaha iyo dhaq gacmaha ka dib si aad u yarayso fiditaanka jeermiska.

135 American Association of Centers Control Poison, "Hand Sanitizer," available at **https://aapcc.org/track/hand-sanitizer**, markii ugu dambeysay ee la cusbooneysiiyay July 31, 2020.

Noqo Germ-Buster ...dhaqista gacmaha. The DOH warqada gacmo-dhaqida.
www.doh.wa.gov/Portals/1/Documents/Pubs/130-012.pdf

Qufaca iyo Hindhisada. Bog CDC ah oo leh talooyin iyo macluumaad si loo yareeyo fiditaanka jeermiska iyada oo loo marayo anshaxa qufaca iyo hindhisada.
www.cdc.gov/healthywater/hygiene/etiquette/coughing_sneezing.html

Gacmo dhaqashada: Dawada Awoodda Leh Antidote ee Cudurka. Macluumaad ka socda Akadeemiyada American Academy of Pediatrics ee caafimaadka carruurta ee ku saabsan dhisidda gacmo dhaqidda, tallaabooyinka iyo saabuunta bakteeriyada.
https://kidshealth.org/en/parents/hand-washing.html

Gacmo-dhaqida: Nadiifi Gacmaha Badbaadi Nafta. Bog CDC ah oo leh talooyin, sayniska iyo akhbaaro kale, qalabka dallacaadda iyo ilaha ama khayraad kale.
www.cdc.gov/handwashing/index.html

Caadooyinka Caafimaad ee Caawinta Ka-hortaga Hargabka. Bog CDC ah oo leh macluumaad ku saabsan ka hortagga hargabka oo ay ku jiraan gacmo dhaqashada.
www.cdc.gov/flu/prevent/actions-prevent-flu.htm

Sidee gacanta loo xoqaa? Warqada macluumaadka Hay'ada Caafimaadka Aduunka waxay qeexaysaa tilaabooyinka isku-xiga si loo hubiyo in dhammaan dusha gacmaha la gaaro marka la dhaqo iyo marka gacmuha la nadiifinaayo.
www.who.int/gpsc/5may/How_To_HandRub_Poster.pdf

Adeegsiga Heesaha Gacmo-dhaqashada si loogu dhiirrigeliyo Carruurta ku jirta Daryeelka Carruurta inay Si fiican u Dhaqaan Gacmaha. Boga ama Qoraal ku saabsan Isbahaysiga Kordhinta ee Daryeelka Carruurta ku haboon.
https://childcare.extension.org/using-hand-washing-songs-to-encourage-children-in-child-care-to-wash-hands-thoroughly/

WAC 110-300-0205

Child, staff, and household member illness

(1) An early learning provider must observe all children for signs of illness when they arrive at the early learning program and throughout the day. Parents or guardians of a child should be notified, as soon as possible, if the child develops signs or symptoms of illness.

(2) If an early learning provider becomes ill, a licensee, center director, assistant director, or program supervisor must determine whether that person should be required to leave the licensed early learning space.

(3) When a child becomes ill, an early learning provider (or school nurse, if applicable) must determine whether the child should be sent home or separated from others. A provider must supervise the child to reasonably prevent contact between the ill child and healthy children.

(4) An ill child must be sent home or reasonably separated from other children if:

(a) The illness or condition prevents the child from participating in normal activities;

(b) The illness or condition requires more care and attention than the early learning provider can give;

(c) The required amount of care for the ill child compromises or places at risk the health and safety of other children in care; or

(d) There is a risk that the child's illness or condition will spread to other children or individuals.

(5) Unless covered by an individual care plan or protected by the ADA, an ill child, staff member, or other individual must be sent home or isolated from children in care if the ill individual has:

(a) A fever 101 degrees Fahrenheit for children over two months (or 100.4 degrees Fahrenheit for an infant younger than two months) by any method, and behavior change or other signs and symptoms of illness (including sore throat, earache, headache, rash, vomiting, diarrhea);

(b) Vomiting two or more times in the previous twenty-four hours;

(c) Diarrhea where stool frequency exceeds two stools above normal per twenty-four hours for that child or whose stool contains more than a drop of blood or mucus;

(d) A rash not associated with heat, diapering, or an allergic reaction;

(e) Open sores or wounds discharging bodily fluids that cannot be adequately covered with a waterproof dressing or mouth sores with drooling;

(f) Lice, ringworm, or scabies. Individuals with head lice, ringworm, or scabies must be excluded from the child care premises beginning from the end of the day the head lice, ringworm, or scabies was discovered. The provider may allow an individual with head lice, ringworm, or scabies to return to the premises after receiving the first treatment; or

(g) A child who appears severely ill, which may include lethargy, persistent crying, difficulty breathing, or a significant change in behavior or activity level indicative of illness.

(6) At the first opportunity, but in no case longer than twenty-four hours of learning that an enrolled child, staff member, volunteer, or household member has been diagnosed by a health care professional with a contagious disease pursuant to WAC 246-110-010(3), as now and hereafter amended, an early learning provider must provide written notice to the department, the local health jurisdiction, and the parents or guardians of the enrolled children. For more information, go to https://app.leg.wa.gov/wac/default.aspx?cite=246-110-010 .

(7) An early learning provider must not take ear or rectal temperatures to determine a child's body temperature.

(a) Providers must use developmentally appropriate methods when taking infant or toddler temperatures (for example, digital forehead scan thermometers or underarm methods);

(b) Oral temperatures may be taken for preschool through school-age children if single-use covers are used to prevent cross contamination; and

(c) Glass thermometers containing mercury must not be used.

(8) An early learning provider may readmit a child, staff member, volunteer or household member into the early learning program area with written permission of a health care provider or health jurisdiction stating the individual may safely return after being diagnosed with a contagious disease pursuant to WAC 246-110-010(3), as now and hereafter amended. For more information online, go to https://app.leg.wa.gov/wac/default.aspx?cite=246-110-010 .

Heerarka Tayada Aasaasiga ah waxaa ka mid ah u kuurgelidda joogtada ah ee caafimaadka carruurta si ay gacan uga geysato yareynta faafidda cudurka, laakiin sidoo kale si loo hubiyo in carruurta ay helayaan waxqabadyada lagama maarmaanka u ah joogtaynta caafimaadkooda. Sababta oo ah isdhexgalka isku dhow caruurta ay leeyihiin, bixiyeyaasha waxbarashadda hore waxay ku habboon in fiiriyaan calaamadaha jirrada ama isbeddelada aan caadiga ahayn ee dabeecadda. CFOC waxaa loola jeedaa in la fiiriyo caafimaad maalintii.[136]

136 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 95

Carruurtu waxay adeegsadaan dareenkooda si ay u sahamiyaan deegaanadooda. Waxay taabtaan alaabta carruurtu ku ciyaarto, alaabta guriga, sankooda, facooda iyo wax kasta oo ku wareegsan. Iyada oo tan maskaxda lagu hayo, layaab malahan in carruurta iyo shaqaalaha ka shaqeeya barnaamijyada waxbarashada dhalaanka ay halis sare ugu jiraan soo-qaadhista jeermiska. Sida laga soo xigtay University Utah, dhallaanka, socod-baradka iyo kuwa aan weli gaarin dugsiga waxay helaan qiyaastii toddobo ilaa siddeed hargab ah sanadkii, halka, carruurta da'da iskuulka celcelis ahaan ay u dhexeeyaan shan illaa lix hargab sanadkii. Hargabka ka sokoow, carruurtu waxay ku dhacaan cuduro shuban, matag ama matag la'aan, laba illaa saddex jeer sanadkii.[137]

Halkaan waa kuwan xeelado si loo sameeyo baaritaan caafimaad:

1. Ka fiirinta ilmaha calaamadaha jirrada ama dhaawaca. Tan waxaa ku jiri kara fiirinta:
   - Isbedelada muuqaalka ilmaha ama dabeecadiisa, sida haddii ilmuhu u muuqdo mid aanan caadi ahayn oo daallan, xanaaqsan ama xanaaq badan marka loo eego maalintii hore.
   - Nabar kasta oo maqaarka ka soo baxa, kasoobaxa, nabarro oogada ama maqaarka oo cuncuna ama maqaarka madaxa.
   - Calaamadaha qandhada sida muuqaalka jirka oo gariirmaayo ama gariirmay (Xusuusnow: baaritaanka heerkulka looma baahna, laakiin haddii ilmuhu u muuqdo inuu qandho qabo, hubinta heerkulka ayaa habboon).
   - Cabashooyin xanuun ama dareemid jiro.
   - Calaamadaha kale ee jirada, sida matag, shuban, dheecaan ka soo baxa indhaha, jeexanan/gos, nabar ama xanuun.
2. Weydii waalidka ama wakiilada waqtiga imaatinka sida ilmuhu dareemayo. Tusaale ahaan, waxaad oran kartaa "Sidee buu xalay fiidkii Lea ahaa?" ama "Sidee Ayaan sameyneysay tan iyo markii ugu dambeysay ee aan aragnay?" ama "Sidee ayuu maanta dareemayaa Javaid?"
3. Haddii da'da ku habboon tahay, weydii ilmaha sida uu dareemayo. Su'aalaha waa inay noqdaan kuwo furan oo aan horseed jawaabta. Tusaale ahaan, waxaad oran kartaa "Marco, ma jirtaa wax aan maanta kaa caawin karo.?" Mise "Marco, maanta wax baa ku dhibaya.?" - halkii aad ka odhan lahayd "Marco, ma ishaadu xanuunaysaa.?" ama, waxaad si fudud u weydiin kartaa "Sidee dareemaysaa saaka?"

Haddii bixiyaha waxbarashada dhalaanka uu ogaado cunug inuu soo bandhigayo astaamo ama dhaqan aan caadi ahayn, wac waalidka ama ilaaliyaha isla markaaba. Carruurta aad u jiran ee daryeelka ku sii jiri kara waxay u baahan yihiin in laga reebo carruurta kale, illaa waalidka ama ilaaliyaha ay ka qaadi karaan ilmaha. Tusaale ahaan, sariir qeyb ka mid xasilloon oo ka mid ah barashada dhalaanka ama xafiiska agaasimaha ayaa la isticmaali karaa. Hubso in ilmuhu, haddii uu ku habboon yahay da'da, uu fahmo in aysan wax qalad ah sameeyn ama aysan dhibaato ku jirin. Bixiyeyaasha waxbarashadda hore waa inay si buuxda ula socdaan cunugga inta lagu jiro muddadan kala-tagga. Haddii waalidka ama ilaaliyaha aan lala xiriiri karin ama aysan ku qaadi karin ilmaha waqti macquul ah, la xiriirida xaaladaha deg-dega ah ee ilmaha.

137 Jaamacadda Utah Caafimaadka, "Miyaan Ka Walwalsanahay Haddii Cunugeygu Aad U Xanuun Badan Yahay?" waxaa laga heli karaa **https://healthcare.utah.edu/the-scope/shows.php?shows=0_5nzgsffm**, la baahiyay Maay 17, 2018.

Diiwaanka cudurka waa in lagu hayaa faylka ilmaha. Dukumeentigaani wuxuu faa'iido u yeelan karaa goor dambe daaweynta ilmaha. Tusaale ahaan, haddii ilmuhu leeyahay taariikh dukumiinti ah oo madax xanuun ku dhacay, waalidka ama ilaaliyaha ayaa isticmaali kara diiwaanka, si ay uga caawiyaan aqoonsiga qaabab kasta ama ay u siiyaan macluumaadkan dhakhtarka ilmaha si loogu tixraaco. Sidoo kale, iyada oo la hayo diiwaanka cudurrada canug walba, waxay muujineysaa tallaabooyinka ay qaadeen barnaamijka waxbarashada dhalaanka si loo ilaaliyo ilmaha iyo kuwa kale ee daryeelka ku jira.

WAC 110-300-0465(5)(j), bixiyaha waxaa looga baahan yahay inuu diiwaangaliya ama qoraa "dhacdooyinka ilmaha iyo jirrada."

Haddii cunug xanaanada ama xubin ka tirsan shaqaalaha barnaamijka waxbarashada dhalaanka, waxaa jirta waqtiyo qof jirran laga saarayo barnaamijka waxbarashada dhalaanka. Ka-saarista barnaamijka waxaa loo sameeyay si loo yareeyo faafidda cudurrada faafa. Si guud ahaan, marka shaqsigu jiran yahay, tamartoodu way xadidan tahay. Ujeedka meesha looga saarayo shaqsiga maahan oo kaliya in la yareeyo faafida cudurka laakiin sidoo kale waa in loo ogolaado shaqsiga waqtiga bogsashada iyo in la ilaha dhaqaale lagama maarmaanka u ah caafimaadkooda.

Go'aaminta in laga joojiyo bixiyaha waxbarashada dhalaanka, isla tilmaamaha ku saabsan carruurta waa in la adeegsadaa. Bixiyeyaasha waxbarashada dhalaanka ee xanuunsan waxay si fudud ugu fidin karaan jeermiska carruurta haddii ay yimaadaan shaqada markay jiran yihiin. Hubso in siyaasadaha iyo nidaamka jiro si loola tacaalo maqnaanshaha shaqaalaha sababo la xiriira astaamo ama cudurro u baahan ka saarida.

WAC 110-300-0500 waxay u baahantahay barnaamijka waxbarashada dhalaanka si loogu wargaliyo waalidiinta ama wakiilada siyaabaha laxiriira ka baaritaanka caruurta calaamadaha jirada iyo waxa laga filayo marka laga reebo caruurta jiran iyo shaqaalaha. Tan waxaa ka mid noqon kara talooyinka waalidka la siinayo ee ah inay hayaan qorshooyin daryeelka kayd ah haddii bixiyaha waxbarashada dhalaanka uusan awoodin inuu si sax ah ugu shaqeeyo barnaamijyadooda.

A Cunuga laga reebay daryeel xanuun dartiis waxay sahmeyn weyn ku yeelan kartaa waalidiinta shaqeeyo ama dadka ardayda masuulka ka ah. Sababtaas awgeed, barnaamijyada waxbarashada dhalaanka waa inay u adeegsadaan tilmaamaha ka-saarista si masuuliyad leh oo joogto ah. Waxaa jira tilmaamo gaar ah oo barnaamijyada waxbarashada dhalaanka looga baahan yahay inay raacaan marka la go'aaminayo haddii cunug ama shaqaaluhu u baahan yahay in laga saaro daryeelka cudurka dartiis cudur ama astaamo jira darteed

Guud ahaan, carruurta ama shaqaaluhu waxay u baahan yihiin in lagu hayo guriga ama loo diro guryahooda marka ay jiran yihiin si aysan uga qaybqaataan waxqabadka caadiga ah, goorta ay qabaan xanuun ama xaalad u faafi karta dadka kale ama carruurtu u baahan yihiin daryeel ama ka feejignaan ka badan intii macquul ahaan ama ammaan ahaan loo bixin lahaa

Astaamaha caanka ah ee jirada ayaa ah kor uqaadaayo heerkulka jirka. Waxaa jira tilmaamo gaar ah oo bixiyaasha waxbarashada dhalaanka looga baahan yahay inay raacaan markay qaadanayaan heerkulka ilmaha. Xusuusnow, qandho kaligeed, iyada oo aan lahayn astaamo kale, sabab uma noqon karto ka reebista cunug ama xubin ka tirsan shaqaalaha. Si kastaba ha noqotee, haddii cunug ama xubnaha ka mid ah shaqaaluhu ay yeeshaan qandho, si dhow ula soco shakhsiga astaamaha kale.

Jadwalkaan waxaa ku jira astaamo xanuun oo u baahan ka saarida barnaamijka. Faahfaahinta ku taal dhinaca midig ee miiska waxay ogeysiin kartaa go'aanka bixiyaha waxbarashada dhalaanka go'aanka ku saabsan haddii cunug jirran, xubin ka tirsan shaqaalaha ama shaqsiyaad kale ay tahay in loo diro guriga ama laga sooco carruurta kale ee daryeelka.

WAC 110-200-0205 Tilmaamaha Ka-saarista	Talooyin Waxtar leh
Qandho ah 101°F (ama 100.4°F oo loogu talagalay dhallaanka ka yar 2 bilood) taas oo ay weheliso isbeddel dabeecadeed ama calaamado kale oo jirro ah (sida dhuun xanuun, dhego xanuun, madax xanuun, finan, matag, shuban).	Qandho keligeed oo aan lahayn astaamo kale oo cudur ah ama isbeddel ku dhaca dabeecadda ma'aha sabab ka reebi-taan.
Matagida labo ama in ka badan 24 saac la soo dhaafay.	Tan waxaa ka mid ah xaalado matag ah oo ka dhacay guriga habeen hore.
Shuban meesha saxarada ku soo noqnoqota oo ka badato laba saxaro kana sareeyo sida caadiga ah 24-saacadood canuggaas ama saxarada oo ay ku jiraan in ka badan dhibic dhiig ah ama xab.	Saxaro aan xafaayada ku jiri karin ayaa sabab u ah ka saarida.
Furuuruca finanka ku xirnayn kuleyl, xafaayad ama falcelin xasaasiyadeed.	Ilmo ama shaqaale firiiric leh oo ay weheliso qandho ama dabeecado isbeddel, waa in laga reebaa daryeelka illaa bixiyaha xanaanada caafimaadka aasaasiga ah uu go'aansado in cudurku uusan aheyn mid faafa.[138]
Nabarro furan ama nabarro bixinaya dheecaannada jirka oo aan si haboon loogu dabooli dharka biyaha xiranayaan ama nabarrada afka oo dareeraya.	Nabarrada leh dheecaan ka bax waa in si buuxda loo daboolaa oo laga dhejiyaa afarta dhinacba.
Injirta, qandhicilka ama isnadaamiska - ka saar dhamaadka maalinta la ogaaday. Carruurtu way soo noqon karaan ka dib marka daaweynta ugu horreysa la bilaabo.	Barnaamijyka waxbarashadda hore waxay dooran karaan inay lahaadaan siyaasado adag oo loogu talagalay injirta, qandhicilka waran-qabsiga iyo cudurka isnadaamiska, haddii shuruudaha si cad loogu qoro siyaasadda caafimaadka ee barnaamijka.
Calaamadaha kale ee jirrada oo ay ka mid noqon karaan caajis, ooyin joogto ah, neefsashada oo ku adkaata ama isbeddel weyn oo ku yimaada dabeecadda ama heerka dhaqdhaqaaqa.	Haddii ilmuhu u muuqdo inuu jiran yahay oo uusan ka qaybqaadan karin waxqabadyo, waa in loo diraa guriga.

Waxaa cawineeysaa waxtar haddii ay jirto cilada gaar ah oo laga helo bixiyaha daryeel caafimaad caruurta ama shaqaalaha jiran. Aqoonsiga jirrada waxay gacan ka geysan kartaa go'aaminta haddii ama inta ilmuhu ama shaqaaluhu u baahan yihiin in laga reebo barnaamijka waxbarashada dhalaanka.

138 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna: Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada daabacaada 4aad.* (Itasca, IL: Akadamiyadda Maraykanka ee Cudurrada Caafimaadka, 2019), 143.

Marka la waafajiyo DOH, Heerarka Tayada Aasaasiga waxaa looga baahan yihiin barnaamijka waxbarasho hore in oo ka warbixiyo dillaaca cudurada faafa ee DCYF, waaxda caafimaadka deegaanka iyo waalidiinta ama wakiilada.[139] Faafida cudurrada faafa ayaa halis weyn ku ah carruurta iyo dadka waaweyn, gaar ahaan kuwa leh nidaamyada difaaca jirka ku liito ama kuwa aanan la tallaalin. Ficilka lagu soo warbixinaayo jiritaanka cudurradan lays qaadsiinaayo waxay u oggolaaneysaa awoodaha caafimaadka maxalliga ah inay qaadaan tallaabo ku haboon bulshada oo dhan, taas oo xadideeyso faafinta cudurrada. U wargelinta waalidiinta ama dadka ardayda masuulka ka ah waxay u ogolaaneeysaa go'aan ka gaarista dugu wanaagsan ee ilmahooda si looga hortago in cudurka ku dhaco

Goorta DOH WAC 246-110-010[140] wuxuu ka kooban yahay liiska ku qoran yihiin cuduro gaar ah oo u baahan ogeysiin, waxaa muhiim ah in la ogaado xeerka qeexaayo "Cudurrada faafa waxaa ka mid ah, laakiin aanan la xaddidnayn..." Tan macnaheedo waa in kastoo cudur uusan ku jirin liiska, haddana wuxuu u baahan karaa ogeysiin kale.

DOH wuxuu sharxaysaa "Cudurada kale oo dhifka o oleh ahmiyada caafimaadka bulshada' waxaa loola jeedaa cudur ama xaalad, waxayna khuseeysaa caafimaadka guud ama caafimaadka bulshada caalamiga ah, taasoo ah mararka qaar aanan si caadi ah loogu arkin gobolka Washington oo ay ku jiraan, laakiin aanan la xaddidneyn, cudurka qandho-xumada leh oo lagu arko cudurka qandhada rickettosisi, babesiosis, curyaannimo sax ah, anaplasmosis, iyo cuduro kale oo ka dhasha shilinta. Tan waxaa kale oo ka mid ah dhacdooyinka caafimaadka bulshada ee welwelka caalamiga ah iyo cudurada ku faafa bulshada guud ahaan oolaga walaacsan haddii la ogaado Gobolka Washington."[141]

Tusaalaha cudurka Novel Coronavirus (COVID-19) oo dilaacay 2020. Haddii shaqaalaha ama caruurta lagu arko cudurka waa in warbixinta la dhiibaa, bixiyaha waxbarashada dhalaanka waa in ay la soo xariiraan hogaaminta.

Bxiyaha waxbarashada dhalaanka ee guriga qoyska nala-qaybsaday Snohomish County:

"Canuga daryeelka ku jiro oo waxaa helay cudurka Campylobacteriosis oo sidoo kale loo yaqaan "Campy." Cudurkaan si gaar ah looguma darin liiska cudurada lagaran karo laakiin wuxuu ku dhacay qaybta cudurada shuban biyoodka. Haddii aadan hubin inay u baahan tahay in la soo wargeliyo, laakiin waan sii ambaqaaday oo waxaan la xiriiray waaxda caafimaadka degmadayda si aan u helo tilmaam. Waaxda caafimaadka ayaa cadeeyneeyso wargelinta, waxay kaloo u soo bandhigaysaa barnaamijka si ay uga cawinta farsamada, waxay hubisaa in xalalka nadaafadda iyo xallinta jeermiska la isku qasay loona isticmaalay si habboon, waxayna hubisaa in xarunta noqoto mid nadiif ah oo jeermiga laga dilay. Waxay kaloo siinayaan macluumaad taageero si ay ula wadaagaan qoysaska barnaamijka. Ilmaha gurigiisa ayaa lagu hayey ilaa uu dhakhtarkiisa ka fasaxay inuu ku laabto barnaamijka waxbarashada dhalaanka. Dhacdadu waxay ahayd dhacdo go'doon ah mana jirin dad kale oo ay saahmeysay oo la qaadsiiyey. Waxaan sii wadayaa inaan la xiriiro waaxda caafimaadka ee maxalliga ah anigoo u sii maraya la qaybsiga warbaahinta bulshada iyo emaylka. Markaan shakiyo i galo, waxaan raadsanayaa cawinaada!"

139 Sharci Dejinta Gobolka Washington, "Cutubka 246-110 WAC," waxaa laga heli karaa **https://app.leg.wa.gov/wac/default.aspx?cite=246-110**, oo la soo saaray July 17, 2020.
140 Sharci dejinta Gobolka Washington, "WAC 246-110-010," waxaa laga heli karaa **https://app.leg.wa.gov/wac/default.aspx?cite=246-110-010**, oo la soo saaray July 18, 2020.
141 Washington Waaxda Caafimaadka ee Gobolka, "Ka Warbixinta Xaaladaha La Ogeysiin Karo: Bixiyeyaasha Daryeelka Caafimaadka," waxaa laga heli karaa **www.doh.wa.gov/Portals/1/Documents/5100/210-001-Poster-HCP.pdf**, oo dib loo helay Abriil 9, 2020.

Liiska xaaladaha iyo cudurada laysku daarto, soo booqo:

Cudurada Faafa: WAC 246-110-010:
https://apps.leg.wa.gov/WAC/default.aspx?cite=246-110-010

Xasuusinta Xaaladaha:
WAC 246-101: https://app.leg.wa.gov/wac/default.aspx?cite=246-101

Akhbaaraha lagaaga baahan yahay in aad warbixinta ka dheebto ee hay'ada caafimaadka degaanka, soo booqo goobta shabakada Waaxda Caafimaadka ee Gobolka Washington **www.doh.wa.gov/ForPublicHealthandHealthcareProviders/NotifiableConditions/ListofNotifiableConditions**

Cudurada kale oo dilaaca sidoo kale waxaa warbixinta la siinayaa waaxda caafimaadka deegaanka, sida norovirus, bus-buska ama hargabka. Haddii dhowr carruur ah ama xubno ka tirsan shaqaalaha ay dhammaantood isku waqtiga wada joogaan shaqada, iskuna cudur calaamado isku mid ah, warbixinta waxaa loo gudbinayaa waaxdaada caafimaadka ee deegaankaaga isla markaana xirfadlayaasha caafimaadku ay ku siin doonaan hogitaanka barnaamijka waxbarashada dhalaanka.

Waalidiinta ama wakiilada waxay u baahan yihiin in qoraal lagu ogeysiiyo cudur kasta oo qof ugu faafi karo qof kale. Hubso in wixii macluumaad ah lala wadaago iyo cudurada kale oo ku saabsan cudurada ay ka yimaadaan ilaha caafimaad oo lagu kalsoon yahay, sida CDC ama DOH.

Carruurta ama xubnaha shaqaalaha ee laga reebay barnaamijka waxbarashada dhalaanka astaamo xanuun awgood oo aan lahayn baaritaan gaar ah oo cudur faafa ah ayaa badanaa soo laaban kara marka astaamaha la waayo. Bixiyaha waxbarashadda hore waa inuu ogolaansho qoraal ah ka helaa bixiye daryeel caafimaad ama maamul caafimaad inta uusan u oggolaan shaqaalaha ama carruurta looga reebay cudurrada inlays qaadsiiyo awgood inay ku noqdaan barnaamijka waxbarashada dhalaanka.

Marka xaalad la ogaado waa in loo soo gudbiyo DOH, waxay ku wargalin doonaan bixiyaha waxbarashada dhalaanka shuruudaha looga baahan yahay in la buuxiyo ka-hor inta uusan shaqsigu ugu laaban goobta shaqada. Xaaladaha qaarkood, shakhsiga waa in laga reebaa ilaa uu si gaar ah u siidaayo qoraal bixiyaha caafimaadkooda ama DOH (sida marka natiijooyinka baaritaanka loo baahdo). Xaaladaha kale, shaqsi wuxuu u baahan doonaa inuu daawo qaato maalmo gaar ah ka hor inta uusan soo laaban.

Kahortaga iyo Xakamaynta Cudurada faafa. Bogga A Seattle iyo Caafimaadka Bulshada ee Degmada king County. Bogga Caafimaadka Dadweynaha Seattle iyo King County waxaa ka helaysaa tusaalooyinka warqadaha iyo qoraalada sida caadiga ah looga isticmaalo xanuunada caruurta ee bixiyaashada waxbarashada hor e si aad ula qaybsato akhbaaraha qoysaska warqada.
www.kingcounty.gov/depts/health/child-teen-health/child-care-health/disease-prevention.aspx

Cudurada iyo xaladahooda. Bogga A CDC oo la xariira isku xiritaanka akhbaaraha kala duwan cudurada iyo xaaladahooda galka A-Z.
www.cdc.gov/DiseasesConditions/

Sidee Loo Qaado Heerkulka Ilmaha. Websaydh healthychildren.org webpage. Sharaxaadda aaladaha heerkulka iyo habka loo sameeyo. Hababka dhegaha iyo malawadka looma oggola ruqsadna uma qabaan ee daryeelka carruurta.
www.healthychildren.org/English/health-issues/conditions/fever/Pages/Best-Ways-to-Take-a-Temperature.aspx

Qadka Warbixinta deegaanka caafimaadka Awoodda Caafimaadka Maxalliga ah Khadadka Ka Warbixinta Cudurada La Isqaadsiiyo.Warbixinta nambarka taleefoonka ee Waaxda Caafimaadka sharaxaata cudurda laysku daarto ee xukunka ee deegaanka Washington State.
www.doh.wa.gov/Portals/1/Documents/1200/LHJCommunicableDiseaseReporting.pdf

Maareynta Cudurada faafa ee Daryeelka Carruurta iyo Iskuulada, Daabacaadii 5aad. Daabacaada 2019 ay soo saareeyn Akadeemiyada Mareykanka ee Dhakhaatiirta Carruurta iyo qoraalka Susan S. Aronson, MD, FAAP, and Timothy R. Shope, MD, MPH, FAAP.
https://shop.aap.org/managing-infectious-diseases-in-child-care-and-schools-5th-ed-paperback/

Waaxyaha iyo Degmooyinka Caafimaadka ee Gobolka Washington. Bogga A DOH la xariirka akhbaaraha iyo isku-xirka bogga hay'adaha deegaanka caafimaadka ee waaxyaha Gobolka Washington.
www.doh.wa.gov/AboutUs/PublicHealthSystem/LocalHealthJurisdictions

WAC 110-300-0210

Immunization and exempt children

(1) Before attending an early learning program, a child must be vaccinated against or show proof of acquired immunity for the vaccine-preventable disease, pursuant to chapter 246-105 WAC. An early learning provider may accept children without proof of vaccinations or immunity as otherwise indicated in this section. For more information online, go to https://app.leg.wa.gov/wac/default.aspx?cite=246-105.

(2) Pursuant to WAC 246-105-050 (https://app.leg.wa.gov/wac/default.aspx?cite=246-105-050), an early learning provider must receive for each enrolled child:

- **(a) A current and complete department of health approved certificate of immunization status (CIS) form;**
- **(b) A department approved certificate of exemption (COE) form, if applicable; or**
- **(c) A current immunization record from the Washington state immunization information system (WA IIS).**

(3) To accept a child who is not current with their immunizations, an early learning provider must give written notice to that child's parent or guardian stating the child may be accepted if the immunizations are completed consistent with chapter 246-105 WAC (https://app.leg.wa.gov/wac/default.aspx?cite=246-105) and:

- **(a) Prior to enrollment the parent or guardian provides written proof the child is scheduled to be immunized; or**
- **(b) The parent or guardian provides a signed and dated statement detailing when the child's immunizations will be brought up to date.**

(4) An early learning provider must maintain and update each child's records relating to immunizations or exemptions, or plans to bring immunizations current. These records must be available in the licensed space or easily accessible for review by department licensors, health specialists, and health consultants.

(5) An early learning provider may accept homeless or foster children into care without the records listed in this section if the child's family, caseworker, or health care provider offers written proof that he or she is in the process of obtaining the child's immunization records.

(6) An early learning provider must exclude a child from care according to the criteria listed in WAC 246-105-080. For more information, go to https://app.leg.wa.gov/wac/default.aspx?cite=246-105-080

(7) If an outbreak of a vaccine-preventable disease occurs within an early learning program, an early learning provider must notify the parents or guardians of children exempt from immunization for that disease and children without vaccination documents. A provider may exclude the child from the child care premises for the duration of the outbreak of that vaccine-preventable disease.

(8) An early learning provider may have a written policy stating children exempted from immunization by their parent or guardian will not be accepted into care unless that exemption is due to an illness protected by the ADA or WLAD or by a completed and signed COE.

Sida laga soo xigtay CDC, "tallaalku waa mid ka mid ah sheekooyinka guusha ugu weyn laga gaaray caafimaadka bulshada. Adeegsiga tallaalada, waxaa lagu cirib-tirnay cudurka furuqa iyo in au u dhawdaha in la ciribtirka cudurka dabaysha. Tirada dadka la kulma dhibaatooyinka ba'an ee cudurada faafa ee looga hor tagi karo sida jadeecada, gawracatada, iyo xiiq-dheerta ayaa la yareeyey."[142]

Nidaamka difaaca jirka ee bani'aadamka wuxuu adeegsadaa unugyada difaaca jirka si uu ula dagaallamo jeermiska iyo walxaha kale ee waxyeellada u leh jirka. Tallaalku wuxuu soo bandhigayaa qadar aad u yar oo ah nooc daciif ah ama dhintay oo ah walaxda waxyeellada leh oo jirka ku jirta, taasoo keenaysa abuuritaanka unugyada difaaca jirka. Ka-hortagayaasha ayaa marka ay ku sii jiraya jirka si ay ula dagaallamaan caabuqyada. Talaalku wuxuu yareeyaa halista infekshinka cunugga iyadoo la shaqeysa difaacyada dabiiciga ee jirkiisa ama jirka si looga caawiyo si dabiici ah in loo horumariyo difaaca cudurada.[143]

Iyada oo qayb muhiim ah ka tahay dejinta iyo ilaalinta caafimaadka iyo badbaadada carruurta, carruurta iska diiwaangelisa barnaamijka waxbarashada dhalaanka waa inay lahaadaan tallaallada loo baahan yahay tirada cudurrada WAC 246- 105-030 oo laga heli karo khadka tooska ah **https://app.leg.wa.gov/wac/default.aspx?cite=246-105-030**. Carruurta iskuulka dhigata (carruurta dhigata fasallada xanaanada ilaa 12aad) waa inay buuxiyaan shuruudaha tallaalka fasalada dugsiga looga baahan yahay. Shuruudahaani waxay raacayaan Guddiga La-talinta ee Ku-Dhaqanka Tallaalka (ACIP) Jadwalka Tallaalka, oo ah WAC 246-105-040 waxaa ka heli karo khadka tooska ah **https://app.leg.wa.gov/wac/default.aspx?cite=246-105-040**.

Barnaamijyka waxbarashada dhalaanka waxaa laga yaabaa inay la falgalaan bixiyaasha caafimaadka, saraakiisha caafimaadka, DOH iyo awoodaha caafimaadka ee deegaanka. Bixiye daryeel caafimaad ayaa loola jeedaa shaqsi shati haysta, diiwaangashan ama shahaado haysta si uu u bixiyo daryeel caafimaad. Sarkaalka Caafimaadka Deegaanka ayaa ku lifaaqan DOH. Awoodda caafimaadka waxaa loola jeedaa waaxda caafimaadka ee degmada.

Carruurta leh waayo-ragnimada hoy la'aanta ama daryeelka ilmaha la korsaday u soo bandhigi kara caqabado gaar ah daryeelayaasha ku saabsan raadinta iyo helitaanka diiwaanada carruurta oo ay ku jiraan tallaalada. Sababtaas awgeed, cunug la kulma xaaladahan waxaa loo ogolaan karaa xannaano mar haddii qoyska cunugga, hawl-wadeenkiisa ama bixiyaha xanaanada caafimaadka ay bixiyaan caddeyn qoraal ah inay ku jiraan geedi socodka helitaanka diiwaanada.

Cadeynta tallaalka ama difaaca jirka ayaa lagu bixin karaa dhowr siyaabood oo kala duwan. Qoysku wuxuu dooran karaa inuu gacanta ku buuxiyo foomka Shahaadada Heerka Tallaalka (CIS) oo ay saxeexaan bixiyaha xanaanada caafimaadka, ama waxay ku buuxin karaan foomka CIS gacanta soona saxeexay bixiyaha xanaanada caafimaadka, ama waxay ku buuxin karaan foomka CIS gacanta oo ku lifaaqsan diiwaanka talaalka oo ay bixiyeeyn karaan daryeelka caafimaadka.[144] Xaaladdan, diiwaanka bixiyaha daryeelka caafimaad wuxuu u baahan doonaa shaabad saxeexa bixiye daryeel caafimaad ama saxeex. Qoysku wuxuu kaloo dooran karaa inuu ku daabaco foomka diiwaanka tallaalka cunugga oo laga buuxiyo WA Immunization Information System (WA IIS) oo laga heli karo qadka internetka. **www.doh.wa.gov/ForPublicHealthandHealthcareProviders/HealthcareProfessionsandFacilities/DataReportingandRetrieval/ImmunizationInformationSystem**.

142 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Samaynta Go'aanka Tallaalka: Wax ka qabashada Walaacyada Wadajirka ah," waxaa laga heli karaa **www.cdc.gov/vaccines/parents/why-vaccinate/vaccine-decision.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Ffeatures%2Freasonstovaccinate%2Findex.html**, markii ugu dambeysay ee la cusbooneysiiyay Ogoosto 5, 2019.

143 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Samaynta Go'aanka Tallaalka: Wax ka qabashada Dareenada Wadajirka ah," waxaa laga heli karaa **www.cdc.gov/vaccines/parents/why-vaccinate/vaccine-decision.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Ffeatures%2Freasonstovaccinate%2Findex.html**, markii ugu dambeysay ee la cusbooneysiiyay Ogoosto 5, 2019.

144 Waaxda Caafimaadka ee Gobolka Washington, "foomka Shahaadada Heerka Talaalka (CIS)," ee laga heli karo **www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization** oo la soo saaray Luulyo 19, 2020

WA IIS waa diiwaangalinta Gobolka Washington oo haysa diiwaanka talaalka dadka da 'kasta leh. Gobolada kale IIS sidoo kale waa la aqbali karaa. Waalidiinta ama wakiilada ardayda waxay sidoo kale daabacan karaan CIS oo muujinaya talaalka ilmahooda oo dhameystiran iyagoo iska diiwaan gelinaya Washington Immunization Information System (MyIR) khadka tooska ah **https://wa.myir.net/** . Marka waalid ama wakiilada ka diiwaangaliyo MyIR, waxaa loo oggol yahay inay galaan ama fiiriyaan diiwaanka tallaalka ilmahooda waqti kasta.

Sharciga Gobolka Washington wuxuu u ogol yahay waalidiinta ama dadka ardayda masuulka ka ah inay ka dhaafaan cunugooda dugsiga ama shuruudaha talaalka barnaamijka waxbarashada dhalaanka, inta badan talaalada. Ka-dhaafitaannada waxaa loo dalban karaa sababo caafimaad, diineed, shaqsiyeed ama falsafad ahaan. Si loo codsado ka-dhaafitaanka barnaamijka waxbarashada dhalaanka, foomka Shahaadada Cafiska" Certificate of Exemption (COE)" oo dhammaystiran waa inuu u soo gudbiyaa waalidka ama wakiilka ee barnaamijka waxbarashada dhalaanka. COE waa in dib muraajacad ugu sameeyaa uuna saxeexaa xirfadlaha daryeelka caafimaad ilaa ilmuhu ka tirsan yahay urur diimeed oo diida helitaanka daaweyn caafimaad

Talaalka Measles, Mumps, and Rubella (MMR) waa mid ka mid ah tallaallada looga baahan yahay dhammaan barnaamijyada waxbarashada dhalaanka ee xarumaha dawladda iyo kuwa gaarka loo leeyahay iyo qoysaska. Carruurta, MMR looma dhaafi karo sababo shaqsiyadeed ama falsafad ahaan. Waraaqaha muujinaya in canugga si buuxda loo tallaalay uuna bilaabay taxanaha tallaalka ama uu leeyahay ka-dhaafitaan waa in la soo gudbiyaa ama kahor maalinta ugu horreysa ee imaanshaha cunugga (marka loo eego RCW 28A.210-080). Wixii macluumaad dheeraad ah, soo booqo qadka shabakadaan **https://app.leg.wa.gov/RCW/default.aspx?cite=28A.210.080**.

Carruurta aanan u hoggaansameynin shuruudaha tallaalka waxaa loo oggolaan karaa wada hadal dukumeenti ah oo lala yeesho waalidka. Bixiyaha waxbarashada dhalaanka waa inuu ku wargeliyaa waalidka qoraal ahaan canugga waxaa laga aqbali karaa daryeelka kaliya haddii tallaallada la dhammaystiro sida ku xusan cutubka 246-105 WAC, oo laga heli karo qadkaan **https://apps.leg.wa.gov/wac/default.aspx?cite=246-105**, iyo bixiyaha waxbarashada dhalaanka waa inuu ka helaa waalidka ama wakiilada cadeyn qoraal ah ama jadwalka dhameystiran oo saxiixan. Tani waxay hubineysaa inuu jiro is faham guud oo udhaxeeya bixiyaha waxbarashada dhalaanka iyo waalidka ama wakiilada oo laxiriira qorshaha cunuga iyo jadwalka dhameystirka shuruudaha talaalka.

WAC 110-300-0120 wuxuu qeexayaa shuruudaha talaalka shaqaalaha.

Fadlan la soco shuruudaha tallaalka ee soo socda:

- Carruurta la soo deristay hoy la'aanta waa in loo oggolaadaa inay is-diiwaangaliyaan, ka qayb galaan fasalo iyo inay si buuxda uga qayb galaan barnaamijka. Iyadoo ku xiran sharciga qobobka ee McKinney-Vento Act, kana helaysid qadka shabakada **https://apps.leg.wa.gov/wac/default.aspx?cite=246-105**, caruurta loogama saari karo sababo la xiriira inay waafiqi waayeeyn shuruudaha tallaalka looga baahan yahay.
- Shaqaalaha iyo mutadawiciinta looma oggolaan karo in laga dhaafo shuruudda inay keenaan dukumeenti xasaanad ah sababo shaqsiyeed iyo diimeed awgood. Waxa kaliya ka reeban ee xubin shaqaale oo haystaano caddeyn qoraal ah oo soo saxiixay xirfadle daryeel caafimaad oo shati ka haysta Gobolka Washington, in tallaalka MMR uu yahay, hogaanka xukunka dhaqtarka, shaqsi ahaan loogama talin karin Xirfadleyda daryeelka caafimaad Kaliyah ayaa adeegaan awoodani leh: Medical doctor (MD), naturopathic doctor (ND), osteopathic doctor (DO), advanced registered nurse practitioner (ARNP) ama a physician's assistant (PA).
- Barnaamijka waxbarashadda hore wuxuu u oggolaan karaa qofka in loo shaqaaleeyo ama tabaruc uga ahaado dhismaha illaa 30 maalmood oo taariikheed ah haddii shaqsigu saxeexo qoraal ahaan inuu helay tallaalka MMR ama oo leeyahay a difaaca jirka jadeecada, laakiin wuxuu u baahan yahay waqti dheeri ah si loo helo oo isla markaana oo keeno diiwaanka.

Si loo xakameeyo faafida cudurka xiliga ilagu jiro cudurka dillaaca, sarkaal caafimaad ee degaanka ah ayaa laga yaabaa inuu ka reebo carruurta iyo shaqaalaha barnaamijyada waxbarashada dhalaanka ee ku saleysan WAC 246-110-020 oo laga heli karo internetka **https://app.leg.wa.gov/wac/default.aspx?cite=246-110-020**. Barnaamijyada waxbarashada ho dhalaanka re waa inay hayaan oo ay diyaariyaa kaydka diiwaanada tallaalka ee carruurta, haddii loo baahdo goorta cudur dillaaco. Barnaamijyada waxbarashada dhalaanka ee xarunta, waxaa looga baahan yahay in diiwaanada shaqaaluhu ay ku jiraan diiwaanada talaalka ama ka ujeedo ka dhaafida kayda talaalka ee ujeedadan sidoo kale. Si aad wax dheeraad ah u barato, DOH waxay bixisaa tiro su'aalo ah oo inta badan la isweydiiyo:
www.doh.wa.gov/Portals/1/Documents/Pubs/348-732-OutbreakFAQsSchoolChildCares.pdf

Dugsiga iyo Tallaalka Xanaanada Ubadka. Bogga shabakada 'DOH' oo leh kugu xiraayo khayraad akhbaaro fara badan, su'aalaha iyo foomamka badan la isweydiiyo. Boggan waxaa ku jira xiriiriyeyaal labada foomka Shahaadada Xaaladda Tallaalka 'Certificate of Immunization Status' (CIS) iyo foomka COE ee ku qoran 10 luqadood, iyo sidoo kale waraaqo muunad muhiim ah oo lagu ogeysiinayo waalidiinta ama wakiilada ardayda ka reebitaanka daryeelka iyo xaaladda shuruudaha.
www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization

Tallaalada carruurta dhalashada illaa 6 sano. Shabakada DOH ee talaalka caruurta. Waxaa ka mid ah isku xirka jadwalka, macluumaadka, qoraalada, kheyraad kale.
www.doh.wa.gov/YouandYourFamily/Immunization/Children

Sharciga Ka Dhaafida Tallaalka MMR Isbedelka 2019. Shabakadda DOH oo leh macluumaad iyo khayraad la xiriira sharciga ka-dhaafitaanka tallaalka. Boggan waxaa ku jira xiriiriyeyaal warqado muhiim ah oo la siinayo shaqaalaha xanaanada cunugga ama waalidiinta iyo wakiilada ardayda si ay uga caawiyaan inay fahmaan sharciga.
www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization/ExemptionLawChange

Ka-saarista iyo waraaqaha shuruudaysan ee luqadaha kala duwan, fadlan soo booqo websaydhka Caafimaadka Dadweynaha Seattle King County.
www.kingcounty.gov/depts/health/communicable-diseases/immunization/providers.aspx

Xeerka Sharciga Qodobka 1638 wuxuu ka saarayaa Ka Reebitaanka Tallaalka MMR ee Dugsiyada iyo Xarumaha Xanaanada Carruurta. Bogga DCYF wuxuu bixiya macluumaad iyo caddeyn la xiriirta ka saarista ikhtiyaarka shakhsiyeed ama falsafadeed ee looga baahan yahay tallaalka MMR ee loogu talagalay dugsiyada iyo xarumaha xanaanada carruurta.
https://dcyf.wa.gov/news/house-bill-1638-removes-mmr-vaccine-exemption-schools-child-care-centers

Daabacaadda Tallaalka. Bogga DOH oo leh dhammaan noocyada foomanka, buug-yaraha iyo daabacadaha kale ee la xiriira tallaallada. Foomka Xaaladda Tallaalka Shahaadada waxaa lagu lagu turjumay 10 luqadood.
www.doh.wa.gov/Publications/Immunizations

Buugga Tallaalka ee Dugsiyada, Dugsiyada xannaanadda iyo Xarumaha Daryeelka Carruurta. Daabacaadda 'DOH' oo leh macluumaad iyo khayraad si looga jawaabo su'aalaha ku saabsan shuruudaha tallaalka, habka Shahaadooyinka Heerka Tallaalka, iyo warbixinnada xaaladda oo dhameeystiran.
www.doh.wa.gov/Portals/1/Documents/Pubs/348-124_ImmunizationSchoolManual.pdf

Amniga Talaalka. Bogga shabakada akhbaaraha oo CDC ah oo ka hadlaya dulmarka guud, taariikhda iyo geeddi-socodka qaabka badbaadada tallaallada.
www.cdc.gov/vaccinesafety/ensuringsafety/history/index.html

Tallaalada carruurtaada. Bog CDC ah oo ka hadlaya welwelka guud oo ku saabsan go'aan ka qaadashada tallaalka.
www.cdc.gov/vaccines/parents/why-vaccinate/vaccine-decision.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Ffeatures%2Freasonstovaccinate%2Findex.html

WAC 110-300-0215

Medication

(1) Managing medication. A medication management policy must include, but is not limited to, safe medication storage, reasonable accommodations for giving medication, mandatory medication documentation, and forms pursuant to WAC 110-300-0500. For more information, go to https://app.leg.wa.gov/wac/default.aspx?cite=110-300-0500.

(2) Medication training. An early learning provider must not give medication to a child if the provider has not successfully completed:

(a) An orientation about the early learning program's medication policies and procedures;

(b) The department standardized training course in medication administration that includes a competency assessment pursuant to WAC 110-300-0106(10) (https://app.leg.wa.gov/wac/default.aspx?cite=110-300-0106) or equivalent training; and

(c) If applicable, a training from a child's parents or guardian (or an appointed designee) for special medical procedures that are part of a child's individual care plan. This training must be documented and signed by the provider and the child's parent or guardian (or designee).

(3) Medication administration. An early learning provider must not give medication to any child without written and signed consent from that child's parent or guardian, must administer medication pursuant to directions on the medication label, and using appropriate cleaned and sanitized medication measuring devices.

(a) An early learning provider must administer medication to children in care as follows:

(i) Prescription medication. Prescription medication must only be given to the child named on the prescription. Prescription medication must be prescribed by a health care professional with prescriptive authority for a specific child. Prescription medication must be accompanied with medication authorization form that has the medical need and the possible side effects of the medication. Prescription medication must be labeled with:

(A) A child's first and last name;

(B) The date the prescription was filled;

(C) The name and contact information of the prescribing health professional;

(D) The expiration date, dosage amount, and length of time to give the medication; and

(E) Instructions for administration and storage.

(ii) Nonprescription oral medication. Nonprescription (over-the-counter) oral medication brought to the early learning program by a parent or guardian must be in the original packaging.

(A) Nonprescription (over-the-counter) medication needs to be labeled with child's first and last name and accompanied with medication authorization form that has the expiration date, medical need, dosage amount, age, and length of time to give the medication. Early learning providers must follow the instructions on the label or the parent must provide a medical professional's note; and

(B) Nonprescription medication must only be given to the child named on the label provided by the parent or guardian.

(iii) Other nonprescription medication: An early learning provider must receive written authorization from a child's parent or guardian and health care provider with prescriptive authority prior to administering if the item does not include age, expiration date, dosage amount, and length of time to give the medication:

(A) Vitamins;

(B) Herbal supplements;

(C) Fluoride supplements;

(D) Homeopathic or naturopathic medication; and

(E) Teething gel or tablets (amber bead necklaces are prohibited).

(iv) Nonmedical items. A parent or guardian must annually authorize an early learning provider to administer the following nonmedical items:

(A) Diaper ointments (used as needed and according to manufacturer's instructions);

(B) Sunscreen;

(C) Lip balm or lotion;

(D) Hand sanitizers or hand wipes with alcohol, which may be used only for children over twenty-four months old; and

(E) Fluoride toothpaste for children two years old or older.

(v) An early learning provider may allow children to take his or her own medication with parent or guardian authorization. The early learning staff member must observe and document that the child took the medication.

(vi) An early learning provider must not give or permit another to give any medication to a child for the purpose of sedating the child unless the medication has been prescribed for a specific child for that particular purpose by a qualified health care professional.

(b) Medication documentation (excluding nonmedical items). An early learning provider must keep a current written medication log that includes:

(i) A child's first and last name;

(ii) The name of the medication that was given to the child;

(iii) The dose amount that was given to the child;

(iv) Notes about any side effects exhibited by the child;

(v) The date and time of each medication given or reasons that a particular medication was not given; and

(vi) The name and signature of the person that gave the medication.

(c) Medication must be stored and maintained as directed on the packaging or prescription label, including applicable refrigeration requirements. An early learning provider must comply with the following additional medication storage requirements:

(i) Medication must be inaccessible to children;

(ii) Controlled substances must be locked in a container or cabinet which is inaccessible to children;

(iii) Medication must be kept away from food in a separate, sealed container; and

(iv) External medication (designed to be applied to the outside of the body) must be stored to provide separation from internal medication (designed to be swallowed or injected) to prevent cross contamination.

(d) An early learning provider must return a child's unused medication to that child's parent or guardian. If this is not possible, a provider must follow the Food and Drug Administration (FDA) recommendations for medication disposal.

(e) An early learning provider must not accept or give to a child homemade medication, such as diaper cream or sunscreen.

Carruurta ku jirta barnaamijka waxbarashada dhalaanka waxay u qaadan karaan daawooyin sababo kala duwan awgood. Daawada waxaa laga yaabaa in looga baahan yahay si loo ilaaliyo caafimaadka ilmaha natiijada ka soo baxda cudurka muddada-dheer ah ama daawada waxaa loo qaadan karaa waqti xaddidan cuduro gaar ah awgiis. Sabab kasta ha noqotee, maareynta daawadu waa mas'uuliyad culus oo qoysasku u wakiisheen bixiyeyaasha waxbarashadda hore si carruurta looga dhigo kuwo caafimaad qaba.

Shuruudaha daaweynta ee lagu qeexay Heerarka Tayada Aasaasiga waxaa loogu talagalay inay ka ilaaliso daawada aan loogu talagalin in ka badan ama aan la siinin qiyaasta daawada iyo dhibaatooyinka caafimaad ee ka dhalan kara. Sida laga soo xigtay the National Safety Council (NSC), hal mid ka mid ah 150-kii-2-da-jir kasta ayaa la geeyaa qolka gargaarka degdegga ah ee xad-dhaafka saa'idka ah daawada ah, taas oo ay oggaadeen inay ka timaaddo "khaladaadka ku dhaca qiyaasta daryeel-bixiyeyaasha ama carruurta helitaanka daawada iyo liqitaanka daawada."[145] Xogtaan waxay gacan ka geysaneysaa muujinta in ficilada xirfadleyda waxbarashadda hore ay carruurta ka ilaalin karaan natiijooyinkaan. Sababtaas awgeed, qawaaniinta waxaa ka mid ah in barnaamijyada waxbarashada dhalaanka ay dejiyaan siyaasad maareyn dawada oo dhammaystiran iyo in shaqaalaha si habboon loogu tababbaray maamulka dawada, keydinta daawooyinka, dayactirka dukumiintiyada ku habboon ee isticmaalka daawada iyo maaraynta daaweynta ee daaweynta.

Guud ahaan marka laga hadlaayo, tababbarka shaqaalaha waa furaha muhiimka u ah hawlgalka guusha ee barnaamijka waxbarashada dhalaanka. Tababbarka daaweynta waa mid aad u muhiim u ah oo CFOC ay si cad u sheegto, "maamulka dawada badbaadada leh ee daryeelka carruurta waa mid aad muhiim u ah tababarka bixiyaasha daryeelka ama macallimiinta waa lama huraan."[146]

145 Golaha Badbaadada Qaranka, Si xun u isticmaalka, ku takri-falka daawooyinka waxay si daran u dhaawici kartaa carruurta, (nd), oo laga heli karo **www.nsc.org/home-safety/safety-topics/child-safety/medicine**, oo dib loo soo helay Abriil 27, 2020.

146 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 155.

Muhiimadda tababarka wuxuu yahay habka loo taageero Child Care and Development Fund (CCDF). CCDF waa dhaqaalaha aasaasiga ah ee maalgalinta caruurta dhalaanka ee federaalka waxayna ubaahantahay in bixiyaasha waxbarashadda hore ay dhammaystiraan hanuuninta iyo tababarka ku saabsan siyaasadaha iyo nidaamyada daaweynta. Xeerarka CCDF waxay u baahan yihiin jihaynta iyo tababarka ku saabsan siyaasadaha dawooyinka iyo nidaamyada ay ka mid yihiin maamulka daawada iyo ogolaanshaha waalidka. Tababbarka jaango'an ee waaxda maareynta daawada iyo maamulka waxaa laga heli karaa bogga tababarka DCYF qadka tooska ah ee internetka **https://dcyftraining.com/** .

WAC 110-300-0300 waxay u baahantahay qorsho daryeelks shaqsiyeed ee canugga u baahan ciwinada gaarka ah.

Haddii baahiyaha ilmaha ay ka mid yihiin habraacyo caafimaad oo gaar ah, bixiye kasta oo waxbarashada dhalaanka wuxuu mas'uul ka noqon doona siinta nidaamka daawad ee cunugga isla markaana tababar ka helay waalidka ama wakiilada. Nidaamyada caafimaad ee gaarka ah waxaa ka mid noqon kara in caruurta la siiyo EpiPen, nebulizer, irbado ama neef-siiyaha, ama si loo hubiyo nadiifinta iyo isticmaalka qalabka tubooyinka ubadka lagu quudiyo ama cuntada lagu siiyo. loona quudiyo cunug leh tubbo quudin. Haysashada waalidka ama wakiilada tababarkan iyo macluumaadkan waxay ku dhiiragalinaysaa daryeelka ilmahooda inta ay ku jiraan barnaamijka waxbarashada dhalaanka, waxayna hubiyaan in bixiyaha waxbarashada dhalaanka ay u leeyahiin faa'iidada waalidka ama ilaaliyaha aqoontiisa iyo khibradiisa. Waalidiinta iyo wakiilada ardayda waa in loo arkaa inay yihiin lamaanayaal firfircoon barnaamijka waxbarashada dhalaanka si ay u taageeraan baahida caruurta iyo qoyska.

Xarunta bixiyaha waxbarashada dhalaanka ee King County waxay nala-qaybsaday:

"Xarunteena, waxaanu ku haynaa caruur badan oo ka diiwaagashan ardayda u baahan qorshooyin caafimaad oo gaar ah sida qorshooyinka xasaasiyada, qorshooyinka qalalka, qorshooyinka cunto siinta ama qorshooyinka neefta. Qaar badan oo ka mid ah qorshayaashani waxay u baahan yihiin adeegsiga aaladaha sida epi-pens, tuubooyinka quudinta, nebulizer, neefta, daawooyinka samatabbixinta, aaladaha dhaqdhaqaaqa iyo qalabka maqalka cawinaayo. Waxaan helnay iskaashi wadajir ah aynu la sameeyno waalidiinta nidaamka tababar muhiim u ah guusha ardaydan barnaamijkeena. Waxaan kulamo la qaadanaa waalidiinta si ay noogu tababaraan sida loo isticmaalo iyo sida saxda ah ee loo fuliyo aaladaha iyo nidaamyada caafimaad. Tababaradaan waa la diiwaangeliyey oo lagu soo celceliyey haddii shaqaaluhu isbadalaan ama baahida ilmuhu isbadasho. Tababarada ka sokoow, macallimiinteena iyo shaqaalaheena kale waa inay si joogto ah ula xiriiraan waalidiinta si loo hubiyo inaan si wax ku ool ah wax uga qabanayno dhammaan welwelka caafimaadka iyo horumarka. Waxay noqon kartaa wax cabsi leh in la qoro ubadka u baahan waxbarashada gaarka ama dib u dhac ku yimaada xaruntaada laakiin waxaan ogaanay in iskaashi wax ku ool ah oo lala yeesho qoysaska oo dhan awood inoo siinayo inaan siino daryeel heer sare ah dhammaan carruurtayna. Marka macallimiintu helaan qalab ay u baahan yihiin inay si waxtar leh ugu xanaaneeyaan dhammaan carruurta qolkooda, kalsooni ayey hagaajineeysaa taas oo keeneysa in fasal oo dhan noqdaano arday oo dhan ku jiraano halkaas oo dhamaan ardayda wax ku baran karaan kuna kori karaan."

Si daawooyinka si waxtar leh ugu shaqeeyaan waa in la siiyaa qofka saxda ah, waqtiga saxda ah iyo qiyaasta saxda ah. Tani run ma'ahan oo kaliyah dawooyinka dhakhtarka qoro laakiin daawooyinka aanan dhakhtar qorin sidoo kale. Daawada la heli karo iyadoo aanan dhaktar u qorin warqad uma baahna inay ka khatar yar tahay daawooyinka la qoray. Haddii shaqsi la siiyo nooc daawo oo qaldan, waqti khaldan ama qiyaasta qaldan, natiijada waxay noqon kartaa mid nafta halis gelisa ama u dhinta.

Shanta Saxa ah ee Bixinta Daawada

- Bukaanka Saxda ah
- Waqtiga saxda ah iyo Joogtaynta
- Qiyaasta saxda ah
- Ku siinta wadada Saxda ah
- Daawada oo Saxda ah

Sababtaas awgeed, daawada waa in lagu siiyaa oo keliya oggolaanshaha qoran ee hore ee waalidk Ilmaha ama wakiilada. Barnaamijka waxbarashada dhalaanka wuxuu isticmaali karaa foomkiisa si uu u diiwaangeliyo oggolaanshaha hore qoraalka ama wuxuu isticmaali karaa foomka ay bixiso DCYF.

Carruur badan ayaa ku tiirsan daawada dhakhtarku qoray si ay u ilaashadaan caafimaadkooda. Waa muhiim in la xasuusnaado daawooyinkaan uu qoray xirfadle daryeel caafimaad cunug gaar ah. Bixiyaha xanaanada caafimaadka ayaa tixgeliyey baahida shaqsiyadeed ee canuga si loo go'aamiyo nooca daawada iyo qiyaastooda. La wadaagida daawada cunug kale waxay u horseedi kartaa sumeyn ama natiijooyin kale oo xun ilmaha kale.

Daawooyinka dhakhtarku qoro waxaa siin kara ilmaha daryeelka ku jira bixiyaha waxbarashadda hore oo keliya haddii daawadu buuxiso dhammaan shuruudaha. Daawooyinka ka soo baxa farmashiyaha ayaa leh calaamado daabacan oo si faahfaahsan u qeexaya cidda daawada loogu talagalay, qiyaasta loogu talagalay, dhakhtarka kuu qoraya, jihada sida loo qaato daawada, taariikhda iyo macluumaadka kale. Marka bixiyaasha waxbarashadda hore ay hubiyaan in daawooyinka dhakhtarku qoray ay la yimaadaan ama ku jirto weelka asalka ah kuna qoran warqadda daawada, bixiyaha ayaa xaqiijin kara maamulidda tilmaamaha waxaana loo xaqiijinayaa in daawada ay ammaan u tahay ilmaha loogu talagalay. Haddii waalidku keeno daawo aan ku jirin weelkeeda sumad ama qoraal daabacaubadka uusan siinin daawada. bixiyuhu waa inuusan aqbalin ama maamulin daawada.

Barnaamijka waxbarashada dhalaanka ee xarunta, waalidku wuxuu uga tagayaan ilmahooda dugsiga barbaarinta. Waalidka wuxuu weel yar oo daboolan oo balaastik ah u dhiibaya bixiyaha waxbarashada dhalaanka iyo foomka Oggolaanshaha Daawada ee Amoxicillin. Waalidka wuxuu sharxayaa in dugsiga xannaanada iyo barbaarinta carruurta loo qoray Amoxicillin oo loogu talagalay infekshanka dhegaha, laakiin dhalada ayaa si kama 'ah u dhacday oona daadatay dhammaadka todobaadkaan. Walaalka ka weyn ee cunuga ayaa sidoo kale ayaa la siiyaa Amoxicillin quumanka, sidaa darteed waalidku wuxuu siinayay cunug walba qiyaasta ay u qoran isla dhalada ilaa dhalada daadatay oo laga badalayo. Bixiyaha waxbarashadda hore wuxuu ku wargelinayaa waalidka in maadaama daawadu aysan ku jirin weelkeedii asalka ahaa kuna qorneyd calaamadda daawada, looma xaqiijin karo in daawada ku jirta weelka loo qoray dhallaanka aan gaarin dugsiga ama in qiyaasta ay sax tahay. Waalidka ayaa go'aansaday inuu ilmaha ka soo qaado daryeelka ka hor inta aan la gaadhin qiyaasta daawada, sidaa darteed waalidku wuxuu ku sii karaa qiyaasta daawada gurigiisa.

Daawooyinka aanan dhakhtar qorin sidoo kale waa in lagu bixiyaa ama lagu keenaa weelkooda asalka ah. Tani waxay u oggolaaneysaa adeeg bixiyaha maamulka daawada aanan loo qorin fursad uu ku xaqiijiyo in tilmaamaha waalidka ama ilaaliyaha ee foomka daawada ay la kulmayaan kuwa soo saaraha. Daawada aanan dhakhtar qorin waxaa loo siin karaa canug sida ku xusan tilmaamaha calaamadaha ku qoran haddii daawadu ay sidoo kale ku jiraan baakadeeda asalka aheed ee ku qoran magaca koowaad iyo kan dambe ee ilmaha, ayna weheliso foomka oggolaanshaha daawada oo dhameystiran soona saxiixay waalidka ama wakiilada.

Waalidka ayaa u keenaya dhalada daawada Tylenol ubadkiisa maxaa yeelay ilmuhu waxaa xanuunaayo ilkaha. Waalidka sidoo kale wuxuu bixiyaa foomka Ogolaanshaha Daawada ee DCYF. Bixiyaha ayaa isbarbardhigaya da'da iyo miisaanka ilmaha iyo jihooyinka ku yaal dhalada. Bixiyuhu wuxuu ogsoonsaday in dhalada iyo tilmaamaha ay sheegaan, "lama siikaro daawada carruurta da'doodu ka yar tahay 2 sano ilaa uu takhtar tilmaamo ogolaado siiyo mooyee." Ilmuhu wuxuu jira 11 bilood. Ma jiraan wax diiwaan ah oo ku saabsan jihada dhakhtarka. Bixiyuhu wuxuu dib-u-eegis ku sameeyaa shuruudaha waalidiinta, isagoo ku tilmaamay in dawada lagu sheegay in aan loogu talagalin carruurta ka yar 2 sano jir. Bixiyaha ayaa daawada dib ugu celiya waalidka.

Daawooyin badan oo aana dhakhtar qorin kuma jiraan tilmaamaha qiyaasta ee daaweynta carruurta da'da gaar ah. Bixiyaashu waa inaysan siin daawo cunug haddii aysan calaamaddu ku siinin tilmaamaha qiyaasta da'dooda, xitaa haddii ay ka codsadaan waalidka ama ilaaliyaha, illaa xirfadlaha caafimaadka soo qoro qiyaasta daawada, ama daawada gaarka ah oo aanan dhakhtar qorin.

Waalidka ama ilaaliyaha ayaa jeclaan karo bixiyaha waxbarashada dhalaanka inuu cunugooda siiyo daawooyinka dhirta (daawo dhaqameeydaka dhirta ah). Baakaduhu ma'laha tilmaamo qiyaaseed oo ku saabsan da'da ilmaha. Bixiyaha waxbarashadda hore ma aqbalaayo daawada wuxuuna ogeysiiyaa waalidka ama ilaaliyaha inay u baahan yihiin rukhsad ama fasax bixiyaha xanaanada caafimaadka ka hor inta aysan siin daawada dhirta ah ubadkooda.

NSC goblka waxay sheegaysaa inay caruurtu aad uga nugul yihiin dadka waaweyn saahmaynta daawooyinka maxaa yeelay jirkooda iyo habdhiska neerfaha ayaa wali horumaraya. Waxaa xasuusata xitaa qadar yar oo ah daawooyinka miiska laga iibsado ay ku adkaan karto dheef-shiidka carruurta.[147] Xitaa intaa waxaa ka sii badan, daawooyin badan oo farmashiyada la iibsado ayaa waxaa ku jira waxyaabo kimikaal ahisku dhafan. Sababtaas awgeed, waxaa muhiim ah in la hubiyo in carruurtu aysan helin daawooyin isku mid ah laba shey oo kala duwan oo keeni karo natiijo halis ah ee xad-dhaafka daawada.[148]

147 Golaha Amniga Qaranka, *Si xun u isticmaalka, ku takri-falka daawooyinka waxay si daran u dhaawici kartaa carruurta,* (nd), oo laga heli karo **www.nsc.org/home-safety/safety-topics/child-safety/medicine,** laga soo qaatay 27-kii Abriil, 2020.

148 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 153.

Waxyaalaha jirka la mariyo oo aanan caafimaadka ahayn, sida boomaatada xafaayada, dufanka cadceed layska mariyo, dibnaha la mariyo iyo daawada cadayga, waxay umuuqdaan kuwo aan dhib lahayn laakiin waxay waxyeello u geesan karaan carruurta yaryar. Maqaarka carruurta yaryari waxay u nugul yihiin cuncunka kiimikada iyo infekshannada sababta oo ah shaqada maqaarka jirkooda wali waa hormareeysaa ay jirtaa.[149] Intaa waxaa sii dheer, marka loo eego CDC, carruurta da'doodu tahay 0-4 waxay u badan tahay inay yeeshaano xasaasiyada maqaarka.[150] Sababahan awgood, waalid ama wakiilada waxaa looga baahan yahay ogolaasho qoraal sanad laha ah si loo siiyo waxyaalaha aanan aanan ahaaeyn daawooyinka kale ubadka. ama ilaaliyaha masuulka ah ayaa looga baahan yahay inay ku maamulaan alaabada la mariyo caafimaadka aan caafimaadka lahayn ilmaha.

Daawooyinka guriga lagu sameeyo, sida kareemka xafaayada ama shaashaddaama kiriimka qorraxda, ma aqbali karaan bixiye waxbarashadda hore ama lama siinaayo cunugga daryeelka ku jira. Bixiyaha waxbarashadda hore ma laha hubin xalalka guriga lagu sameeyo ee ku yimaada dawooyinka dhakhtarku qoro iyo kuwa aan dhakhtar qorin. Daawooyinka dhakhtar qoro iyo kuwa aan dhakhtar qorin ayaa la baaray, lana darsaa si oo u ansixiyay hay'adaha sharciyeynta si walxalahaas habka loo isticmaalo in ay badbaado tahay.

2018, FDA waxay uga digaysaa waalidiinta, ilaaliyeyaasha, wakiilada daryeel-bixiyaasha iyo bixiyaasha daryeelka caafimaadka in dahabka aan loo isticmaali karin in lagu yareeyo xanuunka ilkaha ee carruurta. Warbixinno fara badan ayaa sheegay in dhimasho iyo dhaawacyo halis ah u keento dhallaanka iyo carruurta oo ka mid ah ceejinta iyo dhuunta xirmata waa sababay dahabka ilko-baxa oo ay ka mid yihiin ilko-baxa.[151] Marka, la adeegsada silsiladaha kuusha qoorta waa ka mamnuuc barnaamijyada waxbarashada dhalaanka.

Carruur badan, isticmaalka daawadu waa hawl maalmeedkooda caadiga ah. Tani waa mid run ah gaar ahaan daawooyinka sida joogtada ah loo isticmaalo in lagu daaweeyo jirro joogto ah si loogu joogteeyo caafimaadka caruurta, sida ku dhacda ilmaha qaba cudurka macaanka ama neefta. Carruurtaan waxay bartaan si madax-banaan u isticmaalaano daawooyinkaas waqti hore da'dooda yar tahay. Qaadashada daawadooda si madax-bannaan waxay qayb muhiim u tahay ah horumarinta isku filnaansho iyo xirfadaha is-daryeelid. Bixiyaha waxbarashada dhalaanka ayaa laga yaabaa inuu u oggolaado carruurta inay qaataan daawadooda goorta la joogaan waalidka ama wakiilka. Bixiyaha waxbarashadda hore waa inuu fiiriyaa oo diiwaangeliyaa marka caruurta ay qaadanayaan dawada markastaba.

In ilmuhu si madax-bannaan u qaadan karo daawooyinkiisa ama in kale, daawada waa in lagu keydiyaa hab aysan carruurtu geli Karin ma heli karin. Carruurtu si dabiici ah ayey wax u xiiseeyaan oo dareenkooda ayay ku sahmiyaan deegaanadooda. Bixiyaha waxbarashada dhalaanka, sidaas darteed, waa inuu qaadaa tallaabooyin si loo hubiyo in cunug uusan si ula kac ah ula kulmin daawada.

According Sida laga soo xigtay, Safe Kids Worldwide, 10kii daqiiqaba, cunug ka yar 6 sano waxaa lagu daaweeyaa qolka gargaarka deg-dega ah daawo aan loogu talagalin oo sumeeyo.[152]

149 Theresa Oranges, Valentina Dini iyo Marco Romanelli, "Physiology Maqaarka Dhallaanka iyo Dhallaanka: Saameynta Caafimaad," *Horumarka Daryeelka Dhaawaca*, 4 (10) (2015): 587-595, waxaa laga heli karaa **www.liebertpub.com/doi/abs/10.1089/wound.2015.0642**

150 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Xasaasiyadda iyo Xumadda Hay," oo laga heli karo **www.cdc.gov/nchs/fastats/allergies.htm**, layaa markii ugu dambeysay la cusbooneysiiyey Febraayo 21, 2020.

151 Maamulka Cuntada iyo Dawooyinka ee Mareykanka, "FDA waxay ka digeysaa halista nabadgelyada ee silsiladaha ilko soo baxa, jijimooyin si loo yareeyo xanuunka ilig baxa ama loo bixiyo kicinta dareenka," waxaa laga heli karaa **www.fda.gov/news-events/press-announcements/fda-warns-about-safety-risks-teething-necklaces-bracelets-relieve-teething-pain-or-provide-sensory**, la daabacay Diseembar 20

152 Carruur Badqaba oo Dunida oo dhan ah, "Badbaadada Daawada," oo laga heli karo **www.safekids.org/medicinesafety**, oo la soo saaray May 2020.

Daawooyinka qaar waxay ubadka ula muuqan kartaa cunto ama nacnac. Daawooyinka waa in lagu haayaa goob gooni ah oo ka baxsan goobta cuntooyinka si loo hubinta in daawada aanan loogu khaldamin cuntada iyo ka hortagga wasakheynta cuntada. Waxaa dhici karo isku-sumeeynta raashinka iyo daawada haddii weellada dawooyinka dibedda iyo gudaha la wada dhigo, ama haddii haraaga daawada loo wareejiyo meel kale.

waxay khatar noqon karaan haddii si qaldan loo qaato. Waxyaabaha la xakameeyo waa ashyaada dowladda federaalku sharcyeeyso nidaamkooda maxaa yeelan karaa ku xadgudbinta isticmaalka ama sababi karaa khatar ah.[153] Tusaalooyinka walxaha la xakameeyo waxaa ka mid ah daawada ADHD, daawada walwalka, hydrocodone, codeine iyo xashiika marijuana. Khatartooda oo sii kordheysa awgeed, walxaha la xakameeyo waxaa looga baahan yahay in lagu keydiyo weel xiran ama armaajo aan carruurta geli karin.

Marka daawo aanan la isticmaalayn waa in si deg deg ah loogu celiyaa waalidiinta ama wakiilada ardayda, ama layska tuuraa iyadoo la raacaayo talooyinka FDA oo ku saabsan tuuritaanka daawada. Marka daawooyinka aanan looga baahnayn goobta yaalaano waxaa suurtagal ah isticmaalka xun ama ay kordhiso shilalka. Xaddid suurtagalnimada shilalka ayaa si habboon uga takhalusi daawada xad-dhaafka ah ama dhacday. Ha ku tuurin daawooyinka biyo raacinta musqusha, ku daadinta saxanka weelasha lagu dhaqo biyaha. Ku-daadi daawooyinka sida ku cad tilmaamaha FDA waxay kaa caawineysaa ka-hortagga sida xun loo isticmaalka daawada iyo wasakheynta deegaanka.

WAC 110-300-0470 wuxuu qeexayaa shuruudaha loogu talagalay daawada barnaamijka waxbarashada dhalaanka ee Qorshaha Diyaargarowga Xaaladaha Deg-dega ah. Haysashaa seddex maalmood daawada daryeelka nolosha nafaqada carruurta waa in lagu hayaa dhismaha oo ay la socdaan diiwaanada daawada haddii ay dhacdo xaalad degdeg ah. Daawooyinkan waxaa la isticmaali doonaa oo keliya inta lagu jiro xaalad deg-deg ah ama marka ilmuhu uusan soo qaadin waalid, ilaaliye ama qofka ku qoran xiriir deg-deg ah.

Joogtaynta maareeynta dukumiinti caafimaadka joogtada sax ah wuxuu siinayaa kaydka diiwaanka muhiimka ah oo ku saabsan ficilada bixiyaha waxbarashada dhalaanka. Diiwaankani wuxuu faa'iido u yeelan karaa xirfadleyda kale ee waxbarashada dhalaanka, waalidiinta, dadka ardayda masuulka ka ah ama adeegyada caafimaadka deg-degga ah markay tahay fahamka taariikhda caafimaadka ee carruurta daryeelka ku jirta.

Cunuga caadiga ah oo qaataa daawo seddexdii saacba hal mar inta uu ku jiro daryeelka barnaamijka waxbarashada dhalaanka. Baahida shaqaalaha awgeed, hogaamiyaha macalimiinta ah ayaa si lama filaan ah loogu beddelaa fasalka dhallaanka. Macallinku wuxuu horey ula soo shaqeeyay kooxdan carruurta laakiin si joogto ah looguma qorin kooxdan ooh adda waa la wareejiyey. Macallinku wuu ogyahay in cunugga kooxda ka mid ah uu leeyahay daawo dhakhtar qoray oo loo baahan yahay in la siiyo seddexdii saacaba hal mar, laakiin maxaa yeelay adeeg bixiyuhu ma uusan joogin fasalka dhawaantaaan, ma hubo goorta daawada loo baahan yahay in la siiyo waqtiga xigta. Hogaamiyaha macallinka hogaamiya ayaa dib u eegis ku sameeya diiwaanka daawada si uu u arko waqtiga saxda ah ee ilmuhu la siiyey dawadooda ugu dambeysay. Hogaamiyaha macalinta Macalinka ayaa hadda qorshayn kara sidii uu cunuga u siin lahaa qiyaasta xigta ee ay qaadanayso inta u dhexeysa. Buugga diiwaanka qoraalka dawada la'aanteed, canugga waxaa laga yaabaa inuu qatar ugu jiro inuu helo qadar dhakhso badan, taasoo keentay xad-dhaaf daawada, ama waxaa laga yaabaa inuu gebi ahaanba seegay qiyaasta daawada, taasoo u horseedaysa caafimaadkooda inuu waxyeelleeyo.

153 Machadka Kansarka Qaranka, "walaxda la xakameeyay," oo laga heli karo **www.cancer.gov/publications/dictionaries/cancer-terms/def/controlled-substance**, oo dib loo soo saaray Luulyo 20, 2020

Xeerar dheeri ah oo laxiriira daawooyinka waxaa lagu qeexay WAC 110-300-0460 Diiwaanada Caruurta iyo WAC 110-300-0500 Siyaasada Caafimaadka.

Helitaanka goobta Dawada Dib Ulaabo. Dib ula Soo noqo Meds-kaaga waa goobta shabakada u hurida heelitaanka inay ka caawiso dadka inay iska tuuraan dawooyinkooda aanan loo baahnayn, iyo inay yareeyaan tirada sunta shilalka ku dhacda dawooyinka aanan loo baahnayn.
www.takebackyourmeds.org/

Foomamka iyo Dukumintiyada DCYF. Boga ku yaal goobta shabakada DCYF oo ay ku jiraano xiriiriyaaka foomamka waxtar leh sida Oggolaanshaha Daawada, Diiwaanka Daaweynta, Qorshaha Daryeelka Qofka, iyo kuwa kale.
https://dcyf.wa.gov/services/early-learning-providers/licensed-provider/forms-documents

Daryeelka Caruurtayna: Tilmaamaha Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka ee Daryeelka Hore iyo Barnaamijka Waxbarashada. Heerarka qaranka ee matala caddaynta ugu fiican, khabiiradda, iyo waayo aragnimada dalka oo ku saabsan ku dhaqanka iyo nabadgelyada tayada leh, siyaasadaha daryeelka hore iyo nidaam sameeynta goobaha waxbarashada.
https://nrckids.org/CFOC

Caafimaadka & Cudurka. Bog Degmada Caafimaadka Snohomish ah oo u gaar ah caafimaadka meherada xanaanada ubadka.
www.snohd.org/245/Health-Illness

Si ammaan u ah Tuurida Daawooyinka. Goobta shabakada Maamulka Cuntada iyo Dawooyinka ee Mareykanka tuuritaanka daawooyinka.
www.fda.gov/drugs/ensuring-safe-use-medicine/safe-disposal-medicines

Daryeelka Caafimaadka Ubadka. Goobta shabakada Seattle iyo King County waxay dalacsiisaa caafimaadka iyo ka-hortaga cudurada goobaha ama xarumaha xanaanada ubadka.
www.kingcounty.gov/depts/health/child-teen-health/child-care-health.aspx

Xarunta Sunta ee Gobolka Washington. Soo wac Xarunta Xakameeyso Sunta waa wicitaan bilaash ah iyo qarsoodi ah. Soo wac Xarunta Xakamaynta Sunta waa lacag la'aan waana qarsoodi.Dhammaan su'aalaha waxaa ka jawaabaayo khabiiro lana helaayo 24 saacadood maalintii, maalin kasta oo sannadka ka mid ah. Qadka taleefanka oo bilaashka ah waa 1-800-222-1222
www.wapc.org/

WAC 110-300-0220

Bathroom space and toilet training.

(1) An early learning provider must provide at least one indoor bathroom in the licensed space that has the following:

(a) One working flush toilet.

(i) Toilets must be an appropriate height and size for enrolled children. A platform may be used to accommodate the height and size of children. Platforms must be easily cleanable and resistant to moisture and slipping.

(ii) Center early learning programs licensed after this chapter becomes effective must have one working flush toilet for every fifteen children and staff. A child in diapers does not count for purposes of toilet calculations until the child begins toilet training.

(iii) Toilets for staff may be located outside of licensed space on the premises.

(b) One working sink and faucet.

(i) Sinks and faucets must be an appropriate height and size for children. A platform may be used to accommodate the height and size of children. Platforms must be easily cleanable and resistant to moisture and slipping.

(ii) A faucet used for handwashing must provide warm running water.

(iii) Sinks and faucets must be located inside the bathroom or immediately outside the bathroom.

(iv) Sinks and faucets for staff may be outside of licensed space on the early learning premises.

(v) Water controls on bathroom sinks must be accessible for the intended user.

(vi) Bathroom sinks must not be used as a drinking source or for food preparation.

(vii) Center early learning programs must have one working sink and faucet for every fifteen children and staff.

(c) A means of providing privacy for children who demonstrate the need for privacy while toileting;

(d) A toilet paper dispenser for each toilet that is appropriate for the height and size of children;

(e) An operable window or exhaust fan; and

(f) An easily cleanable floor.

(i) Floors must have a washable surface;

(ii) Be resistant to moisture; and

(iii) Cleaned and disinfected daily, or more often as needed.

(2) If an early learning program space is equipped with a bathtub or shower, the provider must:

(a) Only give a bath or shower to a child with consent from that child's parent or guardian;

(b) Only use the bath or shower:

(i) To clean a child after an accident, such as diarrhea or vomiting; or

(ii) During overnight care hours.

(c) Ensure the area around a bathtub or shower is resistant to slipping or equipped with a conveniently located grab bar; and

(d) Keep the bathtub or shower inaccessible to children when not in use by children (in center early learning programs only).

(3) An early learning provider must discuss toilet training procedures with that child's parent or guardian when a child is ready for training. A provider must facilitate the toilet training process by encouraging the child with:

(a) Positive reinforcement (which may not include food items);

(b) Culturally sensitive methods;

(c) Developmentally appropriate methods; and

(d) A toilet training routine developed in agreement with the parent or guardian.

(4) An early learning provider may use a modified toilet seat if it is cleaned and disinfected using a safe disinfectant at least daily or more often if soiled.

(5) Toilet training equipment must be cleaned in a sink not used for food preparation, handwashing, or clean up.

(a) A family home early learning program may use a bathtub or multipurpose sink to clean toilet training equipment unless it is used for food preparation.

(b) The sink, basin, or bathtub in a family home early learning program used to clean toilet training equipment must be cleaned and disinfected after each use with a safe disinfectant.

(6) If a child is developmentally ready, and an early learning provider uses a stand-up diapering procedure, it must be done in the bathroom or a diaper changing area.

Musqulaha ama suuli, qalabka musqulaha la nadiifiyo iyo musulo si fiican u shaqaynayaan waxay siiyaan meel ay shaqaalaha iyo carruurtu ku daryeelaan baahiyaha shakhsi ahaaneed, waxayna gacan ka geystaan yareynta faafidda cudurka. Sababtaas awgeed, dhammaan barnaamijyada waxbarashadda hore waa inay bixiyaan ugu yaraan hal musqul oo gudaha ku shaqeysa, iyo barnaamjyada barashada dhalaanka waa inay lahaadaan hal musqul u shaqeynaya 15-kii qof ee musqusha isticmaala iyo shaqaalaha ah. Carruurta xiran xafaayaddu kuma jirano xisaabtaan tirada musqulaha shaqeynaya ee looga baahan yahay illaa carruurtan ay ka bilaabayaan tababarka musqusha.

Xarunta barnaamijka barashada dhalaanka waxay u adeegtaa 30 carruur ah oo karti u leh isticmaalka ama barashada isticmaalka musqusha. Intaa waxaa sii dheer, waxaa jiri kara ilaa lix shaqaale qaangaar ah oo goobta jooga inta lagu jiro saacadaha barnaamijka waxbarashada dhalaanka. Hadday hal musqul keliya oo la-wadaagaayo 36da qofba, waxaa jiri kara waqti dheer ama inay badato sugitaanka marka ilmuhu u baahan yahay inuu galo musqusha.

Carruurtu wali waxay ku hawlan yihiin sidii ay u adkaan lahaayeen xakamaynta mindhicirka iyo kaadi haysta. Sidaa awgeed, helitaanka musqusha oo yaraata ayaa yareyn karta suurtagalnimada carruurta ku guuleysaneysa musqusha. Heerarka Tayada Aasaasiga ah waxay taageertaa horumarka ilmaha iyadoo looga baahan yahay xarunta barnaamijka barashada dhalaanka tusaalahan inay yeeshaan ugu yaraan seddex musqulood oo shaqeynaya oo loogu talagalay 36 qof ee barnaamijka ku jira. Saamigaan shaqsiyaadka musqulaha waxay ka dhigan tahay in qalabka musqusha uu yahay mid la heli karo.

Musqusha shaqeyneysa waa inay sidoo kale ku jirtaa saxanka dhaqashada shaqeeya iyo qasabad biyo diirran leh, halkaasoo gacmo dhaqid lagu sameyn karo. Marka saxammada ay heli karaan carruurta, baaxad ahaan iyo goob ahaanba, way u fududaanaysaa carruurtu inay ilaaliyaan habdhaqanka gacmo dhaqashada saxda ah. Meesha ay yaalliin saxanka qubeyska gudaha ama isla markiiba bannaanka musqusha ayaa loogu talagalay in looga hortago faafidda cudurrada iyo wasakhda. Tusaale ahaan, haddii saxanku ku yaal meel aad uga fog musqusha, fursadaha cunug leh gacmo wasakhaysan oo taabashada sagxadda ah, sida albaabta, derbiyada ama shaqsiyaadka kale, way sii kordhayaan. Haddii ilmuhu kaliya u baahan yahay inuu u lugeeyo lmeel ka fog weelka gacmaha lagu dhaqo, waxaa suurta gal ah inay wasakhoobaan meelo badan.

Inta lagu jiro howsha dhaqitaanka, gacmo wasakheysan ayaa taabanaya kontaroolada biyaha ama qasabada. Dhaqidda ka dib, jeermiska iyo hadhaaga saabuunta ayaa lagu mayriyaa weelka saxanka. In kasta oo waashku u muuqan doonin mid nadiif aha ama daahir ah, jeermiska sida norovirus, E. coli ama fungi kale ayaa laga yaabaa inay ku sii hadhaan dusha sare. Sababtaas awgeed, saxamada qubeyska waa inaan loo isticmaalin biyaha la cabbo ama cunto lagu diyaarinaayo.

Caafimaadka iyo badbaadada carruurta waxaa sii taageeraya shuruudda ah in meesha musqusha ay tahay mid nadiifinta iyo nadaafada. Haddii goobta barxad ama talaabooyin loo isticmaalo gacmo-dhaqashada ama gargaarka musqusha, waa in si fudud loo nadiifiyaa oo qooyaanka u adkaystaa dusha aanan simbiriirixan. Sagxadda musqusha waxay u badan tahay inay ku sayrida biyaha, ku daashada iyo wasakhdo. Natiijo ahaan, sagxaddu waa inay lahaato dusha sare u adkeysiga qoyaanka goorta la nadiifinaayo nadaafada ugu yaraan maalin kasta. Hawo hagaagsan ayaa sidoo kale muhiim ah. Daaqad ama dariishadaha lagu shaqeynaayo waa in ay layihiin hawo socoto ama hawo-qaade ayaa sameeyo habab hawo leh, si loo xakameeyo qiiqa inta lagu jiro nidaamka nadiifinta iyo jeermiska, ama urta la xiriirta isticmaalka musqusha.

WAC 110-300-0240 iyo WAC 110-300-0241 tilmaam heerarka nadaafadda iyo fayadhowrka.

Si loo hubiyo ka caawiyo waayo-aragnimada badbaadada iyo caafimaadkak musqusha ee carruurta yaryar, caawimaadda ayaa lagama maarmaan ah. Carruurta yar yar wali waxay kobcinayaan is-xakamaynta iyo xukunka loo baahan yahay si loo gaadho go'aanno badbaado leh oo caafimaad leh loona ilaaliyo shilalka. Hase yeeshe, markay carruurtu korayaan, awooddooda ama rabitaankooda inay u isticmaalaan musqusha si madax-bannaan waa in uu taageeraa barnaamijyada waxbarashada dhalaanka. CFOC waxay tiri, "caruurta waa in loo ogolaadaa fursad ay ku dhaqmaan xishoodka marka dabeecada musqusha ee u madaxa banaan ay fiicantahay."[154]

Marka lagu daro tixgelinta halista caafimaad ee goobaha musqusha, musqulaha leh cabbirka leh carruurta iyo dhufto oo siinaysoa marin u helo musqulo iyo cabbirka oheerkoodu sarreeyo ayaa carruurta u oggolaanaya inay si ammaan ah u dhisaan una tababaraan xirfadaha musqulaha madaxbannaan. Tani waa run gaar-ahaan qalabka loo isticmaalo tababarka musqusha. Qalabka tababarka musqusha waa inuu taageeraa guusha ilmaha iyo ka caawinta habka barashada musqusha. Bixiyaasha waxbarashadda hore waxay isticmaali karaan kursi musqusha wax laga beddelay haddii la nadiifin karo oo jeermiska laga qaadi karo maalin kasta ama in ka badan haddii loo baahdo.

Isticmaalidda musqulaha cabbirka carruurta lagu dhaqi karo ama saxarada tallaabada ah ee musqusha leh kursiga musqusha ee wax laga beddelay ayaa ka waxtar badan kursiga weel keligiis ah oo loogu talagalay ujeedooyinka fayadhowrka. Waxay sidoo kale badbaadiyo waqti waxayna abuuraan guud ahaan boosaska firaaqo ah musqusha. Bixiyaasha waxbarashadda hore oo doorto inay isticmaalaan kuraasta dheriga keligood ah, waa inaa awoodaa inay faaruqiyaa oo ay ka nadiifiyaa jeermis kursiga mar kastoo la isticmaalo kadib.

Tababbarka musqusha waa tallaabo horumareed oo weyn iyo waayo-aragnimo weyn oo waxbarasho loogu talagalay carruurta. In kasta oo carruurtu bilaabi karaan hawshan meel kasta oo ay ka bilaabaan da'da 18 bilood illaa 3 sano jir, joornaalka AAP Pediatrics wuxuu xusayaa bilowga tababarka musqusha waa inuu "had iyo jeer ku salaysanyahay heerka koritaanka ilmaha halkii uu ka ahaan lahaa kan ilmaha da'dooda."[155]

Bixiyaha waxbarashada dhalaanka wuxuu bixiyaa tababarka muhiim ah oo ku taageeraayo canugga horumarka tababarka musqusha. Si kor loogu qaado waayo-aragnimo joogto ah ee ilmaha ku haboon, bixiyaasha waxbarashadda hore iyo qoysaska waa inay si wadajir ah ula shaqeeyaan danta ilmaha. Bixiyeha waxbarashadda hore waa inuu kala shaqeeyaa qoyska habka dhaqanka qoyska si loo abuuro nidaamka tababarka musqusha ee ilmaha marka loo eego inta lagu taageeri karo barnaamijka waxbarashada dhalaanka. Dhiirrigelinta sida waqtiga sheekada, shaxd istiikar ah ama amaanta afka ayaa laga yaabaa in lagu daro nidaamka tababarka dheriga guriga iyo barnaamijka waxbarashada dhalaanka.

154 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna*. 261.

155 Bernard Guyer, "Tilmaamaha Tababarka Musqusha: Bixiyeyaasha Xannaano-maalmeedka - Doorka Adeeg Bixiyaha Xannaanada ee Tababarka Musqusha," Joornaalka rasmiga ah ee Akadeemiyada Mareykanka ee Cudurrada carruurta 103 (3) (1999): 1367-1368, oo laga heli karo **https://pediatrics.aappublications.org/content/103/Supplement_3/1367**

Bixiyaha xarunta waxbarashada dhalaanka oo King County nala qaybsaday:

"Waxayna amminsan nahay u habeeynta hogaaminta carruurta ee guusha barashada musqusha waxay ka bilaabmaneeysa da'da dhallaanka, halkaasoo aan uga hadlayno inay yihiin "qoyan" ka soo horjeedda "qalalan" iyo saxarada ilmaha, iyo halka aan ku soo bandhigno shaqooyinkooda jir ahaaneed sida dhacdooyinka dabiiciga ah. Waxaan raadineynaa calaamadaha hore u diyaargalka musqusha oo ay ku jiraan cunug taabanaya xafaayaddiisa si loo muujiyo inay diyaar u yihiin bedelka xafaayadda. Waxaan ku dhiirigelinaynaa madax-bannaanida musqusha halka ay carruurtu ka bilaabayaan inay ka siibtaan surwaalka iyo xafaayadaha, haddii ay ku jiraan miiska beddelashada xafaayadda ama ay u wareegeen xafaayadda istaagga musqusha. Waxaan caruuta ku dhiiri galinaynaa ama siinaa fursada isticmaalka musqusha markay bilaabaan inay muujiyaan ineey xiisaynayaan - waxay ku bilaabmi kartaa iyaga oo musqusha meeraayo, fadhiista musqusha kahor inta aysan xafaayaddu badalin ama ay aragto asxaabtooda isticmaalaysa suuliga."

"Ma jiro lambar sax ah oo cunugga u isticmaali karno ama uusan u isticmaali karin musqusha kaligiis. Waxaan aaminsanahay in cunug walba uu haysto waqti ka duwan markii uu "diyaar" yahay. Haddii cunugu uusan rabin inuu fariisto musqusha ma qasbi doono. Adoo raacaya calaamadaha carruurta oo muujinaya inay xiiseynayaan isla markaana dhiirigelinayaan xiisahaas, waxaan ku tiirsan nahay dhiirigelin gaar ah si aan u wadno isticmaalka musqusha. Macallimiintu waxay si dhow ula shaqeeyaan waalidiinta habka ugu fiican ilmahooda. Ubadkayna 2-jirka ah iyo macalimiinta waxbarashada dhalaanka dugsiga waxay ka wada hadlaan falsafadeena barashada musqusha waqtiga jihada fasalka oo aan la sii wadaagno wadahadalka annagoo la wadaageyna macluumaadka maalin walba oo ku saabsan isticmaalka cunugooda ee musqusha dugsiga. Waxaan sidoo kale weydiisanaa macluumaad ku saabsan waxa ka dhacaya guriga. Waxaan siineynaa taageero shaqsiyeed iyo dhiirigelin cunug walba si uu ugu guuleysto xirfaddan cusub asagoo si dhow ula shaqeynaya waalidiinta."

WAC 110-300-0085 wuxuu qeexayaa shuruudaha la xiriira iskaashiga qoyska iyo wada-xiriirka.

U istaaga xafaayada musqusha ama badalaada xafaayadda waa loo isticmaali karaa haddii ilmuhu horumar ahaan diyaar u yahay. Waxaa muhiim ah in la ogaado in xafaayadaha wasakhaysan ama soo jiidan karo bakteeriyada marka aan si habboon loo dhaqin ama loo tuurin. Sidaa awgeed, xafaayadda istaab-ka istaagga ayaa laga yaabaa inay gacan ka geeysato yareynta suurtagalnimada wasaqeeynta meelaha kale marka loo isticmaalo tababar aamin ah CFOC waxay kula talisaa dhaqammo qaas ah inay xaddido xafaayada la xiriirta wasaqeeynta la xariirta, sida:

- Hubinta in dhammaan alaabta ama waxyaabaha loo baahan yahay lagu ururiyo aagga beddelka ka hor inta aan ilmaha la keenin
- Ka saar dharka, kabaha iyo sharaabaadaha ilmaha.
- Marka la siibaayo ama la jiidaayo xafaayaddu wasakhayso, isticmaal afka-isku xirka dhinaca adigoo soo jeedaayo dhinacyada u kala qaaddid halkii aad dharka hoos ugu jiideeyso ubadka lugihiisa.[156]

156 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna*. 115.

Amniga iyo Nadaafadda. Bogga shabakada bixiyaha Daryeelka Cunugga ee Degmada Snohomish waxaa ka helaysaa khayraad fara badan kana mid aho boorar loogu talagalay beddelka xafaayadda iyo beddelaadda xafaayadda joogtada ah.
www.snohd.org/261/Safety-Sanitation

Habka nidaamka Xafaayadda Istaagga/Jiifka-Hoos-u-dhig: Boggaan waxaa lagu bixiyaa nidaamka istaagid iyo jiifsi xafaayad xafid ah oo luqada Ingiriis iyo Isbaanish ah:
Habka Xafaayad-istaag/Jiif-hoos. Nidaamyada beddelaya xafaayadda ee Luqada Ingiriisiga iyo Isbaanishka, waxaa arkaysaa markaad u rogto hoos ugu dajiso dhinaca hoose ee bogga.
https://kingcounty.gov/depts/health/child-teen-health/child-care-health/bleach.aspx

Tababarka Musqusha. Goobka shabakada Akadeemiyada Mareykanka ee Dhakhaatiirta Carruurta healthrenren.org wuxuu ku siiyaa maqaallo kala duwan oo ku saabsan tababarka musqusha.
www.healthychildren.org/English/ages-stages/toddler/toilet-training/Pages/default.aspx

WAC 110-300-0221

Diaper changing areas and disposal.

(1) A center early learning provider must have a designated diaper changing area, including stand-up diapering, for each classroom or for every age grouping of children who require diapering. Only one diaper changing area is required at a family home early learning provider.

(a) A diaper changing area must:

(i) Be separate from areas where food is stored, prepared, or served;

(ii) Have a sink with hot and cold running water, not used for food preparation and clean up;

(iii) Have a sturdy surface or mat that:

(A) Is not torn or repaired with tape;

(B) Is washable;

(C) Has a moisture resistant surface that is cleanable; and

(D) Is large enough to prevent the area underneath the diaper changing area from being contaminated with bodily fluids.

(iv) Be on moisture resistant, washable material that horizontally or vertically surrounds and extends at least two feet from the diaper changing station and handwashing area; and

(v) Be uncluttered and not used for storage of any items not used in diapering a child.

(b) An early learning provider must not leave a child unattended on the diaper changing surface or mat during the diaper changing process;

(c) An early learning provider must not use safety belts on diaper changing tables because they are neither cleanable nor safe; and

(d) An early learning provider must post an easily viewable diaper changing procedure at each station and must follow each step described in the procedure.

(2) If an early learning provider uses a diaper changing station, the station must:

(a) Have a handwashing sink within arm's reach of, or be readily accessible to, an early learning provider to prevent cross contamination; and

(b) Be on moisture resistant, washable material that horizontally or vertically surrounds and extends at least two feet from the diaper changing station and handwashing area; and either:

(i) A table or counter large enough to accommodate the length of a child, with a protective barrier at least three and one-half inches high on all sides from the surface the child lays on; or

(ii) A wall mounted diaper changing station that meets manufacturer guidelines and specifications in addition to the requirements of this section.

(3) If an early learning provider uses reusable or cloth diapers, the diapers must:

(a) Not be rinsed;

(b) Be placed in a securely sealed moisture impervious bag;

(c) Be stored in a separate disposal container; and

(d) Be delivered to a commercial laundry service or given to the child's parent or guardian at least daily.

(4) An early learning provider must provide a container designated for disposing of soiled diapers and diapering supplies only. The diaper disposal container must be:

(a) Hands-free and covered with a lid to prevent cross contamination;

(b) Lined with a disposable plastic trash bag; and

(c) Within arm's length of the diaper changing area.

Barnaamijyada waxbarashada dhalaanka ee u adeega carruurta xiran xafaayadaha, waxaa u muhiim ah in laga feejignaado in xafaayadaha la beddelo u soo gudbinkaraano cudurada keeni karo bakteeriyada, fayrasyada ama dulin-ku-nooleyaasha ee ku jiri kara saxarada ilmaha. Jeermiska sida Salmonella, Listeria, E. coli iyo noroviruses waxaa laga heli karaa xafaayada wasakhda ah xitaa markuu ilmuhu caafimaad qabo.[157] CDC waxay ku qiyaaseyn inay jiri karaan ilaa trillion jeermis ah hal garaam oo saxarada.[158] TWarka fiicani waa in suurta galnimada wasakhda ka timaadda beddelashada xafaayadda la dhimi karo iyadoo la raacayo dhaqamada beddelka xafaayadda aasaasiga ah. Sababtaas awgeed, Heerarka Tayada Aasaasiga waxaa ka mid ah aagga xafaayadda iyo shuruudaha qashinka ee loogu talagalay in lagu dhiirrigeliyo nadaafadda qofka iyo in la xaddido wasakheynta deegaanka.

Mid ka mid ah sababaha ugu waaweyn ee ilaalinta caafimaadka carruurta iyo shaqaalaha ayaa ah in la hubiyo in xafaayadaha lagu beddelo oo keliya meelaha loogu talo galay beddel xafaayadda. Haddii aad raacdo istaagid ama aad jiifiso nidaamka xafaayadda, tani waxay kaa caawinaysaa in la hubiyo in jeermiska xafaayaddu ku kooban yahay hal meel oo ka mid ah waxbarashada dhalaanka. Barnaamijyada waxbarashada dhalaanka ee xarunta, waa inay jiraan aag loogu talagalay xafaayadda fasal kasta ama koox kasta oo da'da ah ay u baahan xafaayad. Barnaamijyada waxbarashada dhalaanka ee guriga qoyska waxaa kaliya looga baahan yahay inay lahaadaan hal goob xafaayada beddela.

Shuruudaha beddelka xafaayadda looga baahan yahay in lagu xadido isku-gudbinta wasaqada iyo hubinta badbaadada carruurta. Ka-hortagga faddaraynta u dhaxeysa meelaha xafaayadaha beddelaya iyo diyaarinta cuntada ama aagagga adeegga ugu muhiimsa. Jeermis kasta oo la xiriira xafaayad ku sii jeeda cuntada ayaa si toos ah loo geyn doonaa jirka marka ay cunnada cunaan carruurta ama shaqaaluhu. Sababtaas awgeed, kala soocidda cuntada, aagagga cuntada lagu diyaariyo iyo maacuunta cunidda iyo cabbitaanka iyo xafaayadda beddelashada iyo saxanka dhaqidda gacmaha ayaa ka hortageysa gudbinta cudurka.

WAC 110-300-0280 wuxuu sharaxayaa xafaayadda beddelaadda goobta ee la xiriirta aagagga diyaarinta dhalada.

157 Dagaal Bac! "Faahfaahinta Xayeysiiska Dirty," oo laga heli karo **www.fightbac.org/download/430/child-care/14758/crib-sheet-dirty-diaper-details.pdf**, loo soo saaray July 21, 2020.

158 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Xafaayadda," oo laga heli karo **www.cdc.gov/healthywater/hygiene/diapering/index.html**, ayaa markii ugu dambeysay la cusbooneysiiyay July 26, 2016.

Waxqabadka badalaada xafaayaddu waxay ku abuurikaraa bakteeriyada dusha sare meesh lagu badalo xafaayadda. Bakteeriyadu waxay u baahan tahay biyo ama qooyaan si ay u koraan, sidaa darteed halista faddaraynta waxaa lagu yareyn karaa iyadoo la xaddido qoyaanka dusha iyo agagaarka xafaayaddu beddeleyso. Tan waxaa lagu gaari karaa iyadoo la hubiyo in dusha beddelashada xafaayaddu ay weyn tahay oo ay ku filantahay goobta cunugga lagu badalo, dhulka dushiisa, salliga ama firaashka, iyo sagxadda dusha laga saaraa ay yihiin qoyaan aan nadiif ahayn Tani waxay hubinaysaa in dheecaannada jirka aysan ku qoynin meelaha isbuunyada, dusha sare ama rooga, taas oo u horseedi karta koritaanka bakteeriyada. Meelaha qoyaan la'aanta ah ee qoyaanka sidoo kale waxay fududeeyaan habka nadiifinta iyo jeermis dilka.

Goobta saldhigga xafaayadda beddelaadda waxaa loo tixgeliyaa qayb ka mid ah qalabka dhulka yaal. Meesha xafaayada laga badalayo waa goob gooni ah oo loo isticmaalo howlaha xafaayada, waxaana ku jiri kara ama ka mid noqon kara xarun xafaayad dhab ah.

Si looga sii hortago suurtagalnimada isku-gudbinta wasaqda, saldhiga badalaada xafaayada ama goobta waa in aanan loo isticmaalin in lagu dejiyo ama lagu kaydiyo waxyaabaha aanan xafaayadda ku habboonayn. Shay kasta oo gala meesha xafaayaddu lagu badaleeyso waxay leedahay awood ay ku soo qaadaan jeermiska xafaayadda oo si shil ah looga tagay intii lagu jiray howlaha nadaafadda iyo fayadhowrka. Marka sheyga dib looga soo celsho goobta badalaada xafaayada waxay halis u tahay sumoowga alaabta dusha sare ama qofka ka shaqeeyo goobta.

Meelo badan oo xafaayada lagu badalo ayaa ka sarreeya dhowr cabir cagood dhulka, carruurtuna waxay u muuqdaan inay u dhaqaaqaan si lama filaan ah. Tani waxay carruurta gelinaysaa halis inay ka dhacaan miiska beddelashada ama ay miis beddelasho soo jiitaan naftooda. Sanadkii 2016, 3,900 oo carruur ah oo ka yar 5 sano jir ayaa lagu daweeyey waaxda xaaladaha degdegga ah dhaawacyada la xiriira miiska badalaada.[159] Waxay tahay mas'uuliyadda bixiyaha waxbarashada dhalaanka inuu hubiyo badbaadada carruurta markay saaran yihiin ama ku dhow yihiin xafaayad dusha lagu beddelayo. Shaqaalaha barnaamijka waxbarashadda hore waa inay si buuxda uga qeybgalaan ilmaha inta ay xafaayad sameeynayaan.

Waxaa ka mas'uuliyadda bixiyaha waxbarashadda dhalaanka inuu raaco nidaamka beddelaadda xafaayadda oo yareynaya suuragalnimada in wasakhdu gaarto dusha sare. Ku dhajinta boorka warqadaha nidaamka beddelashada xafaayada iyadoo la eegayo meesha xafaayaddu ka beddelayso waxay u noqonaysaa xusuusin ah inaad raacdo mid kasta oo ka mid ah tallaabooyinka beddelaya xafaayadda ee loogu talagalay in lagu yareeyo u gudbinta wasakhda sagxadaha.

Shuruucda looga baahan yahay gacmo-dhaqa WAC 110-300-0200.

Bixiyaha waxbarashada dhalaanka ayaa isku diyaarinaaya inuu beddelo xafaayadda ilmaha. Markuu bixiyaha cunugga dul dhigo xafaayada dusha ka beddeleysa bixiyaha wuxuu baarayaa nidaamka dhajinta xafaayadda ee dhajinta. Dhajintu waxay xasuusineysaa adeeg bixiyaha inuu dhaqo gacmahooda kahor inta uusan bilaabin howsha bedelida xafaayadda.

159 Guddiga Badbaadada Wax soosaarka Macaamiisha Mareykanka, "Dhaawacyada iyo Dhimashooyinka laxiriira Alaabta Xannaanada ee Carruurta kayar da'da Shanta sano," waxaa laga heli karaa **www.cpsc.gov/s3fs-public/Nursery-Products-Annual-Report-2017_0.pdf?iVo_dlqsrtuWAep2RzahKbFcsiCfXZhK**, la daabacay Diisambar 2017.

Bixiyuhu wuu ogyahay in aysan amaan aheyn in cunuga looga tago isagoo aanan la ilaalin, sidaa darteed waxay ka saaraan cunuga dusha sare ee isbedelaya waxayna ilmaha dul dhigaan sariirta sagxadda dhulka inta ay gacmaha dhaqanayaan. Bixiyaha hore ee waxbarashadu wuxuu markaa la soo baxayaa canugga wuxuuna ku sii socdaa xafaayadda beddelkeeda.

Tilaamaha Jeerminta iyo Nadiifinta ee hogaaminta qalabka nadiifinta Bleach ee isku dhafka Xalalka Biliijka ee Daryeelka Carruurta iyo Degaanada La Midka ah. Daabacaadda DOH.
www.doh.wa.gov/Portals/1/Documents/8340/970-216-Disinfect-en-L.pdf

Dagaal Bac! Dukumiinti bixisa hagitaan ku saabsan hababka fayadhowrka ee beddelidda xafaayadaha iyo dejinta saldhigyo nadaafadeed oo nadiif ah. Waxa kale oo ku jira tirakoob iyo daraasado lagu taageerayo dhaqamadan:
www.fightbac.org/download/430/child-care/14758/crib-sheet-dirty-diaper-details.pdf

Sidee Loo Badalaa Xafaayada. Boorka DOH wuxuu muujinaya tillaabooyinka loogu beddelayo xafaayadda nadaafadda.
www.doh.wa.gov/Portals/1/Documents/8330/130-082-DiaperCCsm-en-L.pdf

WAC 110-300-0225

Pets and Animals

(1) An early learning provider may have pets or other animals on the early learning program premises.

(2) If an early learning provider keeps pets or animals on the early learning program premises:

- **(a) The provider must have and follow a pet and animal policy; and**
- **(b) Provide written notice to children's parents and guardians.**

(3) Pets or other animals that have contact with children must:

- **(a) Have all required vaccinations, pursuant to local and county regulations;**
- **(b) Show no signs of illness, disease, worms, or parasites. If these symptoms appear, the pet or animal must be removed from the licensed space until appropriately treated for the condition; and**
- **(c) Be nonaggressive. If the pet or animal exhibits aggressive behavior, the pet or animal must be removed from the licensed space.**

(4) An early learning provider must:

- **(a) Make reptiles and amphibians that are not part of the early learning program or activities inaccessible to enrolled children due to the risk of salmonella or other diseases;**
- **(b) Require that chickens, ducks, turkeys, doves, pigeons, or other birds are caged, cooped, or penned outside early learning program space when children are in care, at a distance that prevents children from having direct access to the enclosures or waste;**
- **(c) Cage indoor birds;**
- **(d) Prevent debris from spilling out of a container or cage used for pets and animals, if applicable;**
- **(e) Not allow pets and animals in the kitchen during food preparation and ensure pets and animals do not come into contact with food, food preparation, or serving areas while food is served;**
- **(f) Not use a sink that is used for cleaning food or utensils to clean pet supplies;**

(g) Not allow animals in rooms or areas typically used by infants or toddlers (center early learning programs only); and

(h) Store pet and animal medication separate from human medication.

(5) An early learning provider must require:

(a) Animals and pets to go to the bathroom outdoors if the animals do not have a designated indoor litter area. The designated outdoor area must be inaccessible to children in care;

(b) Pet containers and cages to be cleaned and disinfected at least weekly, or more often if needed;

(c) Litter boxes to be kept inaccessible to children and cleaned daily;

(d) Animal waste and litter to be disposed of as soon as possible and the area disinfected;

(e) Animal waste to be inaccessible to children;

(f) Animal waste to be disposed of in a manner that prevents children from coming into contact with the waste material;

(g) Animal waste, including fish tank water, must be disposed of in unlicensed space or toilets or custodial sinks. Toilets and custodial sink areas must be washed, rinsed, and disinfected after disposal; and

(h) Indoor and outdoor play space to be cleaned and disinfected where animal or bird waste or vomit is present. This must be done as soon as possible or prior to access by children.

Dalka Mareykanka, ku dhowaad 68% qoysaska ayaa leh xayawaanka guryaha lagu haysto.[160] Hadday tahay mukulaasha ama bisad, eeyo, kalluun ama xayawaan kale, daraasadaha ayaa muujinaya xayawaanku inay sahmeeyn toos ah ku yeelan karaan dadka. Tusaale ahaan:

- Xiriirka ka dhexeeya dadka iyo xayawaanka rabaayadda ah wuxuu yareyn karaa buuqa iyo cadaadiska dhiigga.
- Xayawaanku waxay kordhin karaan dareenka taageerada bulshada waxayna hagaajin karaan Niyadda.[161]
- La macaamil xayawaanka waxay kordhin kartaa heerka jir dhiska.[162]

Marka lagu daro xayawaannada rabaayada ama xayawaanka ku jira barnaamijka waxbarashada dhalaanka waxay yeelan karaan faa'iidooyin dhowr ah oo loogu talagalay carruurta iyo dadka waaweyn. Tusaale ahaan, xayawaanku waxay ka caawin karaan carruurta inay horumariyaan xirfadaha bulshada, waxay gacan ka geysan karaan horumarinta xiriirka ku kalsoonida dadka kale, waxayna taageeri karaan horumarinta xiriir aanan hadal lahayn, naxariis iyo damqashada.[163]

160 Machadyada Qaranka ee Caafimaadka, "Awoodda Xayawaanka Faa'iidooyinka Caafimaadka ee Aadanaha - Isdhexgalka Xayawaanka," waxaa laga heli karaa **https://newsinhealth.nih.gov/2018/02/power-pets**, oo la daabacay Febraayo 2018.

161 Machadyada Qaranka ee Caafimaadka, "Awoodda Xayawaanka Faa'iidooyinka Caafimaadka ee Aadanaha - Isdhexgalka Xayawaanka," waxaa laga heli karaa **https://newsinhealth.nih.gov/2018/02/power-pets**, la daabacay Febraayo 2018.

162 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Ku saabsan Xayawaanka & Dadka," oo laga heli karo **www.cdc.gov/healthypets/health-benefits/index.html**, ayaa markii ugu dambeysay la cusbooneysiiyay Abriil 15, 2019.

163 Akadeemiyada Mareykanka ee Maskaxda Carruurta & Dhallinyarada. "Xayawaanka iyo Carruurta," waxaa laga heli karaa **www.aacap.org/aacap/families_and_youth/facts_for_families/fff-guide/pets-and-children-075.aspx**, ayaa la daabacay Janaayo 2019.

Carruur badan, la macaamil xayawaanku waa khibrad raaxo leh oo faa'iido leh. Waxaa jira waxyaabo badan oo laga fiirsado in la tixgaliyo marka lagu daro xayawaanka iyo xayawaanka rabaayada ah ee barnaamijka waxbarashada dhalaanka. Tixgelinnada waxaa ka mid noqon kartaa da'da carruurta, xasaasiyad kastaba ama xasaasiyad u keeni karto carruurta in ay u keento halis ama halista ka imaan karta ee la xiriirta carruurta la macaamilka xayawaanka iyo xayawaanka rabaayada ah. Shay kale oo ah in laga fiirsado ayaa ah mid ka mid ah carruurta daryeelka ku jirto waayo-aragnimo u leeyahay in ay ku jirto mid argagax ah xayawaanka ama xayawaanka rabaayada ah. Si loo hubiyo inay ka warqabaan sahmeynta ay ku jiraan xayawaanku barnaamijka waxbarashada dhalaanka ama waxqabadyada, waa mas'uuliyadda bixiyaha waxbarashada dhalaanka inuu si ula kac ah u qorsheeyo una siiyo xiriir qoraal ah qoysaska ay u adeegaan.

Markii xoolaha lagu haayo goobta waxbarashada dhalaanka, barnaamijku waa inuu lahaadaa qoraal xayawaanka rabaayada ah iyo siyaasad xoolaha. Siyaasadaha qoran waxay muhiim u yihiin shaqaalaha: waxay bixiyaan macluumaad isdaba-joog ah waxayna aasaas u yihiin tababarka. Waalidiinta iyo dadka ardayda masuulka ka ah waxay sidoo kale ka faa'iideystaan iyagoo og waxa laga filan karo ee ku saabsan la dhaqanka carruurta ee xayawaanka.

Waxaa muhiim ah in aad xasuusato barnaamijka WACs in oo leeyahay shuruuda badan oo looga baahan yahay xayaanka rabaayada iyo xoolaha:

- WAC 110-300-0200 waxay u baahan tahay bixiyeyaasha waxbarashada dhalaanka inay toosiyaan, caawiyaan, bartaan oo tababaraan carruurta inay gacmahooda dhaqdaan ka dib markay la ciyaaraan xayawaanka.
- WAC 110-300-0345 waxay u baahan tahay in carruurta si firfircoon loo kormeero markay la macaamilayaan xayawaanka rabaayada ah iyo xayawaanka kale.
- WAC 110-300-0500 waxaa ka mid ah shuruudaha looga hadlayo xayawaanka rabaayada ah iyo xayawaanka kale ee barnaamijka waxbarashada dhalaanka iyo siyaasada caafimaadka.

Dulmarka guud oo socda waxaa loogu talagalay xayawaanka rabaayada, xamaaratada iyo amphibians-ka ayaa laga yaabaa inay kaa caawiyaan isla markaana loo tixgelinayo xayawaanka loogu talagalay barnaamijka waxbarashada.

Cats and Dogs

Bisadaha iyo eeyaha waxaa inta badan laga helaa barnaamijyada waxbarashada dhalaanka. Sida dhammaan xayawaannada ku jira barnaamijka waxbarashada dhalaanka, bisadaha iyo eeyaha waa inay noqdaan kuwo aan dagaal-gelin, caafimaad qabaan oo leh dhammaan tallaallada loo baahan yahay. Ku haysashada bisadaha ama eeyaha barnaamijka waxay u noqon kartaa khibrad waxbarasho oo wanaagsan carruurta. Bixiyeyaashu waxay soo sheegeen in markay carruurtu la falgalaan xayawaanka ay u muuqdaan inay muujiyaan naxariis dheeraad ah oo ay bartaan naxariis, dulqaad, saaxiibtinimo, ixtiraam iyo masuuliyad. Casharrada sayniska iyo dabeecadda ayaa lagu sharraxay heerarka walaaca ee carruurta ayaa hoos u dhacay.

Bixiyaha waxbarashada dhalaanka ee guriga qoyska wuxuu la qaybsaday Snohomish County:

"Aniga waxaan ku haystaa laba eey oo yar-yar ee barnaamijka waxbarashada dhalaanka. Inta lagu jiro waqtiga sheekada, labada eey yar-yar waa seexashada, carruurtu waxay ku sasabaan inay salaaxaan eeyaha oo sii tartiib ah u garaacaan, inta ay dhageysanayaan sheekada iyo maaraynta codadka aamusnaan ah inta ay dooddu socoto. Waan arkaa sida carruurtu isugu dayayaan inay tixgeliyaan "carruurta jiifta". Tani waa wax qaboojin aan ku mashquulno hurdada ka hor ama waqtiga aamusnaanta ku dhowaad maalin kasta. Carruurtu waxay ku raaxaystaan waqtiga sheekada eeyaha oo maalin walba way sugaan. (Dabcan, carruurtu way gacmahooda dhaqeen markii sheekadu dhammaatay!)"

Xamaarato iyo amphibians

Xamaarato iyo amphibians-ka ayaa laga yaabaa inay xiiso u yeeshaan carruurta. Waa muhiim in la ogaado in xayawaanadan ay wataan Salmonella. In kasta oo Salmonella uu yahay jeermis caadi ah oo ku jira habka dheef-shiidka ee xamaarato caafimaad qaba iyo amphibians, haddana waa jeermis cudur ku ridi kara aadanaha. Sidaa darteed, haysashada xamaarato iyo amphibians-ka oo aan carruurtu geli karin waa muhiim. Siyaabaha qaarkood ee loo hubiyo in aan la geli karin ayaa ah in xamaaratada iyo ambiibiyiinta lagu xareeyo fostooyinka biyaha ama berriga. Hubso in xirmooyinku kaliya la nadiifiyo markay carruurtu maqan yihiin oo aan loo oggolaan carruurta inay quudiyaan ama daryeelaan xayawaanka. Tani waxay ka hortageysaa xiriirka tooska ah ee ilmaha waxayna yareyn doontaa faafitaanka Salmonella. Xamaarato iyo amphibians waxay ku deeqi karaan fursado badan oo waxbarasho iyo madadaalo ah iyagoo u fiirsada carruurtu.

Hadday xamaarato ama amphibian tahay qayb ka mid ah waxqabadka barashada dhalaanka, kormeer firfircoon inta lagu jiro hawsha waa in caruurta gacmo dhaqashada ay sameeyaan ka dib waana lama huraan.

Shimbiraha

Nooca shimbiraha Psittacine (yacni, parakeets, parrots, budgies iyo cockatiels) ayaa qaadi kara bakteeriyada sabata cudurka psittacosis. Shimbirahan waa inaysan ku sugnaan meelaha loo isticmaalo barnaamijka waxbarashada dhalaanka illaa laga baaro mooyee psittacosis.[164] Goobaha shimbiraha lagu xiray sida finch iyo canaries ayaa si fiican ugu habboon meelaha barnaamijka waxbarashada dhalaanka. Kirada guriga shimbiraha waa in laga nadiifiyaa oo jeermiska laga dilaa ugu yaraan toddobaadle.

Guryaha Gadaalo Digaaga ama doorada

In kastoo ku haynta digaaga guryaha gadaasho ay noqon karto mid xiiso leh oo waxbarasho leh, bixiyayaasha waxbarashadda hore waa inay ogaadaan in digaagga mararka qaarkood qaadi karaan jeermis waxyeelo u leh dadka una gudbin karaano cudurka.[165] Digaagga, turkiga, qoolleyda, buulabuulada iyo shimbiraha kale waa in qalinka lagu duubin ama lagala shaqeeyo meelo ka baxsan goobta barnaamijka iyo qaab ahaan si carruurtu aysan u helin marinnada caloosha ama qashinka saableeda.

Haddii digaaga ama shimbir kale ay qayb ka mid yihiin waxqabadka waxbarashada dhalaanka, bixiyaha waxbarashadda hore waa inuu hubiyaa in kormeer firfircoon loo isticmaalaa iyo gacmo dhaqashada lagu sameeyo hawsha ka dib.

Bixiyaha waxbarashadda hore wuxuu kor u qaadayaa guryaha digaagga dibedda. Bixiyuhu wuxuu u dhisay xayndaab wareegsan iyo guryo digaag goobta buul si ay digaaga u helaano meel ku ciyaaraan ama ku nastaano. Bixiyuhu wuxuu sidoo kale xayndaab ka dhisay goob xiran aaga si carruurta looga ilaaliyo inay gaaraan digaagga iyo aqal-weynaha. Booska inta u dhexeysa qaybo oodku ka kooban yahay ayaa yar oo aanu ilmuhu ka dhex mari karin. Caruurtu way arki karaan oo maqli karaan digaagga laakiin ma taaban karaan mana loo ogalo helitaan qashinkooda.

Waa in tilmaamaha ku habboon da'da caruurta la macaamilka xayawaan kasta kana mid ah gacmo dhaqashada ka dib, ayaa muhiim u ah ka hortagga faafidda jeermiska

Maaddaama carruurta yaryar ay si joogto ah gacmahooda afka u geliyaan ama u taabtaan wejiyadooda inta lagu jiro ciyaarta, sidoo kale waxaa muhiim in la nadiifiyo dusha sare si loo yareeyo khatarta lala xiriiro jeermiska laga helo qashinka xoolaha. Tani waxay si gaar ah run ugu tahay goobaha lagu ciyaaro gudaha dhismaha ee carruurta yaryar, gaar ahaan dhallaanka iyo socod-baradka, ay waqti ku qaataan fadhiga, gurguurashada ama toos u ciyaarista dhulka.

164 Dugsiga Sheybaarka dalwadii, "Xayawaanka ku jira Goobaha Daryeelka Cunugga Qoyska," oo laga heli karo **www.virtuallabschool.org/fcc/safe-environments/lesson-3/act/20711**, oo la soo saaray July 21, 2020.

165 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Digaagga Digaagga," oo laga heli karo **www.cdc.gov/healthypets/health-benefits/index.html**, ayaa markii ugu dambeysay la cusbooneysiiyay Maarso 24, 2020.

Carruurta yaryar waxaa laga yaabaa inay u nugul yihiin markay la macaamilayaan xayawaanka. Waxaana ka mid ah sababo la xariirta horumarinayaan xirfadaha dhaq-dhaqaaqa iyo xakameynta jireed ee jirkooda. Waxay isku dayi karaan inay si tartiib ah u taabtaan xayawaan oo si shil ah u dhaawacaan ama u naxaan xayawaanka. Tani waxay sababi kartaa culeys xoolaad ama waxay si aan macquul aheyn u falcelin kartaa. Carruurta yar-yar sidoo kale wali waxay kobcinayaan xakamaynta kicinta. Badanaa waxay sameyn karaan wax aan la saadaalin karin, taas oo sababi karta dhibaato xayawaan. Tan waxaa ka mid noqon kara cunug in oo ku qeeyliya, ku boodaya ama ku neefsanaya xagga xayawaanka. Caruurta yar-yar sidoo kale si kadis ah ayey afka u gelin karaan walxo wasakheysan, xitaa ka dib markii ay hagitaan ka helaan shaqaalaha barnaamijka waxbarashada dhalaanka. Ugu dambeyntiina, carruurta yar-yar waxaa laga yaabaa inay waayo-aragnimo u laheeyn xayawaanka oo laga yaabo inayna aqoon sida loola dhaqmo ama loola macaamilo xayawaan. Cunuggu wuxuu si ula kac ah ugula dhaqmi karaa xoolaha arrin dhibaya ama dhaawaceysa xayawaanka. Tani waxay sababi kartaa in xayawaan dareemo hanjabaad iyo falcelin habooneeyn.

Xayawaanka looma oggola meelaha sida caadiga ah ay u isticmaalaan dhallaanka ama socodbaradka ku jira bartamaha barnaamijyada waxbarashada dhalaanka. Waxa ka reebban tan barnaamij xarun waxbarasho hore waxay noqon kartaa haanta biyaha kalluunama malaayga oo aysan caruurta geli Karin.

Qaadista qashinka xoolaha waa mid kale oo ka mid ah go'aanka lagu yeelanayo xayawaannada rabaayada iyo xayawaanka, maadaama qashin qaadku yahay mas'uuliyad socota. Qashinka oo si habboon loo tuuro ayaa ka caawinaysa hubinta in aan la geli Karin carruurta, sidaas darteed yareynta halista isku=gudbinta cudurada ay sababaan faddaraynta. Sanduuqyada qashinka waa in aysan geli karin carruurta oo la nadiifiyaa maalin kasta. Xayawaannada kale ee gudaha ku jira waa inay lahaadaan caagaga baqashada iyo weelasha loogu nadiifiyaa jeermiska lagana qaadaa musqusha ugu yaraan usbuuc walba ama saxamada qubeeyska loo isticmaalo waa in la dhaqaa, la dhaqaa oo la nadiifiyaa ka dib markii loo isticmaalay ujeedooyin nadaafadda qashinka xoolaha.

Markay xayawaanku aadaan musqusha banaanka, aagga qashinka ee loogu tala galay waa inuu ahaadaa mid aanan carruurtu geli karin. Meelaha bannaanka ah, jeermiska waxaa laga soo wareejin karaa dhulka oo wasakhdu ku sumeeyey xoolaha loona soo wareejiyo kubbadda ama waxyaabaha kale ee carruurtu ku ciyaarto. Marka qashinka xayawaanka (matag ama saxarda) laga helo goobta ciyaarta dibedda waa in la nadiifiyo iyadoo gacanta laga qaadaayo inta ugu badan ee suurtogalka ah, goobta waa in lagu raciyaa biyo raaciyaa ka dibna la isticmaalayo jeermis dilaha loogu talagalay in loogu isticmaalo dibedda. Adoo ka dhigaya qashinka xoolaha meel aan carruurtu geli karin, halista bakteeriyada iyo jeermiska faafitaanka ayaa aad u badan looga yareeyn karaa.[166]

WAC 110-300-0500 waxay u baahan tahay macluumaadka ku saabsan xayawaanka iyo xayawaanka la heli kara iyadoo la soo qaadanaayo shatiga ama ruqsad haysashada iyo halista caafimaad ee la macaamilka xayawaanka rabaayada ahiyo xayawaanka kale kana mid ah siyaasadda caafimaadka barnaamijka.

166 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 130.

Xayawaanada Dugsiyada iyo Xannaanooyinka. Bogga shabakada CDC wuxuu ki siinayaa macluumaad iyo khayraad la xiriira carruurta iyo xayawaanka rabaayadda ah.
www.cdc.gov/healthypets/specific-groups/schools.html

Xayawaanka Caafimaadka qaba, Dadka Caafimaadka qaba. Bogga shabakada CDC waxay ku siinysaa ah macluumaad ku saabsan la dhaqammadka xayawaanka iyo badbaadada xayawaanka iyo caafimaadka qabka. Waxaa ku jira bogag si aad waxbadan uga ogaatid xayawaanka rabaayada ah iyo xayawaanka kale sida doorada ama digaaga, xayawaanka beeraha, xamaaratada iyo ambiibiyiinta, shimbiraha, ferrets, xayawaanada yaryar, mukulaasha, kalluunka, duurjoogta, eeyaha, fardaha iyo diinka.
www.cdc.gov/healthypets/pets/index.html

Caafimaadka Daryeelka Carruurta. Bogga Seattle iyo King County Caafimaadka Bulshada wuxuu dhiirrigelinayaa macluumaadka caafimaadka iyo ka-hortagga cudurrada ee xarumaha daryeelka carruurta.
www.kingcounty.gov/depts/health/child-teen-health/child-care-health.aspx

Cudurka xoolaha u gudbiyaan bina-adamka (Zoonotic). Bogga shabkada Seattle iyo King County Caafimaadka Bulshada waxaa ka helaysaa macluumaad ku saabsan cudurada laysku-gudbi kara xayawaanka una gudbinaayo bini'aadamka.
https://kingcounty.gov/depts/health/communicable-diseases/zoonotic/facts-resources.aspx

Tusaalaha Siyaasadda Xayawaanka. Bogga shabakada Degmada Caafimaadka Snohomish wuxuu ku siinayaa khayraad fara badan oo loogu talagalay caafimaadka daryeelka carruurta iyo jirada oo ka mid ah Tusaalaha Siyaasadda Xayawaanka.
www.snohd.org/245/Health-Illness

Caafimaadka daryeel goorta aad La Shaqeyneyso Xayawaanka Beeraha. Daabacaadda 'CDC' waxay ku siineeysaa ltalooyin kaa caawinaaya kahortagga jirro marka aad la shaqeyneyso xayawaanka beeraha.
www.cdc.gov/healthypets/resources/stay-healthy-working-farm-animals.pdf

Dhaq cagahaaga! Boorka sawir fasal ah oo ay soo saartay CDC.
www.cdc.gov/healthypets/resources/Class_Pet_Poster_06-p.pdf

WAC 110-300-0230

First-aid – CPR certification and supplies

(1) Family home licensees, center directors, assistant directors, program supervisors, lead teachers, assistant teachers, and any other early learning providers counted in staff-to-child ratio, or who could potentially be counted in ratio, must have a current pediatric and adult first-aid CPR certificate, pursuant to WAC 110-300-0106(11) For more information, go to https://apps.leg.wa.gov/wac/default.aspx?cite=110-300-0106.

(2) An early learning provider must keep a complete first-aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care. A first-aid kit must:

- **(a) Be stored in a location that is easily accessible to staff;**
- **(b) Be inaccessible to children;**
- **(c) Be separate from food or chemicals;**
- **(d) Be kept clean and sanitary;**
- **(e) Be stored in a manner that prevents contamination; and**
- **(f) Have sufficient supplies for the number of enrolled children and staff consistent with the early learning program's licensed capacity, or sufficient supplies for each room in the licensed space.**

(3) A first-aid kit must include:

- **(a) Disposable nonporous protective nonlatex gloves;**
- **(b) Adhesive bandages of various sizes;**
- **(c) Small scissors;**
- **(d) Tweezers;**
- **(e) An elastic wrapping bandage;**
- **(f) Sterile gauze pads;**
- **(g) Ice packs;**
- **(h) A disposable or mercury free thermometer that uses disposable sleeves, or is cleaned and sanitized after each use;**
- **(i) A sling, or a large triangular bandage;**
- **(j) Adhesive tape;**
- **(k) A CPR barrier with a one-way valve or both an adult and pediatric CPR mask with a one-way valve;**
- **(l) A current first-aid manual; and**
- **(m) Hand sanitizer (for adult use only).**

Bixiyaasha waxbarashada dhalaanka waa inay diyaar u ahaadaan inay si deg deg ah uga jawaabaan shilalka waaweyn iyo kuwa yar-yar ee dhici kara inta lagu jiro saacadaha barnaamijka waxbarashada dhalaanka. Sababtaas awgeed, xirmada gargaarka deg-dega ah waa in la dhigaa oo keliya goobta barnaamijka waxbarashada dhalaanka laakiin sidoo kale waa in laga helaa goorta lagu jiro safarka dibedda iyo inta lagu jiro qaadista gaadiidka carruurta lagu xannaaneeyo carruurta.

Waxyaabaha looga baahan yahay xirmada gargaarka degdegga ah waxaa loogu talagalay in lagu hubiyo in bixiyaha waxbarashada dhalaanka inay qalabaysan yahay inuu bixiyo gargaarka aasaasiga ah si loo maareeyo shilalka iyo dhaawacyada lama filaanka ah. Qalabka gargaarka deg-dega ah waa inoo ku jirtaa gacanta oona noqdaa mid ku filan tirada shaqaalaha iyo carruurta, waana in lagu kaydiyaa hab aaney carruurtu geli Karin, haddana weli si fudud shaqaalaha u heli karaan.

WAC 110-300-0106 wuxuu qeexayaa shuruudaha gargaarka aasaasiga ah iyo tababarka CPR.

Qalabka gargaarka deg-dega ah waxaa laga iibsan karaa dukaanka ama waa inoo waafaqsan tahay shuruudaha barnaamijka waxbarashada dhalaanka. Waxaa muhiim ah in aad ogaato, si kastaba ha noqotee, in xirmooyinka badan ee gargaarka deg-dega ah goorta la iibsanayo in ay ka mid tahyin ay waafaqsan tahay dhammaan waxyaabaha loo baahan yahay WAC. Bixiyaha waxbarashada dhalaanka ayaa mas'uul ka ah inuu isbarbardhigo waxaa ku jira xirmada xirmooyinka iyo waxyaabaha looga baahan yahay ee WAC oo lagu daro waxa ka dhiman. Sidoo kale, qalabka gargaarka deg-dega ah inta badan lagu iibiyo dukaanka waxaa ka mid ah xannuun joojiyeyaasha ama daawooyin kale oo ay tahay inaanay carruurtu geli karin in loo maareeyo iyadoo loo eegayo shuruudaha looga baahan yahay WAC.

WAC 110-300-0215 wuxuu ka kooban yahay shuruudo la xiriira keydinta, calaamadeynta, oggolaanshaha iyo maamulka daawooyinka aan qoritaanka lahayn.

WAC 110-300-0235

Safe Water Sources

(1) Hot and cold running water must be directly plumbed to the early learning program premises.

(2) An early learning provider must use a Washington state certified water laboratory accredited by the department of ecology to test the program water supply for lead and copper.

- **(a) All fixtures used to obtain water for preparing food or infant formula, drinking, or cooking must be tested prior to licensing approval and at least once every six years;**
- **(b) Testing must be done pursuant to current environmental protection agency standards; and**
- **(c) A copy of the water testing results must be kept on the licensed premises or in the program's administrative office.**

(3) If the test results are at or above the current EPA lead action level, an early learning provider must do the following within twenty-four hours:

- **(a) Consult with department of health for technical assistance;**
- **(b) Close the early learning program to prevent children from using or consuming water, or supply bottled or packaged water to meet the requirements of this chapter;**
- **(c) Notify all parents and guardians of enrolled children of the test results;**
- **(d) Notify the department of the water test results and steps taken to protect the enrolled children; and**
- **(e) Notify the department once lead and copper levels are below the current EPA action level.**

(4) If an early learning program space receives water from a private well, the well must comply with chapter 173-160 WAC, Minimum standards for construction and maintenance of wells. For more information, go to https://app.leg.wa.gov/wac/default.aspx?cite=173-160.

- **(a) Well water must be tested at least once every twelve months for E. coli bacteria and nitrates by a Washington state certified laboratory accredited by the department of ecology to analyze drinking water. To achieve desirable results the test must indicate:**
  - **(i) No presence of E. coli bacteria; and**
  - **(ii) The presence of less than ten parts per million (ppm) for nitrates. If test results for nitrates are greater than five but less than ten ppm, the water must be retested within six months.**

(b) If well water tests positive for E. coli bacteria, or greater than ten ppm for nitrates, the provider must:

(i) Stop using the well water in the child care premises within twenty-four hours;

(ii) Inform the local health jurisdiction, the department of health, and the department of the positive test results; and

(iii) If directed to do so by the department, discontinue child care operations until repairs are made to the water system and water tests indicate desirable results pursuant to (a) of this subsection.

(c) If the department determines that child care operations may continue while an unsafe water system is being repaired or while the provider installs treatment, the provider must:

(i) Provide an alternate source of water, approved by the department; and

(ii) Retest until water tests indicate desirable results pursuant to (a) of this subsection.

(5) An early learning provider must notify the department within four hours of when the water connection to an early learning program space is interrupted for more than one hour, or the water source becomes contaminated.

(a) The department may require the early learning provider to temporarily close until the water connection is restored or the water source is no longer contaminated; or

(b) The early learning provider must obtain an alternative source of potable water such as bottled or packaged water. The amount of the alternative source of potable water must be sufficient to ensure compliance with the requirements of this chapter for safe drinking water, handwashing, sanitizing, dishwashing, and cooking.

Barnaamijka waxbarashada dhalaanka, biyaha waxaa loo adeegsadaa ujeedooyin badan. Waxay ku dhex jirtaa barashada iyo khibradaha ciyaarta, nadaafadda iyo fayodhowrka, nadaafadda qofka iyo nafaqeynta jirka. Si carruurta looga dhigo kuwo nabad qaba oo caafimaad qabo, waxaa muhiim ah in la hubiyo in biyaha lagu bixiyo barnaamijka waxbarashada dhalaanka in ay yihiin nadiif oo ammaan yihiin. Tayada biyaha ay heli karaan carruurta dhigata barnaamijyada waxbarashada dhalaanka ayaa si gaar ah muhiim ugu tahay maxaa yeelay, sida laga soo xigtay EPA, "Carruurta yar-yar waxay khatar gaar ah ugu jirtaa sunta ku jirta biyaha laga cabbo maxaa yeelay, rodol kiilo, waxay ka cabbaan biyo ka badan kuwa waa-weyn (oo ay ku jiraan biyo loo isticmaali jiray diyaarso isku qasida foormulaa), iyo sababta oo ah qaab-dhismeedkooda jirka oo aan qaan-gaarin ayaa ka waxtar yar sunta- sumeeysiga."[167]

Bishii Meey 2016, Guddoomiyaha Gobolka Washington Jay Inslee wuxuu soo saaray Dardaaran 16-06 si looga jawaabo welwelka isa soo taraya oo ku saabsan sunta macdanta lead in laga helay biyaha la cabbo ee dugsiyada iyo guryaha ku yaal daafaha gobolka. Sida laga soo xigtay DOH, ma jiro heerka la ogyahay amnidaro ah ee sunta macdanta lead.[168] Xaaladahaas oo kale, dhammaan barnaamijyada waxbarashadda hore oo shatiga leh waxaa looga baahan yahay in la tijaabiyo biyaha ay cabbaan.

Si loo ogaado tayada barnaamijka waxbarashada dhalaanka, waa in lagu tijaabiyaa ugu yaraan lixdii sanaba mar shaybaar biyo caddeysan oo ay aqoonsan tahay Waaxda Ecology ee macdanta "macdanta lead" iyo naxaasta. Barnaamijka waxbarashada dhalaanka waa inuu ka helaa baaritaanka biyaha goob kasta oo loo isticmaali karo in lagu diyaariyo cuntada, caanaha dhallaanka, cabbitaanka ama karinta, iyo in laga helo faylka kaydka natiijooyinka barista biyaha.

167 Wakaaladda Ilaalinta Deegaanka ee Mareykanka, "Kheyraadka ku saabsan cabitaanka biyaha ee bixiyaasha daryeelka carruurta," oo laga heli karo **www.epa.gov/childcare/resources-about-drinking-water-child-care-providers**, markii ugu dambeysay ee la cusbooneysiiyay Oktoobar 10, 2018.

168 Waaxda Caafimaadka ee Gobolka Washington, "Amarka Gudoomiyaha ee Hogaaminta, 16-06 Waaxda Talooyinka Caafimaadka," (2016), waxaa laga heli karaa **www.doh.wa.gov/Portals/1/Documents/Pubs/300-018.pdf**

Haddii tijaabada biyaha la dhammeeyo natiijooyinkuna ay ku soo noqdaan "ama ka sarreysa heerka cabirka macdanta Lead hoggaanka EPA," waxaa jira tallaabooyin in la qaado si carruurta iyo shaqaalaha loo nabadgaliyo. Shaxankan hoose, Tallaabooyinka Waxqabadka Biyaha, wuxuu muujinayaa tillaabooyinka ay tahay in lagu qaado 24 saacadood gudahood marka bixinta biyaha ee barnaamijka waxbarashada dhalaanka la waxyeeleeyay ama aan la heli Karin.

Tallaabooyinka Waxqabadka Biyaha

- Xir barnaamijka barashada hore, ama siinta biyo dhalo ku jira ama xirmooyin biyo ah
- Kala tasho Waaxda Caafimaadka wixii caawimaad farsamo ah
- kala tasho DCYF natiijooyinka baaritaanka biyaha iyo tallaabooyinka loo qaaday si loo ilaaliyo carruurta diiwaangashan
- Ogeysii natiijooyinka baaritaanka dhammaan waalidiinta iyo dadka ardayda masuulka ka ah
- Ogeysii DCYF mar heerka heerarka macdanta "lead" iyo naxaasta ay ka hooseeyaan heerka tallaabada EPA ee hadda jirta

Barnaamijka waxbarashada dhalaanka waxaa laga yaabaa inuu biyo ka helo ceel gaar loo leeyahay. Ceelka gaarka loo leeyahay waa inuu u hoggaansamo heerarka dhismaha iyo dayactirka. Si joogto ah u tijaabiyaan biyaha ceelka 12kii biloodba hal mar ayaa muhiim ah in la ogaado haddii wax iska badal ah ama dhibaatooyin ah ay ka dhasheen tayada biyaha, iyo in la hubiyo inay ku habboon tahay in la cabbo. Hadday ceelku tijaabo ka yahay bakteeriyada coliform ama in ka badan 10 ppm ee nitrates-ka, bixiyaha waxbarashada dhalaanka waa inuu ilaaliyaa caafimaadka shaqaalaha iyo caruurta isagoo joojiya isticmaalka biyaha ceelka isla markaana si dhakhso leh ugu wargaliya maamulka caafimaadka deegaanka.

Nitrate-ka waa isku-dhaf si dabiici ah loo sameeyo marka nitrogen-ka uu ku darsamo oksijiin ama ozone. Nitrogen-ka waa muhiim u ah dhammaan noolaha, laakiin heerarka sare ee nitrate-ka ee biyaha la cabbo waxay khatar ku noqon karaan caafimaadka, gaar ahaan dhallaanka iyo hooyada uurka.[169] Coliforms waa noocyo badan oo bakteeriya ah oo ay ku jiraan E. coli, waxaana laga helaa dadka iyo xayawaanka labadaba saxaradooda ama xaarkiida.[170]

Mararka qaarkood, markii walxahaas waxyeellada leh laga helo biyaha ceelka, barnaamijka waxaa laga yaabaa in si kusii meel gaar ah loo xiro illaa isha biyaha laga dayactirayo ama la tijaabinayo si loo muujiyo inaysan mar dambe faddarayn. Waxaa jiri kara duruufo halka barnaamijka waxbarashada dhalaanka laga yaabo inuu siiyo biyo la cabi karo oo ah ilo kale biyo nadiif ah.

Barnaamijyada waxbarashada dhalaanka, carruurtu waxay isku dayi karaan inay ka cabaan biyo miiska dareenka lagu buuxiyo oo ay ka buuxaan biyo, tubada biyaha rusheeyaha banaanka, dhu-dhurka biyaha ama meelo kale oo aan loogu talagalin. Carruurtu waxay ku cuni karaan qaddar yar oo biyo ah oo ka imanaya ilahaas, hase yeeshe, waxaa muhiim ah in la hubiyo ilaha biyaha ee ay carruurtu ka cabaan inay ammaan iyo faya-qab.

Kormeerka firfircoon inta lagu jiro howlaha ciyaarta biyaha waxay gacan ka geysaneysaa in la hubiyo in carruurtu aysan liqin biyo ka yimaada ilo aan loo oggolaan in la cabo ama laga yaabo inay ku sumoobaan gacmaha carruurta iyo qalabka ciyaarta ay ku yaarayeeyn.

WAC 110-300-0345 waxay u baahan tahay bixiyaha waxbarashada dhalaanka inuu helo kormeero firfircoon marka carruurtu ku hawlan yihiin ciyaarta biyaha.

169 Xarumood ee Xakamaynta iyo Kahortagga Cudurrada, "Nitrate-ka iyo Cabbitaanka Biyaha ee Ceelasha Gaarka ah," oo laga heli karo **www.cdc.gov/healthywater/drinking/private/wells/disease/nitrate.html**, layaa markii ugu dambeysay la cusbooneysiiyay Luulyo 1, 2015.

170 Montana Waaxda Tayada Deegaanka, "Bakteeriyada Coliform iyo Biyaha Cabitaanka," waxaa laga heli karaa **https://deq.mt.gov/Portals/112/Water/WPB/SWP/PDFs/well_testing.pdf**, waxaa la soo saaray 22-kii Luulyo, 2020.

Biyo Cabida. Bogga shabakada 'DOH' oo leh khayraad fara badan oo la xiriira nidaamyada biyaha la cabbo.
www.doh.wa.gov/CommunityandEnvironment/DrinkingWater

Biyo cabidda waa Jidka loo maro. Bogga shabakada Nemours Kids Health oo leh macluumaad ku saabsan carruurta iyo isticmaalka biyaha.
https://kidshealth.org/en/kids/water.html

Websaydhka Healthy Water wuxuu bixiyaa aqoon faro badan iyo khayraad ku saabsan nidaamyada biyaha dadweynaha, ceelasha gaarka loo leeyahay iyo biyaha dhalada ku jira.
cdc.gov/healthywater

Bixiyaasha waxbarashada dhalaanka waxay raadin karaan shahaadada aqoonsiga Gobolka shaybaarro biyo-caddeysan oo ay wax badan ka baran karaan Raadinta Shaybaarka.
https://apps.ecology.wa.gov/laboratorysearch/

Kordhinta helitaanka biyaha la cabo iyo cabitaanada kale ee caafimaadka qaba ee daryeelka hore iyo goobaha waxbarashada. Daabacaad CDC waxay sharraxaysa sababta ay tahay in biyaha la siiy carruurta goobaha daryeelka hore iyo sida loo soo sameeyey.
www.cdc.gov/obesity/downloads/early-childhood-drinking-water-toolkit-final-508reduced.pdf

Ceelasha Gaarka ah: Macluumaadka milkiilayaasha waxay siiyaan DOH.
www.doh.wa.gov/Portals/1/Documents/Pubs/331-349.pdf

Kheyraadka ku saabsan Cabitaanka Biyaha ay Bixiyaasha Daryeelka Caruurta. Goobta Shabakada EPA waxay bixiyaan qalab iyo tallaabooyin lagu yareynayo soo-gaarista iyada la yareeynaay sunta biyaha.
www.epa.gov/childcare/resources-about-drinking-water-child-care-providers

Si fiican u Imtixaanida. Bogga shabakada CDC waxay bixiyaan macluumaad ku saabsan ceelasha iyo baaritaanka ceelka.
www.cdc.gov/healthywater/drinking/private/wells/testing.html

WAC 110-300-0236

Safe Drinking Water

(1) An early learning program's drinking water must:

(a) Be offered multiple times throughout the day and be readily available to children at all times;
(b) Be offered in outdoor play areas, in each classroom for centers, and in the licensed space for family homes;
(c) Be served in a manner that prevents contamination;
(d) Not be obtained from a handwashing sink used with toileting or diapering; and
(e) Be served fresh daily or more often as needed.

(2) Drinking fountains at an early learning program must:

(a) Not be attached to handwashing sinks or disabled;
(b) Not be located in bathrooms;
(c) Not be a "bubble type" fountain (the water flow must form an arch);
(d) Be cleaned and sanitized daily, or more often as needed; and
(e) Be located above water impervious flooring.

Sida laga soo xigtay CDC, biyuhu waxay gacan ka geystaan maareynta heerkulka jirka, waxay ilaaliyaan laf-dhabarka iyo unugyada kale ee xasaasiga ah, kala-goysyada barkinta iyo ka takhalusidda wasaqda jirka.[171] Intaa waxaa sii dheer, daraasaduhu waxay muujinayaan xiriirka ka dhexeeya garashada yaraanta iyo waxqabadka garashada ee caruurta.[172] Sababahaan awgood, dhammaan carruurtu waa inay haystaan biyo la cabbo oo si fudud looga heli karo gudaha iyo dibaddaba maalintii oo dhan. Biyo nadiif ah waa in lagu bixiyaa qaab ka hortagaya faddarada iskugudbinta laakiin weli waxay ka caawinaysaa ilmaha inuu si madax-bannaan u helo biyo sida loogu baahan yahay. Waxaa jira qaabab badan oo bixiyaha waxbarashadda hore uu ugu deeqi karo biyo hab ka hortagaya faddaraynta isla markaana taageeraya horumarinta xirfadaha nafsadooda caawinaayo iyo is-xakamaynta nafsadooda.

Talooyin waxtar leh:

- Isticmaalka dhalooyinka daboolan.
- Isticmaal weel daboolan oo leh dhari ay carruurta waaweyni iskood u adeegsan karaan ama carruurta yar-yar ay u tilmaami karaan.
- Sii dhalooyinka biyo nadiif ah oo shakhsi ah cunug kasta. Kuwaas waxaa lagu qori karaa magaca ilmaha ama sawirka, ku dhiirigelinta aqoonsiga magaca iyo xirfadaha kale ee akhris-qorista.

Qaar ka mid ah bixiyaasha waxbarashada dhalaanka waxay isticmaalaan ilaha biyo laga cabo maadaama ay tahay biyo joogto ah oo biyo nadiif ah oo ay cabaano ilmuhu keligiis heli karo. Goortaa tixgelinayso isticmaalka ilaha cabitaanka, waxaa muhiim ah inaad tixgeliso meesha ay ku taal. Cabitaanka ilaha laga heli karo banaanka waa muuqaal ku habboon. Adeeg bixiyuhu uma baahna inuu koobab iyo dhalooyinka geeyo banaanka kooxda.

Si kastaba ha noqotee, waa in aan la isticmaalin ilo-biyoodyo la cabbo oo ku yaal musqusha ama qayb ka mid ah saxanka dhaqidda. Awoodda sare ee faddarada iskudhafka ah ama sumeeynta ee dhacdooyinkan waxay caafimaadka carruurta halis ugu jirtaa. Si loo sii ilaaliyo caafimaadka carruurta, ilaha cabitaanka waa in la nadiifiyaa lana nadiifiyaa maalin kasta. Intaa waxaa sii dheer, carruurta waa in la baraa inaysan afkooda saarin miiqyada biyaha.

Ilaha nooca xumbada ah looma isticmaali karo barnaamijyada waxbarashada dhalaanka ee qaybaha hoos imanaayo WAC 110-300-0236(2)(c)

171 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Biyaha & Nafaqada," oo laga heli karo **www.cdc.gov/healthywater/drinking/nutrition/index.html**, markii ugu dambeysay ee la cusbooneysiiyay Oktoobar 5, 2016.

172 Jeanne Bottin, C. Morin, I. Guelinckx iyo E.T. Perrier, "Fuuq-baxa Carruurta: Maxaan Naqaannaa Maxayse Muhiim u Tahay?" Karger 74 (3) (2019): 11-18, ayaa laga heli karaa **www.karger.com/Article/Abstract/500340**

Cleaning and Sanitation

WAC 110-300-0240

Clean and healthy environment

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

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

(a) A cleanable surface must be:

(i) Designed to be cleaned frequently and made of sealed wood, linoleum, tile, plastic, or other solid surface materials;

(ii) Moisture resistant; and

(iii) Free of chips, cracks, and tears.

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

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

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

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

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

(i) Approved by the department prior to use;

(ii) Used by trained staff only;

(iii) Registered with the EPA and have safety data sheets (SDSs) available;

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

(A) Directions for use;

(B) A description of the safety precautions, procedures, and equipment that must be used for mixing the substitute product concentration, if applicable;

(C) A description of the safety precautions and procedures if the substitute product contacts skin or is inhaled, if applicable; and

(D) A description of the procedures and safety precautions for rinsing cleaned areas and cleaning equipment, if applicable.

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

(A) Food contact surfaces; or

(B) Items such as eating utensils or toys used by the child or put into the child's mouth; and

(vi) Fragrance-free.

Hubinta cimilada waxbarasho in ay tahay nadiif iyo faydowr waa arin muhiim u ah ilaalinta caafimaadka carruurta. Marka agabka wax lagu barto iyo meelaha kale ee bey'ada wasakh yihiin, waxay sitaan jeermis oo keeni karo in oo ku faafo carruurta iyo shaqaalahaba. Jawiga aanan nadaafada laheen ayaa sahmeynaayo wax ka badan caafimaadka jireed ee carruurta iyo shaqaalaha. Cilmi baaris ayaa muujineeysa jawiga nadiifka ah oo sifiican loo ilaaliyay waxay kordhin kartaa qanacsanaanta shaqaalaha, wanaajinta diiradda carruurta iyo yareynta maqnaanshaha carruurta iyo shaqaalaha, taas oo sahmeyn togan ku yeelan karta natiijada waxbarashada.[173]

Sababtaan awgeed, Heerarka Tayada Aasaasiga waxay u baahan yihiin in "goobaha barnaamijka waxbarashada dhalaanka iyo qalabka barnaamijka ay ahaadaan kuwo nadiif ah oo faya-dhawr ah." Laakiin taasi maxay ka dhigan tahay?

Marka dusha sare alaabta ay qallafsan yihiin ama ay leeyihiin dildilaacyo ama jajab, jeermisyadu waxay leeyihiin meel ay ku gambadaan oo waxay noqon kartaa wax aad u dhib badan ama aan suurtagal ahayn in laga saaro. Intaa waxaa sii dheer, haddii dusha sare ay u oggolaato qoyaanka inay soo ururiyaan, waxay sii kordho jawi bakteeriyada, caaryada (molds) ama jeermisyada kale ay ku koraan. Sababtaan awgeed, meelaha ku wareegsan saxammada biya-dhaqa, ilaha biyaha laga cabo iyo musqulaha waxay u baahan yihiin inay yeeshaan sagxad u adkaysata qoyaanka oo ku sii fidaysa ugu yaraan 24 inji aagga. Gogosha noocan ah waxay u oggolaaneysaa nadiifinta fudud iyo jeermiska si looga takhaluso jeermiska waxayna sidoo kale ka hortagtaa koritaanka caaryada iyo caaryada. Cajalad-biyoodka waa inaan loo isticmaalin in lagu hagaajiyo xafaayadda ama gogosha sariirta, ama sagxadaha kale, maxaa yeelay jeermiska ayaa ku xannibi kara geesaha.

Nadiifinta saxda ah, fayodhawrka iyo jeermis ka-dilada ee jawiga waxbarashada dhalaanka waxay yareyneeysaa tirada jeermiga iyo xaddiga wasakhda, boorka, sunta hawada iyo meelaha dushooda ama ashyaada kale. In si habboon loo nadiifiyo ama loo faydhowra ama jeermiska laga dilo, waxaa loo baahan yahay nidaam geedi socod saddex tallaabo ah:

- **STEP 1: Clean "Nadiifinta"** – Nadiifintu waxay ka saareeysaa wasakhda, saliidaha iyo wasakhda dusha sare. Waxay sidoo kale qaab ahaan ka saartaa jeermis badan waxayna banaanka soo dhigtaa wixii jeermis ah ee haray si waxsoosaarka fayodhowrka ama jeermiska uu u shaqeeyo si waxtar leh. Tilaabada u isticmaal saabuun ama waxlaha kale saabuun si aad u xoqdid oo aad ugu dhaqdid. Noocyada kale ee alaabada nadiifinta ayaa la isticmaali karaa marka tilmaamaha soo saaraha la raaco nidaamkooda. Nadiifinta waa in la sameeyaa ka-hor nadiifinta ama dilida jeermiska dusha sare si wasakhda iyo qashinka looga saaro.
- **STEP 2: Rinse "Biyo raacinta"** – Biyo raacinta waxay saareysaa wixii saabuun ah ee haray ama haraaga wasakhda dusha sare. Talaabadani waa lagama maarmaan si ku haraaga alaabta nadiifka u faragilin alaabta la nadaafadda ama jeermiska laga dilay.
- **STEP 3: Sanitize or Disinfect "faydowrka iyo Jeermiska"** – Talaabadan saddexaad waxay yareyneysaa ama baabiineysaa jeermiska dusha sare ku yaal. Fayadhowrka waxaa loola jeedaa in la yareeyo tirada jeermisyada dusha sare ku yaal. Dilida jeermiska ayaa loola jeedaa in gebi ahaanba jeermiga laga tirtiro dusha sare ee alaabta ama jirka. Nadiifiyaha waxaa loo isticmaalaa sagxadda cuntada, maacuunta iyo alaabta carruurtu ku ciyaarto. Jeermis dilaha waxaa loo isticmaalo sagxadaha musqusha, meelaha xafaayadda, qufulka albaabbada iyo meelaha kale ee taabashada badan. Badeecooyin badan oo kala duwan ayaa loo isticmaali karaa fayadhowrka ama jeermis dilaha.

Akhbaaro dheeraad ah, soo fiiri fasiraada, WAC 110-300-0005, muraajacada sida nadiifinta, jeermi dilista iyo faydhowrka.

Si loo sameeyo tallaabada fayadhowrka ama jeermis dilida, barnaamijyada barashada dhalaanka waxay dooran karaan inay isticmaalaan warankiilo "bleach" iyo isku-qaska biyaha ku jira ama alaabta badeecadaha ganacsi kale.

173 Wakaaladda Ilaalinta Deegaanka ee Mareykanka, "Nadiifinta Cagaaran, Nadaafadda, iyo Jeermiska dilka: Manhaj loogu talagalay Daryeelka Hore iyo Waxbarashada," waxaa laga heli karaa **www.epa.gov/sites/production/files/documents/ece_curriculumfinal.pdf**, la daabacay 2013.

Haddii warankiilo iyo biyo isku-dar ah la isticmaalo, waa in la isku qasaa maalin kasta oo cusub si ay isugu dhigmaan boqolkiiba inta la fiirinayo ee loogu talagalay isticmaalka iyo cabbirka, iyadoo la adeegsanayo tilmaamaha ka soo baxa DOH ee ku yaal jaantuska la bixiyay. Sida laga soo xigtay CDC, xalalka biyaha biliijku waxay waxtar u leeyihiin ilaa iyo 24 saacadood.[174] Tani waa sababta oo ah xalalka biyaha biliijku waxay bilaabaan inay jabaan oo ay lumiyaan awooddooda heerkulka iyo iftiinka dartiis. Intaa waxaa sii dheer, warankiilada loo isticmaalo fayodhowrka iyo jeermis dilaha waa inaysan laheyn wax udgoon ama wax soo saare ah oo ay ka mid yihiin bilic aan yareynin buufin warankiilada.

Washington State Department of Health

DOH 970-216 January 2015

Disinfecting and Sanitizing with Bleach
Guidelines for Mixing Bleach Solutions for Child Care and Similar Environments

Preparation Tips

- **Prepare** a fresh bleach solution each day in a well-ventilated area that is separate from children.
- **Label** bottles of bleach solution with contents, ratio and date mixed.
- **Use cool water. Always add** bleach to cool water, **NOT** water to bleach.
- **Wear** gloves and eye protection.
- **Prepare** solution in an area with an eye wash.

Disinfecting Solutions
For use on diaper change tables, hand washing sinks, bathrooms (including toilet bowls, toilet seats, training rings, soap dispensers, potty chairs), door and cabinet handles, etc.

Water	Bleach Strength* 2.75%	Bleach Strength* 5.25-6.25%	Bleach Strength* 8.25%
1 Gallon	1/2 Cup, plus 1 Tablespoon	3 Tablespoons	2 Tablespoons
1 Quart	1½ Tablespoons	2¼ Teaspoons	1½ Teaspoons
Sanitizing Solutions For use on eating utensils, food use contact surfaces, mixed use tables, high chair trays, crib frames and mattresses, toys, pacifiers, floors, sleep mats, etc.			
1 Gallon	1 Tablespoon	2 Teaspoons	1 Teaspoon
1 Quart	1 Teaspoon	½ Teaspoon	¼ Teaspoon

Disinfection of non-porous non-food contact surfaces can be achieved with 600 parts per million (ppm) of chlorine bleach. To make measuring easier, the strengths listed in this table represent approximately 600-800 ppm of bleach for disinfecting, and approximately 100 ppm for sanitizing. Chlorine test strips with a measuring range of 0-800 ppm or higher can also be used to determine the strength of the solution.

Contact your local health jurisdiction for further instructions on cleaning and disinfecting if specific disease or organisms are identified as causing illness in your program.

*__Use only plain unscented bleach__ that lists the percent (%) strength on the manufacturer's label. Read the label on the bleach bottle to determine the bleach strength. For example, Sodium Hypochlorite...6.25% or 8.25%.

Steps to Follow

- **Clean** the surface with soap and water before disinfecting or sanitizing.
- **Rinse** with clean water and dry with paper towel.
- **Apply** chlorine bleach and water solution to the entire area to be disinfected or sanitized.
- **Air dry** for at least 2 minutes.

This chart was created by the Disinfection Workgroup led by the Washington State Department of Health. Workgroup members consist of staff from the Department of Early Learning, Snohomish Health District, Local Hazardous Waste Management Program in King County, Washington State Department of Ecology, the Coalition for Safety and Health in Early Learning, and the Washington State Department of Health.

For people with disabilities, this document is available on request in other formats.
To submit a request, please call 1-800-525-0127 (TDD/TTY call 711).

Bogaan pdf waxaa ka dooban kartaa goobtaan shabakada hoose:
www.doh.wa.gov/Portals/1/Documents/8340/970-216-Disinfect-en-L.pdf.

Haddii barnaamijka waxbarashadda hore oo u isticmaalaayo nadaafad ama jeermis dilka badeeco oo aanan ahayn biliijka iyo isku dhafka biyaha, oggolaansho waa in laga helaa DCYF ka-hor inta aanan la isticmaalin. Shuruudani waxay u adeegtaa taxaddar dheeri ah si loo ilaaliyo caafimaadka iyo badbaadada carruurta iyo shaqqalaha bixiyaasha waxbarashada dhalaanka. DCYF waxay dib u eegi doontaa haddii ay jiraan walaac ku saleysan cilmi baaris la xiriirta badeecada iyo in loo muujiyey inay si wax ku ool ah u nadiifiso una disho walxaha iyo dusha sare.

174 Xarumood ee Xakamaynta iyo Kahortagga Cudurrada, "Nadiifinta iyo Nadiifinta Gurigaaga," oo laga heli karo **www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html**, markii ugu dambeesay oo la cusbooneeysiiyey May 27, 2020.

Guri qoys bixiyaha waxbarashada dhalaanka ee Douglas County nala qaybsaday:

"Aniga waxaan doonayay wax kale oo aan ahayn "bleach" in jeermis dilaha lagu nadiifiyo oo la nadiifiyo aagagga diyaarinta cuntada iyo miisaska qadada ee carruurta. Aniga oo adeegsanaaya boggeyga adeeg bixiyaha ee WA Compass, waxaan awooday inaan soo gudbiyo codsi ku saabsan badeecad kale la isticmaalo. Aniga waxaan doonayay inaan dareemo kalsooni inaan isticmaalayo sheey la ansixiyay oo buuxinaayo dhamaan shuruudaha amaan u ah caruurta. Nidaamku wuxuu ahaa mid fudud oo dib u eegista Khabiirka Caafimaadka ee codsigeygu wuxuu ahaa arrin maalmo yar ayuu ahaa. Aniga waxaan si adag ugu talinayaa in qof kasta oo raba inuu codsado badeecad ka duwan uu isticmaalo Xariirka Bixiyaha WA Compass. Waxaad kaheli doontaa macluumaadka hoosta tabka CAAWIMADA iyo tabta TABABARKA. Ka raadi alaabta badeecada oo ku taal lambarka Diiwaangelinta EPA, iyo isticmaalka badeecada. Oo ay ku jiraan macluumaadkaas iyo wixii macluumaad wax soo saar ah ayaa kaa caawin doona dalabkaaga."

Badeecad kasto oo fayodhowr ama jeermis dilis ah oo loo isticmaalo barnaamijka waxbarashada dhalaanka waa inay ka diiwaangeliyaa EPA oo ay lahaadaan xaashiyaha macluumaadka laga heli karo. Fayodhowrka iyo jeermis-dilayaasha ayaa ah alaab loo isticmaalo in lagu dilo fayrasyada iyo bakteeriyada dusha sare, waxayna ka diiwaan gashan yihiin EPA ka hortaga jeermiska.[175] EPA waxay qiimeysaa wax soo saarka sunta cayayaanka si loo hubiyo inay la kulmaan heerarka amniga federaalka si loo ilaaliyo caafimaadka dadka iyo cimilada.[176] Xitaa marka sheyga fayodhowrka ama jeermiska laga diiwaangeliyo EPA, si loo hubiyo inay caafimaad iyo ammaan u tahay carruurta, waa in loo adeegsadaa iyadoo la raacayo tilmaamaha ku qoran calaamadda iyo aagga loogu talagalay. Sidaa darteed, kaliya shaqaalaha loo tababaray sida, meesha iyo goorta loo isticmaalo nadaafadda ama jeermiska ayaa u isticmaali kara badeecada jawiga waxbarashada dhalaanka.

Si loo sii ilaaliyo caafimaadka carruurta, looma oggola wax soo saarka aerosol ama hawo cusub ee barnaamijka waxbarashada dhalaanka. Tan waxaa ka mid ah wax soo saarka kiimikada iyo kuwa dabiiciga ah, sida kuwa faafiyeyaasha saliidda muhiimka ah ama dheriyada xabakta. Buufiyeyaasha Aerosol waxay adeegsadaan aalado gaas lagu cadaadiyay sida butane ama propane waxaana laga yaabaa inay sii daayaan kiimiko dheeri ah hawada. Udugga cusub ee hawada ayaa sidoo kale ku kicin kara neef ama xasaasiyad kiimikaad ilmaha ama shaqaalaha barnaamijka waxbarashada dhalaanka. Sanbabada caruurta yar-yar wali way soo korayaan waxayna u nugul yihiin dhibaatooyinka ka dhasha soo-gaadhista noocan ah sumaha deegaanka. Haddii dhibaatooyinka urku ka jiraan deegaanka waxbarashadii hore, Bixiyaashu waa inay aqoonsadaan oo ay ka yareeyaan ilaha u keenaayo jawiga. Tan macnaheedu waxay noqon kartaa in dariishadaha ama daaqadaha la furo inta badan, in lagu rakibo hawo qaadaha ku xusan meesha xafaayadda ama in xafaayadaha laga saaro barnaamijka waxbarashada dhalaanka si joogto ah.

175 Hay'adda Ilaalinta Deegaanka ee Mareykanka, "Waa maxay farqiga u dhexeeya alaabooyinka jeermiska, fayadhowrka, iyo nadiifinta dusha sare," oo laga heli karo **www.epa.gov/coronavirus/whats-difference-between-products-disinfect-sanitize-and-clean-surfaces**, markii ugu dambeysay ee la cusbooneysiiyay Ogosto 11, 2020

176 Wakaaladda Ilaalinta Deegaanka ee Mareykanka, "Macluumaadka Aasaasiga ah ee Waxyaabaha Sunta Cayayaanka," oo laga heli karo **www.epa.gov/ingredients-used-pesticide-products/basic-information-about-pesticide-ingredients**, markii ugu dambeysay ee la cusboonaysiiyay Luulyo 15, 2019.

Daawada Jeermiska lama ogolo inlagu Nadiifinta iyo Nadiifinta ee Daryeelka Carruurta. Daabacaadda San Francisco Sanduuqa Xiiqda.
www.sfdph.org/dph/files/EHSdocs/ehsAsthma/BleachFreeDisinfection.pdf

Nadiifinta Daryeelka Caafimaadka Carruurta. Xalka macluumaadka badbaadada Cagaaran oo ujeedadiisu tahay inay gacan ka geysato bixinta goobaha gudaha ah oo nabadgelyo u leh cimilada iyada oo loo marayo go'aamada wax iibsiga.
www.informedgreensolutions.org/cleaning-for-healthier-child-care

Nadiifinta, Fayadhowrka iyo dilida jeermiska Boga Shabakada Seattle iyo Caafimaadka Dadweynaha King County ee daryeelka caafimaadka carruurta oo leh ilo fara badan oo ay ka mid yihiin casharo khadka tooska ah fiidiyowga ah oo ku saabsan sida ugu habboon ee laysku qasi karo warankiilada, sumadaha dhalada lagu buufiyo iyo dhowr kheyraad oo kale oo qoran kuna saabsan iskudhafka xalka saxda ah.
www.kingcounty.gov/depts/health/child-teen-health/child-care-health/bleach.aspx

Jeermis dilaha iyo Nadiifinta suntan Biliijka: Tilmaamaha isku dhafka Xalalka Biliijka ee Daryeelka Carruurta iyo Degaannada la midka ah. Daabacaadda DOH.
www.doh.wa.gov/Portals/1/Documents/8340/970-216-Disinfect-en-L.pdf

Nadiifinta Cagaaran, Nadiifinta, faydhowrka iyo Jeermis dilaha: Qalab loogu talagalay Daryeelka Hore iyo Waxbarashada. Boga shabakada EPA ah oo leh ilo loogu talagalay nadiifinta cagaaran, fayodhowrka, iyo jeermis dilaha ee nidaam sameeynya meelaha daryeelka carruurta.
www.epa.gov/schools/green-cleaning-sanitizing-and-disinfecting-toolkit-early-care-and-education

Kheyraadka ku saabsan Nadaafadda Cagaaran ee Bixiyaasha Daryeelka Ilmaha. Bogga EPA oo leh xiriiro macluumaad laxiriira halista ka imaankarta alaabaha nadaafadda iyo waxyaabo sunta ku yar tahay.
www.epa.gov/childcare/resources-about-green-cleaning-child-care-providers

WAC 110-300-0241

Cleaning schedules

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

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

(b) Eating utensils, bottles, drinking equipment, and dishes, which must be cleaned and sanitized after each use;

(c) Pacifiers, which:

(i) Must be cleaned and sanitized after each use by washing and boiling the pacifier or washing the pacifier in the dishwasher; or

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

(d) Appliances used to prepare food, which must be cleaned after each use and sanitized daily or more often as needed;

(e) Refrigerators, which must be cleaned and sanitized monthly or more often as needed;

(f) Freezers, which must be cleaned and sanitized quarterly or more often as needed;

(g) Toys, which must be cleaned and sanitized as follows:

(i) Infant and toddler toys must be cleaned and sanitized at least daily or more often as needed;

(ii) All other toys must be cleaned and sanitized weekly or more often as needed; and

(iii) When a toy comes into contact with a child's mouth or bodily fluids it must be removed from use until it can be cleaned and sanitized prior to reuse; and

(h) Furniture and equipment, which must be cleaned monthly or more often as needed.

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

(3) Sleeping equipment must be:

(a) Cleaned and sanitized after each use if used by more than one child; or

(b) Cleaned and sanitized weekly or more often as needed if assigned to only one child.

(4) Bedding must be:

(a) Laundered and sanitized after each use if used by more than one child; or

(b) Laundered and sanitized weekly or more often as needed if assigned to only one child.

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

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

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

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

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

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

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

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

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

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

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

(14) Children must not:

(a) Be present when carpets are cleaned or vacuumed unless the provider is spot vacuuming, the vacuum has a HEPA filter, and children are not within the immediate area; or

(b) Use or play on or near carpet areas until dry.

Si looga caawiyo kahortagga faafida cudurrada ku dhaca carruurta iyo shaqaalaha, bixiyaasha waxbarashada dhalaanka waxay leeyihiin mas'uuliyad muhiim ah inay horumariyaan jadwalka nadaafadda oo ay hubiyaan in la raaco.

Carruurtu waxay u badan tahay inay gacmahooda geliyaan afkooda, indhahooda mariyaan ama taabtaan sankooda. Tallaabooyinkani waxay jid u maraan jeermiska jidhkiisa. Markay carruurtu ku jiraan goobaha isku dhafan ee kooxaha, waxaa jira fursad ay jeermiska ugu gudbin karaan dadka kale markay taabanayaan qalabka waxbarashada, qalabka guryaha iyo qalabka kale ee ay ku jiraan gacmo wasakhaysan. Daraasad ay sameysay Machadka Qaranka ee Caafimaadka Carruurta iyo Horumarinta Aadanaha (NICHD) ayaa lagu ogaaday, illaa illaa 3 sano jir, carruurta ku jirta barnaamijyada waxbarashada dhalaanka ay la kulmaan jirro ka badan tan carruurta joogta guriga.[177]

177 Machadka Qaranka ee Caafimaadka Carruurta iyo Horumarinta Aadanaha, Raadinta Carruurta illaa 4 Sano (2006), 21.

Heerarka Tayada Aasaasiga ah ayaa qeexaya shuruudaha jadwalka nadiifinta ee waxyaabaha gaarka ah iyo goobaha ka jira barnaamijka waxbarashada dhalaanka.

Qorsha Nadafada

Tilmaamaha Nidaamka iyo Cimilada Caafimaadka ee Xanaanada Ubadka

Qaabka Tilaabada-3 waa midka 1. Dhaqida, 2. BIYO RAACIDA 3. iyo FAYODHOWR ama JEERMIS DILAHA

- Fayodhowrka isku-milinka waxaa loo isticmaalaa in lagu yareeyo jeermiska dusha sare laakiin gebi ahaanba kama takhalusiyo. Fayodhowrka wuxuu yareeynayaa jeermiska dusha sare ilaa heerarka loo arko inay nabdoon yihiin. Fayodhowrka 3- habka talaabada badanaa waxaa loo isticmaalaa meelaha cuntada, jikada, iyo fasalada.
- Jeermi dilaha isku-milinka waxaa loo isticmaalaa in lagu burburiyo ama aan firfircooneyn jeermiska looga hortago inay koraan. Jeermis dilayaasha waxaa xukumtay U.S. Environmental Protection Agency (EPA). Jeermi dilaha 3- habka talaabada badanaa waxaa loo isticmaalaa dheecaanka jirka iyo musqulaha/goobaha xafaayadaha.

Hawsha	Maalin kastaba	Todoobaad kastaba	Bil kastaba	Ka-hor & kadib Markasto la isticmaalo	Faalada
Goobaha Xanaanada Ubadka					
Qalabka Albaabka & armaajada	D				Dhamaadka maalinta.
Ilaha ama gooha biyaha laga cabo	D*				
Alaabta caruurta ku ciyaaraan				S*	Ka qaad isticmaalka ka dib markay taabato afka, ka dib nadiif iyo fayodhowrka kahor intaadan dib u isticmaalin.
Mujuruca caruurta	S*				Nadiifi oo fayodhowrka sameey kadib mar kastaba aad isticmaasho ama waxaa dib loogu isticmaali karaa ubad kale haddii weelka biyo la raaciyo oo si haboon loo kaydiyo si loogu hortagga wasaqaynta. Nadiifinta Mujuruca iyo baqaarka keydinta iyo fayodhowrka waa howl maalin kastaba.
Alaabta ku ciyaaraan dhalaanka & soco-baradka	S*				
Alaabta ku ciyaaraan dugsiga barbaarinta & ardayda da'da dugsiga		S*			
Biyaha miiska	S*				
Alaabta xanaanada			C		Nadiifi alaabta xanaanada bil kasta ama in ka badan inta loo baahdo.
Daasadaha ama koombada qashinka	D*				Faaruq maalin kasta oo nadiifin leh jeermi dilaha marka loo baahdo.
Roogaga & firaashka roogaga	C*				Faaruqi maalin kasta, nadiifi ugu yaraan hal mar 6dii biloodba adoo isticmaalaya mashiinka shaambada rooga ama nadiifiye uumiga leh. **Qolalka dhallaanka, nadiifi ugu yaraan hal mar bishii**.
Dabaqyada (lebenka, linoleum, iwm.)	S				Xaaq ama faakiyuum garee, markaa fayodhowrka sameeyso.
Dabaqyada, rooga, firaashka roogaga, ama sagxadaha leh dheecaanka jirka ama candhuuf ku tufitaan	D*				Carruurta waa in laga raraa aagga ku sumoobay dhiigga ama OPIM ka- hor nadiifinta iyo jeermi dilaha oo leh kuleyl sarreeya ama shey ka diiwaangashan EPA. Carruurtu kuma soo laaban karaan aagagga roogga illaa ay ka qallalayaan.

1

Hawsha	Maalin kastaba	Todoobaad kastaba	Bil kastaba	Ka-hor & kadib Markasto la isticmaalo	Faalada
Weelka dhaqashada looma isticmaalaayo dhaqidda gacmaha kadib musqusha, xafaayadda, ama cuntada	S				Nadiifi iyo fayodhowrka maalin kastaba ama goorta loo baahdo.
Goobaha Hurdada					
Sariirta caruurta, sariir, joodariyaal & dermooyin		S*			Ku nadiifi oo fayodhowrka kahor una isticmaal ardayga kale oo kala duwan
Dhaqida dharka - Gogosha: go'yaal, busteyaal, jawaanno hurdo, iwm.		S			Fayodhowrka oo leh warankiilo sida ku cad tilmaamaha soo saaraha qalabka ama lagu dhaqo kakor 140°F
Musqusha iyo Aag Xafaayada					
Weelka gacan dhaqashada, miisaska, musqulaha, gacmaha taabashada musqusha, & sagxadaha	D*				Nadiifi sida loogu baahan yahay haddii si muuqata u uskagoobo.
Beddelidda miisaska & Kuraasta caruurta yar-yar				D	Ka dib isticmaal kasta. Qalabka tababarka musqusha waa inaan lagu nadiifinin saxanka weelka loogu talagalay diyaarinta cuntada, gacmo-dhaqashada ama nadiifinta.
Daasadaha qashinka xafaayada	D				Waxaa wanaagsan in la faaruqiyo maalintii oo dhan.
Sagaxyada dhulka musqusha	D*				
Goobaha Cuntada					
Talaagada			S		La nadiifiyo oo fayodhowrka lagu sameeyo bil kastaba.
Qaboojiyaha					La nadiifiyo oo fayodhowrka lagu sameeyo seddex-bilood ah.
Cunidda maacuunta, dhalooyinka, & suxuunta				S	Kadib goorta la isticmaalo. Nadiifi oo fayodhowrka leh mashiinka weelka lagu dhaqa oo loo istimaalaayo koleelka, faaydhowrka kiimikaalka, ama gacan ku dhaqida, biyo raacinta iyo ku qalajisada hawada.
Miisaska jikada				S*	
Meelaha diyaarinta cuntada				S	Ku nadiifinta oo leh fayodhowrka ee ku diyaarinta cuntada kahor u adeegsiga cunta diyaarinta.
Miisaska & kursi sare				S	
Dhulka jikada	S				Xaaq, dhaq, biyo raaci iyo fayodhowrka.
Qalabka loo isticmaalo diyaarinta cuntada	S*				Nadiifinta isticmaal kasta kadib oo leh fayodhowrka maalin kastaba.
Waxyaabaha kale ee Nadiifinta					
Dharka lagu dhaqo & dharka lagu duugo, dharka la xirto & dharka alaabta caruurta ku ciyaarto & dharka labiska				S	Fayodhowrka leh caddeyn sida ku xusan tilmaamaha soo saaraha qalabka ama lagu dhaqay ka-kor 140°F. Dharka caruurta ku ciyaaraaan iyo dharka la-biska dharka lagu xirto hadba sida loogu baahdo.

*** Mararka qaarkood waxay noqon kartaa lagama maarmaan in la nadiifiyo, biyo la raaciyo iyo fayodhowrka/Jeermi dilaha marar badan.**

Soo dejiso jadwalka nadiifinta, aad goobta shabakada **www.dcyf.wa.gov/sites/default/files/pdf/lic-guide/LIC_0010_Cleaning_Schedule.pdf**.

Pacifiers "Mujuruca Caruurta"

Mujiruca caruurta si joogto ah ayaa loo xiraa, xilliyo hoos u dhacaa waxayna leeyihiin awood si shil ah loola wadaagi karo ilmo kale. Mujiruca caruurta waxay u muuqdaan inay soo ururiyaan bakteeriya inta ay isticmaalayaan, taas oo ilmaha ku keeni karta jirro. Daryeelka ku habboon iyo nadiifinta mujurucyada waxay yareyn doontaa suurtagalnimada in ilmuhu jirado ama bakteeriyada lagu soo daro nidaamka canugga. Pacifiers-ka si joogto ah ayaa loo xiraa, xilliyo hoos u dhacaa waxayna leeyihiin awood si shil ah loola wadaagi karo ilmo kale. Pacifiers-ku waxay u muuqdaan inay soo ururiyaan bakteeriya inta ay isticmaalayaan, taas oo ilmaha ku keeni karta jirro. Daryeelka ku habboon iyo nadiifinta mujurucyada waxay yareyn doontaa suurtagalnimada in ilmuhu jirado ama bakteeriyada lagu soo daro ilmaha.

Ilmuhu wuxuu yimaadaa barnaamijka waxbarashada dhalaanka isagoo mujiruca caruurta nabad ku haysta afkiisa. Muddo ka dib, ilmuhu wuxuu noqdaa mid buuq badan oo wuxuu ku candhuudaa mujuruca caruurta. Bixiyaha hore ee waxbarashadu wuxuu go'aansadaa inuu ilmuhu doonayo inuu abadeeyo maalinta dambe. Markaa bixiyaha waxbarashadda hore wuu luqluqdaa mujuruca wuxuuna dhigaa weel balaastig ah oo loogu talagalay oo ay ku qoran yihiin magaca ilmaha. Dhamaadka maalinta, nabadeynta iyo weelka balaastigga ah waa la nadiifiyaa, taas oo ka dhigaysa inay diyaar u yihiin isticmaalka maalinta xigta.

Sinks "Saxanka dhaqashada"

Saxanka dhaqashada aan loo isticmaalin dhaqidda ka dib suuliga, xafaayadda ama diyaarinta cuntada waxay leeyihiin nadiifin maalinle ah iyo fayadhowr - ama in ka badan inta loo baahdo - si looga caawiyo xakameynta bakteeriyada. Bakteeriyadu kuma fayoobaato oo keliya deegaanno qoyan, laakiin way sii noolaan kartaa muddo dheer iyada oo aanan qooyaan laheeyn.[178]

Toilet and diapering areas (Musqusha iyo goobaha xafaayadaha)

Xiliga lagu jiro musqusha iyo howlaha xafaayadda, beddelka aagagga sida miisaska, musqulaha iyo suufka waxaa laga yaabaa inay taabtaan saxarada. Sida laga soo xigtay cilmi-baarista, tani waa mid ka mid ah siyaabaha u gudbinta cudur-keenayaasha cudurrada caloosha iyo mindhicirka ee ugu faafa carruurta ee goobaha waxbarashada dhalaanka. Marka carruurta la dhigo dusha sare ee goobaha la wadaagga ah, waxay ku sumoobi karaan gacmahooda iyo dharkooda ka dibna u gudbin karaan cudur-sidayaashan bay'addooda. Si looga hortago faafida cuduradan inta lagu jiro musqusha iyo xafaayada caadiga ah, musqulaha, miiska, saxanka iyo sagxadaha dhulka waa in la nadiifiyaa oo jeermiska laga dilaa ama laga qaataa maalin kasta ama in ka badan inta loo baahdo. Intaa waxaa sii dheer, carruurtu waxay ku daadin karaan fayrasyada noocan ah norovirus saxaradooda ugu yaraan 25 maalmood ka dib marka calaamaduhu istaagaan.[179] Si looga hortago faafidda fayrasyada iyo cudurrada kale, waxaa muhiim ah in la nadiifiyo oo la nadiifiyo xafaayadaha lagu badalo miisaska iyo badalaada suufka carruurta dhexdooda, xitaa haddii la isticmaalayo dabool aan loo baahnayn oo la tuuro ka dib isticmaal kasta.

Roogga iyo firaashka Dhulka

Dhalaanka si toos ah ayuu waqti ugu qaataa sagxadda dhulka iyo inta badan calooshooda halkaas ay ku neefsadaan dhulka si toos ah. Sababtaas awgeed, waa muhiim in la nadiifiyo roogaga iyo firaashka dhulka si gaar ahaan loo nadiifiyo meelaha dhallaanka u gaar. Haddii busteyaasha dhulka aan loo isticmaalin maalinba maalinta ka dambaysa, rooga amafiraashka waaweyn ee carruurta oo dul la saaro waxay u baahan in si qoto dheer loo nadiifiyo ugu yaraan bil kasta, ama in ka badan haddii ay jiraan nabarro ama wasaq muuqata.

178 Saynis, "Maxay yihiin sedexda xaaladood ee ku habboon in Bakteeriyadu ku koraan," oo laga heli karo **https://sciencing.com/three-conditions-ideal-bacteria-grow-9122.html**, markii ugu dambeysay ee la cusbooneysiiyay Maarso 9

179 Iskaashiga Waxbarashada Badbaadada Cuntada, "Beddelashada Xafaayadaha Wasakhda Leh," ee laga heli karo **www.fightbac.org/?s=changing+dirty+diapers&id=12049**, markii ugu dambeysay ee la cusbooneysiiyey Febraayo 27, 2013.

Roogga qoyan wuxuu u horseedi karaa koritaanka caaryada (mold). Marka qoyaanku jiro, sidoo kale khatarta caaryadu waa sidaas.[180] Marka caaryadu koraano oo isla markaana oo ay kobcin, neefsashada kudka aan la arki karin ayaa kicin kara neef ama xasaasiyad. Qaababka qaarkood waxay sababi karaan caabuqyo ama cudurro sunta ah oo daran. Sababahan awgood, roogaga wuxuu u baahan yahay in si fiican loo qalajiyo ka dib la nadiifo.

WAC 110-300-0245

Laundry and equipment

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

(2) Dirty or soiled laundry must be:

(a) Kept separate from clean laundry;

(b) Cleaned with laundry soap or detergent;

(c) Rinsed; and

(d) Sanitized:

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

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

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

Isugeynta ugu yaraan qaar ka mid ah dharka wasakhaysan ayaa ku badan xarunta daryeelka carruurta iyo barnaamijka waxbarashada dhalaanka ee guriga qoyska. Dharka wasakhda ah ayaa u badan inay ku sumoowo jeermis iyo bakteeriya. Ka xafidida mashiinka dharka inay carruurtu geli Karin waxayn carruurtu ka caawineysaa ka hortagga taabashada shilka ah walxaha wasakheysan weelasha dabool leh oo dhererkoodu dherer yahay kana celinaya carruurta inay gudaha soo galaan ayaa la tixgelinayaa.[181] Intaa waxaa sii dheer, noocyada kontaynarrada ayaa sidoo kale ka ilaaliya urta deegaanka waxbarashada dhalaanka.

In kastoo dharka lagu dhaqo ay faa'iido u leedahay yareynta faafitaanka jeermiska, haddana waa in laga feejignaado yareynta halista waxyeelaynaayo carruurta iyadoo loo marayo soo-gaadhista qalabka dharka lagu dhaqo ama wakiilada dharka lagu dhaqo. Iyadoo laga xigtay the National Capital Poison Center (NCPC), alaabta dharka lagu dhaqo sida saabuunta dharka, biliijka, waxyaabaha wasakheeya iyo kuwa kaleba waxay u keeni karaan cuncun ama gubasho afka, indhaha ama maqaarka.[182] Ashyaadaan, sidaa darteed, waa in laga dhigaa meel aysan geli karin carruurta daryeelka xanaanada. Xarunta Xakamaynta Sunta Washington waxay taageertaa shuruudda ah in daryeel-bixiyaashu had iyo jeer ay ku hayaan weelasha saabuunta dharka lagu xiroo, la xiroo meel kor ah laguna kaydiyo, meel aysan gaari Karin caruurta.[183]

180 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Xaqiiqooyinka Aasaasiga ah ee ku saabsan Ceeryada iyo Qoyaan," ayaa laga heli karaa **www.cdc.gov/mold/faqs.htm**, markii ugu dambeysay ee la cusbooneysiiyay Ogoosto 11, 2020.

181 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 240.

182 Xarunta Sunta Xarunta Qaranka, "Wax soo saarka dharka sida looga ilaaliyo caruurta sunta aan ula kaca ahayn," waxaa laga heli karaa **www.poison.org/articles/2012-feb/laundry-products#:~:text=Children%20get%20into%20all%20kinds,rust%20remover%20and%20laundry%20pods**, waxaa lasoo qoray Luulyo 27, 2020.

183 Xarunta Sunta Washington, "Khatarta Dharka Dharka Ma Carruurtaada Ayaa Ammaan Leh," oo laga heli karo **www.wapc.org/media/family-safety-alerts/laundry-packet-hazards-are-your-children-safe/**, waxaa laga soo qaatay July 27, 2020.

Marka qalabka dharka lagu dhaqo ay ku yaalliin barnaamijka waxbarashada dhalaanka, mayrayaasha iyo qallajiyayaashu sidoo kale waxay keeni karaan khatar isku-xir ah. Ubadka wuxuu ku dhici karaa mashiinka dharka lagu dhaqo ama qallajiya haddii uu fuulo mashiinka. Sababtaas awgeed, qolka dharka lagu dhaqdo iyo qalabka dharka lagu dhaqo waa inay sidoo kale carruurtu aysan geli karin ilaa ay carruurta si firfircoon ula socdaan. Bixiyaha waxbarashadda hore wuxuu ka dhigi karaa meesha dharka lagu dhaqo inaysan geli karin carruurta waa in oo leeyahay qufulka albaabka qolka dharka lagu dhaqo ama waxay leeyihiin wax carqalad ku ah meesha u taal meesha dharka lagu dhaqdo, sida irridda ilmaha.

WAC 110-300-0165 wuxuu qeexayaa shuruudaha nabadgelyada oo ay ka mid yihiin ka dhigista khataraha ama halista dabida aysan geli karin carruurta.

Si looga sii hortago faddarayn isku-gudbinta, qalabka dharka lagu dhaqo iyo kuwa dharka lagu dhaqo waa inay ka soo baxaan meelaha cuntada lagu diyaariyo. Tani waxay ka hortageeysaa faddarayn isku-gudbinta dharka wasakheysan, kiimikooyin ama walxo ay soo daayaan qalajiyaha. Kala soocidi waxay sidoo kale xaddideysaa soo-gaarista kiimikada dharka lagu dhaqo iyo waxyaabaha wasakhaysan ee laga heli karo qolka dharka lagu dhaqaayo.[184]

Intaa waxaa dheer, dharka wasakhda ah ama wasakheysan waa in laga fogeeyaa dharka nadiifka ah. Markaad nadiifinaysid dharka wasakhda ah, saabuun waa in la isticmaalaa wareegana dhaqid biyo raacida waa inoo dhameeystiraan dhaqaa. Nadaafadda dharka, bixiyaha waxbarashada dhalaanka waa inuu adeegsadaa biliij ama nadiifiye la mid ah ama ku nadiifi kuleylka. Si loo nadiifiyo kuleylka, ama biyaha dhaqida ama hawo qalajiyaha waa inay gaaraan ugu yaraan 140°F.

Si looga fogaado qatarta dabka, qalajiyaha waa in si gooni ah loogu baxaa banaanka oo aan lagu darin nidaamyada qiiqa dhismaha oo kale. Hay'adda Maareynta Degdegga ah ee Federaalka (FEMA) (The Federal Emergency Management Agency (FEMA) waxay sheegaysaa khataro daran oo dhaca marka hawo qalajiyaha si toos ah ugu baxaa dibada.[185] U qallajiye qalajiyaha dhismaha dibadiisa wuxuu ka ilaaliyaa dabka, sumowga kaarboon monoksaydh (carbon monoxide), koritaanka caaryada iyo welwelka neefsashada. Shuruuddani waxay xaqiijinaysaa joogtaynta ee leeyihiin CFOC[186] CFOC186 iyo xeerarka dhismaha sida Xeerka Dhismaha Caalamiga ah ee Degenaanshaha iyo Xeerarka Mashiinka Caalamiga ah (International Residential Building Code iyo the International Mechanical Code.)

184 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. Daryeelka Carruurteenna: Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada 4aad ed. (Itasca, IL: Akadamiyadda Maraykanka ee Cudurrada Caafimaadka, 2019), 268

185 Hay'adda Maareynta Degdegga ah ee Federaalka, "Dabka Qalajiyaha Dharka ee Dhismayaasha Guryaha (2008-2010)," Taxanaha Warbixinta Dabka ee 13 (7) (2012), oo laga heli karo **www.usfa.fema.gov/downloads/pdf/statistics/v13i7.pdf**

186 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. Daryeelka Carruurteenna. 268.

Dharka Qalajiyaha Qalabka Badbaadinta Dabka. Maamulka Dabka ee Mareykanka Dharka Qalajiyaha Qalabka Badbaadinta Dabka. Bogga Maamulka Dabka ee Mareykanka oo leh macluumaad iyo talooyin badbaado leh.
www.usfa.fema.gov/prevention/outreach/clothes_dryers.html

Xarunta Sunta Washington 'Xarunta Sunta Washington'. Hayada badbaadada sunta ee ka jawaabeysa su'aalaha isla markaana ay bixiso macluumaad iyo khayraad la xiriira badbaadada sunta. 1-800-222-1222
www.wapc.org/

Khataraha ama halista Kabaha Dharka, Carruurtaadu ma nabad qabaan? Bogga Macluumaadka Sunta Washington. Bugga shabakada Xarun Sunta Washington.
www.wapc.org/media/family-safety-alerts/laundry-packet-hazards-are-your-children-safe/

WAC 110-300-0250

Private septic systems

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

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

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

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

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

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

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

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

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

Barnaamijka waxbarashadawuxuu u isticmaali doonaa mid ka mid ah laba nidaam shaandhaynta iyo daadinta biyaha wasakhda ah: nidaamka bullaacad ee deegaanka ama nidaamka wasakhda gaarka loo leeyahay. Nidaamka bulaacada waxaa caadi ahaan dayactira waaxda howlaha guud ee deegaanka. Haddii hab wasakhda gaar ah loo isticmaalo, barnaamijka waxbarashada dhalaanka wuxuu mas'uul ka yahay dayactirka nidaamka wasakhda. Marka loo eego EPA, marka nidaamka wasakhda si sax ah loo dayactiro waxay ka saartaa wasakhda guriga, waxay ka hortagtaa wasakhda biyaha dhulka hoostiisa waxayna sunta ka ilaalisaa gaaritaan marinada biyoodka maxalliga ah sida durdurada iyo haroyinka.[187]

187 Wakaaladda Ilaalinta Deegaanka ee Mareykanka, "Maxaad u Dayactireysaa Nidaamkaaga Taranka," oo laga heli karo **www.epa.gov/septic/why-maintain-your-septic-system**, markii ugu dambeysay ee la cusbooneysiiyay Abriil 7, 2017.

Haddii aan la helin dayactir sax ah, cillad ku timaadda qashin-qubka ayaa noqon kara mid dhaqaale ahaan qaali ah waxayna sababi kartaa arrimo caafimaad oo suurtagal ah, sida wasakheynta biyaha ama soo-gaadhista cudurada.

Bixinta dayactirka joogtada ah iyo waqtiga ku habboon waxay dheereyn doontaa nolosha nidaamka qashin-qubka. EPA waxay sheegaysaa in haanta qashin-qubka ay tahay in la baaro ugu yaraan hal mar saddexdii sano iyo in la sifeeyo tubooyinka bulaacada kaydka seddex sano ilaa shan sanaba hal mar.[188] Tani waxay kaa caawinaysaa kahortaga qashinka iyo walxaha adag inay soo galaan oo ay waxyeeleeyaan aagga qashinka. Meelaha bullaacaduhu waa qayb muhiim ah oo ka mid ah nidaamka wasakhda halkaasoo biyaha wasakhda ah dib loogu sii daayo dhulka si ciida looga miiro wasakhda. Haddii qashin iyo shay adag ay galaan aagga qashin-qubka, waxay xirayaan furitaanka tuubooyinka, waxayna sababi karaan in godka bullaacaddu fashilmo. Kaydinta bullaacadaha barnaamijka waxbarashada dhalaanka waxaa sababi kara tuubooyinka xirmo inta udhaxeysa dhismaha iyo haanta bulaacada, taangiga aan la shubin ama tuubada la jajabiyey ama xirmay ee aagga bulaacada. Si looga fogaado in la jajabiyo ama la waxyeeleeyo goobta bulaacada, DOH waxay si adag uga digeysaa in lagu beerin dhir ama aan la dhisin dhismayaasha ama la dhigin qalab culus (sida baabuur) goobta bulaacada.[189] Sidoo kale, barxadda waxbarashada dhalaanka iyo goobaha ciyaarta iyo qalabka waa in si habeysan loo qaabeeyaa, si loo ilaaliyo ka shaqeynta nawaaxiga qashin-qubka.

Haddii dhibaato ama cillad ay dhacdo bixiyaha waxbarashada dhalaanka waa in oo la xiriiraa nidaamka qashin-saarka, waxaa muhiim ah in la ogeysiiyo maamulka caafimaadka maxalliga ah iyo DCYF labadaba si loo hubiyo in la helo hagitaan sax ah, si loo ilaaliyo caafimaadka iyo badbaadada carruurta daryeelka ku jirta.

Qaybtaada Qabo, Noqo Mid Caadi Ah Oo Sebtik ah: Waxyaabaha Qiyaasta iyo Waxyaalaha ah ee Nidaamkaaga Dhireedka. Waraaqaha 'EPA' oo ay kujiraan talooyin ku saabsan nidaamka dhiigbaxa.
English: **https://kitsappublichealth.org/environment/files/SepticSmart_Flyer.pdf**
Spanish: **https://kitsappublichealth.org/environment/files/SepticSmart_Flyer_Spanish.pdf**

Nidaamka Septic. Shabakad DOH ah oo leh macluumaad iyo xiriiriyeyaal fiidiyowyo, dhajinno iyo khayraad kale.
www.doh.wa.gov/CommunityandEnvironment/WastewaterManagement/SepticSystem

Nidaamyada Kala-baxa (Nidaamyada Nidaamka / baahinta). Shabakad EPA ah oo leh macluumaad iyo khayraad ku saabsan dayactirka nidaamka qashin-qubka iyo waxyaabo kale oo badan.
www.epa.gov/septic

Washington State Local Health Departments and Districts (Waaxyaha iyo Degmooyinka Caafimaadka ee Gobolka Washington). Shabakad DOG ah oo leh macluumaadka la xiriirka iyo xiriiriyeyaasha waaxda caafimaadka maxalliga ah bog degmo kasta oo ka tirsan Gobolka Washington.
www.doh.wa.gov/AboutUs/PublicHealthSystem/LocalHealthJurisdictions

10ka Dariiqo ee ugu wanaagsan ee aad ku noqon karto Mulkiile Septic wanaagsan. Daabacaadda EPA oo leh talooyin ku saabsan nidaamka dheecaanka.
www.epa.gov/sites/production/files/2016-08/documents/septicsmart_top_10_flyer_final_508.pdf

188 Hay'adda Ilaalinta Deegaanka ee Mareykanka, "Sida loo daryeelo Nidaamkaaga Taranka," oo laga heli karo **www.epa.gov/septic/how-care-your-septic-system**, lmarkii ugu dambeysay ee la cusbooneysiiyey Febraayo 12, 2019.

189 Waaxda Caafimaadka ee Gobolka Washington, "Daryeelka Nidaamkaaga Taranka," waxaa laga heli karaa **www.doh.wa.gov/CommunityandEnvironment/WastewaterManagement/SepticSystem/CaringforYourSystem**, oo la soo helay Ogoosto 3, 2020.

WAC 110-300-0255

Pest control

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

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

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

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

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

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

(f) Application. Pesticide must be applied to early learning program space when children are not present. When pesticide is applied, center providers must comply with chapter 17.21 RCW and family home providers must comply with the pesticide manufacturer's instructions. For more information, go to http://app.leg.wa.gov/RCW/default.aspx?cite=17.21.

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

Cayayaanka ayaa ah cayayaan iyo xayawaano kale oo yaryar oo waxyeeleyn kara caafimaadka aadanaha isla markaana dhaawici kara hantida ama ashyaada cuntada. Cayayaanka ayaa qaniin kara, sababi kara, falcelin xasaasiyad iyo neef xumi iyo qaadista bakteeriyada, fayrasyada iyo cudura kale.[190] Barnaamijyada waxbarashadu waa inay qaadaan tallaabooyin lagu xakameynayo cayayaanka, si loo ilaaliyo caafimaadka iyo badbaadada carruurta iyo shaqaalaha.

Xakamaynta cayayaanka waxay ka bilaabmaysaa nidaamyo iyo jadwallo ka hortaga soo jiidashada cayayaanka. Bixiyeyaasha waxbarashadda hore waxay niyad-jabiyaan cayayaanka markay ku tababbaranayaan cuntada iyo nadaafadda joogtada ah ee ka takhalusi kara cayayaanka helitaanka cuntada, biyaha iyo hooyga. Tusaalooyinka habdhaqanka kahortagga ayaa si adag u daboolaya daasadaha qashinka, hubinta cuntada in lagu keydiyo weel xiran, isla markiiba la nadiifiyo iyo daadashada, xirida dildilaaca ama godadka si looga takhaluso dibedda laga soo galo iyo yaraynta qulqulka meelaha cayayaanka isku qarinaayo.[191]

Haddii ay dhacdo in la helo caddeynta cayayaanka, bixiyaha waxbarashada dhalaanka waa inuu qaadaa tallaabooyin looga saarayo ama looga takhalusi karo. Xaalado badan, waxaa jira habab dabiici ah oo aan kiimiko ahayn oo lagu xakameeyo cayayaanka. Tan waxaa ka mid noqon kara ficillada sida shaabbaynta ama baaritaanka meelaha laga soo galo, adeegsiga dabinno, burburinta buulasha ama isticmaalidda heer-kulka daran. Xaaladaha qaarkood, cabirka cayayaanka ama nooca cayayaanka ayaa u horseedi kara bixiyaha waxbarashada dhalaanka inuu doorto sunta cayayaanka si loo xakameeyo cayayaanka. Sunta cayayaanka ayaa ah kiimikooyin loo isticmaalo in lagu dilo cayayaanka, haddii si qaldan loo isticmaalona dadka ayay waxyeello u geysan kartaa.

190 Maktabada Qaranka ee Caafimaadka Tox Town, "Cayayaanka," waxaa laga heli karaa **https://toxtown.nlm.nih.gov/sources-of-exposure/pests#:~:text=squirrels%2C%20and%20voles.-,Why%20are%20Pests%20a%20concern%3F,and%20spread%20diseases%2C%20including%20salmonella**, markii ugu dambeysay ee la cusbooneysiiyay Oktoobar 2019.

191 Grainger, "Ka Hortagga Cayayaanka iyo Hababka loo xakameeyo Cayayaanka," waxaa laga heli karaa **www.grainger.com/know-how/business-operations/building-maintenance/kh-pest-control-prevention-and-methods**, oo la daabacay 1-da Luuliyo, 2017.

Qof kasta oo jooga xarunta waxbarashada dhalaanka ayaa laga yaabaa inuu xanuunsado ka dib marka ay soo gaaraan sunta cayayaanka. Carruurtu waxay ugu nugul yihiin saameynta sunta cayayaanka sababtoo ah cabirkooda jirka oo yar, koritaanka xubnaha iyo u janjeera inay sahamiyaan adduunyadooda ku dhow dhulka ay sunta cayayaanka ku dhici karto.[192] Research Cilmi baaris ayaa muujisay in carruurta u nugul sunta cayayaanka ay soo bandhigaan sahmeyn taban oo ku saabsan habdhaqankooda iyo horumarkooda neerfaha iyo sidoo kale taranka, endocrine, difaaca jirka iyo nidaamka neefsashada. Calaamadaha sunta lagu buufiyo sunta cayayaanka waxaa ka mid ah madax xanuun, dawakhaad, daciifnimo, muruq xanuun, neefsashada oo ku adkaata, finan jirka ka soo baxa, indhaha oo gubta iyo isbeddelka heerka guud ee feejignaan.[193]

Marka la isticmaalo suntan cayayaanka, waalidiinta iyo dadka ardayda masuulka ka ah waa in horay loogu wargaliyaa in suntan cayayaanka loo isticmaali doono iyo meesha looga isticmaali doono xarunta waxbarashada dhalaanka. Tani waxay waalidka ama mas'uulka siin doontaa macluumaad muhiim ah si ay u gaaraan go'aanno caafimaad iyo caafimaad oo wanaagsan haddii ilmuhu muujiyo astaamaha sumoobda markii uu ka tago xarunta.

Xarunta barnaamijka waxbarashada dhalaanka ee Kitsap County waxay nala qeybsadeeyn:

"Sannado badan ka hor waxaan dhibaato ku qabay dooliga ama jiir ku jira xanaanada ubadka. Waxaan ka helinay qashin ama xaar ama saxarada dooli qolkeena iyo armaajooyinka. Mid baa lagu arkay fasal. Waxaan wacay shirkad ka hortagta cayayaanka oo aan si dhow ula shaqeeyay dhowr bilood. Waxaan ku wareegnay dhismaha oo waxaan raadineynay meelaha banaanka ah oo ka soo galaano, waxaan baranay sida loo xiro albaabadaas. Shirkadda cayayaanka ka hortagtaa ayaa inoo timid xilliyo dhowr ah si ay u raadiso saxaro badan. Waxaan sidoo kale galineynaa irridaha albaabka hoostooda albaabadeena banaanka, waxaana daboolnay armaajooyinka, waxaan daboolnay dhamaan weelashda, waxaa nadiifinay dhamaan allaabta, waxaan u sameynay nadiifin todobaadle ah anagoo la soo baxno dhamaan konteenarada iyo nadiifinta gadaashooda iyo wareega oo dhan. Qaabkaas ayaan ku ogaanay haddii aan weli dhibaato haysanno. Xakamaynta cayayaanka waxay inoo imaanaayeeyn saddexdii biloodba hal mar. Waxay hayaan laba sanduuq oo siriqda cuntada dooliga oo aanan ku oolin meelaha lagu xanaaneeyo carruurta, wax dhibaato ahna nama qabsan tan iyo markaas. Waxay ahayd arrin walaac badan markii aan ogaanay dhibaata jiirka ku saabsan jiirka, laakiin hadda waxaan helnay ama la kulanay nidaamka lagula dagaalamo cayayaanka meesha hadda ma qabno wax wal-wal."

Haddii suntan sunta cayayaanka looga shakiyo, soo wac Xarumaha Xakamaynta Sunta isla markiiba 1-800-222-1222.

192 Jianghong Liu iyo Erin Schelar, "Soo-gaadhista Sunta cayayaanka iyo Horumarinta Carruurta: Soo koobid iyo Saamaynta," joornaalada Sage 60 (5) (2012): 235-243, oo laga heli karo **https://journals.sagepub.com/doi/10.1177/216507991206000507?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub%3dpubmed**

193 American Academy of Pediatrics, "Ka ilaalinta carruurta sunta cayayaanka: Macluumaadka Waalidiinta," **healthychildren.org**, markii ugu dambeysay ee la cusbooneysiiyey (2020), waxaa laga heli karaa **www.healthychildren.org/English/safety-prevention/all-around/Pages/Protecting-Children-from-Pesticides-Information-for-Parents.aspx**

Barnaamijka wax barashada dhalaanka, buul buurbuuro ah ayaa qaab ka sameysmaya dhalooyinka ka koreeya irida xarunta. Bixiyihii hore ee waxbarashadu wuxuu diiwaangeliyaa waxa la helay, meesha buulku ku yaal, taariikhda la helay iyo tallaabooyinka loo qaaday in buulku ka la dudumiyo oo loo baabi'iyo qashinka. Bixiyuhu wuxuu isku dayaa inuu xaliyo dhibaato sababta ay halkaas u joogaan, sida looga hortago inay soo noqdaan iyo habka ugu fiican ee loo isticmaalo ka saarista buulka. Bixiyuhu wuxuu ogaaday inay u baahan yihiin buul lagu buufiyay pyrethroids synthetic ah inta lagu jiro fiidka marka heerkulka qabow. Bixiyuhu wuxuu soo dhejin doonaa calaamadaha ogeysiinta shaqaalaha iyo waalidiinta ama dadka ardayda masuulka ka ah sida lagula daaweeynaayo habeenkaas, wuxuuna hubin doonaa inay la socodsiiyaan waalidiinta iyo dadka ardayda masuulka ka ah marka la fulinaayo howshaan. Bixiyaha ayaa laga yaabaa inuu qaado talaabooyin kale, sida wicitaan taleefan ama dirid emayl, si loogu wargaliyo shaqaalaha, waalidiinta iyo dadka ardayda masuulka ka ah maxaa yeelay ogeysiiska gaaban ee daaweynta. Dhammaan dadaallada ka saarista buulka waa la diiwaangeliyey oo lagu hayaa faylka.

Isku-dhafan Maareynta Cayayaanka ee Xarumaha Daryeelka Ilmaha: Ka ilaalinta carruurteenna cayayaanka. Cashar isbarbar dhigid EPA ah oo gaar u ah cayayaanka iyo maareynta cayayaanka ee barnaamijyada daryeelka carruurta.
www.epa.gov/sites/production/files/documents/IPM_CCC.pdf

Isku-dhafan Maareynta Cayayaanka. Goobta shabakada Xarun Sunta Washington akhbaaraha sharciyada gobolka Washington iyo hababka ugu fiican iyo iskuxirka liiska hubinta ee Wasaaradda Beeraha ee Gobolka Washington ay isticmaasho inta lagu jiro kormeerka barnaamijka daryeelka carruurta shatiyeysan.
https://schoolipm.wsu.edu/washington-laws/.

Isku-dhafan Maareynta Cayayaanka. Barnaamijka Caafimaadka Daryeelka Caruurta ee Jaamacadda California San Francisco Barnaamijka Caafimaadka Daryeelka Carruurta waxay siinayaan qalab xirmo guriga qoyska iyo xarunta daryeelka carruurta barnaamijyada waxbarashada dhalaanka.
https://cchp.ucsf.edu/ipm

Sunta cayayaanka. Bogga EPA oo leh xiriiro macluumaad oo ku saabsan xakameynta cayayaanka, sunta cayayaanka, ilaalinta deegaanka iyo sharciyeynta sunta cayayaanka.
www.epa.gov/pesticides

Cayayaanka. Bogga DOH oo leh macluumaad iyo ilo ku saabsan sunta cayayaanka iyo maareynta cayayaanka gaarka ah.
www.doh.wa.gov/CommunityandEnvironment/Pests/IntegratedPestManagement

Iskuulada iyo Sunta cayayaanka. Bogga DOH oo leh macluumaad ku saabsan yaraynta u soo-gaadhista cunugga ee sunta cayayaanka.
www.doh.wa.gov/CommunityandEnvironment/Schools/EnvironmentalHealth/Pesticides

Tilmaamaha u hoggaansanaanta isticmaalka sunta cayayaanka ee Dugsiyada Dadweynaha (K-12) iyo Xarumaha Daryeelka Maalinlaha ee Ruqsadda haysta. Waaxda Beeraha ee Gobolka Washington daabacaadda xeerarka sunta cayayaanka ee xarumaha daryeelka carruurta.
https://cms.agr.wa.gov/getmedia/88be51bf-c6ae-47f8-bde7-cb096d29d38c/ComplGuidePub075.pdf

Caafimaadka & Cudurka. Bog Caafimaadka Degmada Snohomish waxay ka kooban iskuxirka qaab Siyaasadeed Sunta cayayaanka loogu talagalay barnaamijka waxbarashada dhalaanka.
www.snohd.org/245/Health-Illness

WAC 110-300-0260

Storage of hazardous and maintenance supplies

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

(a) In a location that is inaccessible to children;

(b) Separate and apart from food preparation areas, food items, and food supplies;

(c) In their original containers or clearly labeled with the name of the product if not in the original container; and

(d) In compliance with the manufacturer's directions (including, not storing products near heat sources).

(2) Storage areas and storage rooms must:

(a) Be inaccessible to children;

(b) Have locking doors or other methods to prevent child access;

(c) Have moisture resistant and easily cleanable floors;

(d) Have a designated maintenance or janitorial utility sink, or another method to dispose of wastewater (kitchen sinks must not be used for disposal of wastewater); and

(e) Be kept clean and sanitary.

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

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

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

Nadiifinta ama qalabka dayactirka ayaa lagama maarmaan u ah in si sax ah loo maamulo loona nadiifiyo barnaamijka waxbarashada dhalaanka. Walxahaan iyo kiimikooyinka sida caadiga ah loo isticmaalo waxay soo bandhigaan suurtagalnimada waxyeello halis ah. Tusaale ahaan, waxay gubayaan maqaarka ama indhaha, waxay sun u noqon karaan in la cuno, waxay waxyeello u geystaan mareenka neefta markii la neefsado ama waxyeello loo geysto nidaamka neerfaha. Kaydinta iyo marin-u-helid la'aanta ayaa fure u ah in la hubiyo in walxahaasi aysan ka gaarin carruurta.

NCPC waxay soo warisay in walxaha nadiifinta ay yihiin qaybta labaad ee ugu badan ee sunta aan geerida lahayn, kadib qurxinta iyo alaabada kale ee daryeelka shakhsi ahaaneed. NCPC sidoo kale waxay soo warisay in sunta si aan ku habboonayn u saamayso carruurta. Ku dhowaad kalabar dhammaan sunta la soo bandhigo, 44.2%, waxay ku dhacdaa carruurta da'doodu ka yar tahay 6 sano, iyadoo ugu sarreysa sumowga saameynaya carruurta 1 illaa 2 sano.[194]

194 Xarunta Sunta ee Xarunta Qaranka, "Tirakoobka Sunta," waxaa laga heli karaa **www.poison.org/poison-statistics-national**, markii ugu dambeysay ee la cusbooneysiiyay 2018.

Khatarta caafimaad iyo nabadgelyo ee carruurta awgeed, kaydinta saxda ah waxay ka bilaabmaysaa hubinta in walxaha aysan geli karin carruurta, taas oo macnaheedu yahay hab looga hortago in ilmuhu gaaro, soo galo, adeegsado ama gaaro agabyada, aagagga ama agabyada barnaamijka waxbarashada dhalaanka. Waa maxay waxa la geli karo ama waxaa aan la geli karin waxay ku xirnaan karaan da'da, dhererka iyo heerka koritaanka ee carruurta daryeelka ku jirta, iyo arrimo ay ka mid yihiin qaabeynta booska hore ee waxbarashada. Waxay ka dhigan tahay albaab gadaashiisa xiran, armaajo leh qabsato qolof dheer oo aysan caruurtu gaari karin.

Kaydinta saxda ah ee alaabada dayactirka ayaa sidoo kale ka duwan keydinta cuntada, sahayda iyo meelaha diyaarinta. Ka ilaalinta walxahan halista ah gebi ahaanba meelaha cuntada ayaa yareyneysa halista daadashada shilalka, faleebooyinka, buufinta ama habab kale oo suurtagal ah oo wasakheyn kara cuntada ay cunaan carruurta iyo shaqaaluhu.

Qayb kale oo ka mid ah keydinta habboon ayaa ah in la hubiyo in dhammaan walxaha halista u leh ay ku kaydsan yihiin weellalka asalka ah ama weel si cad oo sax ah loo calaamadeeyay haddii aan lagu keydin weelka asalka ah. Weelasha sumadaha leh ayaa ka caawinaya ka-hortaga bixiyaha waxbarashada dhalaanka inuu shil ugu wareero hal walax mid kale, ka dibna u adeegsado qaab aan loogu talagalin in loo isticmaalo. Waxay sidoo kale hubisaa in tilmaamaha sida aaminka ah loogu isticmaalo walaxda iyo sida looga jawaabo haddii ay dhacdo shil ama xaalad deg-deg ah oo walaxda ku lug leh isla markiiba la tixraaci karo.

Maaddooyinka sunta leh iyo kuwa halista ah waa in lagu keydiyaa iyadoo la raacayo tilmaamaha soo saaraha. Tusaale ahaan, alaabooyin badan ayaa leh tilmaamo ah in aan lagu kaydin meelaha u dhow kuleylka ama kiimikooyin kale sababo la xiriira sida walxaha ay u falceliyaan. Sababaha waxaa sababi kara khatarta dabka, falcelinta kiimikada ama masiibooyin kale oo waxyeelayn kara qof kasta oo ka agdhow. Bixiyeyaasha waxbarashadda hore waa inay yaqaanaan oo ay raacaan tilmaamaha soo saarayaasha warshada.

Hawo-qaadista waa qayb kale oo muhiim ah oo keydinta habboon u leh walxaha dayactirka. Xitaa waxyaabaha caadiga ah sida saabuunta dharka lagu nadiifiyo, nadiifiyeyaasha iyo warankiilaha ayaa laga yaabaa inay leeyihiin udgoon, ur iyo qiiq kicin kara neefta ama falcelisyada kale ee neefsashada. Uumiga ama qiica ka neefsada dareerayaasha iyo shidaalka waxay xanuujin karaan sanka iyo cunaha ama waxay keeni karaan dawakhaad ama wareer, lallabbo ama madax xanuun. Intaa waxaa sii dheer ah, hawo qaadistu waxay ka caawisaa xaaqitaanka inay gebi ahaanba qalajiso waxayna ka caawisaa ka hortagga koritaanka caariyaysi iyo bakteeriyada.

Bixiyaha waxbarashadda hore wuxuu dooran karaa inuu u isticmaalo qolkooda dharka lagu dhaqdo sidii meel lagu keydiyo, si uu u ilaaliyo alaabada sida saabuunta dharka, fayodhowrka alaabada iyo jeermis dilayaasha aysan geli karin carruurta. Haddii qolka dharka lagu dhaqo aan lagu kaydin cuntada ama sahayda cuntada, wuxuu leeyahay albaab quful leh (si loogu ilaaliyo alaabta aysan geli karin carruurta daryeelka ku jirta), daaqad ama dariishada (hawo qaadasho) iyo dabaq u adkaysta qoyaanka oo si fudud loo nadiifin karo (si loo hubiyo in kiimikada daadatay ay waa la nadiifiyaa oo laga saaraa), markaa booskani waxay u egtahay inuu buuxin doono shuruudaha qaybtan.

Kormeeraha barnaamijka cusub ee xarunta barnaamijka waxbarashada dhalaanka wuxuu la kulmay goob wax ku daadatay. Markii oo waydiiyey macallinka hogaaminaya meesha ay ka heli karaan xaaqida, macalinka hogaamiya wuxuu ku dhahaa waa qolka ugu dhow albaabka qolka barbaarinta. Kormeeraha barnaamijku wuxuu furaa armaajo wuxuuna arkaa alaabooyin badan oo nadiifin iyo dayactir ah oo ku keydsan khaanadaha oo ay weheliso xaaqid dabaqa ah oo ku xigta baaldi qashin ah oo qayb ahaan biyo ka buuxaan. Kormeeraha barnaamijku wuxuu ogaadaa ur ur adag oo garanaya inuu jiro hawo-qaadaha ama daaqad hawo ka dhigaysa booska urta xaaqista ama u oggolaanaysa qulqulka hawadu inay ka caawiso madaxa xaaqitaanka gebi ahaanba inuu qallalo si looga hortago caaryada iyo koritaanka bakteeriyada. Maalinta ku xigta, kormeeraha barnaamijku wuxuu u dhaqaajiyaa xaaqida iyo alaabada dayactirka qol armaajad ay leeyihiin oo ay ku yaalaan banaanka. Kormeeraha barnaamijka wuxuu ku dhejiyaa darbiga dariiq si xaaqku u kaydsan karo si qumman markasta oo la isticmaalo ka dib wuxuuna ku jiraa boos fiican oo gebi ahaanba hawo lagu qalajiyo. Waxay isticmaalaan qalabka biyaha lagu isticmaalo si ay u faaruqiyaan oo u luqluqdaan baaldiga qashinka waxayna ku dhejiyaan jillaab iyo il-qabsi sare albaabka si carruurtu aysan u helin qalabka dayactirka.

Arimaha Ku saabsan u nuglaashaha ama Soo-gaadhista. Goobta shabakada Waaxda Caafimaadka ee Gobolka New York waxay leeyihiin macluumaad ku saabsan soo-gaadhista kiimikada.
www.health.ny.gov/environmental/about/exposure.htm

Tira-koobka Sumeeynta. 2018 Bogga Macluumaadka Qaranka ee NCPC.
www.poison.org/poison-statistics-national

Ka difaaca Shaqaalaha ka shaqeeynayaan isticmaalka ka nadiifinta kimikaalka. Goobta shabakada Badbaadada Shaqada iyo Maamulka Caafimaadka (OSHA) macluumaadka waraaqadaha.
www.osha.gov/Publications/OSHA3512.pdf

Waxa Aad Ogtahay Way Ku Caawin Karaan: Hordhaca Maaddooyinka Sunta leh. Waax ka tirsan Wasaaradda Caafimaadka ee Gobolka New York oo leh macluumaad ku saabsan fahamka iyo yaraynta soo-gaadhista kiimikooyinka sunta ah.
www.health.ny.gov/environmental/chemicals/toxic_substances.htm

Sleep and Rest

WAC 110-300-0265

Sleep, rest, and equipment

(1) An early learning provider must offer a supervised daily rest period for children preschool age and younger who remain in care for more than six hours per day, or who show a need for rest.

(2) An early learning provider must provide quiet activities for children who do not require rest. Quiet activities must be minimally disruptive to sleeping children.

(3) An early learning provider must communicate a child's sleep needs and patterns with that child's parent or guardian.

(4) An early learning provider must not place children directly on the floor to rest or sleep.

(5) For children not using cribs or playpens, an early learning provider must provide developmentally appropriate mats, cots, or other sleep equipment made of water resistant material that can be cleaned and sanitized.

(6) Mats, cots, and other sleep equipment used in an early learning program must be:

- **(a) In good condition, have no tears or holes, and have no repairs with tape;**
- **(b) Cleaned, sanitized, and air dried at least once per week or more often as needed if used by only one child, or after each use if used by more than one child; and**
- **(c) Stored so sleeping surfaces are not touching each other unless cleaned and sanitized after each use.**

(7) Floor mats designed for sleeping and mattresses must be at least one inch thick.

(8) Floor mats must be spaced apart from other floor mats, cots, and mattresses to reduce germ exposure and allow early learning providers' access to each child during sleep time as follows:

- **(a) There must be at least eighteen inches on each side between each floor mat, cot, or mattress; and**
- **(b) Floor mats, cots, and mattresses must be arranged so children are head to toe, or toe to toe.**

(9) Each child's bedding must:

- **(a) Have a clean sheet or blanket to cover the sleeping surface and a clean blanket for the child that is suitable given the child's size and room temperature;**
- **(b) Be laundered weekly or more often if soiled, or laundered daily if used by more than one child; and**
- **(c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use.**

(10) An early learning provider must not allow children less than six years of age to use loft style beds or upper bunks of bunk beds.

Labada qaybood oo hurdada ayaa looga hadlayaa heerkan: midda koowaad waxay taageeraysaa cadada ku filan hurdada oo loogu tala galay caruurta yar-yar, midda labaadna waxay ka qeyb galeysaa howlaha nadaafada iyo fayadhowrka ee qalabka hurdada taas oo ka caawineysa sidii loo ilaalin lahaa joogtaynta caafimaadka caruurta.[195]

Carruurta yar-yar waxay ka faa'iideystaan qaddar hurdo ah. Qaar ka mid ah waalidiinta, wakiilada ardayda iyo xirfadleyda waxbarashada hore ayaa laga yaabay markay ogaadeen xaddiga hurdo ee carruurtu u baahan yihiin. Jaantuskani wuxuu muujinayaa saacadaha hurdada, da'da kooxeed ah ay ku talisay Hay'adda Qaranka ee Hurdada National Sleep Foundation (NSF)..[196]

Da'da Ubadka	Wadarta Saacadaha Hurdada Maalintii iyo Habeenkii
Dhalaanka cusub ama dhashay (0-3 bilood)	14-17 saacadood
Dhalaanka (4-11 bilood)	12-15 saacadood
Socod-baradka (1-2 sano)	11-14 saacadood
Dugsiga barbaarinta (3-5 sano)	10-13 saacadood

Carruurta aadka u yar-yar ee aan helin hurdo ku filan ayaa leh 30% ilaa 90% fursadda ah leh inay cayillaan ama cayillaan hadhow da'da nooloshooda dambe.[197] Daraasaduhu waxay muujinayaan inay si joogto ah u helaan hurdada muddada lagu taliyay ee da'dakasta waxay u horseedaa "feejignaan hagaagsan, dabeecad, xusuusta, nidaamka shucuurta, tayada nolosha iyo caafimaadka maskaxda iyo jirka."[198]

Sababahan awgood, bixiyaha waxbarashada hore waxaa looga baahan yahay inuu hubiyo carruurta, da'da dugsiga barbaarinta ama ka-yar, joogaayo daryeelka in ka badan lix saacadood waa inay helaan fursad kormeerka fiican ee nasashada maalinlah. Carruurta looma baahna inay seexdaan, laakiin waa inay helaan nasasho. Carruurta aanan u baahnayn hurdo, barnaamijka waxbarashada hore waa inuu siiyaa qorshe waxqabadyo aamusnaan ah oo aan qasin doonin carruurta jiifta ama aamusnaan nasasho. Wax-qabadyada loo heli karo carruurta ee weli soo jeeda waxaa ka mid noqon kara buugaag, kaararka sawirka, meelaha lagu ciyaaro ama miiska aamusnaanta.

195 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna: Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada 4aad ed. (Itasca, IL: Akadamiyadda Maraykanka ee Cudurrada Caafimaadka, 2019), 268.*

196 Aasaaska Qaranka ee Hurdada, *Aasaaska Qaranka ee Hurdada waxay kugula talineysaa Waqtiyada Hurdada Cusub,* War-saxaafadeed, Febraayo 2, 2015, oo laga heli karo **www.sleepfoundation.org/press-release/national-sleep-foundation-recommends-new-sleep-times**

197 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. Daryeelka Carruurteenna: 107.

198 American Academy of Pediatrics, "AAP waxay taageertaa Tilmaamaha Hurdada Carruurnimada," **healthychildren.org**, oo la daabacay, Juun 13, 2016, oo laga heli karo **www.healthychildren.org/English/news/Pages/AAP-Supports-Childhood-Sleep-Guidelines.aspx**

Sida laga soo xigtay CFOC, xaaladaha sida qalalnaan, si fiican loo quudiyo iyo inay dareemaan raaxada gacan ka geysan kara dhiirigelinta hurdada. Dhaqanka fudeed ah ee u-gudbidda nasashada waxaa ka mid ah ruxista cunugga, lulida inta cunugga la hayo, hees, aqrin, cudud gacan ama dhabarka ama muusig jilicsan. Nalalka ama Laydhku uma baahna in la damiyo inta lagu jiro xiligaan.[199] Shidnaanra nalalku waxay taageertaa kormeerka carruurta waxayna kordhineysaa nabadgelyada dadka waa-weyn iyo carruurta u baahan inay ku wareegaan qolka inta lagu jiro xilliga nasashada. Yareeynta nalalka waa la aqbali karaa ilaa iyo inta kormeerku socdo oo aan waxyeello u geysan.

Maaddaama ay jiraan faa'iidooyin caafimaad oo badan oo hurdada wanaagsan ah, ruqsad siinta ayaa u baahan bixiyaha waxbarashada hore si uu ula xiriiro baahida hurdo ee cunugga iyo qaababka cunugga waalidkiis ama ilaaliyaha. Qoysasku way qadarin karaan wada xiriirka ka socda bixiyaasha waxbarashada hore ee ku saabsan guud ahaan talooyinka ku saabsan xadiga hurdo ee carruurtu u baahan yihiin iyo saamaynta caafimaad ee hurdo aan ku filnayn. Bixiyaasha waxbarashada hore ayaa sidoo kale laga yaabaa inay helaan macluumaad waxtar leh oo ku saabsan farsamooyinka dejinta oo ka caawin kara caruurta inay yeeshaan qaabab hurdo caafimaad leh. Shuruudaha looga baahan yahay in lagala xiriiro baahiyaha hurdo ee cunugga iyo qaababka waxaa taageera Maktabadda Qaranka Caafimaadka ee Machadyada Qaranka Caafimaadka oo ku talinaysa in bixiyaasha waxbarashadda hore loo tababaro la-talinta waalidiinta iyo wakiilada ardayda hurdada waqtiga ku habboon ee carruurtooda.[200] Isla mar ahaantaana, qoysasku waxay hayaan macluumaad wax ku ool ah oo ay ku wadaagaan qaababka hurdo ee carruurtooda iyo baahidooda, iyo helitaanka macluumaadkaas ayaa ka caawin kara bixiyaasha waxbarashada hore inay taageeraan hurdada carruurta inta ay ku jiraan daryeelka barnaamijka waxbarashada hore.

Iyadoo ardayga la dhigayo subaxdii hore, aabbaha ubadka wuxuu la xiriiraa in canuga uu si xun u seexday dhowr toddobaad. Wuxuu sharxayaa in ilmuhu aanu helin nasasho wanaagsan soona toosoyey marar badan habeenkii. Aabaha wuxuu sii waday inuu ka warbixiyo inuu ka shakisan yahay in cunuga uu leeyahay riyooyin cabsi leh, maadaama cunuga uu sariirta ka soo kacay dhowr jeer, ay umuuqato inuu xanaaqsan yahay iskuna dayo inuu dib u dhigo ku laabashada hurdada. Aabaha wuxuu sheegayaa in gurigooda ay sameynayaan qodob ay kala hadlayaan waqtiyada farxadda iyo xusuusta wanaagsan ee ay la leeyihiin canugga inta lagu jiro xilliga hurdada, iyagoo rajeynaya inay ku dhiirrigeliyaan fikradaha wanaagsan ee cunugga ka-hor inta uusan seexan. Aabaha wuxuu xusay xeelada inay u muuqato inay ka caawinayso ilmaha inuu si nabad ah u seexdo. Xilliga dambe, wakhtiga hurdada, bixiyaha waxbarashadda hore wuxuu ogaadaa cunugga inuu umuuqdo mid aan ku raaxeysaneyn waqtiga nasashada. Bixiyaha waxbarashada hore ee waxbarashadu wuxuu xasuustaa xiriirkii aabaha wuxuu u sheegay xilligii is-doqon siinta ee ilmuhu kuuskiisa ka soo ifbaxayay aagga ciyaarta ee subaxa hore.

199 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 107.

200 Karen A. Bonuck, Barbara Schwartz iyo Clyde Schechter, "Akhris-qorista caafimaadka hurdada ee madaxa waxay bilaabaan qoysaska iyo shaqaalaha: daraasad cilmi baaris ah oo ku saabsan aqoonta, dhiirigelinta, iyo kartida si kor loogu qaado hurdo caafimaad leh," Maktabada Qaranka ee Caafimaadka Qaranka Machadyada Caafimaadka 2 (1) (2016): 19-24, oo laga heli karo **www.ncbi.nlm.nih.gov/pmc/articles/PMC4879821/**

Meeleynta sariiraha hurdada iyo qalabka nasashada ayaa ah tixgelin kale oo muhiim ah inta lagu jiro waqtiga nasashada. Ruqsad siinta waxay u baahan tahay 18 inji oo kala dheereyn ah, iyadoo carruurtu isku beddelayaan madax ilaa lugo ama suul ilaa madaxa Shuruudahaani waxay gacan ka geysanayaan yareynta faafidda cudurrada iyo jeermiska hawada ku jira, cirridka iyo injirta. In kasta oo carruurtu yeelan karaan isku soo dhawaansho midba midka kale inta uu soo jeedo, ka dib tallaabooyinkan ka-hortagga caafimaadka bulshada inta lagu jiro nasashada iyo waqtiga hurdada ayaa yaraynaysa soo-gaarista carruurta ee muddada dheer ee dheecaannada neefsashada iyadoo dhinac iyo dhinac iyo weji loo wajihi doono. Intaa waxaa sii dheer, in carruurtu u jiifaan qaabka isweydaar ah ama inay isku jiraan 18 inji waxay u oggolaaneysaa marinno nabadgelyo leh oo u dhexeeya carruurta, waxayna ka caawisaa carruurta inay degganaadaan iyaga oo xaddidaya xiriirka ay la leeyihiin asxaabtooda.

Dhaqanka caafimaadka iyo fayadhowrka ayaa taageera hurdo caafimaad leh. Sida laga soo xigtay CFOC, “carruurtu way dareeraan, tufaan ama faafiyaan dheecaannada kale ee jirka markay hurdaan goobta.”[201] ka hortagga faddaraynta, gogosha wasakheysan waa in lagu dhaqaa inta u dhexeysa isticmaalka markastaba. Marka gogosha si muuqata aysan u wasakhoobin, waa in taxaddar laga yeeshaa weli si looga hortago fiditaanka jeermiska ama cudurrada aan la arki karin. Si loo yareeyo halista faddarada iskutallaabta, gogosha sariirta ayaa loo isticmaali karaa hal cunug ilaa hal toddobaad, marka gogosha sariirta lagu keydiyo qaab ka hortageysa inay taabato gogosha cunug kale, waxaana la raacayaa tillaabooyinka habboon ee nadiifinta. Isla fikirkaani wuxuu khuseeyaa keydinta furshaanta jiifka. Isticmaalka qalabka nasashada ee nadiifka ah, biyuhu ka soo galaan iyo kuwa aan loo baahnayn ayaa awood u siinaya shaqaalaha inay dhaqaan oo ay nadiifiyaan meelaha hurdada. Marka sagxadaha hurdada la nadiifiyo oo la nadiifiyo isticmaal kasta ka dib, waa loo dhigi karaa si wadajir ah. Marka gogosha dusha hurdada la nadiifiyo kaliya hal jeer todobaadkii, barnaamijka waxbarashada hore waa inuu qaadaa talaabooyin lagu hubinayo in jeermiska iyo infekshannada aan laga gudbin mid ka mid ah sagxada hurdada ilaa mid kale iyadoo la keydinaayo sariirta ama sariirta si sariirta jiifku aysan u taaban sagxad kale oo hurdo ah. Haddii bacaha loo adeegsado in lagu keydiyo sariirta ama sariirta dusheeda, bacda balaastigga ah waa in la dhigaa meel aysan carruurtu gaarin si looga hortago halista neef qabatin. Calaamadeynta bacaha balaastigga ah waxay kaa caawin kartaa nadiifinta shaqooyinka sariirta ee carruurta gaarka ah.

201 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 269.

Waqtiga hurdada ka dib, shaqaaluhu waxay ka caawiyaan carruurta aruurinta go'yadooda iyo bustahooda ka-dibna ku ridaya goobta uu ku yaal santuuqa qoloftooda. Ka-hor intaadan keydin gogosha sariirta, qof shaqaale ah ayaa dhaqaa, biyo raacid ka dibna fayodhowr iyo hawo ayaa ku qallajiyaa sariiraha nidaam saddex-tallaabo ah. Darmoyinka la nadiifinayo oo faydoorka lagu sameeyo awgeed, bixiyaha waxbarashadda hore uma baahna inuu hubiyo in isla cunuga uu isticmaalo gogosha maalinta ku xigta ama in dermaha aysan taaban inta lagu jiro keydinta. Maaddaama ilmo kasta gogoshiisa si gooni ah loogu keydiyay armaajooyin u gaar ah, ilmaha waxay isticmaali kara isla maalinta ku xigta waana loo diraa goobta dhardhaqashada dhammaadka todobaadka.

Bixiyaha waxbarashada hore guriga qoyska Chelan County waxay bixiyaan warbixin:

"Aniga waxaan fiiriyey meesha sariirtayda lagu keydiyo, waxaana ogaaday in booskeygu yar yahay. Markaas kadib, waxaan hal-abuur ku helay booskeyga waxaana kala shaqeeyey ninkayga sidii aan u dhisi laheey goobo wax-badbaado u ah carruurta oo aamin ah".

Sawirrada, booska armaajo waxaa loo beddelay keydka qalabka hurdada. Cubey leh boosas ayaa loo sameeyay si loogu oggolaado in gogosha lagu keydiyo shaqsi ahaan, si toosan, looga hor istaago dusha inay taabtaan. Boosaska waxaa lagu calaamadeeyay cunug walba magaciisa. Bustaha cunuggu wuxuu ku keydsan yahay baaldi sumadeeysan oo ay si fudud ugu heli karaan carruurta ku jirta meel kale.

WAC 110-300-0290 iyo WAC 110-300-0291 wax ka qabashada shuruudaha hurdada iyo nasashada gaar u ah dhallaanka iyo socod baradka. Dhallaanka, habdhaqanka hurdo ee aaminka ah waa in loo adeegsadaa inta lagu jiro dhammaan xilliyada nasashada.

Caruur iyo Hurdo. Shabakad Qaran ee Aasaaska Hurdada oo ka kooban macluumaad ku saabsan carruurta iyo seexashada da'ahaan oo ay raacsan tahay talooyinka hurdada.
www.sleepfoundation.org/articles/children-and-sleep

"Ma Seexan..." Kaararka Waxqabadka. Khubaro hurdo-yar oo ah Dugsiga Shaybaarka ee 'Virtual Lab' oo ay ku jiraan fikradaha wax-qabadyada waqtiga aamusan.
www.virtuallabschool.org/fcc/safe-environments/lesson-5/act/20746

Isu diyaarinta nasasho Fiidiyow laba daqiiqo ah oo ka socda Dugsiga Shaybaarka Virtual oo leh tilmaamo ku saabsan u gudbinta waqtiga nasashada oo lagu guuleysto barnaamijka barashada hore.
www.virtuallabschool.org/preschool/safe-environments/lesson-6

Hurdo Waxaa abuuray Akadamiyada Caafimaadka Caruurta Mareykanka "American Academy of Pediatrics (AAP)' ee healthchildren.org waxaa ku jira dhowr maqaal oo la xiriira hurdada iyo carruurta.
www.healthychildren.org/English/healthy-living/sleep/Pages/default.aspx

WAC 110-300-0270

Overnight Care

(1) An early learning provider must be approved by the department to provide overnight care between nine o'clock at night and five o'clock in the morning when any enrolled child sleeps for three or more hours at the program.

(2) If approved by the department to provide overnight care, an early learning provider must supply every child an individual bed or other sleep equipment that:

- **(a) Is safe and in good working condition;**
- **(b) Is made of moisture resistant material that can be cleaned and sanitized;**
- **(c) Meets the child's developmental needs; and**
- **(d) Is stored so sleeping surfaces are not touching each other unless cleaned and sanitized after each use.**

(3) Each child's bedding must:

- **(a) Have a clean sheet or blanket to cover the sleeping surface and a clean cover for the child except for infants;**
- **(b) Be laundered weekly or more often if soiled. Bedding must be laundered daily if used by different children; and**
- **(c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use.**

(4) An early learning provider must:

- **(a) Supervise children until they are asleep, except where children demonstrate the need for privacy to change clothes and can safely do so; and**
- **(b) Have department approval prior to using night latches, deadbolts, or security chains.**

(5) An early learning provider who sleeps while children are in overnight care must:

(a) Have written permission and documentation that parents are aware that the provider is sleeping while their children are in care and have read the facilities policies and procedures for overnight care;

(b) Stay awake until all children are asleep or returning to sleep;

(c) Remain on the same floor level as sleeping children at all times;

(d) Sleep in the same room with infants and toddlers;

(e) Be physically available and responsive, available to immediately respond to a child's needs;

(f) Have alarms to alert them if a child should leave the room;

(g) Have monitoring devices to assist in hearing and visibly checking on children in each room used for sleeping; and

(h) Be awake for the arrival and departure of each child in overnight care.

(6) An early learning provider who accepts infants for overnight care must comply with all safe sleep rules pursuant to WAC 110-300-0291 for at least the first fifteen nights a new infant is enrolled in that program. A provider may sleep while the infant sleeps during overnight care if:

(a) The provider continues to comply with WAC 110-300-0291 (1)(b), (c), (f), (g), (h), (i) and (2);

(b) Once that provider has become familiar with the sleep routines and patterns of that infant; and

(c) The provider has observed no apparent health or safety risks while the infant sleeps.

View WAC 110-300-0291 online at https://apps.leg.wa.gov/wac/default.aspx?cite=110-300-0291.

Qoysas badan oo ku nool Gobolka Washington waxaa ka mid ah waalid ama ilaaliye shaqaalaha looga baahan tahay in ay shaqeeyaan fiidnimo ama habeenkii. U wareegid adeegyada waxbarashada hore waxaa la shaqeeyaa inta u dhaxeysa 9ka fiidnimo ilaa 5-ta subaxnimo waxaa loo tixgeliyaa daryeelka habeenka marka ilmo kasta seexdo in ka badan saddex saacadood inta uu ku jiro daryeelka. Barnaamijyada barashada hore ee bixiya adeegyo daryeel oo tayo leh habeenkii, waxay bixiyaan adeegyo muhiim u ah qoysaska iyo bulshada.

Bixiyaha waxbarashadda hore ayaa kaliya bixin kara adeegyada daryeelka habeenkii oo keliya iyadoo ay horay u ansixisay DCYF. Si loo helo oggolaansho, bixiye waxbarashadda hore oo xiiseynaya inuu bixiyo daryeel habeenki ah wuxuu u gudbin doonaa DCYF Foomka Daryeelka Ilmaha iyo Qorsheynta Habeenkii, oo laga helo foomamka iyo Dukumintiyada bogga goobta shabakada DCYF website at **www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/forms-documents**. Shaqaalaha ruqsad siinta DCYF waxay la shaqeyn doonaan bixiyaha waxbarashada hore si loo hubiyo inay jiraan deegaan ku haboon, siyaasado iyo shaqaale goobta jooga si loo bixiyo daryeelka habeen oo dhan habka kor loogu qaadaayo caafimaadka ilmaha, badbaadadiisa iyo fayoobnaanta guud.

Sabab u tahay dabeecadda daryeelka habeenkii, daruufaha waa in la tixgeliyo si loo hubiyo in baahida ilmaha in si joogta ah loo daboolo loona kobciyo hurdad habeennimo. Mid ka mid ah daraasadaha ayaa lagu ogaaday in habdhaqanka hurdada joogtaynta caadiga ah ee habeenkii ay la xiriirto hurdo hagaajineeyso oo carruurta yaryar ah oo ay ku jiraan hoos u dhaca soo jeedka habeenkii iyo kordhinta muddada hurdada. Waxa kale ay soo jeediyeen in sida joogtada ah loo isticmaalaa hurdada, caruurta yar-yar hawshan horay loogu bilaabaa ay wanaagsan tahay.[202] Sida barnaamijka waxbarashada hore u qorsheeyo habka ugu wanaagsan ee loo dejiyo jadwalka joogtada ah iyo taakuleynta kale ee carruurta xagga shucuurta, qaabka jir ahaan iyo garasho uu u baahan yahay inta lagu jiro maalinta iyo daryeelka habeenkii wuxuu ku lug leeyahay isla heerka qorshaynta. Markii loo oggolaado daryeelka habeenka, la xiriirka qoyska ubadka waa hal dariiq oo bixiyaha waxbarashadda hore uu gacan uga geysan karo hubinta joogteynta iyo kobcinta jadwalka habeenkii. Isku-dubbaridida howlaha hurdada ee u dhexeeya barnaamijka barashada hore iyo guriga cunugga, mar kasta oo ay suuragal tahay, waxay kordhisaa suurtagalnimada in ilmuhu ku raaxeeysan doono faa'iidooyinka badan ee helitaanka hurdo ku filan.

Hurdo amaan ah oo raaxo leh waxay sidoo kale ku tiirsan tahay bixiyaha waxbarashada hore inuu awoodo inuu si sax ah u kormeero inta cunugu soo jeedo, hurdayo ama hurdada ku laabanayo. Qaabka barnaamijka waxbarashada hore iyo awoodaha kormeerka ee la xiriira ayaa saameyn ku yeelan doona goobta hurdada. Hubinta kormeer habboon ayaa sidoo kale go'aamin doona halka bixiyaha waxbarashada hore uu seexan karo, haddii qoysku u oggolaado inuu seexdo inta cunugu hurdo. Hadday soo jeedaan iyo hadday hurdaanba, bixiyaha waxbarashada hore waa inuu had iyo jeer u diyaar u ahaadaa inuu ka jawaabo inta ilmuhu ku jiro daryeelka habeenka. Qalabka kormeerka iyo alaarmiga waxaa loo isticmaalaa in lagu baraarujiyo bixiyaha waxbarashada hore si ay uga qeyb galaan carruurta daryeelka ku jirta markii loo baahdo. Ujeedada shuruudaani waa in la hubiyo badbaadada carruurta iyo jawaabta deg-degga ah ee bixiyaha waxbarashada hore inta lagu jiro habeenka.

Bixiyaha waxbarashadda hore wuxuu ku hurdaa qol udhaw oo ku yaalo halkaas oo carruurta da'da dugsiga xannaanada ee xannaanadu ay seexdaan. Albaabka qolka ay caruurtu seexdaan wuxuu ku leeyahay albaabka albaabkiisa qalab wax lagu xiro kaasoo marka uu kaco u diro digniin taleefanka bixiyaha waxbarashada hore. Inta lagu jiro habeenkii, digniinta waa la shidaa, iyadoo baraarujinaysa bixiyaha waxbarashada hore ee qolka kale. Bixiyaha waxbarashada hore wuxuu u kacaa inuu arko in ilmuhu ka baxo qolka si uu u isticmaalo goobaha musqusha. Ka dib kormeerka cunuga sariirtiisa u laabto, bixiyaha waxbarashadda hore wuxuu adeegsadaa nidaam kormeer fiidiyow ah oo qolka loogu dhejiyay si loo fiiriyo cunuga inuu hurdo ka-hor inta uusan kusoo laaban hurdadiisa.

202 JA Mindell, AM Li, A Sadeh, R Kwon iyo DY Goh, "Jadwalka ee Carruurta Yaryar: Urur ku-tiirsan Qiyaasta oo leh Natiijooyinka Hurdada," Hurdo 38 (5) (2015): 717-722, oo laga heli karo **www.ncbi.nlm.nih.gov/pmc/articles/PMC4402657/** .

Waxyaabaha kale, sida iftiinka habeenkii oo hooseeya (gudaha iyo dibaddaba) iyo qabanqaabada gogosha, waxay saameyn ku yeelan karaan kormeerka waana in laga fiirsadaa go'aaminta goobta ku habboon ee ilmuhu seexan karo inta lagu jiro saacadaha habeenka. Qaababka jiifka waxay qaadan karaan wakhti dheeraad ah si loo dhiso isbadalka waqtiyada soo socdo. Dhammaan arrimahan ayaa saameyn ku yeelan doona oo marka hore u muuqda go'aanno fudud oo ku saabsan goobta uu ku seexanayo cunuggu. Tusaale ahaan, si loo buuxiyo shuruudahan, qof walba oo seexanaya waa inuu ahaada mid seexanaayo hal dabaq iyo, iyadoo ku xiran da'da ilmaha, waxaa laga yaabaa inuu u baahdo inuu ku jiro isla qolka si uu u taageero qaababka jiifka ee ilmaha iyo in la hubiyo kormeerka loo baahan yahay.

Si loo muujiyo, barnaamijka barashada hore ee guriga qoyska, dhammaan carruurtu waxay seexdaan dabaqa koowaad ee guriga. Sidan ayaa bixiyaha waxbarashadda hore uga qayb geli karaa waxqabadyada jikada ama qolka fadhiga iyadoo weli la helaayo kormeero looga jawaabaayo baahida ilmaha. In kasta oo qolka jiifka dadka gaarkood ee bixiyaha waxbarashadda hore uu ku yaal dabaqa labaad ee guriga, haddii bixiyaha waxbarashadda hore uu fasax ka haysto qoyska inuu seexdo, waxay sugayaan ilaa carruurta oo dhami hurdaan ka dibna ay seexdaan dabaqa koowaad.

Guriga qoys bixiyaha waxbarashada hore ee Gobolka Okanogan nala-qeybsadeeyn:

"Aniga waxaan la shaqeeyey rukhsad bixiyahayga arimaha ku saabsan wuxuu noqon lahaa qolka ugu fiican ee caruurtu ku seexdaan habeenki. Waxaan la nimid adeegsiga qol ka baxsan qolkeyga jiifka ah, si aan caruurtu u carqaladeynin inta ay hurdayaan. Aniga waxaan seexdaa qolka ku xiga carruurta halkaas oo aan ka arkaayo kuna maqlaayo. Waxaa kale oo aan haystay qalabka ilaaliyo ilmo oo ku shaqeeyo garaacaya marka dhaqdhaqaaqa qolka ka socdo iyo kaamarad aragga habeenkii si cabir dheeraad ah oo ammaan ah loo helo."

Adeeg bixiyaasha aan waalidka ka haysan ogolaansho qoraal ah inay seexdaan iyagoo bixinaaya daryeel habeenkii ah, diyaarinta hurdo waqtiyo kale waa muhiim. Muhiimadda hurdada iyo nasashadu kuma koobna oo keliya carruurta. Hurdo ku filanaasho la'aanta ayaa sidoo kale si weyn muhiim ugu tahay dadka waaweyn. Hurdo yaraantu waxay keeni kartaa cudurada joogtada ah iyo xaaladaha sida sonkorowga nooca 2aad, wadno xanuunka iyo niyadjabka. Hurdo la'aanta ayaa sidoo kale wax u dhimi karta garashada qofka ama falcelinta waqtiga ku haboon, taasoo u horseedi karta khaladaad bixinta adeegyada waxbarashada hore ama kordhinta halista dhaawacyada jir ahaana.[203]

Dhammaan bixiyaasha bixiya daryeelka habeenka, waxaa lagu dhiirigelinayaa inay qorsheeyaan jadwalka joogtada ah ee loogu talagalay is-daryeelidda iyadoo la ilaalinayo amniga iyo kormeerka carruurta daryeelka ku jirta. Dhammaan bixiyaasha waxbarashada hore, iyo gaar ahaan kuwa bixiya saacadaha dheeraadka ah ama kuwa habeenkii ah, waxay ka faa'iideystaan wax-qabadyada is-daryeelidda joogtada ah. Kala qaybgalka waxqabadka caafimaadkooda jir ahaaneed waxay ka caawineysaa bixiyaha waxbarashada hore inuu si fiican u daryeelo carruurta. Is-daryeelid ka baxsan saacadaha shaqada waxaa ka mid ah jiritaanka waqti jimicsi, nasashada fikirka, waqti saaxiibada ama qoyska, ku mashquulid hiwaayado, hawlo, iyo nafaqo caafimaad leh.

203 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Hurdo la'aanta iyo Khalkhalka Hurdo," oo laga heli karo **www.cdc.gov/sleep/index.html**, roo la soo saaray March 2020.

Guriga qoyska bixiyaha waxbarashada hore ee Grant County waxay nala-wadaageen:

"Ka-hor intaadan xanaaneyn cunug habeenkii, waxaan kala hadlaa waalidiinta jadwalka jiifka cunuga, dhaqamada hurdada ee aaminka ah iyo dharka ku haboon. Waxaan sidoo kale kala hadlaa waalidiinta maalin walba shaqsi ahaan wixii ku saabsan hurdada ilmaha iyo khadadka wada-xiriirka furan. Waxaan hubiyaa inaan hubiyo oo baahiyahayga is-daryeelid ah la daryeelay, sida: yeelashada waxa aan u baahanahay inaan cabbo ama cuno, xirashada dhar ku habboon iyo inaan hubiyo inay wax walba diyaar yihiin maalinta xigta. Waxaan sidoo kale hubiyaa in qalabka hurdada ay nadiif yihiin, nadaafadaysan yihiin kuna goglan yihiin gogol u diyaarsan ilmaha. Waxaan arkaa cunugga oo imanaya waxaanan ku xambaariyaa sariirtiisa si ay hurdada ugu sii wataan."

"Qolka loo isticmaalo daryeelka habeenkii waa qolka daryeelka carruurta ee waxbarashada hore ugu weyn. Waxaan qolka u diyaariyaa si aan ugu helo wax walba oo aan ugu baahdo qolkan inta cunugu hurdo. Waxaan kaloo ku fadhiistay kursi aniga nafsadeeyda una diyaarisay isla qolka ilmuhu seexdo oo aan ku nasto. Aniga waxaan la joogayaa qolka ubadka inta ubadka hurdaan. Waxaan diyaariyey aaga jiifka ilmaha si haddii aan u baahdo inaan aado jikada, waana arki karaa oo aan maqli karaa cunugga waqti kastaba. Waqtiga maalintii, waxaan haystaa kaaliye si aan maalinta dambenafsadeyda u qaato fasax is-daryeelid ah, anigoo weli waa arka oo waan maqlaya carruurta."

Waalidiin badan iyo wakiilada caruurta oo badan ayaa dareema wal-wal iyo walaac ku saabsan in caruurtooda looga tago daryeelka habeenka dhaxa. Qaado waqti si aad qorshe ula sameeysid qoyska, waxay taageeri doontaa kala-guurka canugga ee guriga iyo daryeelka habeenkii. Goorta ilmuhu galayo daryeelka habeen dhaxa, taxaddar gaar ah ayaa looga baahan yahay si loo yareeyo halista Cudurka Dhimashada deg-degga ah ee Dhallaanka "Suddeninfant Death Syndrome (SIDS)".

Sida laga soo xigtay AAP, qiyaastii 3,500 dhallaanka ayaa sanad kasta ugu dhinta Mareykanka dhimashooyinka la xiriira hurdada oo ay ka mid tahay SIDS ama cilladda dhimashada lama filaanka ah ee dhallaanka.[204] Qiyaastii 20% dhimashooyinkaasi waxay dhacaan marka ilmuhu ku jiro daryeelka aanan ka waalidka ahayn.[205] Badi ahaan dhimashada SIDS ee hanaanka goobaha waxbarashada hore waxay dhacdaa maalinta ugu horreysa ama todobaadka koowaad ee daryeelka.[206]

Iyadoo la tixgelinayo halista sii kordheysa marka ilmuhu uu ku jiro daryeelka aanan waalid ahayn iyo inta lagu jiro maalmaha hore ee daryeelka, bixiyaha waxbarashada hore waa inuu soo jeedaa 15ka habeen ugu horreeya ee ilmuhu uu ku jiro daryeelka habeenkii. Tani waxay gacan ka geysaneysaa hubinta kormeerka feejignaanta inta lagu jiro muddada halista ugu badan, waxayna u oggolaanaysaa bixiyaha waxbarashada hore inuu horumariyo fahamka shakhsiyaadka ee qaabkiisa hurdada. Marka muddada ugu halista badan ee 15 habeen ay dhaafto, bixiyaha waxbarashada hore waxaa laga yaabaa inuu la xiriiro waalidka oo ka helo ogolaansho inuu seexdo inta ilmuhu hurdo. Tusaale ahaan, haddii dhallaanka loo qoro inuu ku jiro daryeelka habeenki laba maalmood todobaadkii, waxay qaadaneysaa 7.5 toddobaad si loo buuxiyo shuruudaha 15-ka maalmood.

204 Gudiga Sare ee Cudurka Dhimashada Dhallaanka ee lama filaanka ah, "SIDS iyo Geerida kale ee Ilmaha la Xiriirta Hurdada: Talooyinka la cusbooneysiiyey ee 2016 ee ku saabsan Deegaanka Hurdo ee Ilmo Badbaadsan," *Dhakhaatiirta Carruurta* 138 (5) (2016): 1-12, ayaa laga heli karaa **https://pediatrics.aappublications.org/content/138/5/e20162938**

205 Teresa Byington, Sally Martin, Jackie Reilly iyo Dan Weigel, "Barida Bixiyaasha Daryeelka Ilmaha si loo Yareeyo Khatarta SIDS," *Joornaalka Fidinta* 49 (2) (2011), waxaa laga heli karaa **www.joe.org/joe/2011april/rb3.php**

206 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Amniga ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna*. 20.

Sababo kala duwan awgood, qoysaska qaar waxay ku tababartaan la wadaagga sariirta caruurtooda dhallaanka ah. Sida laga soo xigtay Kids Health oo ka socda Nemours, daraasadaha qaarkood waxay sheegayaan in wadaagista sariirta ay dhiirigelin karto naas-nuujinta, ka caawin karto carruurta inay si fudud u seexdaan, waxayna gacan ka geeysaan kartaa dib u helidda isku soo dhowaanshaha ilmaha iyo waalidka. Wadaagista sariirta, si kastaba ha noqotee, waxay keenaysaa khatar amniga u halis ah oo ay ka mid tahay laakiin aan ku xaddidnayn, halista sii kordheysa ee SIDS. Wadaagista qolka waa bedel aamin ah oo leh helitaanka faa'iidada kor-joogteynta ee cunugga agtaada iyada oo aanan laheeyn suurtagalka dhibaatooyinka caafimaad iyo nabadgalyada suurtagal.[207]

WAC 110-300-0291 wuxuu qeexayaa shuruudo dheeri ah oo ku saabsan hurdada badbaadinta ilmaha.

Xusuusnow Daryeelka Naftaada: Lix fikradood oo loogu talagalay Bixiyaasha Daryeelka Ilmaha Qoyska. Bog NAEYC ah oo leh talooyin iyo dhiirigelin bixiyaasha guryaha qoyska si ay ugu dhiiragaliyaan is-daryeelid. Waxaa ku jira macluumaad-furka oo bixiyaha waxbarashada hore.
www.naeyc.org/resources/blog/six-ideas-family-child-care-providers

Daryeelka Naftaada: Daryeelka Hore iyo Bixiyaasha Waxbarashada. Xarun loogu talagalay Daraasadda Siyaasadda Bulshada ee Xoojinta Qoysaska oo lagu daabaco macluumaad ku saabsan ku darista arrimaha ilaalinta iyo kor ugu qaadida fayoobaanta shakhsi ahaaneed.
https://cssp.org/wp-content/uploads/2018/08/Self-Care-for-ECE-Providers.pdf

Daryeelka qaadida nafteena: Walwalka iyo Nasashada. Bogga shabakada Jaamacadda Georgetown oo loogu talagalay Carruurta iyo Horumarinta Aadamaha oo leh ilo khayraad ah oo ku saabsan walaaca/walwalka iyo nasashada.
www.ecmhc.org/relaxation.html

WAC 110-300-0275

Infant and toddler care

(1) An early learning program may care for infants if the department inspects the program space and approves care for infants:

(a) Prior to issuing the program its license; or

(b) Prior to caring for infants if the program has not previously done so.

(2) An early learning provider working directly with infants must complete the department required infant safe sleep training pursuant to WAC 110-300-0106(8).

(3) An early learning provider must not use or allow the use of wheeled baby walkers.

(4) A center early learning provider licensed to care for any infant must employ or contract with a child care health consultant to provide health consultation to support the practices of staff working with infants and to support the needs of individual infants.

207 KidsHealth, "Sariir Wadaag," oo laga heli karo **https://kidshealth.org/en/parents/cosleeping.html**, markii ugu dambeysay ee la cusbooneysiiyay Diseembar 2016.

(5) A center early learning provider must enter into a department approved written agreement for services with a child care health consultant.

(a) The child care health consultant must be a currently licensed registered nurse who:

(i) Has worked in pediatrics or public health in the past five years or has taken or taught classes in pediatric nursing at the college level in the past five years;

(ii) Has experience with state licensing and public health requirements; and

(iii) Attests in writing to knowledge and experience sufficient to provide service consistent with the health consultant competencies described in the most current version of Caring for Our Children.

(b) The child care health consultant must be available, or make available a designee who meets the requirements of (a) of this subsection, for consultation by phone as needed.

(6) A center early learning provider must ensure that the child care health consultant:

(a) Conducts at least one on-site visit monthly, if an infant is enrolled, during which the consultant:

(i) Observes and assesses staff knowledge of infant health, development, and safety and offers support through training, consultation, or referral;

(ii) Observes and assesses classroom health practices including, but not limited to, infection control including cleaning, sanitizing, and disinfecting, and provides technical assistance to correct any practices of concern;

(iii) Observes and assesses behavior, development, and health status of individual infants in care and makes recommendations to staff or parents or guardians including if further assessment is recommended, as requested or otherwise determined appropriate.

(b) Provides a dated, signed, written summary to the early learning provider for each visit that includes topics discussed with parents or staff, any areas of concern related to discussion, observation, assessment, or screening outcomes; and

(c) Reports each visit to the department.

(7) A center early learning provider must keep on-site a copy of the child care health consultant's written reports along with any notes, recommended follow up, and any actions taken to address concerns identified.

(8) If a center early learning provider is unable to independently employ or contract with a child care health consultant within thirty calendar days of enrolling an infant, the provider must contact the department for assistance. The department will assist the provider in obtaining the services of a child care health consultant or may grant a waiver until the services can be secured.

Bixinta daryeelka tayada leh ee dhallaanka iyo socod-baradka waxay ku tiirsan tahay fahamka u gaarka ah baahidooda jireed, garasho, shucuureed iyo bulsho. Warbixinta Sannadlaha ah ee Xogta Sannadlaha ah ee 2018, Child Care Aware ee Washington ayaa soo warisay in qiyaastii kalabar carruurta u baahan daryeelka inta ay ka yar yihiin 3 sano jir. Sababtaan awgeed, Heerarka Tayada Aasaasiga waxaa ka mid ah shuruudaha oggolaanshaha waaxda ka-hor inta aan la daryeelin dhallaanka iyo socod-baradka, iskaashiga la-taliyaha caafimaadka carruurta iyo tababarka hurdada ee aaminka ah. Warbixinta Sannadlaha ah ee Xogta Daryeelka Carruurta waxaa laga heli karaa qadka internetka **https://childcareawarewa.org/wp-content/uploads/2019/03/2018-Data-Report.pdf**.

Kahor intaan loo oggolaan in la daryeelo dhallaanka iyo socodbaradka, DCYF waxay kormeeri doontaa barnaamijka waxbarashada hore si ay u ogaadaan caddeyn muujineysa in la fahmay baahidooda jireed, garasho, shucuur iyo bulsho iyo nidaamyo jira oo lagu daboolayo baahiyahaas. Hal tusaale waa fahamka xaaladaha hurdada badbaadada ee dhallaanka. Sida laga soo xigtay CFOC, Qaar badan oo ka mid ah bixiyaasha waxbarashada hore ayaa laga yaabaa inaysan ka warqabin halista ama halista la xiriirta hurdada u nugul dhinaca jiifka.[208] Hubinta in shaqaaluhu ay dhammaystireen tababarka sanadlaha ah badbaadada carruurta ee aaminka ah waxay xaqiijineysaa inay jirto wacyigelin ku saabsan xaaladaha hurdada iyo qalabka taas oo yareyneysa fursadaha SIDS, neef qabatin, dabin iyo ceejin.

Heerarka Tayada Aasaasiga ah waxay u baahan yihiin xarunta barnaamijyada waxbarashada hore ee shatiga loo siiyay inay daryeelaan dhallaanka inay qandaraas qoraal ah la galaan la-taliye caafimaad oo aqoon u leh daryeelka carruurta. Bixiyaasha waxbarashada hore ee guriga qoyska, si kastaba ha noqotee, iskaashi lala yeesho lataliyaha caafimaadka daryeelka carruurta waa ikhtiyaari. La-taliyayaasha caafimaadku waxay bixiyaan ilo ama khayraad aad u qiimo badan markay daryeelayaan dhallaanka. La-taliyayaasha caafimaadku waa xirfadlayaal kalkaaliye caafimaad kuwaas oo ku sameeya kormeerka goobta isla markaana ku siiya ilo, tababar iyo taageero bixiyaasha waxbarashadda hore ee ku saabsan caafimaadka dhallaanka, quudinta, baahiyaha horukaca iyo wax ka qabashada hore, iyo baahiyaha kale ee daryeelka ee dhallaanka. La-taliyaha caafimaadku waa inuu bixiyaa qoraal kooban oo saxiixan oo taariikhda booqashada ku qoran, si loogu wargeliyo bixiyaasha waxbarashada hore go'aannada iyo xeeladaha la xiriira daryeelka dhallaanka. Bixiyaha waxbarashadda hore wuxuu kaheli doonaa heshiis caafimaad daryeel cunug tusaale ah iyo lataliye caafimaad tusaala ah goobta ee foomamka iyo dukumiintiyada DCYF **www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/forms-documents**.

Xarun bixiyaha waxbarashada hore ee Degmada Spokane ayaa ka warbixisay:

"Waxaan booqasho bille ah ku tagnay lataliyaha caafimaadka. Waxay la xiriirtaa macallimiinta dhallaanka ah oo mar walbana joogay, goorta shaqaalaha su'aal qabaan ama ay welwel qabaan. Had iyo jeer taleefan ayaa laga heli karaa su'aalaha goobta. Tusaale ahaan, waxaan haysannay cunug sagaal bilood jir ah aanan u umuuqanin inuu horumarayo xirfadaha horumarineed sidii aan fileynay Ilmuhu kaligiis uma fadhiisanaayo ama uma kala guurka cunida cunnooyinka adag. Waxaan u yeernay la-taliyeheena caafimaadka waxayna isku raacnay in aynu soo booqano booqasho aan qorsheysneyn. Waxay awoodday inay bixiso talooyin iyo waxqabadyada loogu talagalay macallimiinta inay kala shaqeeyaan ilmaha horumarka jireedka ah. Waxay sidoo kale nala siisay khayraad aan awoodno inaan la wadaagno waalidka, taasoo naga caawineeyso hagidda wada-hadalka aan la yeelanno iyaga. Wada-shaqeynta aan la yeelanay la-taliyaha caafimaadka ayaa qiimo weyn ugu fadhiday carruurteenna, qoysaskeeyna iyo macallimiinteenna"

Baro wax badan oo ku saabsan dhaqanka hurdada ee badbaadada dhallaanka adoo dib u fiirinaayo WAC 110-300-0291.

208 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 103.

WAC 110-300-0280

Bottle preparation

(1) An early learning provider may allow parents to bring from home filled bottles clearly labeled with the date and infant's first and last name for daily use. Bottles must be immediately refrigerated.

(2) A bottle preparation area must:

(a) Include a sink; and

(b) Be located at least eight feet from any diaper changing tables or counters and sinks used for diaper changing; or

(c) Be physically separated from the diaper changing area by means of a barrier to prevent cross contamination. If a barrier is used, it must be:

(i) Smooth and easily cleanable;

(ii) Sealed, if made of wood;

(iii) Moisture resistant;

(iv) Extend at least twenty-four inches in height from the counter or changing surface; and

(v) Solid without cracks, breaks or separation.

(3) To prepare bottles, an early learning provider must:

(a) Clean bottles and nipples before use using warm soapy water and a bottlebrush and sanitize by boiling in hot water for one minute, or pursuant to WAC 110-300-0198;

(b) Clean and sanitize the sink used for preparing bottles;

(c) Obtain water from a sink used for bottle or food preparation only, or from another approved source, such as bottled water. Water from a handwashing or diaper changing sink may not be used for bottle preparation;

(d) Use bottles and nipples in good repair (with no cracks);

(e) Use glass or stainless steel bottles, or use plastic bottles labeled with "1," "2," "4," or "5" on the bottle. A plastic bottle must not contain the chemical bisphenol-A or phthalates;

(f) Prepare infant formula according to manufacturer's directions and never serve infant formula past the expiration date on the container;

(g) Not heat a bottle in a microwave;

(h) Warm bottles under running warm water, in a container of water, or in a bottle warmer;

(i) Keep bottle nipples covered if bottles are prepared ahead;

(j) Store prepared and unserved bottles in the refrigerator;

(k) Not allow infants or toddlers to share bottles or cups when in use; and

(l) Throw away contents of any formula bottle not fully consumed within one hour (partially consumed bottles must not be put back into the refrigerator).

Waxaa jira xulashooyin badan oo ay heli karaan qoysaska kuna saabsan sida loo daboolo baahiyaha nafaqada ee dhallaankooda. Qoysasku waxay bixin karaan caanaha naaska ee la qaboojiyey ama dareeraha caanaha naaska hooyo ah ama waxay isticmaali karaan caanaha carruurta. Caanaha dhallaanka wuxuu noqon karaa mid buddo ah oo diyaar ah in la isticmaalo dareera ahaan ama dareeraha urursan. Heerarka Tayada Aasaasiga ah waxay ujeeddadeedu tahay inay taageerto xulashooyinka shakhsiyaadka qoysaska sameeyaan, si ay hubinayaan habraacyada diyaarinta dhalada amaano ah iyo nadaafadda leh.

Hal ikhtiyaar oo loogu talagalay qoysaska ayaa ah in dhalooyin diyaarsan laga keeno guriga. Dhalooyinkaas waa in si sax ah loogu calaamadeeyaa taariikhda iyo magaca koowaad iyo magaca awoowaha ee ilmaha, ka dibna isla markiiba la qaboojiyaa. Calaamadeynta ayaa ah habka ugu wanaagsan ee lagu hubiyo in dhalada loo geeyo ilmaha sax tahay taariikhda loogu talagalay,

qaboojiyaha saxda ah wuxuu ilaaliyaa tayada waxyaabaha ku jira dhalada. Bakteeriyadu si dhakhso leh ayey ugu koreeysaa inta u dhexeysa heerkulka 41° ilaa 141°F. Adoo dhalada ku haayo qaboojiyaha, tani waxay gaabineysaa koritaanka bakteeriyada waxayna ka caawineysaa hubinta caanaha naaska ama caanaha kale oo la siinaayo ubadka in ay caafimaad u leedahay.

Mid kaloo kale xasaasiga ah ayaa ah diyaarinta dhalada daryeel caafimaad leh u adeegsiga dhaqan wanaagsan oo ka hortagaya isku-gudbinta faddaraynta. Bakteeriyada isku-gudbinta faddaraynta iskutallaabta waa wareejinta bakteeriyada ama noolaha kale ee ka soo jeeda hal maaddo loona wareejiyo mid kale.[209]

WAC 100-300-0200 waxay ubaahantahay dhaqamada soosocda si loo yareeyo isku-gudbinta fadaraynta ama wasakheynta isku-tallaabida: raacida habraaca gacmo dhaqida saxda ah ka-hor diyaarinta dhalo, hubinta goobaha diyaarinta dhalada inay ka gooni yihiin meelaha xafaayada lagu badalaayo, daboolaya ibta ama afka dhalada, si habboon u nadiifinta iyo fayodhowrka dhalooyinka iyo ka-hor isticmaalka ibta iyo isticmaalka weel-dhaqa biyaha oo keliya cuntada loo isticmaalo ama dhalooyinka wax lagu diyaariyo.

Salmonella, E. coli, norovirus iyo listeria waa qaar ka mid ah jeermiska xanuunada keenaayo oo laga helo goobaha xafaayadaha iyo xafaayada, xitaa marka ilmuhu caafimaad qabo.[210] Shuruudda ah in dhalooyinka la diyaariyo ugu yaraan sideed fiit oo ka baxsan geeska banaanka miiska xafaayadaha, xisaabta iyo saxanka ayaa yareynaya fursada ah in jeermisyadan ay sababi karaan dhallaanka inay ku bukoodaan dhalada ama waxyaabaha dhalada ku jira oo si kadis ah u sumooba. Beddelka la aqbali karo waa siddeed cagood (feet) oo ka go'aan goobta ka beddelida xafaayadda lagu u diyaarinta dhalada iyo adeegyadeeda. Si loo hubiyo in laga hortago faddarayn iskutallaabta, waa in xayndaab la dhigaa, waana inuu ahaadaa ugu yaraan 24 inji dherer ah si ay ugu jiraani buufis iyo shayada wasaqda ah. Darbiga sidoo kale waa inay ahaato mid qoyaan la'aan ah oo aan lahayn dildilaac, jajab ama kala tag, maxaa yeelay kuwani waa meelaha ay bakteeriyada iyo jeermisku ku dhuuman karaan kuna kori karaan.

Bisphenol-A ama Phthalates lama ogola.

- Bisphenol, sida BPA, waxaa loo isticmaalaa in lagu adkeeyo weelasha caaga ah iyo daasadaha birata ah. Waxay u dhaqmi karaan sida dheecaanka estrogen ee jirka waxayna beddeli karaan waqtiga qaan-gaarnimada, yarayn karaan taranka, kordhinta dufanka jirka, waxayna saameyn ku yeelan karaan dareenka iyo nidaamka difaaca jirka isku-difaaca.[211]
- Phthalate, oo laga sameeya tuubooyinka caagga ah iyo vinyl-ka ee loo isticmaalo wax soo saarka cuntada warshadaha oo jilicsan, waxay saameyn ku yeelan kartaa koritaanka xubnaha taranka ee ragga, kordhinta buurnida carruurnimada, waxayna gacan ka geysan kartaa cudurrada wadnaha iyo xididdada. Sannadkii 2017, CPSC waxay mamnuucday adeegsiga qaar ka mid ah phthalate-ka ee alaabta daryeelka carruurta sida giraanta ilko baxa.[212]
- Dhalooyinka lagu calaamadeeyey "1," "2," "4" ama "5" kuma jiraan bisphenol-A ama Phthalates.

Marka ay tahay in la diyaariyo dhalo, shuruudaha kululeylinta waxyaabaha ku jira dhalada ayaa ah qodob kale oo muhiim u ah hababka diyaarinta dhalada ee badbaadada iyo fayadhowrka leh.

209 Healthline, "Bakteeriyada Is-Gudbinta: Dhammaan Waxaad U Baahan Tahay Inaad Ogaato," waxaa laga heli karaa **www.healthline.com/nutrition/what-is-cross-contamination**, oo la daabacay Janaayo 21, 2020.

210 Lucia Patritto, "Tallaabooyinka nabadgelyadu waa lama huraan marka lala macaamilaayo xafaayadaha wasakhaysan" *Kordhinta Jaamacadda Michigan State*, oo la daabacay Oktoobar 12, 2013, oo laga heli karo **www.canr.msu.edu/news/safety_steps_are_necessary_when_dealing_with_dirty_diapers**

211 AAP News & Journals, "Cuntada waxa lagu daro iyo Caafimaadka Carruurta," *Dhakhaatiirta carruurta*, oo laga heli karo **https://pediatrics.aappublications.org/content/142/2/e20181410**, oo la daabacay Ogoosto 2018.

212 Guddiga Badbaadada Alaabada Macaamiisha ee Mareykanka, "CPSC waxay Mamnuucaysaa Phthalatooyinka qaarkood ee Alaabada Carruurta iyo Alaabada Daryeelka Carruurta," oo laga heli karo **www.cpsc.gov/Newsroom/News-Releases/2018/CPSC-Prohibits-Certain-Phthalates-in-Childrens-Toys-and-Child-Care-Products**, lmarkii ugu dambeysay ee la cusbooneysiiyay Oktoobar 20, 2017.

Hooyooyinka nuujinaayo oo ah kalkaalayaasha caafimaadku waxay si dabiici ah u siinaayo caanaha naaska ee dhallaankooda heerkulka jidhka. Taariikh ahaan, celceliska heer kulka jirka waxaa lagu qiyaasay 98.6°F. Sida laga soo xigtay Harvard Health Publishing, daraasadihii ugu dambeeyay waxay soo jeedinayaan in heerkulka jirka ee caadiga ah laga yaabo inuu hoos u dhaco waqti.[213] Falanqeyn lagu sameeyay 20 daraasadood intii u dhaxeysay 1935 iyo 1999 ayaa lagu ogaaday in celceliska heerkulka afka uu ahaa 97.5°F.[214] Falanqeyntan waxaa laga heli karaa qadka internetka **https://pubmed.ncbi.nlm.nih.gov/12000664/**.

In kasta oo ay jirto sabab yar ama u baahan in la diiriyo dhalada dhallaanka si ka sii-sareeyso heer kulka jidhka, haddana waxaa jira sababo dhawr ah oo lagu hubinayo in heerkulka waxyaabaha ku jira dhalada aanu aad u sarreyn. Marka hore, in laga ilaaliyo ilmaha gubashada. Waxyaalaha dhalada kuleylka ah waxay helayaan oo keliya diirran sida dareeraha dhalada lagu kululeeyo, sidaas darteed hal dariiq oo laga ilaaliyo ilmaha waxyeellada waa in la hubiyo in dareeraha kululeelka uu ka yar yahay 120°. Haddii biyaha socda loo isticmaalayo in lagu diiriyo dhalada, weelka biyo diirran ama dhalada kuleeysiya, bixiyaha waxbarashadda hore wuxuu isticmaali karaa heerkulbeeg si loo hubiyo in heer kulku uusan ka weyneyn 120°. Sababta labaad ee loo hubiyo heerkulka, waa in la ilaaliyo qaybaha nafaqada ee ka kooban dhalada. Kulaylka badani wuxuu horseedi karaa luminta nafaqooyinka, gaar ahaan caanaha naaska.[215] Ugu dambeyntiina, badbaadada ilmaha, weligaa dhalada ha ku kululeynin microwave-ka. Microwaves-ka si siman uma kululeeyaan dareeraha, sidaas darteed waxyaabaha ku jira waxaa laga yaabaa inaanay kululeelka dareemin taabashada laakiin way u gubi karaan ilmaha intuu wax cabayo. Waxaa ammaan badan tahay inaad dhalada ku diiriyaan biyo halkaas.

WAC 110-300-0165 (4) (e) wuxuu mamnuucayaa biyo kasta oo ay heli karaan carruurta ka sareysa 120°F.

Daryeel dheeri ah ayaa looga baahanyahay isticmaalka dhalooyinka. Marka dhalada caano-booraha ah laga saaro qaboojiyaha, qayb kasta oo aan la isticmaalin waa in lagu tuuraa hal saac gudahood. Dhalada in dib loogu celiyo qaboojiyaha lama ogola, maxaa yeelay bakteeriyada ka timaada afka ilmaha ayaa lagu soo bandhigi karaa dhalada waqtiga quudinta. Bakteeriyadaani way kori kartaa oo tarmi kartaa xitaa kadib qaboojiyaha bakteeriyada qaarna way ku kori kartaa qaboojiyaha.[216]

WAC 110-300-0281 wuxuu qeexayaa hababka diyaarinta dhalada iyo keydinta la xiriira caanaha naaska.

Dhalooyinka Ilmaha iyo Bisphenol-A. Bog healthychildren.org oo ay leeyihiin Akadeemiyada Cudurrada Carruurta ee Mareykanka (AAP) oo ay la socoto macluumaad ku saabsan xaddidaadda soo-gaadhista dhallaanka ee BPA. **www.healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/Baby-Bottles-And-Bisphenol-A-BPA.aspx**

213 Robert H. Shmerling, "Waqti dib loogu qeexayo heerkulka jidhka ee caadiga ah?" *Daabacaadda Caafimaadka Harvard,* markii ugu dambeysay ee la cusbooneysiiyey Maarso 17, 2020, waxaa laga heli kara **www.health.harvard.edu/blog/time-to-redefine-normal-body-temperature-2020031319173**

214 Robert H. Shmerling, "Waqti dib loogu qeexayo heerkulka jirka ee caadiga ah?" *Daabacaadda Caafimaadka Harvard,* markii ugu dambeysay ee la cusbooneysiiyey Maarso 17, 2020, waxaa laga heli karaa **www.health.harvard.edu/blog/time-to-redefine-normal-body-temperature-2020031319173**

215 Juliet Spurrier, "Hababka ugu fiican ee loo maareeyo Caanaha Naaska," *BabyGearLab,* oo la daabacay May 4, 2016, oo laga heli karo **www.babygearlab.com/expert-advice/best-practices-for-handling-breast-milk**

216 Maamulka Cuntada iyo Dawooyinka ee Mareykanka, "Marka Ilmuhu ka Yimaado Badbaadada Cunnada ee Hooyooyinku inay noqdaan," ayaa laga heli karaa **www.fda.gov/food/people-risk-foodborne-illness/once-baby-arrives-food-safety-moms-be**, noqo, la daabacay Abriil 11, 2019.

WAC 110-300-0281

Breast milk

(1) When a parent or guardian provides breast milk, an early learning provider must:

(a) Immediately refrigerate or freeze the breast milk;

(b) Label the breast milk container with the child's first and last name and the date received;

(c) Store frozen breast milk at zero degrees Fahrenheit or less, and in a closed container to prevent contamination; and

(d) Keep frozen breast milk for no more than thirty days upon receipt and return any unused frozen breast milk to the parent after thirty days.

(2) Frozen breast milk must be kept in the refrigerator at a temperature of 39 degrees Fahrenheit for up to twenty-four hours after thawed.

(3) Thawed breast milk that has not been served within twenty-four hours must be labeled "do not use" and returned to the parent or guardian.

(4) An early learning provider must return any unused refrigerated, not been previously frozen, bottles or containers of breast milk to the parent at the end of the child's day, or label "do not use."

(5) An early learning provider must thaw frozen breast milk in the refrigerator, under warm running water, in a container with warm water, or in a bottle warmer.

(6) An early learning provider must not thaw or heat breast milk in a microwave oven or on the stove.

(7) An early learning provider must obtain parental consent prior to feeding infant formula to an otherwise breastfed infant.

Qoysas badan ayaa doortay caanaha naaska inay noqdaan isha nafaqada ee ilmahooda. La soco in qoysaska qaarkood, bixiyaan caanaha naaska si ay u quudiyaan ilmaha marka ay kari waayaan naasnuujinta ay noqon karto mid aad u dhib badan. Waxaa jiri kara qorshe ballaaran, xeeladaha, waqti iyo dadaal ku lug leh aruurinta caanaha naaska. Tani waa sababta aan caadi ahayn in la maqlo hooyo nuujineysa oo leh "wiqiyad kasta ayaa la tiriyaa" ama tixraac caanaha naaska "dahabka dareere ah." Bixiyaha waxbarashadda hore wuxuu ku taageeri karaa qoyska isagoo hubinaya inuu si sax ah u maareeyo una keydiyo caanaha naaska si loo yareeyo wasakheynta iyo sumeeynta.

Xeelado badan oo lagama maarmaan u ah in la hubiyo in caanaha naaska ay yihiin amaan iyo faydhoowrak la siiyo ayaa kala mid ah kuwa loogu hadlay qaybtii hore ee la xiriirta diyaarinta dhalada. Marka caanaha naaska ay helaan bixiyaha waxbarashada hore, waa in lagu qoraa magaca koowaad iyo kan awoowaha ee ilmaha iyo taariikhda caanaha naaska la helay. Sababtoo ah caanaha naasku waa dheecaanka jirka, calaamadeynta saxda ah ayaa si gaar ah ugu muhiimsan xiliga naas nuujinta. In kasta oo cuduro yar lagu kala qaado caanaha naaska, waalidka ama ilaaliyaha ilmaha si khalad ah loo siiyo qof kale caanaha naaska ayaa laga yaabaa inay ka welwelaan caafimaadka, cuntada ama daawooyinka hooyada siisay xiliga naas nuujinta.[217] Si looga fogaado xitaa halista yar ee welwelka noocaan ah, calaamadeynta saxda ah waxay yareyn doontaa halista caanaha naaska ee la siinayo cunug qaldan.

217 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Maxaa La Sameeyaa Haddii Ilmo Yar ama Cunug Si Khaldan Loo Siiyo Caanaha Naaska ee Hooyo Kale oo Nuujisay," **www.cdc.gov/breastfeeding/recommendations/other_mothers_milk.htm**, markii ugu dambeysay ee la cusbooneysiiyo Febraayo 4, 2020.

Caanaha naaska waxaa lagu kaydi karaa ama lagu ridi karaa qaboojiyaha ilaa 30 maalmood laga soo bilaabo markii laga helay waalidka ama ilaaliyaha. Caanaha naaska waa in la keydiyaa si loo yareeyo wasakhda gaadhaysa ama ay keenayaan. In la yareeyo koriinka bakteeriyada, qaboojiyaha ay kujirto caanaha naaska waa in lagu hayaa 0 °F, taas oo ka qabow heerkulka loogu baahan yahay cuntooyinka kale ee barafoobay. 30 maalmood kadib, wixii caano naas oo qabow oo aan la adeegsan laguma siin doono barnaamijka waxbarashada hore laakiin waa in dib loogu celiyo waalidka ama ilaaliyaha. Tani waxay u oggolaanaysaa waalidka ama mas'uulka inay iyagu go'aan ka gaaraan haddii cunugga ay ku siinayaan guriga.

Sidoo kale, caanaha naaska ee horay loo qaboojiyey waa in lagu qaboojiyaa heerkul ka qabow kuwa kale ee la qaboojiyey, ilaa 24 saacadood. Heerkulka qaboojiyaha ee caanaha naaska ayaan ka diiran karin 39 °F. Carruurta yar-yar jirkoodu wali wuxuu dhisayaa qaabka difaaca iyo heerkulka keydka ee qabow, wuxuu ka caawiyaa inuu bakteeriyada ku sii korto heerarka hoose. Haddii caanaha naaska ee dhalaashay iyo kuwa la qaboojiyey aan lagu cabin 24 saacadood gudahood, waxaa laga yaabaa in aanan la siinin cunuga barnaamijka waxbarashada hore laakiin dib loogu celiyo waalidka ama ilaaliyaha. Ku haynta caanaha naaska qaboojiyaha iyo ku calaamadeynta "ha isticmaalin" waxay u oggolaaneysaa waalidka ama ilaaliyaha inay yeeshaan go'aanka ugu dambeeya ee ku saabsan in ay ku siiyaan ilmaha guriga. Sababtaas oo kale awgeed, caanaha naaska oo aan weligood la kululayn ama aan la siinin ama caanaha naaska ee qayb ahaan la isticmaalay maalinta ugu dambaysa waa inaan la siinin ilmaha daryeelka ku jira, laakiin ku calaameey sumada "ha isticmaalin" oo dib loogu celiyo waalidka.

Go'aanka canugga la siinayo caanaha naaska ama caanaha qasaacada waa mid ay iska leeyihiin waalidiinta ama masuulka ilmaha. Heerarka Tayada Aasaasiga ah waxay u baahan yihiin in bixiyaha waxbarashada hore waa inuu haystaa ogolaansho waalid ama ilaaliye ka-hor inta aan la siin caano naas nuujin ah. Soo saarida macluumaad joogto ah oo furan waxay gacan ka geysan doontaa hubinta helitaanka ku filan ee caanaha naaska oo gacanta ugu jira barnaamijka waxbarashada hore iyo in la qaado tallaabooyin la isku raacay haddii ay dhacdo in saadku yaraado. Horumarinta macluumaadka joogtada ah oo furan waxay gacan ka geysan doontaa hubinta helitaanka caano ku filan ee caanaha naaska oo gacanta ugu jira barnaamijka waxbarashada hore iyo in la qaado tallaabooyin la isku raacay haddii ay dhacdo in caanaha saadku yaraado.

Barnaamijka waxbarashada hore wuxuu yeelan karaa siyaasad uu kula xiriiro waalidka ama ilaaliyaha marka weelkii ugu dambeeyay ee caanaha naaska loo diyaariyo cunuga. Tani waxay ka caawin doontaa waalidka ama ilaaliyaha inay hubiyaan in ilmaha laga soo qaado daryeelka ka-hor quudinta jadwalka xiga.

Tilmaamaha & Talooyinka Naasnuujinta. Xarumaha Xakamaynta iyo Ka-hortagga Cudurrada (CDC) bogga oo leh xiriiriyeyaal bogag macluumaad oo ku saabsan ilaalinta amniga iyo tayada caanaha naaska.
www.cdc.gov/breastfeeding/recommendations/index.htm

Qawaaniinta Caafimaadka. Bogga Seattle iyo King County ee Caafimaadka Dadweynaha oo leh dhowr tusaalooyin ah oo loogu talagalay barnaamijyada waxbarashada hore oo ay ku jiraan tusaale naas-nuujinta.
www.kingcounty.gov/depts/health/child-teen-health/child-care-health/model-health.aspx

Bamgareynta iyo Keydinta Caanaha Naaska. Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka (DHHS), Xafiiska bogga Caafimaadka Haweenka oo leh talooyin ku saabsan keydinta caanaha naaska, dhalaalinta, kululaynta iyo waxyaabo kale.
www.womenshealth.gov/breastfeeding/pumping-and-storing-breastmilk

WAC 110-300-0285

Infant and toddler nutrition and feeding

(1) An early learning provider must have and follow written policies on providing, preparing, and storing breast milk or infant formula and food.

(2) After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:

(a) A plan to support the needs of a breastfeeding mother and infant by:

(i) Providing an area for mothers to breastfeed their infants; and

(ii) Providing educational materials and resources to support breastfeeding mothers.

(b) Feeding infants and toddlers when hungry according to their nutritional and developmental needs, unless medically directed;

(c) Serving only breast milk or infant formula to an infant, unless the child's health care provider offers a written order stating otherwise; and

(d) When bottle feeding, an early learning provider must:

(i) Test the temperature of bottle contents before feeding to avoid scalding or burning the child's mouth;

(ii) Hold infants and, when developmentally appropriate, toddlers to make eye contact and talk to them;

(iii) Stop feeding the infant or toddler when he or she shows signs of fullness; and

(iv) Not allow infants or toddlers to be propped with bottles or given a bottle or cup when lying down.

(e) Transitioning a child to a cup only when developmentally appropriate;

(f) Introducing age-appropriate solid foods no sooner than four months of age, based on an infant's ability to sit with support, hold his or her head steady, close his or her lips over a spoon, and show signs of hunger and being full, unless identified in written food plan pursuant to WAC 110-300-0190 (available online at https://app.leg.wa.gov/wac/default.aspx?cite=110-300&full=true#110-300-0190) or written medical approval;

(g) Not adding food, medication, or sweeteners to the contents of a bottle unless a health care provider gives written consent;

(h) Not serving one hundred percent juice or any sweetened beverages (for example, juice drinks, sports drinks, or tea) to infants less than twelve months old, unless a health care provider gives written consent, and helping prevent tooth decay by only offering juice to children older than twelve months from a cup;

(i) Increasing the texture of the food from strained, to mashed, to soft table foods as a child's development and skills progress between six and twelve months of age. Soft foods offered to older infants should be cut into pieces one-quarter inch or smaller to prevent choking;

(j) Allowing older infants or toddlers to self-feed soft foods from developmentally appropriate eating equipment;

(k) Placing infants or toddlers who can sit up on their own in high chairs or at an appropriate child-size table and chairs when feeding solid foods or liquids from a cup, and having an early learning provider sit with and observe each child eating. If high chairs are used, each high chair must:

- **(i) Have a base that is wider than the seat;**
- **(ii) Have a safety device, used each time a child is seated, that prevents the child from climbing or sliding down the chair;**
- **(iii) Be free of cracks and tears; and**
- **(iv) Have a washable surface.**

(l) Not leaving infants or toddlers more than fifteen minutes in high chairs waiting for meal or snack time, and removing a child as soon as possible once he or she finishes eating;

(m) Preventing infants or toddlers from sharing the same dish or utensil;

(n) Not serving any uneaten food from the serving container after the intended meal; and

(o) Not serving food to infants or toddlers using polystyrene foam (styrofoam) cups, bowls, or plates.

Bixiyaha waxbarashadda hore iyo waalidka ama wakiilka ilmaha ee habeeya quudinta dhallaanka ayaa gacan ka geysta horumarinta caadooyinka cunista noloshadooda oo dhan iyo sidoo kale dhinacyada kale ee caafimaadka iyo horumarka ilmaha. Heerarka Tayada Aasaasiga waxay u baahan yihiin siyaasado qoran oo la xiriira keydinta, diyaarinta iyo u adeegida cunnada si labadaba loogu taageero qoys walba go'aanadooda, iyo sidoo kale, si loo hubiyo amaanka iyo dhaqamada nafaqada caafimaadka ee carruurta.

Caanaha naaska ayaa si ballaaran loo aqoonsan yahay inay yihiin xulashada nafaqada ee ugu wanaagsan carruurta yar-yar, sida ku cad AAP, caanaha caruurta dhallaanka ayaa ah midka keliya ee lagu taliyey.[218] Go'aanka gaarida ku saabsan in la naas-nuujiyo ama caanaha lagu quudiyo, si kastaba ha noqotee, waa mid shakhsi ah oo marar dhif ah ayaa ku saleysan oo keliya tixgelinta nafaqada. Xaaladaha caafimaad, qaab nololeedka iyo dhaqanka qoyska ayaa tusaale u ah arrimo dheeri ah oo saameyn ku yeelan kara go'aanka qoyska ee naaska ama caanaha lagu quudiyo ilmahooda.

Ka dib dhalashada ilmaha, qoysku wuxuu la kulmi karaa caqabado badan, dib u dhac ama jahawareer la xiriira naas nuujinta. Bixinta agab qoran iyo macluumaad la xiriira naasnuujinta iyo hubinta in qoysasku ka warqabaan inay jirto meel ay ku naasnuujin karaan barnaamijka waxbarashadda hore, waxay ku dhiirrigalin kartaa inay sii wadaan ayna siiyaan caanaha naaska ilmahooda. Bixinta goob ay waalidiinta iyo wakiilada ku dareemaan in lagu soo dhaweynayo naasnuujinta, bamgareynta ama dhalada lagu quudinayo waxay hagaajineysaa khibrada quudinta waalidka ama ilaaliyaha, iyo sidoo kale canugga. Waxay sidoo kale kobcisaa xiriir wanaagsan oo taageero leh oo u dhexeeya barnaamijka waxbarashada hore iyo qoyska.

Abuuritaanka qorshaha quudinta ee dhallaanka ama socod baradka wuxuu ku bilaabmayaa xiriir. Bixiyaha waxbarashadda hore wuxuu la wadaagi karaa qoyska barnaamijyada arimaha ku saabsan quudinta dhallaanka wuxuuna wax ka baran karaa qoyska dhaqankooda, howlahooda joogtada ah iyo hamiga la xiriira nafaqada cunugooda. Iskaashigani wuxuu isu keenayaa qorshe laysla ogol yahay oo danta ilmaha ah.

218 American Academy of Pediatrics, "Immisa caano-booro ayuu ilmahaygu u baahan yahay?" **healthychildren.org**, markii ugu dambeysay ee la cusbooneysiiyo, Maarso 23, 2018, oo laga heli karo **www.healthychildren.org/English/tips-tools/ask-the-pediatrician/Pages/How-much-formula-does-my-baby-need.aspx**

Jadwalkan wuxuu muujinayaa ficillada bixiyaha waxbarashada hore iyo faa'iidooyinka wanaagsan ee la xiriira caafimaadka ilmaha iyo horumarkiisa.

Waxqabadka Bixiyaha Hore ee Waxbarashada	Caafimaadka iyo Saamaynta Horumarka
Waxaa hubisaa in waxyaabaha ku jira dhalada aysan aad u kululeyn (qiyaastii heerkulka jirka) ka hor quudinta.	Wuxuu ka ilaaliyaa cunuga gubida ama gubida afka wuxuuna ilaaliyaa tayada caanaha naaska. Marka caanaha naaska la kululeeyo heerkul ka sarreeya 104 ° F, qiimaha nafaqada caanaha iyo ka difaaca jirka caanaha naaska ayaa bilaabmaya inay sii xumaadaan. Waqtiga caanaha naaska ay gaarayaan heerkul joogto ah oo ah 125 ° F, oo ah kuleyl, laakiin aan weli gubin, heerka tayada caanaha naaska ee sii xumaanaya ayaa si aad ah u kordheysa.[219]
Gacmahaada ku hay ilmaha yar si aad u quudiso, indhaha kula xiriiro una salaax.	Waxay ka caawisaa ilmaha isku-xirka iyo dhisida nabadgelyo shucuureed.
Dhalada u hay dhallaanka ama socod baradka.	Waxay hoos u dhigeysaa halista cunugga inuu ku mergado iyo sidoo kale arrimaha quseeyo caafimaadka ee muddada-dheer oo ay ku jiraan caabuqa dhegaha iyo suuska ilkaha.[220]
Waxay sugeysaa in la soo bandhigo cunnooyinka adag ka dib afar bilood markuu jiro iyo marka ilmuhu horumar ahaan u diyaarsan yahay.	U soo bandhigida cunnooyinka adag iyo casiirka khudradda si dhakhso leh ayey u faragalin kartaa qaadashada caanaha hooyada ama caanaha carruurta loo sameeyo oo ay ku badan tahay birta ee dhallaanka u baahan yahay koritaankiisa. Cunnooyinka adag ee da'dooda ku habboon la siiyo ka-hor inta uusan ilmuhu si koritaan ahaan ah u diyaarsanayn, waxaa lala xiriirin karaa xasaasiyad iyo dhibaatooyinka dheef-shiidka.[221] U soo bandhigida cunnooyinka adag ee da'da ku habboon samayn kuma yeelanayso xilliyada hurdada carruurta.
Si tartiib ah ayey u kordhisaa miraha cuntada laga soo miiraa ama la shiiday oo jilacsan in miiska la dhigo inta u dhexeeya da'da lix ilaa laba iyo toban bilood.	Waxay kaa caawineysaa ka-hortagga margashada ama ceejinta. Waxay u ogolaaneysaa cunuga inuu ku tababarto xirfadaha koritaanka ee dhaqaaqa cuntada carrabka, rootigaanka iyo liqida.[222]
Waxay u oggolaaneysaa dhallaanka da'da weyn ama socod baradka ah inay iskood iskaga quudiyaan cunnooyinka jilicsan qalabka cunitaanka koritaan ahaan ku habboon.	Waxay dhistaa xakamaynta dhaqdhaqaaga iyo isku-dubbaridka inta ay nafatooda ku quudinayaan faraha iyo qaadada.

219 Juliet Spurrier, "Hababka ugu fiican ee loo maareeyo Caanaha Naaska," *BabyGearLab,* oo la daabacay May 4, 2016, oo laga heli karo **www.babygearlab.com/expert-advice/best-practices-for-handling-breast-milk**

220 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Quudinta Dhalo," ayaa laga heli karaa **https://www.cdc.gov/nutrition/infantandtoddlernutrition/bottle-feeding/index.html**, markii ugu dambeysay ee la cusbooneysiiyay July 23, 2020

221 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 174.

222 American Academy of Pediatrics, "AAP waxay taageertaa Tilmaamaha Hurdada Carruurnimada," *healthychildren.org*, oo la daabacay, Juun 13, 2016, oo laga heli karo **www.healthychildren.org/English/ages-stages/toddler/nutrition/Pages/Feeding-and-Nutrition-Your-Two-Year-Old.aspx**

Ilmahaagu Ma Gaajaysan Yahay Mise Waa Dharagsan yahay? Quudinta Ka Jawaabta Ayaa La Sharaxay. Healthychildren.org waxay ku siineysaa macluumaad ku saabsan ka jawaab celinta tilmaamaha gaajada ilmaha, fiidiyow afar daqiiqo ah.
www.healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/Is-Your-Baby-Hungry-or-Full-Responsive-Feeding-Explained.aspx

Marxaladaha Kobaca ee Quudinta Dhallaanka iyo socodbaradka. Arjiga daabacaada Madbacadda Dhallaanka iyo Socodbaradka.
https://infantandtoddlerforum.org/media/upload/pdf-downloads/3.5_Developmental_Stages_in_Infant_and_Toddler_Feeding_NEW.pdf

Cunnooyinka Dhallaanka iyo Quudinta. Akadeemiyada Mareykanka ee Caafimaadka Carruurta (AAP) bogga quudinta dhallaanka si wax looga qabto buurnida carruurnimada hore.
www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/HALF-Implementation-Guide/Age-Specific-Content/Pages/Infant-Food-and-Feeding.aspx

Bilawga Cuntooyinka. A **healthychildren.org** bogga oo ay ku jiraan fiidiyow hal daqiiqo ah oo ku saabsan goorta cunugga lagu bilaabayo cunnooyinka adag.
www.healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/Starting-Solid-Foods.aspx

Kaalmeey naas-nuujinta daryeelka gurigaaga. Faahfaahin dheeraad ah oo ka socota Gobolka Penn. Extension Flier.
http://bkc-od-media.vmhost.psu.edu/documents/Lunches92.pdf

Goorma, Maxay iyo Sidee Loo Soo Bandhigayaa Cunnooyinka Adag? Boga Xarumaha Xakamaynta iyo Ka-hortagga Cudurrada (CDC) oo leh macluumaad ku saabsan go'aaminta haddii ilmuhu diyaar u yahay cunnooyinka adag, nooca cuntooyinka adag ee la soo bandhigo iyo sida loo diyaariyo cuntada.
www.cdc.gov/nutrition/infantandtoddlernutrition/foods-and-drinks/when-to-introduce-solid-foods.html

WAC 110-300-0290

Infant and toddler sleep, rest, and equipment.

(1) For infants, an early learning provider must supply a single level crib, playpen, or other developmentally appropriate sleep equipment. Providers must not use sofas, couches, or adult-sized or toddler beds for infant sleeping.

(2) For toddlers, an early learning provider must supply a single level crib, playpen, toddler bed, or other developmentally appropriate sleep equipment. An early learning provider must allow toddlers to follow their own sleep patterns.

(3) Sleep equipment not covered in WAC 110-300-0265 must:

(a) Be approved by CPSC or ASTM International Safety Standards for use by infants and toddlers;

(b) Cribs must have a certificate of compliance, sticker, or documentation from the manufacturer or importer stating the crib meets 16 C.F.R. 1219 and 1220;

(c) Have a clean, firm, and snug-fitting mattress designed specifically for the particular equipment;

(d) Have a tight-fitted sheet that is designed for the sleep equipment;

(e) Have a moisture resistant and easily cleaned and sanitized mattress, if applicable. The mattress must be free of tears or holes and not repaired with tape;

(f) The sheet must be laundered at least weekly or more often, such as between uses by different children or if soiled;

(g) Cribs and playpens arranged side by side must be spaced at least thirty inches apart; and

(h) Cribs and playpens placed end to end must have a moisture resistant and easily cleanable solid barrier if spaced closer than thirty inches.

(4) An early learning provider must immediately remove sleeping children from car seats, swings, or similar equipment not designed for sleep unless doing so would put another enrolled child at risk.

(5) An early learning provider must consult with a child's parent or guardian before that child is transitioned from infant sleeping equipment to other sleep equipment.

(6) An early learning provider must transition children who are able to climb out of their sleeping equipment to developmentally appropriate sleep equipment. When parents do not agree with transitioning, the provider and parent will co-create a transition plan.

Dejinta goobo raaxo leh, ammaan ah oo la saadaalin karo oo nasasho iyo hurdo leh ayaa carruurta ka caawinaysa inay nastaan oo ay wax badan ka helaan hurdadooda. Markaad qorsheeyneyso howlaha hurdada iyo meelaha bannaan, waxaa muhiim ah in la tixgeliyo da'da carruurta daryeelka ku jirta. Bixinta qalabka hurdada oo si gaar ah looguna talagalay jiifka carruurta dhalaanka ah iyo socod baradka ayaa ka caawineysa yareynta halista dhaawaca ama dhimashada iyo wanaajinta tayada hurdada. Qalabka hurdada ay isticmaalaan dhallaanka iyo socod baradka waxaa ka mid noqon karo sariirrada carruurta, buugaagta ciyaarta, baashaallada, sariirrada carruurta, sariiraha socodbaradka ah ama qalabka la mid ah. Qalab kasta oo la isticmaalo waa inuu buuxiyaa CPSC ama ASTM Heerarka Caalamiga ah ee Badbaadada ee loogu talagalay dhallaanka iyo socod baradka. Heerarkani waxay ka shaqeeynayaan inay ka difaacaan dadweynaha halista aanan macquul ahayn ee dhaawaca.[223]

Marka loo isticmaalo sariir cabir buuxa leh, waa inuu jiraa cadeyn u hogaansanaanta soo saaraha warshada oo sheegaya sariirta inay buuxisay 16 C.F.R. 1219. Marka loo isticmaalo sariir aan cabirkeedu dhameystirneyn, dukumiintiyada xaqiijintu waxay noqon doonaan 16 C.F.R 1220. Dukumiintigaan wuxuu cadeynayaa in sariirtu ay buuxisayheerarka amaanka sariiraha federaalka ee la cusbooneysiiyay kaa soo dhaqan galay 2011. Shuruudaha cusub ee la cusbooneysiiyay ee la xiriira dhinacyada ay ka mid yihiin laakiin aan ku xaddidnayn xarkaha sariirta, sagxadaha, joodariga iyo qalabka.[224]

223 Guddiga Badbaadada Alaabada Macaamiisha Mareykanka, "Yaan nahay - Maxaan kuu qabannaa," (nd), oo laga heli karo **www.cpsc.gov/Safety-Education/Safety-Guides/General-Information/Who-We-Are---What-We-Do-for-You**, waxaa dib loo soo helay Juun 25, 2020

224 Amniga, "Heerka Sariirta Caruurta Cusub: Su'aalaha iyo Jawaabaha," waxaa laga heli karaa **https://onsafety.cpsc.gov/blog/2011/06/14/the-new-crib-standard-questions-and-answers/**, markii ugu dambeysay ee la cusbooneysiiyey Janaayo 3, 2013.

CFOC waxay wax ka qabataa ujeedada aasaasiga ah ee caafimaadka iyo badbaadada sababtuna barnaamijyada waxbarashada hore ay u muujinayaan ama u hoggaansanaanta xeerarkan federaalka ee khuseeya sariirta.[225] Caruur aad u tiro badan ayaa sanad walba ugu dhinta dhacdooyinka ku lug leh sariiraha marka loo eego alaabooyinka kale ee xanaanada carruurta. Intaa waxaa sii dheer ah, caruurtu ayay ku xirmataa, margashada, ceejiya ama cabbura markay madaxa ama qoorta qabsadaan inta u dhexeysa joodariga iyo dhinaca sariirta.

Sababo la mid ah awgood, tallaabooyin badbaado oo dheeri ah oo loogu talagalay qalabka hurdada ee dhallaanka ayaa ah in sagxadda hurdada ay adag tahay, jilicsan tahay oo lagu daboolay go'yaal si adag loo xiray. Shuruudahaan waxaa loogu talagalay in lagu sii wado wax ka qabashada halista ceejinta ama neef qabatinka (ku-celisk) carruurta, iyadoo la yareynayo fursadda garabka iyo qoorta cunugga oo la galo inta u dhexeysa firaashka iyo dhinaca sariirta ama gogosha ama go'yaalka ee ku duuban ilmaha.

Dhimashada neef-qabasho, oo ka dhalata madaxa ama qoorta oo ku duuganta qaybo ka mid ah sariirta, ayaa si wanaagsan loo diiwaangeliyaa. Tusaale ahaan, cilmi baarayaal ku takhasusay caafimaadka carruurta ayaa ku warramay "laga soo bilaabo 1999 ilaa 2015, heerka cabbirka dhimashada ee carruurta ka yar 1 sano ayaa kor uga kacday 12.4 illaa 28.3 una dhinta 1000-kii ilmood ee Mareykanka."[226]

Marka bixiyaha waxbarashada hore hubiyo in qalabka hurdada iyo bey'aduhu ku habboon yihiin da'da ilmaha, waxay yareeyaan halista dhaawaca ama dhimashada. Ubadku looma oggola inuu ku seexdo kursiga lula, kursiga gaariga ama kursiga dhallaanka. Markuu ku seexanayo meel fadhida, cunug waxaa laga yaabaa inuusan heli karin hawo ku filan maxaa yeelay xabadka ma ballaarin karo ama afkiisa iyo sankiisa ayaa xiran. Qalabka fadhiga ayaa sidoo kale keeni kara halista ah inuu dhaco, rogrogmo ama dhiijiyo ama hawada ka xiro.[227] Bixinta dhallaanka iyo socod-baradka qalabka hurdada ee loogu talagalay da'dooda iyo heerkooda koritaan iyo la kulanka heerarka amniga waxay gacan ka geysaneysaa yareynta dhaawacyada halista ah.

CPSC Waxay Dejisaa Heerarka Nabdoonaanta Caruurta. Faahfaahin Ay Bixisay ee heerarka sariirta la cusbooneysiiyey.
www.cpsc.gov/Newsroom/News-Releases/2012/CPSC-Sets-Crib-Safety-Standards

Garoonka Cayaaraha: Sharciga Nabadgelyada Cusub ee Sahmeynaya. CPSC heerarka la cusbooneysiiyay ee deyrarka lagu ciyaaro.
https://onsafety.cpsc.gov/blog/2013/02/19/play-yards-new-safety-rule-to-take-effect/

Daraasad Balaaran Oo Iftiiminaysa Geerida Ilmaha Yar Ee Qalabka Fadhiga. AAP News iyo Journals Gateway ayaa dib u eegis ku sameynaya daraasad 10 sano socotey oo ka badan 11,000 dhimashada la xiriirta hurdada ilmaha.
www.aappublications.org/news/2019/05/20/sittingdevices052019#:~:text=Babies%20should%20not%20be%20placed,if%20the%20product%20also%20rocks.

Mawduucyada Hurdada: Carruurta. Bogga Sleepfoundation.org oo leh maqaallo iyo macluumaad ku saabsan dhaqamada hurdo ee caafimaadka leh ee carruurta.
www.sleepfoundation.org/sleep-topics/children-teens-sleep

225 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 270.

226 Caafimaadka Caafimaadka, "Carruur badan oo Mareykan ah oo u dhinta neef qabatin, inta badan sariirta," waxaa laga heli karaa **www.reuters.com/article/us-health-infants-suffocation/more-u-s-babies-dying-of-suffocation-often-in-bed-idUSKCN1G31YK**, waxaa la daabacay Febraayo 19, 2018.

227 Daraasad balaaran ayaa iftiiminaysa dhimashada ilmaha yar ee aaladaha fadhiga," *Dhakhaatiirta caruurta*, oo laga heli karo **www.aappublications.org/news/2019/05/20/sittingdevices052019#:~:text=Babies%20should%20not%20be%20placed,if%20the%20product%20also%20rocks**, la daabacay May 20, 2019.

WAC 110-300-0291

Infant safe sleep practices

(1) An early learning provider must follow safe infant sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction, including:

(a) Actively supervising infants by visibly checking every fifteen minutes and being within sight and hearing range, including when an infant goes to sleep, is sleeping, or is waking up;

(b) Placing an infant to sleep on his or her back or following the current standard of American Academy of Pediatrics. If an infant turns over while sleeping, the provider must return the infant to his or her back until the infant is able to independently roll from back to front and front to back;

(c) Not using a sleep positioning device unless directed to do so by an infant's health care provider. The directive must be in writing and kept in the infant's file;

(d) Sufficiently lighting the room in which the infant is sleeping to observe skin color;

(e) Monitoring breathing patterns of an infant;

(f) Allowing infants to follow their own sleep patterns;

(g) Not allowing blankets, stuffed toys, pillows, crib bumpers, and similar items inside a crib, bassinet, or other equipment if occupied by a resting or sleeping infant;

(h) Not allowing a blanket or any other item to cover or drape over an occupied crib, bassinet, or other equipment where infants commonly sleep;

(i) Not allowing bedding or clothing to cover any portion of an infant's head or face while sleeping, and readjusting these items when necessary (available online at https://apps.leg.wa.gov/wac/default.aspx?cite=110-300&full=true#110-300-0505); and

(j) Preventing infants from getting too warm while sleeping, which may be exhibited by indicators that include, but are not limited to, sweating; flushed, pale, or hot and dry skin, warm to the touch; a sudden rise in temperature; vomiting; refusing to drink, a depressed fontanelle; or irritability.

(2) An early learning provider who receives notice of a safe sleep violation must:

(a) Post the notice in the licensed space for two weeks or until the violation is corrected, whichever is longer, pursuant to WAC 110-300-0505; and

(b) Within five business days of receiving notice of the violation, provide all parents and guardians of enrolled children with:

(i) A letter describing the safe sleep violation; and

(ii) Written information on safe sleep practices for infants.

Dhiirrigalinta hurdo aamin ah ayaa ah mudnaanta caafimaadka bulshada. Barnaamijyada waxbarashada hore waa hogaamiyayaal muhiim u ah dadaalkan. Sida laga soo xigtay CDC, waxaa jira 3,600 oo lama filaan ah dhimashada dhallaanka (SUID) Mareykanka sanad kasta.[228] SUID waxaa ka mid ah SIDS, neef qabatin shilka ah oo ku yimid jawiga la seexdo iyo dhimashada kale ee carruurta ee sababaha aan la garanayn. Bilaabidda ololeyaal hurdo oo badbaado leh, iyo sidoo kale hagaajinta nidaamka rukhsadda barashada hore, waxaa guul laga gaaray yareynta heerka SUID ee Mareykanka iyo sidoo kale Gobolka Washington State. Tan iyo markii ololaha 'Ku Laabashada Hurdada' uu bilaabmay 1994, guud ahaan heerarka SIDS ayaa hoos u dhacay.[229]

Xitaa iyadoo la dhimay qiimayaasha, hadana, dhacdooyinka SUID iyo SIDS ayaa weli ah kuwo aan la aqbali karin. Tan iyo markii CDC ay bilaabeen raadinta SUID, boqolleyda dhimashada ee loo aaneyn karo shilalka neef qabatin ah iyo ceejinta sariirta ayaa wali joogta.[230] In kasta oo dhimashooyinkaas badankood ay dhacaan markay carruurtu u dhexeyso bil iyo afar bilood, haddana waxa dhici karaan xilli kasta inta ay dhicikaraan. Habka hurdo ee aaminka ah wuxuu ku darayaa shaqada cilmiyaysan ee ay qabteen AAP iyo kuwa kale oo soo shaqeeyay tobanaan sano si looga hortago dhimashooyinkaan.

Barnaamijyada waxbarashadda hore waxay door muhiim ah ka ciyaaraan fahamka sababta hurdada aaminka ahi ay muhiim u tahay, iyadoo dhaqamadaas la dhigayo maalin walba lana baro waalidiinta. In kasta oo Gobolka Washington uu ka hooseeyo celceliska tirada Mareykanka ee SUIDs, bixiyaasha waxbarashadda hore waa inay feejignaan ka muujiyaan hirgelinta dhaqamada hurdo ee aaminka ah.[231] Tan waxaa ka mid ah in ilmaha loo dhigo dhinaca dabarka ah oo uu ku seexdo dhabarkiisa kuna soo celiyo ilmaha yar ee seexanaya dhabarka ilaa uu si madaxbanaan uga dhinacyada rogayo gadaal iyo hore iyo gadaal. Bixiyaha waxbarashadda hore waa inuu hubiyaa inuu ilmuhu awood u leeyahay inuu jir ahaan is ilaaliyo haddii qulqulka hawadooda ay ciriiri gasho ka hor inta aan loo oggolaan inuu caloosha ku siijiro inta uu hurdayo. Feejignaanta waa in sidoo kale la siiyaa in aan lagu darin wax alaab ah goobta jiifka ee dhallaanka ama in lagu daboolo ilmaha intuu seexanaayo.

Bixiyaasha waxbarashadda hore waa inay ka feejignaadaan astaamaha ciriiriga dhibaatada cunugga xilliga hurdada. Iftiinka qolka oo ku filan ayaa muhiim u ah bixiyaha barashada hore si uu si fudud ugu fiirsado astaamaha ugu horeeya ee ilmuhu ku dhibtoon karo. Calaamadaha hore ee dhibaatada waxaa ka mid noqon kara dhidid, isbeddel ku yimaada midabka maqaarka ama isbeddelada neefsashada. Si loola socdo maqaarka iyo neefsashada, bixiyaha waxbarashada hore waa inuu awoodaa inuu arko oo maqlo dhallaanka jiifka, hurdada iyo soo jeedka, waana inay si muuqata u fiiriyaa hubiyaan dhallaanka 15kii daqiiqaba. Hawlaha qof shaqaale ahi mas'uul ka yahay, ama ay dhammaystireyso inta lagu jiro waqtiga hurdada, waa inaysan ka jeedsan kormeerka ilmaha. Shaqaalaha ka masuulka ah kormeerida ilmaha jiifa waa inay awoodaan inay maqlaan oo ay arkaan ilmaha yar markasta.

228 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Ku saabsan SUID iyo SIDS," waxaa laga heli karaa **www.cdc.gov/sids/about/index.htm#:~:text=About%203%2C600%20babies%20in%20the,other%20deaths%20from%20unknown%20causes**, markii ugu dambeysay ee la cusbooneysiiyay Abriil 29, 2020.

229 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, "Horumarka Yaraynta SIDS," waxaa laga heli karaa **https://safetosleep.nichd.nih.gov/activities/SIDS/progress**, oo la soo saaray Ogoosto 4, 2020.

230 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Xogta iyo Tirakoobka," oo laga heli karo **www.cdc.gov/sids/data.htm**, ayaa markii ugu dambeysay la cusbooneysiiyay Abriil 21, 2020.

231 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Xogta iyo Tirakoobka," oo laga heli karo **www.cdc.gov/sids/data.htm**, ayaa markii ugu dambeysay la cusbooneysiiyay Abriil 21, 2020.

Waxaa jira xeelado kala duwan oo bixiyaha waxbarashada hore laga yaabo inuu isticmaalo si uu uga caawiyo joogtaynta u hoggaansanaanta sharcigan. Tusaale ahaan, barnaamijku wuxuu yeelan karaa saacad loogu talo galay inuu ku baraarujiyo 15-kii daqiiqaba markiiba, halka kale barnaamij laga yaabo inuu haysto dukumiinti waji-baaris ah oo lagu dhajiyay sariirta dhallaanka oo uu saxiixo bixiyaha waxbarashada hore 15-kii daqiiqaba. Barnaamijka waxbarashada hore waxaa laga yaabaa inuu soo saaro nidaam ku habboon barnaamijyo gaarka ah.

CFOC waxay aqoonsaneysaa dhowr xaqiiqo hurdo oo aamin ah oo muhiim u ah xirfadleyda barashada hore inay ogaadaan:

- Dhallaanka ay daryeelaan dadka waaweyn marka laga reebo waalidkood, ilaaliyaha ama daryeelaha koowaad waxay halis ugu jiraan inay u dhintaan SIDS (Akadamiyadda Caafimaadka Carruurta Mareykanka)
- Inta badan dhimashada SIDS ee ka dhacda waxbarashada hore ama xarumaha daryeelka ilmaha waxay dhacaan maalinta ugu horeysa ilmaha ama usbuuca koowaad ee kaqeybgalka barnaamijka
- Ilmaha yari wuu neef qabatin karaa ama u dhiman karaa in yar oo ka mid ah[232]

WAC 110-300-0265 wuxuu qeexayaa shuruudo dheeraad ah oo hurdo, nasasho iyo qalabba leh.

232 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 103.

Ayeeyo iyo Hurdo Ammaan ah. Bog Aamin ah oo Akadeemiyada Hurdada oo leh macluumaad la siinayo awooweyaasha iyo fiidiyoow toddobo daqiiqo ah.
www.safesleepacademy.org/grandparents-safe-sleep/

Hurdo Shabakad caafimaad oo lagu magacaabo healthchildren.org oo ka socota Akadamiyadda Maraykanka ee Cudurrada Carruurta (AAP) Waxay bixisaa xiriiro ku saabsan maqaalo iyo fiidiyowyo kala duwan oo hurdo la xiriira.
www.healthychildren.org/English/ages-stages/baby/sleep/Pages/default.aspx

Hawlaha Hurdo ee Ammaan ah. Websaydh Virtual Lab School ah oo leh macluumaad, fiidiyowyo iyo boodhadh la soo dejin karo oo la xidhiidha habdhaqanka hurdada ee barnaamijyada waxbarashada hore.
www.virtuallabschool.org/infant-toddler/safe-environments/lesson-5

Macluumaadka Hurdo La Wadaagi Karo. Qalabka sida macluumaadka-kaararka iyo fiidiyowyada loo gudbin karo iyaga oo ah ilaha shaqaalaha, waalidiinta iyo dadka ardayda masuulka ka ah.
https://safetosleep.nichd.nih.gov/resources/shareable-content#videos

Tababbarka Hurdada oo Ammaan ah. Tababbarka DCYF ee loo fidinayo bixiyaasha waxbarashada hore oo leh macluumaad ku saabsan hubinta jawiga hurdada iyo dhaqammada u leh badbaadada iyo caafimaadka dhallaanka.
https://dcyftraining.com/

Xeelado iyo Tusaalooyin lagu Taageerayo Wadahadalka Hurdada ee Nabdoon. Machadka Qaranka ee Tayada Caafimaadka Carruurta "Children's Health Quality (NICH)" wuxuu siiyaa hagitaan daryeel bixiyaasha iyo caawiyeyaasha laxiriira naxariis, ixtiraam iyo qaabab waxbarasho oo loola xiriiro waalidiinta iyo daryeelayaasha leh dhaqamada jiifka ee dhallaanka kala duwan guriga ama dhaqankooda.
www.nichq.org/sites/default/files/resource-file/Q%26A_For%20Web.pdf

WAC 110-300-0295

Infant and toddler programs and activities

(1) An early learning provider must support each infant and toddler's culture, language, and family.

(2) An early learning provider must ensure an adequate supply of age and developmentally appropriate program materials and equipment for infants and toddlers. Materials and equipment must meet individual, developmental, and cultural needs of children in care, and must be:

(a) Clean and washable or disposable;

(b) Nonpoisonous, free of toxins, and meet ASTM D-4236 labeling requirements for chronic health hazards;

(c) Large enough to prevent swallowing or choking;

(d) Safe and in good working condition;

(e) Child size;

(f) Accommodating to a range of abilities and special needs of enrolled children, if applicable;

(g) Accessible for children to find, use, and return independently; and

(h) Removed from the early learning premises as soon as a provider becomes aware an item has been recalled by CPSC.

Barnaamijyada iyo waxqabadka dhallaanka iyo socod baradka waxay siiyaan taageero muhiim ah horumarka ilmo kasta iyo socod baradka ka qayb qaadanaya barnaamijka waxbarashada hore. Iyadoo la tixgelinayo asalka ballaadhan ee ilmo kasta iyo socod baradka afkiisa hooyo, dhaqankiisa iyo qoyskiisuba

waxay caawinayaan barnaamijka waxbarashada hore sida ugu wanaagsan. Taageerida dhallaanka iyo socod baradka. NAEYC waxay xustay in dhaqanka laga filaayo dhaqanka cadaan ee Yurubta Mareykanku ka duwanaan karo kuwa dhaqanada kale. Dabeecadaha sida ilmuhu u muujiyo xiisaha, kula xariirka indhaha ama fiiro la'aanta indhaha, hadalka ama aamusnaanta, waxaa loo qaadan karaa calaamad muujinaysa xiise la'aanta, ixtiraam la'aan ama diidmo, haddana wuxuu gudbinayaa farriin gebi ahaanba ka duwan taas oo kuxiran dhaqanka ilmaha.[233] Bixiyaasha waxbarashada hore waxay ka caawin karaan dhallaanka iyo socod-baradka iyo qoysaskooda inay dareemaan soo dhaweyn iyo ixtiraam iyagoo wax-badan ka baranayaan arimaha ku saabsan asalka qoyska, luqadda iyo dhaqanka. Dhaqanka qoyska ayaa inta badan sahmeyn ku leh horumarka fikirka cunugga - sida ay isu arkaan iyo waxa ay naftooda ka aaminaan.

Hay'adda Difaaca iyo Jaamacada Ohio State ee Virtual Lab School waxay sharxaysaa xiriirka muhiimka ah ee dhaqanka iyo qoyska iyo horumarka aadamaha.

Dhaqanku wuxuu ka caawiyaa qeexida sida shaqsiyaadka isku arkaan iyo sida ay ula xiriiraan kuwa kale. Xusuusnow in shaqsiyaadku ku kala duwan yihiin siyaabo badan: kala duwanaanshaha luuqadda, kala duwanaanta dhaqanka, kala duwanaanta jinsiga, kala duwanaanta diinta iyo kala duwanaanta dhaqaalaha (Selmi, Gallagher, & Mora-Flores, 2015). Dhammaan dhinacyadaan kala duwanaanshaha ayaa wada shaqeynaya si ay u sameeyaan dareenkaaga naftaada.

Waxaa muhiim kuu ah adiga maareeyaha barnaamijka inaad garawto oo aad fahamto in carruurta iyo xubnaha shaqaaluhu aysan u yeelan karin dareen isku mid ah isla qaabkaan. Qiimeeynta dhaqameed qoysku wuxuu qaabeeyaa horumarka fikirka isku-kalsoon ee ilmahooda. Tusaalo ahaan, qaar ka mid dhaqamadu waxay doorbidaan carruurta inay aamusnaadaan oo ixtiraamaan markay dadka waaweyn la joogaan. Waxaa muhiim ah in la xasuusnaado in qoysaska qaarkood in aysan xoojinaynin qiimeeynta dhaqameed ee Mareykanka ee shaqsiyadda, tartanka iyo ku adkaysiga. Carruurta yar-yari waxay bartaan oo dhuugaan sheekooyinka loo sheegay kuwaas oo inta badan xoogga saaraya qiiimeeynta qoyska isla markaana saamayn ku leh fikirka cunugga. Fikradda shakhsiga ahaan waxaa sameeya qiiimeeynta dhaqameed ee qoysku leeyahay. Markay caruurtu sii weynaadaan oo ay iskuulka aadaan oo ay waqtiga firaaqada la qaataan asxaabtooda, waxay bartaan in dadka kale aysan lahaan karin qiimeeyn la mid ah kan qoyskooda. Tusaale ahaan, qoysaska qaar ayaa laga yaabaa inay ku qiimeeyaan tacliinta, ciyaaraha isboortiga, halka qoys kale laga yaabo inay qiimeeyaan farshaxanka oo carruurtooda lagu dhiirrigeliyo inay bartaan sida loo ciyaaro aaladda muusikada. Qoys kastaa wuxuu saameyn ku yeeshaa is-fahamka ubadkiisa ee dhaqankiisa dhexdiisa. Carruurta yar-yari waxay sharxi karaan naftooda iyagoo ku saleynaya qiimeeynta qoyskooda (tusaale ahaan, ilmo yar oo dhaqan ka soo jeeda oo xoogga saaraya ku habboonaanta dadka kale qiime xoog leh ayaa isku tilmaami kara "naxariis leh" halka cunug kale oo ka soo jeeda dhaqan culeys shaqsiyadeed ku tilmaami karo inuu yahay "orod yahan wanaagsan.") Maaddaama daryeel-bixiyaasha la siiyay hawsha muhiimka ah ee kobcinta dareenka carruurta ee nafsaddooda, adiga iyo shaqaalahaaga waa inaad si taxaddar leh u ilaalisaan una dhagaystaan ilmo kastaba.[234]

233 Barbara Kaiser iyo Judy Skylar Rasminsky, "Qiimeynta Kala duwanaanta: Horumarinta Fahamka qoto dheer oo ku saabsan Dhamaan Habdhaqanka Caruurta Yar-yar," Barida Caruurta Yar-yar 13 (2) (2019-2020), waxaa laga heli karaa **www.naeyc.org/resources/pubs/tyc/dec2019/valuing-diversity-developing-understanding-behavior**

234 Virtual Lab School, "Dareen Nfsada ah,' Hordhac ah, "oo laga heli karo **www.virtuallabschool.org/management/self-culture/lesson-1**, oo dib loo soo saaray Abriil 2020.

Qoyska luqadiisa koowaad uusan aheyn Luuqada Ingiriis waxay ku ka diiwangaliyaan canugooda barnaamij barasho hore iyo bixiyaha oo ku hadla luuqada Ingiriisiga. Aniga garanaayo in cunugu uu baranayo laba luuqadood hal mar, bixiyaha waxbarashadda hore wuxuu weydiisanayaa in lagu baro hees ku jirta luuqada cunugga ee bixiyuhu ku hees karo maalintii oo dhan. Bixiyaha waxbarashadda hore wuxuu kaloo ka codsanayaa qoyska inay qoraan oo ay baraano bixiyaha waxbarashadda hore ereyo kooban oo sida caadiga ah ubadka loo isticmaalo. Qoysku waxay wadaagaan in ay guriga u isticmaalaan naaneysta Frijolito ilmaha. Waxay sidoo kale baraan bixiyaha waxbarashada hore "dulces suenos" waqtiga jiifka, iyo "es hora de comer" marka ay tahay waqtiga la cunayo. Qoysku wuxuu oggol yahay inuu sii wado inuu la wadaago afkooda iyo dhaqankooda bixiyaha waxbarashada hore. Bixiyaha waxbarashadda hore wuxuu ku martiqaadayaa qoyska inay u kuur galaan qalabka iyo dhajinta ku jirta jawiga hore ee waxbarashada si ay uga caawiso xaqiijinta in jawiga waxbarashadu ka tarjumayo dhaqanka qoyska, haddii kale u soo jeedi waxyaabaha lagu darayo.

Qalabka iyo ashyaada ayaa lagama maarmaan u ah inay gacan ka geystaan kor u qaadida horumarka dhalaanka iyo socod baradka. Waa inay jirtaa agab ku filan oo ah agab iyo horumarin ku habboon shakhsiga, koritaanka iyo dhaqanka carruurta ee barnaamijka waxbarashada hore.

Qalab ku filan oo qalabkaan ah ayaa loo baahan yahay dhowr sababood awgood. Marka hore, la wadaagisiga waa xirfad aad u adag oo kooxdaan da'ah. Marka barnaamijka waxbarashada hore uu leeyahay wax kabadan hal nooc oo isku mid ah alaabta caruurta ku ciyaaraan, tani waxay kobcin kartaa horumar caafimaad waxayna yareyn kartaa jahwareerka. Marka labaad, qalabka la soo bandhigay ayaa u baahan doona dhiirigelinta dhammaan qaybaha horumarka ilmaha: luqadda, bulshada, shucuurta iyo garashada. Si taas loo sameeyo, qalab kala duwan waa in lagu daraa saadka, si loo daboolo baahiyaha koritaanka ee carruurta ku baahsan aagaggaas ama nawaaxigaas.

Qalabka korriinka ku habboon waa inuu u dhigmaa heerka horumarka carruurta daryeelka ku jirta. Iyadoo tan maskaxda lagu hayo, alaabada lagu ciyaaro ee maskax furan waxay la kulmi karaan noocyo kala duwan oo horumarineed iyo kobcinta ciyaarta hal abuurka ah. Qalabka caruurtu ku ciyaaraan ee maskax furan leh ayaa ah mid loo isticmaali karo siyaabo badan oo kala duwan. Tusaale ahaan, dhululubadu waxay noqon kartaa telescope, wand, pin rolling ama gabal dhisme. Alaabta lagu ciyaaro oo ku xidhan hal nooc oo ciyaarta ah waxay noqon karaan kuwo jahwareer leh haddii ay aad u adag yihiin ama caajiso haddii ay aad u fudud yihiin. Qalabka caruurtu ku ciyaaraan ee furan ayaa ah mid loo isticmaali karo siyaabo badan oo kala duwan. Tusaale ahaan, dhululubadu waxay noqon kartaa telescope, wand, pin rolling ama gabal dhisme. Alaabta lagu ciyaaro oo ku xidhan hal nooc oo ciyaarta ah waxay noqon karaan kuwo jahwareer leh haddii ay aad u adag yihiin ama caajiso haddii ay aad u fudud yihiin. Qalabka caruurtu ku ciyaaraan oo maskax-furan leh ayaa waxyaabo badan loo isticmaali karaa iyo siyaabo kala duwan oo la jaan qaadi kara awooda kala duwan, intooda badan waa alaab qiimo jaban sida sanduuqyo waaweyn, qalabka muusikada, dharka labiska, kubbadaha, qalabka farshaxanka iyo dhismaha baloogyada jilicsan.

Tixgelinta kale ee muhiimka ah ee qalabka iyo ashyaada ayaa ah inay dabooli karaan baahiyaha carruurta leh baahiyaha gaarka ah. Marka la hiigsanayo in la daboolo baahiyaha gaarka ah ee carruurta, xeelado dhowr ah ayaa laga fiirsan karaa. Marka hore, waxyaabo badan oo carruurtu ku ciyaaraan oo ku yaal goobta wax lagu barto ayaa si fiican ugu shaqeyn kara dhallaanka iyo socod baradka leh baahiyaha gaarka ah, "sida baloogyada, koobabka is dulsaara ama buulka iyo noocyada qaabeynta ee fudud ama xujooyinka loogu talagalay carruurta aadka u yar-yar inay isticmaalaan. Sidoo kale, oo ay ku jiraan agabyada dhiirrigeliya sahminta dareenka iyadoo la adeegsanayo urta, codadka, aragtida iyo qaab-dhismeedka waxay kobcinayaan barashada iyo horumarka carruurta."[235]

Marka labaad, alaabada carruurtu ku ciyaarto iyo ashyaada waa in lays waafajin karaa. Tusaale ahaan, tani waxay la macno noqon kartaa "ku xiridda qalabka wax lagu xiro (Velcro), burooyin waaweyn, ama gacmo qabasho [taasoo] u fududeyn karta cunug leh baahiyo gaar ah oo muuqaal ama aragti ahaaneed leh inuu ku ciyaaro baloogyo ama xujooyin. Sidoo kale, ku darista marooyinka ama tabis cidhifyada bogagga buugaagta kartoonku way u sahlanaan kartaa rogidda bogagga. Dabcan, waxaa muhiim inaad ka fekerto khataraha ceejinta ama ku margashada shaygaee dhici kara markaad eegeyso wax ka beddelka qalabka."[236]

235 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, "Abuuritaanka deegaanno loo wada dhan yahay iyo khibradaha waxbarasho ee dhallaanka iyo socod baradka," waxaa laga heli karaa **https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/inclusive-environments**, oo dib loo soo saaray bishii Abriil 2020.

236 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, "Abuuritaanka deegaanno loo dhan yahay iyo waayo-aragnimo waxbarasho oo loogu talagalay Dhallaanka iyo Toddobaadka," waxaa laga heli karaa **https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/inclusive-environments**, oo dib loo helay Abriil 2020.

Xeeladaha kale waa iyada oo loo marayo farsamada habka tikniyoolajiyadda caawinta. Tilmaamaha Kheyraadka dhalaanka iyo socod baradka ah wuxuu xusayaa "adeegsiga qalabka carruurtu ku ciyaarto ee elektarooniga ah, furayaasha ama aaladaha kale ee deegaankaaga waxbarasho ee ugu horreeya ayaa laga yaabaa inay ka caawiyaan ilmaha yar ama socod baradka ah inay si buuxda uga qeyb qaataan howlahaan. Isweydaarsigu wuxuu u oggolaanayaa carruurta shaqadoodu yar tahay ama xakameeynta murqaha inay ku shaqeeyaan qalab ay ku ciyaaraan ama qalab aysan ku ciyaari karin sida oo kale."[237]

Ugu dambeyntiina, marka la qiimeynaayo qalabka loogu talagalay carruurta leh baahiyaha gaarka ah, la xiriir xubnaha qoyska si loo caawiyo loona taageero sidii loo dabooli lahaa baahiyaha ilmahooda.

Barnaamijka xarun waxbarasho hore oo ka socota King County nala-qaybsadeeyn:

"Waxaan si joogto ah ula qabsaneynaa qalabka iyo bedelida goobaha si aan ula kulanno baahiyaha ardayda, gaar ahaan kuwa baahida gaarka leh ama naafada ah. Tani macnaheedu waxay noqon kartaa abuurista jadwalka sawir shaqsiyeed ee ardayda, ku amrida waxyaabo dareen leh carruurta qaaska ah, kordhinta suugaanta adag ee akhristaha heerka sare, ama dib u habeynta fasalka si loogu qaado kursiga curyaamiinta ama socodka. Marar badan, hoyga loogu talagalay carruurta qaarkood waxay ku dhammaataa inay ka faa'iideystaan fasalka oo dhan, taas oo u oggolaanaysa waayo-aragnimo taajirnimada ama qaninimada ah oo soo jiidasho leh dhamaantood.

Si ay ugu suurta gasho dhallaanka iyo socod-baradka (gaar ahaan socod-baradka) inay si madax-bannaan u helaano una isticmaalaano soo celiyaan qalabka, waxayna u habeyn karaa celinta ashyaada goobahooda ku yaal khaanadaha furan ama dambiilood. Tani waxay kordhisaa madax-bannaanida iyo iskaashiga xilliyada caadiga ah, sida nadiifinta, waxayna u oggolaanaysaa carruurta inay dareemaan wanaags ku saabsan caawinta iyo wax ku biirinta. Sayniska horumarka cunuggu wuxuu ina xusuusinayaa in dhallaanka ay leeyihiin danahooda gaarka ah, sidaa darteed bay'ad leh qalab iyo qalab la heli karo oo loogu baahan yahay bixiyaasha waxbarashada hore si ay uga jawaabaan tilmaamaha ka imanaya dhallaanka iyo sidoo kale socod baradka.

Tusaale ahaan, bixiyaha waxbarashadda hore "waxaa laga yaabaa inuu arko xiisaha cunugga u qabo inuu fiiriyo gacmahiisa iyo farahiisa oo uu la falgalo cunugga isagoo adeegsanaya waxyaabo sheeko ah, faraheeda, ama qalabka sida kubbadda gaduudan ee dhalaalaysa iyo hadalka gadaal iyo horay isweydaarsiga iyadoo la adeegsanayo codadka diiran iyo ereyo fudud ama sahlan. Isdhexgalka noocan ah wuxuu tixgeliyaa doorka firfircoon carruurta ee barashada wuxuuna ula dhaqmaa inay yihiin ka-qeybgalayaal firfircoon ee barashada halkii ay ka noqon lahaayeen dhagaystayaasha aan tooska ahayn ama goob joogayaal kaliyah."[238]

237 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, "Abuuritaanka deegaanno loo dhan yahay iyo waayo-aragnimo waxbarasho oo loogu talagalay Dhallaanka iyo Socobaradka," waxaa laga heli karaa **https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/inclusive-environments**, oo dib loo soo helay Abriil 2020.

238 Virtual Lab School, "Sayniska iyo cilmu-nafsiga ee Daryeelka Ilmaha-yar-yar: Sidee fahamka waxbarashadii hore uu u beddelay daryeelka ilmaha," oo laga heli karo **www.virtuallabschool.org/infant-toddler/self-culture/lesson-3/act/20671**, oo dib loo helay Abriil 2020.

La qabsiga Deegaanka Daryeelka Carruurta ee leh Baahiyaha Gaarka ah. Boga Isbahaysiga Fidinta ee Daryeelka Carruurta ee Fiican oo leh macluumaad, tixgelinno, iyo fikrado ku saabsan sameynta wax ka beddelka iyo la qabsiga si loo waafajiyo baahiyaha gaarka ah ee carruurta
https://childcare.extension.org/adapting-the-child-care-environment-for-children-with-special-needs/

Taageerada Hore ee Dhallaanka iyo Socodbaradka. Waaxda Carruurta, Dhallinyarada, iyo Qoysaska waxay siisaa adeegyo fara-gelin hore si ay ugu suurtagasho carruurta dhalashada illaa 3 jirka leh dib-u-dhaca koritaanka ama naafanimada inay ku firfircoon yihiin sannadaha carruurnimada.
www.dcyf.wa.gov/services/child-development-supports/esit

Siinta Carruurta Xullashada. Kordhinta Gobolka Penn, Daryeelka Cunugga Fiican, maqaal ay ku jiraan talooyin iyo tixgelinno la xiriirta ka caawinta carruurta inay dareemaan inay leeyihiin awood iyo awooda waxay ay qabanayaan.
https://extension.psu.edu/programs/betterkidcare/early-care/tip-pages/all/giving-children-choices

Waxyaabaha Ku Ciyaara Carruurta Yaryar Da'ahaan iyo Marxalad ahaanba. Tilmaamahan Ururka Qaranka ee Waxbarashada Carruurta Yar-yar (NAEYC) wuxuu ku wajahan yahay gaar ahaan da'da iyo waxyaabaha ku habboon koritaanka ku habboon qalabka caruurta ku ciyaaraan.
www.naeyc.org/resources/topics/play/toys

Daryeel Loo Wada- Dhan Yahay. Tababbarka Carruurnimada Hore iyo Nidaamka Caawinta Farsamada ee goobta shabakada websaydka oo baaraya muhiimadda daryeelka loo wada dhan yahay ee dhallaanka iyo socod baradka naafada ah iyo baahiyaha kale oo gaarka ah.
https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/inclusive-care

Tilmaamaha Kheyraadka Ilmaha yar-yar. Tabaha Tababarka Carruurnimada Hore iyo Nidaamka Caawinta Farsamada wuxuu hayaa agab ka taageeraya horumarinta iyo hirgelinta daryeelka dhallaanka iyo socod baradka. Waxaa lagu heli karaa luuqadaha Ingiriis iyo Isbaanish.
https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/inclusive-environments

Liiska Qalabka/Xarumaha loogu talagalay Xarumaha Daryeelka Ilmaha iyo Dhallaanka. Daabacaad ay daabacday dowladda gobolka Manitoba, Kanada oo diiradda lagu saareysa qalabka iyo ashyaada ku qoran yihiin qoraalo u gaar ah dhallaanka iyo socod baradka.
www.gov.mb.ca/fs/childcare/resources/pubs/equipment_infant_toddler.pdf

Deegaanka: Qalabka. Casharka Dugsiga Shaybaarka Muuqaalka oo u gaar ah bay'adaha wax-barashada dhalaanka iyo socod baradka. Macluumaadka ku saabsan xulashada qalabka dhalaanka iyo socod baradka iyo ku xirnaanta dhaqanka. Waxaa ku jira taakuleynta fiidiyowga gaaban.
www.virtuallabschool.org/infant-toddler/learning-environments/lesson-4

Dugsiga Shaybaarka Muuqaalka ahi wuxuu kaloo leeyahay laba fiidiyow diiradda lagu saaraya xulashada agab koritaan ku habboon oo ku baahsan koritaanka, shaqsi ahaan iyo baahiyaha carruurta. Eeg fiidiyowgan: "Dhallaanka & Socod-baradka, Deegaanada Waxbarashada, Deegaanka: Qalabka."
www.virtuallabschool.org/infant-toddler/learning-environments/lesson-4?module=4151

Maxaa Jeceshahay Tufaax ama Moos? Maxay kula Tahay Muhiima Siinta Xulashada Ilmaha Yar-yar. Professor Sandra Crosser waxay bixisay soo koobitaan hal bog ah oo ku saabsan sababaha ugu muhiimsan tahay carruurta loogu oggolaado inay helaan qalabka ay caruurtu ku ciyaaraan iyo agabyada ayaa bixinaya xulashooyinka.
www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=691

WAC 110-300-0296

Infant and toddler development

(1) An early learning provider must expose infants and toddlers to a developmentally appropriate curriculum.

(2) Developmentally appropriate curriculum may include, but is not limited to:

(a) Developing infant and toddler language and communication by:

(i) Talking and listening to children, encouraging soft infant sounds, naming objects, feelings, and desires, and describing actions;

(ii) Giving individual attention to children when needed;

(iii) Playing and reading with children;

(iv) Mirroring similar infant sounds and sharing a child's focus of attention;

(v) Communicating throughout the day and during feeding, changing, and cuddle times; and

(vi) Providing materials and equipment that promote language development and communication such as soft books, interactive storybook reading, rhymes and songs, and finger puppets.

(b) Developing infant and toddler physical and cognitive abilities by:

(i) Allowing each infant actively supervised tummy time throughout the day when the infant is awake;

(ii) Providing infants and toddlers freedom to explore and learn on their own on the floor;

(iii) Providing infants and toddlers access to active outdoor playtime. An early learning provider must enforce sun safety precautions for infants younger than six months old by keeping them out of the direct sunlight and limiting sun exposure when ultraviolet rays are strongest (typically from 10:00 a.m. to 2:00 p.m.); and

(iv) Encouraging infants and toddlers to play, crawl, pull up, and walk by using materials and equipment that promotes:

(A) Physical and cognitive activities, for example rattles, grasping and reaching toys, busy boxes, nesting cups, small push and pull toys, riding toys, balls, squeezable toys, books, dolls, press-together blocks, and limited use of equipment such as bouncers, swings, or boppies; and

(B) Spatial and numeracy understanding, for example counting toys, soft blocks and toys with different sizes such as measuring cups or spoons, and toys with different shapes and colors to help introduce sorting and categorization.

(c) Developing infant and toddler social and emotional abilities by:

(i) Providing social contact with infants and toddlers in addition to time spent feeding, diapering and bathing by playing with children, naming and acknowledging emotions, and encouraging peer interaction;

(ii) Immediately investigating cries or other signs of distress;

(iii) Providing comfort to an upset or hurt child;

(iv) Positively responding to a child's verbal and nonverbal cues;

(v) Intervening during negative peer interactions such as when a child grabs other children's toys, pulls hair, or bites;

(vi) Providing physical stimulation through holding, cuddling, rocking, talking, singing, playing, carrying, and changing positions; and

(vii) Providing materials and equipment that promote social and emotional activities such as pictures of children and adults exhibiting different emotions, pictures of infants and family members, dolls and soft toys, rattles, music, and dancing scarves.

Manhajku waa barnaamij waxbarasho ka kooban labo waxa la baraayo iyo sida loo barayo labadaba. Qaadashada manhajka dhalaanka iyo socod baradka ku habboon koritaanka, barnaamijka barashada hore wuxuu tilmaamayaa waxa dhallaanka iyo socod baradka ay tahay inay ogaadaan iyadoo la siinayo dhallaanka iyo socod baradka khibradaha ku habboon heerkooda horumarka. Dhallaanka iyo socod baradka, manhajku wuxuu siiyaa barnaamijyada waxbarashada hore aasaas ay ku dhisaan jadwalka maalin laha, wuxuu ku salaysan yahay koritaanka deg-degga ah iyo horumarka carruurta iyo socod baradka wuxuuna aqoonsadaa baahidooda koritaan ee xiriirka dhow ee dadka waaweyn. Qalabka, isdhexgalka cunugga iyo qaangaarka iyo jadwalka joogtada ah waxay ka koobnaan doonaan inta badan manhajka loogu talagalay dhallaanka iyo socod baradka. Barnaamijyada waxbarashada hore waxay isticmaali karaan manhaj la soo iibsaday oo u gaar ah dhallaanka iyo socod baradka ama waxay dooran karaan inay abuuraan manhaj u gaar ah. Qalabka, isdhexgalka cunugga iyo qaangaarka iyo jadwalka joogtada ah waxay ka koobnaan doonaan inta badan manhajka loogu talagalay dhallaanka iyo socod baradka. Barnaamijyada waxbarashada hore waxay isticmaali karaan manhaj la soo iibsaday oo u gaar ah dhallaanka iyo socod baradka ama waxay dooran karaan inay abuuraan manhaj u gaar ah.

Manhajku waa inuu wax ka fasiraa dhinacyada kala duwan ee horumarka dhallaanka iyo socod baradka, gaar ahaan:

(1) Luqadda iyo wada-xiriirka
(2) Koritaanka jirka iyo garashada
(3) Fahamka tirada iyo xisaabta
(4) Horumarinta bulshada iyo shucuurta

Dhallaanka iyo socodbaradka yar-yar waxay bilaabaan inay sayska u dhigaan horumarka luuqada intaysan dhalan. Xitaa ka hor intaysan hadlin, dhallaanka waxay la xiriiraan tilmaamo aan afka aheyn sida cagaha wax ka daya, kor u qaadida sunnayaasha, qeylinta, oohinta iyo qosolka. Bixiyaasha waxbarashadda hore waxay dhiirrigelin karaan barashada luuqadda dhallaanka iyo socod-baradka iyagoo ku ogaanaya uguna jawaabayaan tilmaamahan luuqad. Isdhexgalka hore iyo gadaal iyo sheekaysiga waxay ka caawinayaan ilmaha inuu barto qaafiyada iyo qaab-dhismeedka wada-xiriirka iyo sidoo kale ereyada iyo luqadda la adeegsanayo. Bixiye waxbarashadda hore ayaa sidoo kale ka sheekeyn kara ama u gudbin kara waxa ay sameynayaan iyo dhacdooyinka maalinta, una aqrin kara una heesi kara cunugga kobcinta luqadda.

Marwo Sasha waxay ku aragtaa laba socod baradka nawaaxiga buugaagta. Waxayna fiirinayaan buugaaga. Way soo galeysaa Oliverna waxay u dhiibaysaa buug ku saabsan dinosaurs. Way fadhiisataa oo waxay bilawdaa inay u akhrido isaga. Hal ama laba socod baradka kale ayaa u yimid inay maqlaan oo arkaan sawirada. Waxay tilmaamayaan sawirada iyaduna way sii dheereyneysaa hadalkooda. Waxay calaamadeysaa waxyaabaha ay tilmaameen waxayna ka hadlaysaa waxyaabo kale oo buugga ku jira, sida midabada bogga ku yaal.

Bixiyeyaasha waxbarashadda hore waxay ka caawin karaan carruurta yaryar inay koriinka jir ahaaneed ka caawiyaan inay bartaan xirfadaha ka caawin doona inay dhaqaajiyaan jirkooda markay korayaan. Dhallaanka ilaa bil-bil jira waxay isticmaali karaan waqti calool-adag si ay jirkooda uga dhigaan ku xoogan oo rogrogi kara, gurguurta oo socon kara. Ilmaha iyo socod baradka waxay u baahan yihiin boosas ama goobo fara badan oo ay ku bartaan xirfadaha sida guurguurashada, socodka, orodka iyo boodboodka. Bixiyaasha waxbarashada hore waxay ku dhiirrigelin karaan tan iyaga ku dhiirrigeliya inay ku celceliyaan xirfadahan maalin kasta goobaha gudaha iyo kuwa dibadda.

Qolka dhallaanka, Ember oo shan bilood jir ah ayaa gacmaheeda u adeegsaneysa inay laabta ama shafka ka qaaddo sagxadda dhulka inta lagu jiro xilliga beer u socodka oo ay mararka qaarkood jilbaha u kacdo. Inta lagu jiro waqtiga caloosha, Marwo Jamilah waxay dhigtaa waxyaabo yar-yar oo midabyo iyo xiise leh dabaqa banaanka ee gaarka ah. Marwo Jamilah waxay la fadhiisaneysaa dhulka Ember waxayna ku dhiirigalineysaa isku dayga Ember inuu rogo, qaado iyo qado shayada.

Sababtoo ah carruurta yaryari waxay wax ku bartaan cilaaqaadka, bixiyaasha waxbarashadda hore waxay kaa caawin karaan ku celcelinta awoodaha xisaabta xitaa carruurta yar-yar. Xisaabta carruurta iyo socod baradka ma ahan isugeyn iyo kalagoyn. Waa fikradaha sida kuwa dhow iyo kuwa fog, maran oo buuxa, kala-soocid iyo isu dhigma, weyn iyo wax yar, gudaha iyo dibedda, iyo bilaabidda tirinta. Xirfadahaan xisaab waxay gacan ka geysan karaan dejinta carruurta ku guuleysata dugsiga iyo noloshadooda.

Miss Brittany waxay ku jirtaa sanduuqa kooxda socod baradka ah. Waxay ogaatay in Ellie ay leedahay laba gaari. Miss Brittany ayaa tiri “Waxaad leedahay laba gaari - midkee baa weyn? Kee baa yar?”

Marka dhallaanka iyo socod-baradka ay la yeeshaan xiriir dhow oo aamin ah bixiyaashooda waxbarashadda hore, waxay ka caawineysaa inay joojiyaan xididada silig u xirto maskaxdooda si ay u aaminto kuwa kale ayna u dareemaan ammaan. Tani waa sida ugu wanaagsan ee looga caawin karo carruurta yar-yar inay bartaan dareenka ku saabsan qaabab bulsho ahaan iyo dhaqan ahaan ku habboon.[239] Bixiyaasha waxbarashadda hore waxay door muhiim ah ka ciyaaraan sida carruurta yaryari wax uga bartaan is-xakamaynta ama is-dejinta xaaladaha shucuurta aadka u daran. Tani waxay dhacdaa markii daryeelayaashoodu isla markiiba ugu jawaabaan siyaabo isdaba joog ah oo ay siiyaan waxyaalo raaxo leh sida shey ay jecel yihiin ama gacan ay ku qabtaan ama ku qabtaan, dhagaxaan iyo u heesaan dhallaanka iyo socod baradka. Maskaxdooda ayaa horumarisa iyada oo laga jawaabayo jawi joogto ah oo nabadgelyo leh, kaas oo u dejiya carruurta yar-yar guul bulsho iyo shucuureed.

Omar, oo ah 19-bilood jir, wuxuu arkayaa macalin cusub oo qolka u soo galaya wuuna argagaxay. Dibnaha ayuu hoos u foorarsadaa oo oohin ayuu bilaabay. Bixiyaha waxbarashadiisa hore wuxuu isku diyaarinayaa inuu nasasho tago. Waxay soo qabatay Omar, iyadoo si tartiib ah u haysa oo leh “Oumar, waxaad isweydiineysaa qofkaas cusub yaa waaye, ah, Taasi waa Marwo Alyssa, oo ka mid ah macallimiinteena cusub. Aynu niraahno ‘hi’ iyada.”

239 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, “Daryeelka Ku-saleysan Xiriirka,” waxaa laga heli karaa **https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/relationships-foundation-learning-and-development**, oo dib loo soo saaray Ogosto 10, 2020.

Daryeelka Hore iyo Horumarinta Xirfadaha Waxbarashada. Bogga DCYF ee lagu taageerayo aqoonta iyo fahamka ku saabsan manhajka, waxqabadka iyo qaababka dhallaanka iyo socod baradka
www.dcyf.wa.gov/services/earlylearning-profdev

Xisaabta Hore iyo Sayniska. Bog shabakada eber ilaa seddex leh to oo la xiriiriira maqaallo iyo khayraadka la xiriira xisaabta iyo sayniska ee carruurta yar-yar.
www.zerotothree.org/early-learning/early-math-and-science

Sida Loogu Bandhigo Caruurta Yar-Yar Iyo Buugaagta. Goobta shabakada Websaydh Eber ilaa Seddex ah oo leh talooyin ku saleysan cilmi baaris ku saabsan sida buugaagta loola wadaago carruurta iyo socod baradka.
www.zerotothree.org/resources/304-how-to-introduce-toddlers-and-babies-to-books

Dhallaanka iyo socod baradka. Waaxda Difaaca ee Virtual Lab School ee Jaamacada Ohio State University waxay siisaa macluumaad si fudud loo isticmaalo on-line, fiidiyowyo iyo dhaqdhaqaaqyo diiradda saaraya dhinacyo badan oo dhallaanka iyo koritaanka iyo horumarka ilmaha.
www.virtuallabschool.org/infant-toddler

Luqadda iyo Isgaarsiinta. Bogga shabakada Eber ilaa Seddex leh macluumaad iyo fiidiyowyo ku saabsan sida luuqada u kobacdo.
www.zerotothree.org/early-learning/language-and-communication

Tilmaamaha Horumarinta Hore ee Gobolka Washington iyo Hogaaminta; Dhalashada ilaa Fasalka 3aad. Kheyraadka Gobolka Washington si ay uga caawiso taageerida iyo kor u qaadida waxbarashada iyo horumarka carruurta, koox ahaan. Waxaa lagu heli karaa Luqadaha Ingiriis iyo Isbaanish.
www.dcyf.wa.gov/publications-library?combine_1=EL_0015&combine=&field_program_topic_value=All&field_languages_available_value=Al

Qaybta lixaad:

Isdhexgalka iyo Manhajka

Isdhexgalka iyo Manhajka

Qaybtani waxay diiradda saareysaa guusha wax-barida cunugga, waxayna tixgelineysaa si gaar ah labadaba guriga qoyska iyo xarunta. Sidee baa shaqaalaha barnaamijka waxbarashada hore ay ula falgalaan ulana macaamilaan carruurta ayaa lagu sheegayaa iyada oo la raacayo qawaaniinta shaqaalaha iyo cilaaqaadka carruurta, isgaarsiinta iyo ku dhaqanka barashada.

Qeybta isdhexgalka iyo Manhajka waxaa ku jira seddexda qaybood oo hoose:

- Taageerada Waxbarashada
- Taageerada Dareenka iyo Abaabulka Fasalka
- Qaab-dhismeedka Barnaamijka iyo Abaabulka

Buug-tilmaameedka shatiyeynta laysinka Xannaaneynta Carruurta iyo Waxbarashada Hore wuxuu ka hadlayaa kaliya qaybaha la xushay ee Heerarka Tayada Aasaasiga ee laga helay Cutubka 110-300 WAC. Buug-tilmaameedkan waxaa ku jira ilo muhiim ah, akhbaaraha hadda jirta iyo tusaalooyin wax ku ool ah. Loogama jeedin inay bixiso aragti dhammaystiran oo ku saabsan Isdhexgalka iyo Manhajka.

WAC 110-300-0300

Individual care plan

(1) An early learning provider must develop an individual care plan for each child with special needs and must notify the department when a child with special needs is enrolled or identified in the early learning program. Plans and documentation required under this section must:

(a) Meet the requirements of this section;

(b) Be available for department review;

(c) Have written permission from a child's parent or guardian stating that a visiting health professional may provide services to the child at the early learning program, if applicable;

(d) Have verification that early learning program staff involved with a particular child has been trained on implementing the individual care plan for that child, if applicable;

(e) Be updated annually or when there is a change in the child's special needs; and

(f) Be kept in the child's file.

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

(a) The individual care plan must contain:

(i) The child's diagnosis, if known;

(ii) Contact information for the primary health care provider or other relevant specialist;

(iii) A list of medications to be administered at scheduled times, or during an emergency along with descriptions of symptoms that would trigger emergency medication;

(iv) Directions on how to administer medication;

(v) Allergies;

(vi) Food allergy and dietary needs, pursuant to WAC 110-300-0186;

(vii) Activity, behavioral, or environmental modifications for the child;

(viii) Known symptoms and triggers;

(ix) Emergency response plans and what procedures to perform; and

(x) Suggested special skills training, and education for early learning program staff, including specific pediatric first aid and CPR for special health care needs.

(b) An early learning provider must have supporting documentation of the child's special needs provided by the child's licensed or certified:

(i) Physician or physician's assistant;

(ii) Mental health professional;

(iii) Education professional;

(iv) Social worker with a bachelor's degree or higher with a specialization in the individual child's needs; or

(v) Registered nurse or advanced registered nurse practitioner.

(3) An early learning provider's written plan and documentation for accommodations must be informed by any existing:

(a) Individual education plan (IEP);

(b) Individual health plan (IHP);

(c) 504 Plan; or

(d) Individualized family service plan (IFSP).

Qorshe daryeel shaqsiyeed waa in la sameeyaa marka ubadku u baahan yahay daryeel gaar ah naafanino lana aqoonsan karo oo la ogaadey ama xaalad caafimaad, ama marka loo baahdo waafajin jireed ama dabeecad gaar ah. Qorshaha waxaa la horumarin karaa marka ilmaha la qoro ama kadib waqti dambe markii la ogaado baahida ubadka. Qorshaha daryeelka shaqsiyeed wuxuu u adeegaa inuu bixiyo aqoonta iyo tababarka si markaas baahida gaarka ah ubadka si fiican loo fahmo loona hubiyo xeeladaha loo dejinayo baahidaas. Tani waxay siinaysaa waalidiinta iyo dadka ardayda masuulka ka ah, iyo sidoo kale bixiyeyaasha waxbarashadda hore, kalsooni inay jiraan tilmaamo la dejiyay oo lagu maareeyo baahida ilmaha iyo bixinta taageerada ugu fiican iyaga. Qorshaha waxaa loogu talagalay in lagu muujiyo baahiyaha gaarka ah ee canugga sida uu go'aamiyey waalidka ama ilaaliyaha, iyo in lala kaashado bixiyaha xanaanada caafimaadka cunugga ama xirfadlayaal kale oo sharciyeysan oo ku habboon.

Qorshaha daryeelka shaqsiyeed wuxuu ka koobnaan doonaa macluumaad qaas ah oo muhiim u ah wax-ka qabashada amniga ilmaha, caafimaadka iyo horumarka. Qorshaha waxaa ka mid ah macluumaad ku saabsan ogaanshaha cudurka ama baahida ubadka, hoyga loo baahan yahay ama wax ka beddelidda, calaamadaha, kicinta iyo qorshaha jawaab celinta. Haddii daawooyinka ay yihiin lagama maarmaan oo mid caadi ah ama xaalad degdeg ah, sidoo kale foomamka oggolaanshaha daawooyinka waxay u baahan doonaan inay buuxiyaan waalidka ama ilaaliyaha cunugga.

WAC 110-300-0215 wuxuu qeexayaa shuruudaha la xiriira daawada.

Waalidka ku nool Degmada Kitsap wuxuu khibradooda la wadaagayaa qorshaha daryeelka shaqsiyeed:

"Maalmo iyadoo uga hartay wiilkayga sagaal jirka ah dhalashadiisa, wuxuu bilaabay inay qabato suuxdin weyn oo mal iyo petite. Daaweyntu way dhib badneyd maadaama uu isna qabo Autism. Ka dib 47 maalmood oo uu ku jiray cisbitaalka, waxaa la ogaaday inuu u baahan yahay eey adeeg si uu uga jawaabo suuxdinta maadaama daawada kaligeed aysan shaqeyn. Markuu eeygu dareemay isbeddelka jawiga ee wiilkayaga, wuxuu u tegi jiray wiilkeenna, asigoo dabada ka lulayaa oo sankiisa ku riixayaa. Eyga ayaa wuxuu ogeysiinaya dadka weyn, oo uu garanaya inuu ka caawinaayo wiilkeenna inuu is-dejiyo oo uu la aado dabaqa si uusan waxyeello u soo gaarin markii ay qabato suuxdinta. Eyga ayaa muhiim u ahaa ka soo saarida wiilkeena suuxdinta markii la dhammeeyo. Xayawaankii adeega ayaa leefay wejiga wiilkayga si joogto ah. Tani waxay si weyn uga caawintay sidii uu uga soo baxay suuxdinta isagu had iyo jeer waa mid aad u jahwareersan oo wareersan. Xayawaanku wuxuu ahaa lama huraan.

Bilowgii hore, xarunta ma aysan jecleeyn in lagu haayo eey barnaamijka. Waxaa jiray waxyaabo badan oo ah "maya" Dadka quluubtoodu way weyneed, laakiin waxay qabeen cabasho badan oo ay garan waayey waxay ay ka sameeyn karaan. Anaga waxaan u doodi jirnay wiilkeena, inkasta oo ay nagu adkeed mararka qaarkood, waxaan la shaqeynay xarunta si aan uga jawaabno dhammaan su'aalahooda oo aan wax uga qabanno dhammaan walwalkooda. Aniga waxaan kaliya dooneynay in wiilkayagnu oo helo waayo-aragnimo caadi ah, waxbarashaduna waxay inoo ahayd mida ugu weyn oo awood u yeelan karno inuu qorsho la sameeyno xarunta.

Wiilkayaga, iyo eeykiisa adeegga, wuxuu sii joogay xarunta dhowr sano oo dheeri ah illaa uu ka weynaaday barnaamijka. Eyga adeega waxaa lahaa wiilkayga, laakiin shaqaaluhu way wadaageen sida eygu u caawinaayo carruurta oo dhan. Eyga wiilkeyga ayaa ka caawiyey carruurta kale inay isdajiyaan sidoo kale wuxuu ka caawinay inay bartaan inay jiraano ama ka helaan adduunkooda carruurta naafada ah. Ugu dambeyntiina, waxay ahayd waayo-aragnimo aad u quruxda badnayd."

Laga soo bilaabo aragtida xarunta bixiyaha waxbarashada hore ee Degmada Kitsap:

"Sanad ka-hor, aniga waxaa noola sheegay in qoys ilmahoodu u baahan yahay eey u adeega barnaamijkeena. Markii hore, ma qiyaasi karnay sida taasi u shaqeyn doonto. Anaga waxaan ka walwalaynay shaqaalaha iyo carruurta in laga yaabo inay leeyihiin xasaasiyad xayawaan ama baqdinta eyda. Waxaan isweydiinay haddii ilmuhu si kama'ah u dhaawici karo eyga ama eygu u dhaawici karo cunug. Xitaa ma aanan ogeyn sida aan ugu habeyn karno eeyga sida oo ku aado musqusha xaruntayana. Waxaa jiray su'aalo iyo walaacyo badan!

Wax badan ayaan lahadalnay qoyska, waxayna isku raaceen in tababaraha eyga u adeegu inoow noo yimaado oo uu lahadlo shaqaalaha iyo caruurta si aan ugu sharaxo waxkastoo ku saabsan shaqada eeyga howlihiisa iyo ka jawaabida dhamaan su'aalaheeyna. Waxaan la xiriirnay oo aan la shaqeynay qoyska si loo sameeyo qorshe daryeel shaqsi oo faahfaahsan si qof walba u ogaado waxa laga filayo. Waxaan baranay calaamadaha eyga waxay ahaayeen iyo waxa aan sameyno hadii aan aragno. Waxaan baranay eeyga in lagu nadiifiyo shaambo gaar ah oo aan xasaasiyad lahayn si loo maareeyo dander. Waxaan xitaa ogaanay in eeyga loo tababaray inuusan isticmaalin musqusha saacadaha la jooga xarunta! Aad ayaan ugu faraxsanahay inaan waqti u helnay inaan lahadalno qoyska oo aan wax kabarano, waxa aan sameyn karno. Waxay inoo aheed qof kastaba waayo-aragnimo weyn."

Markaan eegno baahiyaha carruurta ee Gobolka Washington ee jawiga waxbarashada hore, labadaba helida iyo iswaafajin muhiimka ah, kheyraadka ayaa la sii-wadi doona inay noqdaan kuwo muhiim ugu ah si loo gaaro guulaha lagu taageero bixiyeyaasha waxbarashada hore. Markaan tixgelinayno baahiyaha carruurta ee Gobolka Washington ee jawiga waxbarashada hore, labadaba helida iyo iswaafajin muhiim ah, kheyraadka ayaa sii wadi doona inay noqdaan kuwo muhiim ah si si-guul leh loogu taageero bixiyeyaasha waxbarashada hore. Labadii sano ee la soo dhaafay, in ka badan 100 bixiyeyaasha guryaha qoysaska iyo in ka badan 1,100 bixiyeyaasha xarunta ayaa helay lacag-bixinno dheeri ah oo dadweynaha ah iyada loo marayo Daryeelka Carruurta ee Xiriirinta Shaqada ee Gobolka "Working Connections Child Care (WCCC)" oo loogu talagalay adeegyada carruurta leh baahiyaha gaarka ah.

WAC 110-15-0220 wuxuu qeexayaa sicirka baahiyaha gaarka ah - u qalmida iyo dukumiintiyada loo baahan yahay

Qorshayaasha daryeelka shaqsiyeed waxay taageeraan oo horumariyaan ka mid noqoshada, taas oo bixisa faa'iidooyin badan. Marka loo eego Daryeelka Carruurteenna (CFOC), daraasado ayaa lagu ogaaday faa'iidooyinka soo socda ee daryeelka carruurta oo loo dhan yahay:

- Carruurta leh baahiyaha gaarka ah waxay kobciyaan xirfadaha bulsheed iyo isku kalsooni.
- Qoysaska carruurta leh baahiyaha gaarka ah waxay kasbadaan taageerada bulshada waxayna yeeshaan aragtiyo wanaagsan oo ku saabsan ilmahooda.
- Carruurta iyo qoysaska aanan lahayn baahiyo gaar ah waxay noqdaan kuwo aad u fahma isla markaana aqbala kala duwanaashaha khilaafaadka iyo naafonimada.
- Bixiyeyaasha waxbarashadda hore waxay wax ka bartaan la shaqeynta carruurta, qoysaska iyo bixiyeyaasha adeegga waxayna horumariyaan xirfadaha daryeelka shaqsiyeed ee carruurta oo dhan.[240]

Qeybta muhiim ah oo ka mid ah shuruudaha qorshaha daryeelka shaqsi, waa xaqiijinta in shaqaalaha barnaamijka ee ku lug leh cunugga loo tababaraayo fulinta qorshaha. Tababarku wuxuu u oggolaanayaa shaqaalaha inay bartaan qorshaha waxayna caawineeysaa inay aqoonsadaan haddii macluumaad muhiim ah ama hagid weli looga baahan yahay qorshaha. Waalidiinta ama dadka ardayda masuulka ka ah waxay noqon karaan ilaha aasaasiga ah waxayna bixin karaan tababar, iyadoo kuxiran waxa qorshuhu ku lug leeyahay ama looga baahan yahay ilmaha. Haddii loo baahdo qiyaasta tallaabooyin xaalado deg-deg ah, tababbarku waa inuu ku jiraa soo-bandhigid iyo hirgalinta tababarka. Tusaalooyinka tallaabooyinka qiyaasta xaaladaha deg-degga ah waxaa ka mid noqon kara Epi-Pen oo xasaasiyad daran leh, glucagon oo sonkorta dhiigga ku yar, neefta-u-qaadista fal-celinta xiiqda, ama daawada khalkhalka suuxdinta. Diiwaangelinta dokumeentiga tababbarka shaqaalaha ee qorshaha daryeelka shaqsiyeed waxay xaqiijineysaa in dhammaan shaqaalaha ku lugta leh cunugga ay ku qalabaysan yihiin macluumaadka si aad leh ula kulmaan baahiyaha ilmaha.

WAC 110-300-0186 wuxuu qeexayaa shuruudo dheeraad ah oo la xiriira xasaasiyadda cuntada iyo baahiyaha cuntada ee gaarka ah.

Wada-hadalka joogtada ah ee waalidka ama masuulka cunuga ayaa muhiim u ah sameynta qorshe daryeel shaqsiyeed oo macluumaad leh iyo dhameystiran. Si loo hubiyo in qorshaha daryeelka shaqsiyeed uu wax uga qabto baahiyaha ilmaha kolba markay sii koraano ee ay kobcayaan, qorshaha waa in la cusbooneysiiyaa sannad kasta ama in ka badan haddii baahida ilmuhu isbadasho. In kasta oo DCYF ay tahay in la ogeysiiyo marka cunugga qaba baahiyo gaar ah la qoro ama la aqoonsado, macluumaadka aqoonsiga cunugga lama siideynayo ama lama diiwaangelinayo.

240 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna: Heerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada 4aad ed.* (Itasca, IL: Akadamiyadda Maraykanka ee Cudurrada Caafimaadka, 2019), 359

Qorshaha Daryeelka Shakhsiyeed ee Ilmaha ee Daryeelka Ilmaha. Foom muunad ah oo ku yaal bogga Foomamka & Dukumiintiyada DCYF. Foomka tusaalaha waxaa lagu heli karaa luuqaddaha Ingiriis, Soomaali iyo Isbaanish.
www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/forms-documents

Liiska Dhejinta ee Xasaasiyadda iyo Cunto-beddelka Cunnada. Foom tusaalo ah oo ay soo bandhigtay Degmada Snohomish Health District oo ah in barnaamijka barashada hore lagu dhajiyo meel qarsoodi ah laakiin si fudud loo heli karo oo u dhow diyaarinta cuntada iyo u adeegida aagaga, si loogu adeego xusuusinta badbaadada cuntada oo carruurta gaarka ah.Si loo hubiyo in macluumaadka caafimaadka shaqsiyeed la ilaaliyo, lana tixgeli inaad ku dhejiso foomkan gudaha albaabka ama isticmaal xaashi si aad ugu daboosho liiska.
www.snohd.org/DocumentCenter/View/3419/Dietary-Modifications-Posting-List-PDF

Qorshooyinka daryeelka. Bogga Seattle iyo King County ee Caafimaadka Dadweynaha oo leh xiriiriyeyaal qorshe shakhsiyeed tusaalo ah oo ku saabsan daryeelka, neefta, xasaasiyadda, sonkorowga iyo suuxitaanka.
www.kingcounty.gov/depts/health/child-teen-health/child-care-health/safety.aspx

Caawinta Hore ee Dhallaanka & Toddobaadka "Early Support for Infants & Toddlers" (ESIT). Bogga DCYF waxaad ka helaysaa qabadka hore ee carruurta dhalashada illaa 3 sano jir ah oo leh daahitaan koriimada ama koritaan xagga cuuryaanimada.
www.dcyf.wa.gov/services/child-development-supports/esit

Ka mid noqoshada, Nidaamka Caawinta Farsamada & Tababbarka ee Waaxda Waxbarashada ee Florida (TATS) websaydhku wuxuu bixiyaa isku xirnaanta macluumaadka, qalabka daabacan, fiidiyowyada, cilmi baarista iyo kheyraadka kale ee taageeraya dhaqamada loo dhan yahay ee carruurta yar-yar.
https://tats.ucf.edu/inclusion/

Foomamka Qorshaha Daryeelka Qofka. Bogagga Caafimaadka & Bukaanka Snohomish ee Degmada waxaa ku jira xiriiriyeyaal dhowr tusaalooyin ah ee Foomamka Qorshaha Daryeelka Qofka.
www.snohd.org/245/Health-Illness

Fasallada Dadka Waaweyn ee waalidku oo loo Qoondeeyay. Isbitaalka Carruurta ee Seattle wuxuu bixiyaa fasalo loogu talagalay waalidiinta mutadawiciinta loo xilsaaray inay ka caawiyaan carruurta howlaha la xiriira sonkorowga ee dugsiga.
www.seattlechildrens.org/clinics/endocrinology/endocrine-diabetes-classes-workshops/

WAC 110-300-0305

Curriculum philosophy and planning

(1) An early learning provider must have a written curriculum philosophy that describes the program of planned daily activities related to early childhood or child development.

(2) The curriculum philosophy must address all age groups being served, be informed by the Washington state early learning and development guidelines, and may include:

(a) How children develop emotionally, socially, cognitively, and physically;

(b) What early learning looks like or areas of focus for each age group being served;

(c) How the provider will meet cultural, dual language learner, and special needs of children in care;

(d) How to guide learning and social interactions;

(e) The importance of play to a child's learning process; and

(f) For infants and toddlers, the importance of developing consistent, nurturing relationships with caregivers as a component of learning.

(3) Staff must be trained on the program's curriculum philosophy.

(4) A lead teacher or family home early learning provider must be given regularly scheduled time to plan and develop curriculum and activities. Planning may be done during rest time but all supervision requirements pursuant to WAC 110-300-0345 must be met.

Falsafada manhajka ayaa ah aasaaska abuurayso howlaha waxqabadka barnaamijka, deegaanka iyo isdhexgalka carruurta. Falsafad manhajka ula kac ah oo horumarsan ayaa cadeeynaayo sida caruurtu ugu koraan shucuur ahaan, bulsho ahaan, garasho ahaan iyo jir ahaanba, waxayna muujineysaa sida loo daboolayo ama loo buuxinayo baahiyaha kobcin koriitaanka. Falsafadda manhajka barnaamij kasta oo waxbarasho hore ah waxay ka tarjumaysaa fahamka horumarka ilmaha iyo waxbarashadiisa, iyo sidoo kale qiimayntooda iyo dhaqankooda.

Shuruudaha falsafadda manhajka qoran waxay u adeegtaa ujeedooyin badan. Waxay gacan ka geysaneysaa taageeridda natiijooyinka carruurta ee wanaagsan iyada oo kor u qaadeysa howlaha wax-qabadka da'ahaan iyo horumar ahaanba ku habboon koox da' kasta leh. Waxay sidoo kale kobciya waxqabadyada iyo bay'adaha iyada oo maskaxda lagu hayo yoolalka waxbarashada. Falsafada manhajka qoraalka ayaa sidoo kale gacan ka geysanaayo hubinta in dhammaan shaqaaluhu inay si cad u fahmaan waxa laga filayo barnaamijka iyo sida loola dhaqmaayo maalin walba isdhexgalka carruurta. Falsafadda manhajka qoran waxay dhiirrigelisaa ka-qaybgalka qoyska. Waalidiinta iyo dadka ardayda masuulka ka ah waxay siinaysaa isgaarsiinta hore ee ku saabsan waxa ay ka filan karaan barnaamijka iyo nooca waxqabadyada ay carruurtooda la kulmi doonaan inta ay ku jiraan barnaamijka waxbarashada hore.

WAC 110-300-0450(2)(e) waxay u baahantahay falsafada manhajka inay qayb ka ahaato buuga hagida adeegaha waalidka iyo dadka ka masuulka afka ilmaha.

Horumarinta Waxbarashada Hore ee Gobolka Washington iyo Horumarinta Tilmaamaha (EL_0015) waxay caawini karta barnaamijyada horumarinta falsafada manhajka. Tilmaamuhu waxay bixiyaan macluumaad lagu taageeraayo laguna xoojinayo horumarka iyo waxbarashada carruurta. Waxay daboolayaan mowduucyo horumarineed oo kala duwan oo loogu talagalay carruurta da'doodu ay tahay dhalashada illaa fasalka saddexaad, waxayna aqoonsadaan heerarka ay carruurtu u kulmaan da' gaar ah. Hogaaminta tilmaamaha waxaa kale oo ku jira xeelado wax ku ool ah iyo waxqabadyo ku habboon oo lagu dhiirrigelinayo horumar **www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf**

Horumarka bulshada iyo shucuurta waa arrin muhiim ah oo ka mid ah horumarka guud ee caafimaadka ubadka wuxuuna siinayaa tusaale ku aadan goobaha falsafada manhajka wax ka qaban karaan da' kastoo ku aadan da'da loogu adeegaayo kabashada barnaamijka waxbarashada hore. Dhallaanka, falsafada manhajka ee lagu taageeraayo horumarka bulshada iyo shucuurta ayaa waxaa xooga lagu saareysa dhisida kalsoonida iyo dhiirigelinta ka jawaab celinta tilmaamaha baahida ubadka. Ilmaha socod baradka ah, falsafada ayaa diirada lagu saareysa qaabeynta habdhaqanka bulshada iyo dareenka garashada luuqada ku wareegsan. Falsafada bulshada iyo shucuurta da'da dugsiga barbaarinta waxay dhiirrigelin kartaa xeelado ku saabsan la qabsashada walwalka ku saabsan kala-tagidda xubnaha qoyska inta lagu jiro maalinta, ama wada-shaqeynta iyo xallinta dhibaatooyinka asxaabta xilliga ciyaarnimada. Carruurta da'da iskuulka, diirada waxaa loo rogi karaa howlo-waxqabad ah iyo manhajka ku saabsan inay noqdaan caruurta muwaadiniin wax soo saar leh oo wax ku biirinaayo bulshadooda. Mid kastaba oo ka mid ah kooxyaha da'da ee daryeelka, falsafadda barnaamijka waxbarashada hore sida ay carruurtu wax u bartaano una wargaliyaano manhajka iyo waxqabadyada lagu taageerayo horumarka goobaha waxbarida.

Si loo hubiyo isfaham joogto ah iyo habka barashada hore, shaqaalaha waa in loo tababaraa falsafada manhajka waqtiga la shaqaalaynaayo, iyo sidoo kale marka isbadal lagu sameeyo falsafada manhajka barnaamijka. Shuruuddaan waxay ay khuseysa dhammaan shaqaalaha taas oo macnaheedu tahay in shaqaalaha laga wacyi geliyo, loo jiheeyo iyadoo taageero fahamkooda ah ee falsafadda barnaamijka. Tababarkaan waa in la doobaa ama lagu qoraa feylasha shaqaalaha laguna daraa taariikhda iyo sharaxaad kooban oo ku saabsan waxa laga hadlay.

Si lagaaga caawino hubinta falsafada manhajka lagu dhaqangaliyo barnaamijka barashada hore, hogaamiyaasha macalimiinta iyo qoysaska bixiya barashada hore ee guriga waa inay lahaadaan waqti joogto ah oo loogu talagalay inay qorsheeyaan manhajka iyo barnaamijka waxqabadka. Sida laga soo xigtay Xarunta Daraasada ee Shaqaalaynta Daryeelka Carruurta, bixiyaha waxbarashadda hore waxay awoodeysaa inuu wax ku ool noqdo taageera qorshaynta iyo wakhtiga diyaarinta.[241]

Diyaargarowgu waa lama huraan si loo hubiyo in howlaha fasalku ay taageeraan barnaamijyada ku qoran falsafada manhajka, si loo aqoonsado loona soo ururiyo qalabka lagama maarmaanka ah iyo in la saadaaliyo baahiyaha shaqsiyeed ee carruurta.

241 Marcy Whitebook, Caitlin McLean, Lea Austin, iyo Bethany Edwards, "Tusaha Shaqaalaha Carruurnimada Hore - 2018," *Xarunta Daraasada Shaqada Daryeelka Carruurta,* Jaamacadda California, Berkeley, (2018), waxaa laga heli karaa **https://cscce.berkeley.edu/wp-content/uploads/2018/06/Early-Childhood-Workforce-Index-2018.pdf**.

Bixiye waxbarasho hore ee guriga qoyska ah oo ku yaal Pierce County nala qaybsaday:

"Markii aan helo waqti aan ku qorsheeyo, waxay iga caawisaa inaan dareemo sida xirfadleyda oo aniga ah oo kale. Waxay i siinaysaa waqti aan ku eego dhammaan waxqabadyadii usbuucii la soo dhaafay, inaan qiimeeyo wixii si wanaagsan u dhacay iyo qeexida isbeddelada lagu sameynaayo toddobaadkan. Waxay i siinaysaa fursad aan ku sameeyo wax ka beddelid waxqabadyada carruurta oo aan ogahay inay u baahan doonaan taageero dheeri ah taas oo iyaduna fursad badan oo guul ah siinaysa caruurta. Tan iyo markii aan sameeyey waqti qorshayn toddobaadle ah, waxaan dareemay kalsooni badan waxaanan noqday mid aad ula jaan qaadaya baahida shaqsiyadeed ee carruurtayda. Maaraynta fasalka sidoo kale way soo fiicnaatay maxaa yeelay aad baan u diyaarsanahay taas oo carruurta ku sii sameeysay wax badan oo ka mid ah hawl qabadkooda leh.

Baloogyada Dhismaha ee Barnaamijyada Waxbarashada Carruurnimada Hore ee Tayada Sare. Daabacaadda Machadka Siyaasadda Barashada ee tilmaamaya ashyaada muhiimka u ah ee barnaamijyada waxbarashada carruurnimada hore oo tayo sare leh sida lagu muujiyey cilmi baarista iyo heerarka xirfadeed.
https://learningpolicyinstitute.org/product/building-blocks-high-quality-early-childhood-education-programs

Kula Socodka Dhinacyada wax-barida Ardayga: Manhajka Fasalka Pre-K ee Yvonne. Fiidiyow soconaya 12 daqiiqo oo uu soosaaray Mashruuca Wax Barashada Hore oo Tayada Sare. Mashruucu wuxuu soo saaraa fiidiyowyo iyo ilaha horumarinta xirfadeed ee bixiyeyaasha waxbarashada hore, si loo xoojiyo waxbarashada sannadaha hore.
https://vimeo.com/184928043

Mashruuca Waxbarashada Hore oo Tayada Sare leh. Mashruucu wuxuu soo saaraa fiidiyowyo iyo ilaha horumarinta xirfadeed ee bixiyeyaasha waxbarashada hore, si loo xoojiyo waxbarashada sannadaha hore. Websaydhkan waxaa ku jira shan fiidiyow, su'aalo hagaya iyo ilo kale.
https://highqualityearlylearning.org/

WAC 100-300-0310

Concept development and feedback quality

(1) An early learning provider must facilitate activities to support child learning and understanding.

(2) An early learning provider may facilitate child learning and understanding through a variety of techniques such as:

- **(a) Using a variety of teaching strategies (different techniques, curricula, or styles) and materials to address different learning styles, abilities, developmental levels, and temperament;**
- **(b) Helping children enter into and sustain play;**
- **(c) Encouraging children to participate by asking questions and providing guidance;**
- **(d) Providing opportunities for children's creativity;**
- **(e) Linking concepts and activities to one another and to the children's lives and interests;**
- **(f) Noticing and responding to teachable moments;**
- **(g) Clarifying and expanding children's understanding;**
- **(h) Describing and discussing children's learning processes;**
- **(i) Encouraging children's efforts and persistence;**
- **(j) Showing tolerance for mistakes;**
- **(k) Using diverse vocabulary;**
- **(l) Leading discussions and activities;**
- **(m) Providing materials during the day, including daily routines such as meals and transitions, to encourage communication in English and children's home languages when possible; and**
- **(n) Use scaffolding methods to gradually move children toward stronger understanding and greater independence in the learning process.**

Jawiga hore ee waxbarashada, adeeg bixiyuhu wuxuu ka ciyaaraa door muhiim ah oo firfircoon taageerida iyo balaarinta waxbarashada caruurta. Horumarinta Fikradda waa marka adeeg bixiyaha hore ee waxbarashadu adeegsado xeelado gaar ah si uu uga caawino carruurta inay si qoto dheer uga fekeraan fikradaha adduunka kuwareegsan. Tayada Jawaabcelintu waxay dhacdaa marka macalinku ugu jawaabo ilmaha hab ku dhiirigalinaaya ilmaha inuu sii-wado fikirka ama isku dayga.[242]

Daraasaduhu waxay xaqiijinayaan isdhexgalka ka dhexeeya macallimiinta iyo carruurta inay aasaas u tahay waddo barashada[243] iyo in barnaamijyada waxbarashada hore oo tayo sare leh waxay hirgelinayaan manhaj horumarineed oo ku habboon fursadaha xoogga saara u hogaayo barashada.[244]

242 Meghan Cornwell, "Horumarinta Fikradda ama Tayada Jawaabcelinta?" Teachstone, waxaa laga heli karaa **http://info.teachstone.com/blog/concept-development-or-quality-of-feedback**, la daabacay Oktoobar 23, 2017.

243 Tababarka Teachstone LLC, "Isdhexgalka Macallinka-Carruurta ee Carruurnimada Hore," waxaa laga heli karaa **http://cdn2.hubspot.net/hub/336169/file-1265335269-pdf/PDF_or_Documents/Research-Summary_Teacher-Child_Interactions.pdf?t=1412355997000**, la daabacay July 2014.

244 NAEYC, "Ku Dhaqanka horumarinta Ku Habboon ee Barnaamijyada Carruurnimada Hore ee loogu adeego Carruurta laga bilaabo Dhalashada illaa 8 jir," waxaa laga heli karaa **https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf**, ayaa la daabacay 2009.

3 sano jir ayaa dhisaya laba munaaradood oo gaagaaban oo leh baloogyo curuurta ku ciyaaraan. Ilmuhu wuxuu isku dayaa inuu meel ka dhiso boonto dusha sare ee mid ka mid ah munaaradda si uu ugu gudbo dusheeda taawarka kale. Buundada balooka ma gaarto munaaradda kale. Bixiyihii hore ee waxbarashadu wuxuu yiri "waxay umuuqataa inay aad u gaabantahay buuntada," kadibna si looga caawino hagista barashada cunuga iyo dhaqso u fikirkiisa iyo xalinta dhibaatada, "maxaad u malayn inaad sameyn karto?"

Waxaa muhiim ah in la tixgeliyo in canug walba uu yahay shaqsi gaar ah isla markaana uguna jawaabo xaaladaha bulshada iyo dhaqanka ee carruurtu ku nool yihiin. Carruurtu waxay ka kala yimaadeen qoysas asalkooda kala duwan oo leh waayo-aragnimo kala jaad ah. Intaa waxaa sii dheer, shakhsiyaadka kooxdu way ku kala duwanaan karaan si ballaaran, oo leh dabeecado kala duwan, qaabab waxbarasho, iyo heerar horumarineed. Xitaa carruurta isku da'da ah waxay u badan tahay inay ku jiraan heerar koritaan oo kala duwan. Bixiyeha waxbarashadda hore waa inuu qorsheeyaa oo tixgeliyaa kala duwanaanshahan marka la dhisayo qaababka waxqabadka iyo marka la fulinayo howlaha. Si loo taageero heerar kala duwan oo koritaan ah, bixiyeyaasha waxbarashadda hore waxay qorsheyn karaan inay hubiyaan in howlaha la siinayo fursado badan oo horumarineed oo xirfadeed, qalab kala duwan iyo wax ka beddelid loogu baahan yahay carruurta. Waxaa muhiim ah in la aqoonsado in xitaa dadaal kasta iyo tixgelin kasta, ay jiraan waqtiyo aysan carruurtu guuleysan ama khaladaad sameyn. Bixiyaha waxbarashadda hore wuxuu kobcin karaa horumarka ilmaha isagoo muujiya dulqaad iyo dhiirrigelinta dadaalkooda. Carruurtu waxay baran karaan adkeysi iyo kalsooni markay yeeshaan dareen ah inay caadi tahay in qalad la sameeyo iyo inay ku sugan yihiin jawi taageeraya una dabaal dagaya waxbarashadooda.

Jadwalkaani wuxuu bixinayaa tusaalooyin farsamooyin iyo xeelado bixiyaha waxbarashada hore ah oo ugu adeegsan karo si oo ilmaha ugu fududeeyo barashada iyo fahamka.

Farsamooyinka u Fududeynaayo Ilmaha Barashada iyo Fahamkooda	Tusaale
Isticmaalka xeelado waxbarasho oo kala duwan (farsamooyin, manhaj ama qaabab kala duwan) iyo ashyaa wax looga qabanayo qaababka waxbarasho ee kala duwan, awoodaha, heerarka koritaanka iyo dabeecadaha	Bixiyaha waxbarashada hore Terry wuxuu ogyahay inay jiri doonaan laba maalmood todobaadkaan in jadwalka la badali doono si loo waafajiyo balan ay u samaysay dayactirka banaanka gurigeeda. Ciyaarta aroortii ee dibedda waxay dhici doontaa horaantii maalinta ka hor inta aysan shirkadda imaanin si ay u nadiifiso daaraha gurigeeda. Terry waxay aragtay in cunug ay daryeesho, Maya, ay jeceshahay qaab dhismeedka ayna ku adagtahay isbedelka. Terry wuxuu dajiyey qorshe uu ku siinayo Maya ogeysiis badan iyo macluumaad ku saabsan xiliga kala guurka isla markaana siiya ilmaha tilmaamo lagu horumarinaayo oo ku saabsan waxa laga filayo iyo tilaabooyinka xigi doona. Terry sidoo kale wuu garanayaa cunug kale, Ryder, inoo wax ku barto waxqabadka gacanta waynu ku adag yahay inuu fadhiisto muddo dheer. Terry wuxuu ku darayaa dhowr shaqo "guryo" ashyaa ku jira barashada hore wuxuuna qorsheynayaa waxqabad si uu u dhaqo guryaha. Waxay sidoo kale qorsheysay wadahadal waqtiga wareegga ah oo ku saabsan daryeelka nadiifinta ashyaada, waxayna u dooratay guri yar oo ay ku ciyaaraan Ryder inay ku hayaan gacanta inta lagu jiro waqtiga wareega si ay uga caawiyaan inuu diiradda saaro.
Ka caawinaata carruurta inay galaan oo ay joogteeyaan ciyaarnimada	Ilmuhu wuxuu aadayaa miiska waxqabadka oo wuxuu fiirinayaa cunug kale oo tuubaya, wareejinaayo, iskudhisaya oo fidinaya cawska guduudan. Bixiyihii hore ee waxbarashada Andrea ayaa weydiisay cunugga "maxaad u malaynaysaa in jilihu dareemayo?" Cunuggu wuu isqabtaa. Andrea waxay ilmaha u sheegtaa, "Waxaan arkaa inuu jiro meel badan oo ka soo horjeedda Nuux. Maxaan ula fadhiisaywayda kursi sidoo kale?
Ku dhiirigelinta carruurta inay ka qaybgalaan iyadoo la weydiinayo su'aalo iyo la siinayo hagitaan	Bixiye waxbarasha hore ayaa u kuur galaya Tre'von oo fadhiya dabaqa qolka midka labo kale oo ku ciyaarayaan diiwaanka lacagta iyo gawaarida raashinka. Bixiyihii hore ee waxbarashadu wuxuu weydiisanayaa Tre'von inuu qoyskiisa u raaco suuqa si ay cunto ugu soo iibsadaan. Tre'von ayaa madaxa ugu sheegey. Bixiyaha hore ee waxbarashadu wuxuu weydiiyaa nooca cuntada qoyskiisu ka helo dukaanka. Tre'von ayaa soo warisay inay helaan dalagyo badar iyo buskudka iyo canab. Bixiyihii hore ee waxbarashadu wuxuu weydiiyaa Tre'von, "Waxaan la yaabanahay haddii aan ka heli karno cunto noocan oo kale ah dukaankeenna. Halkan wax canab ah miyaad ku aragtaa?"
Siinta fursadaha hala-buurka ikhtiraarka caruurta	Bixiyaha waxbarashada hore waxa uu diyaariyaa shaxda hawsha isaga oo adeegsanaya jeesada ama dabaashiirta midab leh, xabag, qaab iyo buush leh qaabka xayawaanka, kubado iyo waraaqo shaqo.
Isku xirka fikradaha iyo hawlaha midba midka kale iyo nolosha iyo danaha carruurta	Bixiyaha waxbarashada hore waxa uu u akhriyaa buug caruurta sabiga ah oo ku saabsan eeyga. Bixiyaha waxbarashada hore waxa uu ogyahay in uu ay ku nool yahay guriga ilmaha sabiga ah. Bixiyaha waxbarashada hore waxa uu ku yidhaahdaa ilmaha sabiga ah, "Kani waa eey sida aygaaga oo kale ah, Ginger. Eeygani waa buni oo Ginger-na waa huruud!"

Farsamooyinka u Fududeynaayo Ilmaha Barashada iyo Fahamkooda	Tusaale
Ogaanshaha iyo ka jawaabida waqtiga wax la bari karo	Aagga lagu cayaaro ee dibedda, Basia iyo Henry waxay ku wada jiraan daaqda cawska. Basia ayaa ku dhawaaqday, "Bal eeg! Waa xayeysiis! Dhawr carruur ah iyo Mr. Tony ayaa u yimid si ay u soo arkaan xayesiista. Mr. Tony wuxuu weydinayaa, "Sidee ku ogaatay inay tahay xayeysiis?" Basia waxay ku jawaabtaa waan ogahay maxaa yeelay dhibco ayaa ku yaal. Henry wuxuu soo sheegay inuusan u maleyneynin inay tahay xayeysiis maxaa yeelay waa oranji iyo xayeysiista ayaa gaduudan ah. Canug kale ayaa ka warbixiyay inay wali tahay xayeyssiis. Mr. Toni wuxuu xaqiijiyay ina tahay xayeysiis midab gaduudan leh ama midibka liin sidoo kalena ay yeelan karto midabbo kale. Mr. Tony wuxuu weydiiyaa carruurta midabka ay u maleynayaan in xayeysiis noqon karo, caruurtii mala awaal ayey sameeyaan. Mudane Tony wuxuu xaqiijinayey in xayeysiita ay leeyihiin midabyada huruud, cawl, guduud iyo xitaa madow!
Cadeynta iyo balaarinta fahamka caruurta	Milo, wa 17-bilood jir ah, wuxuu ku tiirsan yahay albaabka oo ooyaa kadib markii uu macsalaameeyay aabihiis. Bixiyihii hore ee waxbarashada David ayaa weydiiyay Milo, "Miyaad ka murugeysan tahay inaad macsalaameyso aabbahaa?" Milo wuu yiri waa murugaysan ahay. David wuxuu ku yiri Milo, "Aniga waan murugooday markaan aabbahay sidoo kale macsalaameeyo. Waa caadi in la murugoodo. Ma ogtahay inaan murugo dareemi karno oo wali ciyaarno. Mararka qaarkood ciyaartu waxay naga dhigi kartaa inaan fiicnaano. Miyaad jeceshahay inaad ku ciyaarto gawaarida ama jikada, mise waxaad jeceshahay inaad aado rooga akhriska?
Sharaxaadda iyo falanqaynta geeddi-socodka waxbarashada carruurta	Macallin Emily waxay la fadhidaa Zionna iyada oo ka shaqeyneysa xujo. Emily waxay aragtaa Zionna oo gogosha isku rogaysa oo isku dayaysa inay iskula jaan qaado si wadajir ah. Emily waxay ku tiri Zionna, "Waxaan arkaa inaad qaybaha u dhaqaajineyso si aad u aragto halka ay ku habboon yihiin. Waan ka helay sida aad geesaha aad u hor marisay maxaa yeelay waad ogtahay halka ay aadeen. Aniga waxaan la yaabanahay sida aad ugu habboonaato qaybta xigta? Xagee u malaynaysaa inay ku socoto?
Dhiirigelinta dadaalka carruurta iyo adkeysiga	Liam oo sagaal bilood jir ah ayaa dhulka la fadhida qaabab caag ah iyo weel. Liam wuxuu gacanta ku hayaa saddexagal, wuu ruxaayey wuxuuna ku dhajinayaa weelka geeskiisa. Ms. Natalie ayaa aragtay ficilka waxayna waydiisay Liam "Ma dhigeysaa? Saddexagalka miyaa baaldi galaya? "Ms. Natalie ayaa daawatay markii Liam uu dhaqaajiyay gacantiisa iyo gacantiisa ka dibna seddex-xagalka dib ugu soo celinayo weelka. Liam wuxuu ku tuurayaa saddexagalka weelka. Marwo Natalie ayaa tiri, "Saddexagalka waxaad ku riday baaldiga! Miyaad baaldi qaab kale ku ridi doontaa?
U muujinta dulqaadka khaladaadka	Bixiyaha waxbarashadda hore Jess waxay aragtaa in Maria ay aad isugu dayayso inay hanato xirashada kabaha. Maria way ku sii kaftameeysay sidii ay u dhammeyn lahayd. Maria waxay bi-lawday inay muujiso jahawareer. Jess waxay la fadhidaa Maria waxayna kala hadashaa Maria sidii ay ugu adkayd inay iyadu barato xirashada kabaheeda sidoo kale. Waxay Maria ku dhiirrigelisaa inay sii waddo oo ay kala hadasho sida ay ugu han weyn tahay inay sii wadato, in kasta oo ay adag tahay.

Farsamooyinka u Fududeynaayo Ilmaha Barashada iyo Fahamkooda	Tusaale
Isticmaalka erayo kala duwan	Louis iyo Nadia waxay ka shaqeynayaan fasalkooda mashruuc ku lug leh qaabab iyo midabko. Louis wuxuu soo bandhigayaa ereyo cusub oo laga yaabo in caruur-tu aysan horey u maqlin, sida trapezoid iyo afar geesood, si looga caawino inay ku dhisaan eray cusub dusha wixii ay horey u yaqaaneen. Nadia waxay tixraacaysaa midabada Ingiriisiga iyo sidoo kale Isbaanishka si loogu baro car-ruurta kala duwanaanta luuqadaha ku xeeran.
Wadahadal iyo waxqabadka hogaaminta	Fasalka ka horeeya xanaanada caruurta ayaa wada fadhiyey oo wada qadeeyna-yaan. Fasalku wuxuu ka hadlay deegaanka xayawaanka horay waqtigooda sayniska. Macallimad Lisa waxay bilaabeysaa dooda ay carruurta la gasho oo ku saabsan xayawaannada kala duwan iyo meelaha laga heleen. Carruurta waxaa la siiyey fursad ay ku wadaagaan xayawaanada kala duwan iyo halka ay ku noolyi-hiin. Lisa waxay dhiirrigelinaysaa carruurta aan fursad u helin inay wax la wadaagaan iyadoo weydiineysa inay ka fikiri karaan xayawaanka ku nool kaynta.
Qalab bixinta inta lagu jiro maal-inta, ayaa ka mid ah howl maal-meedka sida cunnooyinka iyo kala-guurka, si loogu dhiirrigeliyo wada-xiriirka Ingiriisiga iyo luuqaddaha guriga ee carruurta marka ay suur-tagal tahay.	Fasalka socod baradka wuxuu leeyahay caruur ku hadasha Ingiriisiga, Isbaan-ishka iyo Faransiiska. Macallimad Jill waxay hubisaa inay leedahay calaamado ku saabsan walxaha dhammaan saddexda luqadood. Markay ka hadlayaan midabadyada, qaababka, iyo maalintii, fasal ahaan waxay ku hadlayaan dhammaan saddexda luuqadood. Inta lagu jiro xiliga kala guurka, macallimiinta fasalku waxay hubiyaan inay ka hadlaan waxa ku xiga ee ku saabsan luuqa-daha kale oo kala duwan sidoo kale.
Isticmaalka qaababka iskudhafka si tartiib ah loogu sameeyo carruurta xagga faham wanaagsan iyo madax-bannaanida weyn ee nidaamka barashada	Iskuxidhka wuxuu dhacaa marka bixiyaha waxbarashadda hore adeegsado xeelado gaar ah, si ilmaha looga caawino inuu uga gudbo hal wax-qabad ama fikrada una gudbaan mid waxqabad ama fikrad aad u adag. Xeeladaha qaaska ah ee iskudhafka waxaana ka mid ah: bixinta dardargelinta, weydiinta su'aalaha ama tusaalooyinka tillaabooyinka ku jira geedi socodka. Bixiyihii hore ee waxbarashada Manivanh ayaa kala hadlay carruurta fikradaha ku saabsan cimilada toddobaadkan. Subaxdaan waxay ahayd mid qoyan oo roob da'a, laakiin qorraxda aakhirkii way soo baxday. Intii lagu jiray goobta ciyaarta ee galabtii, Manivanh wuxuu weydiiyaa carruurta meesha ay biyuhu ka baxeen subaxnimadan. Benton oo shan jir ah ayaa sheegay inuu u maleynayo inay qalalan tahay. Sagaal jir Tish wuxuu ku jawaabayaa in qorraxdu biyaha uumi bay u rogtay oo ay dib ugu laabatay daruuraha. Manivanh ayaa xaqiijiyey, "Haa Tish!" Manivanh ayaa markaa ballaariyey fahamka Tish wuxuuna yidhi, "Nidaamkaas waxaa loo yaqaan Wareegga Biyaha. Dhulkeena wuxuu leeyahay biyo adag, dareere iyo gaas. Xaaladee ayaad u malaynaysaa inay biyuhu ku jiraan markay uumi u muuqdaan? "

FASALADA. Bogga loo yaqaan 'Teachstone webpage' oo ay la socdaan macluumaad iyo ilo la xiriira aaladda xooga lagu saaraayo isdhexgalka macallinka iyo ardayga si loo horumariyo barashada iyo horumarka carruurta da'kasta leh.
https://teachstone.com/class/

Horumarinta Fikradaha ama Tayada Jawaab celinta. Bog Teachstone ah wuxuu bixiya macluumaad kala soocaya cabirka horumarinta fikradda iyo tayada jawaab celinta, oo ay ku jiraan hubinta waxqabadkaaga ee fahamkaada oo leh tusaalooyin kasta.
http://info.teachstone.com/blog/concept-development-or-quality-of-feedback

Kobcinta Garashada: Isdhexgalka taageera waxbarashada. Websaydh Virtual Lab School ah oo leh macluumaad iyo fiidiyowyo ku saabsan isdhexgalka macallinka ee taageera waxbarashada.
www.virtuallabschool.org/management/cognitive/lesson-3

Xarunta Waxbarashada Carruurnimada Hore ee Jaamacadda Bariga Connecticut. Machad cilmi baaris iyo horumarin xirfadeed ayaa diirada lagu saaray kobcinta tayada daryeelka iyo waxbarashada hore.
www.easternct.edu/center-for-early-childhood-education/index.html

Websaydhku wuxuu bixiyaa cilmi-baaris, daabacado, horumarin xirfadeed iyo tababarro khadka tooska ah ah, iyo maktabad ka badan 100 fiidyow sida:

- When the Unexpected Happens: Seizing the Teachable Moment.
  www.easternct.edu/center-for-early-childhood-education/reflections-from-the-field/seizing-the-teachable-moment.html
- Taageerida Fikirka Muhiimka ah ee Caruurta.
  www.easternct.edu/center-for-early-childhood-education/reflections-from-the-field/supporting-critical-thinking-in-toddlers.html
- Xiriirka Isdhexgalka Macallinka iyo Carruurta ee Dugsiga Barbaarinta iyo Awoodda Xisaabeed ee Carruurta Yar-yar.
  www.easternct.edu/center-for-early-childhood-education/research/teacher-child-math-interactions-during-play-video.html

Gelitaanka iyo Joogtaynta Ciyaarta. Kordhinta Gobolka Penn waxay siisaa macluumaad iyo tixgelinno laxiriira taageerida ciyaarta carruurta yaryar
http://bkc-od-media.vmhost.psu.edu/documents/tips0804.pdf

Is-dhexgal. Xarunta Waxbarida Hore ee Waxbarashada & Aqoonta Xarunta "Early Childhood Learning & Knowledge Center" (ECLKC) fiidiyowyo ku-meel-gaadh ah oo xirfad-yaqaanada loogu talagalay ee barnaamijyada dugsiga-hore.

- Kordhinta Xirfadaha Fikirka Carruurta. Waxay sahmisaa seddex qaab oo lagu hormariyo fikirka carruurta.
  https://eclkc.ohs.acf.hhs.gov/video/fostering-childrens-thinking-skills
- Bixinta Jawaab-celin. Barida sida loogu bixiyo jawaab-celin tayo leh carruurta waxay taageertaa dhiiragalinta dadaal.
  https://eclkc.ohs.acf.hhs.gov/video/providing-feedback
- In carruurta diiradda lagu saaro ujeedooyinka waxbarashada. U qeexaanka sida macallimiintu uga caawin karaan carruurta inay si fiican u fahmaan waxay baranayaan.
  https://eclkc.ohs.acf.hhs.gov/video/focusing-children-learning-goals
- Iskuxirka Waxbarshada Caruurta. Bar siyaabo lagu bixiyo tirada saxda ah ee caawimaadda marka ilmuhu ku dhibeeyso inuu barto fikrad ama dhammaystiro waxqabad.
  https://eclkc.ohs.acf.hhs.gov/video/scaffolding-childrens-learning
- Ka dhigista barashada mid macno leh. Raadi sida waxbarashadu ugu habboonaan karto caruurta nolol maalmeedka caadiga ah.
  https://eclkc.ohs.acf.hhs.gov/video/making-learning-meaningful
- Adeegsiga Habka Sayniska. Bar sida loo isticmaalo habka sayniska si loogu taageero waxbarashada carruurta.
  https://eclkc.ohs.acf.hhs.gov/video/using-scientific-method

Rocking and Rolling: Awood siinta Dhallaanka iyo Socod-baradka 'Barashada Isku-dhafka. Ururka Qaranka ee Waxbarashada Carruurta Yaryar (NAEYC) oo daabacaya macluumaad ku saabsan dejinta bey'adaha iyo fududeynta horumarka iyo waxbarashada dhallaanka iyo socod baradka.
www.naeyc.org/resources/pubs/yc/may2017/rocking-and-rolling-empowering-infants-and-toddlers

Xeeladaha lagu dalacsiinaayo barashada

Barnaamij kasta oo waxbarasho hore oo tayo sare leh, waxaad rajeyneysaa inaad ku aragto carruurta oo dhaqaaqaya, fiirsanaya, hadlaya, shaqaynayo keligood, la xiriiraya carruurta kale iyo dadka waaweyn. Daryeelayaashu waa inay si firfircoon ula shaqeeyaan carruurta. Waxaad maqli kartaa dadka waaweyn oo leh:

- **Caruurta lagu casuumayo** - "Kaalay oo arag sida iniinyuhu intay baxeen geed u noqdeen!"
- **Sharaxaadda ficillada -** "Waxaan arkaa inaad iniinyahaya aad beerayso aad ugu dhexgalay carrada."
- **Kordhinta waxay caruurtu dhahaan** - "Haa, waad sameysay hadana waad ka sii boodaysaa xitaa ka sii sareeya!"
- **Muujinaya** - "Waxaan ku shubayaa biyaha anigoo ku tifanaya koobka wax yar uun."
- **Jebinta** - "Marka hore soo qaado iniin aad u weyn... ka dib ku riix carrada... waad sameysay."
- **Dhiirrigelin** - "Waxaan arkaa inaad rinjiyeysay warqaddii oo dhan oo aad ugu shaqaysay."
- **Iskalida -** "Halkan, ka waran haddii aan dhigo laba qaybood oo xujo ah adna aad labadaba aad isgaliso?"
- **Ku hagida ku cel-celinta** - "Aynu tirinno warqadaha nadiifinta. "Hadda aan tirinno kabaha...."
- **Ku Dhiirrigelinta fikirka** - "Sidee ayaad u malaynaysaa inuu dabagaaluhu ku helay lowskiisa?"
- **Falanqaynta dhiirigelinta** - "Maxaad ugu malaynaysaa in barafku u dhalaalay?"
- **Loolan** - "Haa, waxay u muuqataa tufaax maxaa yeelay waa gaduud, laakiin waa miro kale oo ka duwan. Maxay noqon kartaa?
- **Dhageysi -** Laba wiil ayaa si qoto dheer ugu hadlaayo dhismaha iyo ka wada hadalka talaabada go'aankooda xiga. Bixiyaha si aamusnaan ayuu u dhagaystay maxaa yeelay iyadu ma rabto inay carqaladeyso shaqadooda muhiimka ah.
- **Ku xirnaashaha Khibrada** – "Gabadha ku jirta buugan waxay aadeysaa xarunta xayawaanka sidaad u tagtay oo kale!"
- **Layaabista su'aalaha furan -** "Muxuu ilmuhu ka fikirayaa hadda?"
- **Maskax-abuurka -** "Aan ka fikirno siyaabo badanoo aan kari karno....."
- **Xaqiijin** – "Waan jeclahay inaan kula joogo."
- **Jiheynta** - "Waqtiga gacmaha la dhaqo oo la aado miiska cuntada fudud."
- **Toosinta** - "Waxaad ku ciyaari kartaa gawaarida qolka ciyaarta ka dib qadada."
- **Ka jawaabidda** - "Ma fiicantahay?"
- **Ixtiraamka aragtida carruurta** - "Fikradda Jamie waa inaan..."
- **Ogeysiis** - "Waxaan arkaa inaad u egtahay inaad rabto inaad tijaabiso wax cusub..."

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Language modeling and reasoning

(1) An early learning provider must be aware of and responsive to children's developmental, linguistic, cultural, and academic needs.

(2) An early learning provider must be aware of and responsive to children's needs by engaging in activities such as:

(a) Asking developmentally appropriate questions for the age group and allow children to answer without interruption from the provider;

(b) Circulating among the children during free choice activities and talking with children about what they are doing;

(c) Using teaching techniques such as:

(i) Self-talk: When the provider talks about what he or she is doing, seeing, eating, touching, or thinking as he or she is involved in that activity;

(ii) Parallel-talk: When the provider talks about what the child is doing, seeing, eating, or touching as the child is engaging in those activities; or

(iii) Language expansion: When the provider adds detail or new words to build on ideas that children are expressing.

(d) An early learning provider working with preschool and school-age children must use language to develop and encourage reasoning skills by using techniques such as:

(i) Talking about logical relationships or concepts during the day including, but not limited to, the daily schedule, the differences and similarities between objects, or people in the classroom;

(ii) Introducing concepts using guiding questions that encourage children to figure out cause and effect relationships;

(iii) Providing opportunities for reading and writing activities; and

(iv) Asking open ended questions to help children improve skills and acquire knowledge.

(e) An early learning provider working with non-English speaking children must encourage language development and acquisition by using techniques such as:

(i) Using words in various languages to talk about the routines;

(ii) Reading books out loud or using audio books; and

(iii) Playing games in different languages.

Heerarka Tayada Aasaasiga ah waxay u baahan yihiin bixiyaha waxbarashada hore inuu "ka jawaabo" baahiyaha koritaanka, luuqadda, dhaqanka iyo tacliinta carruurta. Goobta waxbarashada hore, tani macnaheedu waa inaa fiiro gaar ah uleedahay waxa canugga u muujinayo iyada loo marayo tilmaamaha aan hadal ahayn, hadal ah iyo shucuur leh isla markaana ku shaqeynaya calaamadahaas. Daryeelka ka jawaab-celinta wuxuu gacan ka geystaa dhisidda xiriiro kalsoonida ah iyo aasaaska isgaarsiinta iyo luuqadda.

Horumarinta luuqaddu waxay muhiim u tahay guud ahaan garashada iyo horumarka bulshada ee ilmaha. Waxay taageertaa awooda carruurta ee wada-hadalka, xallinta dhibaatada iyo fahamka dareenka. Cilmi baaristu waxay sheegaysaa horumarka ereyada cunugga inay ku xiran tahay asalka dhaqaalahooda. Hal daraasad ayaa lagu ogaaday in 18 bilood, carruurta ku jirta kooxaha dhaqan-dhaqaale ee kala duwan ay muujiyaan kala duwanaansho baaxad leh oo ku saabsan erayada cusub, iyo 2 sano ka dib marka la eego farqiga u dhexeeya horumarinta eray cusub ayaa si weyn u sii korodhay.[245] Daraasad dheeri ah ayaa lagu ogaaday farqi afar milyan oo erayo ah oo u dhaxeeya carruurta ka timaada heerka dhaqan-dhaqaale sarreeyo iyo midka heerka dhaqan-dhaqaale hoose illaa 4 sano jirka.[246]

Sida laga soo xigtay cilmi-baarista joornaalka 'Neuroscience', bixiyeyaasha waxbarashadda hore waxay adeegsan karaan xeelado gaar ah, si loo hagaajiyo erayda cusub ama ereybixinta iyo horumarinta luuqadda carruurta isla markaana loo yareeyo farqiga erayga. Waqtiga badan wada sheekaysiga qaangaarka iyo cunugga ee cunuggu la kulmo wuxuu si aad ah ugu xiran yahay horumarka luuqadda.[247] Tani macnaheedu waxay tahay in laga caawino qaabka loo yareeynaayo farqiga u dhexeeya guusha, bixiyeyaasha waxbarashadda hore waxay diiradda saari karaan kordhinta wadahadalka ay la leeyihiin carruurta iyo bixinta jawi hodon ku ah luuqada.

Sida laga soo xigtay U.S. Departments of Education and Health and Human Services:

> *"Jawiga luuqadda hodanka ku ah waa midka ay caruurtu ku hareeraysan yihiin hadlida, heesida iyo akhriska isla markaana ay haystaan fursado badan maalintooda oo dhan, waxqabadyada oo dhan, si ay ula xiriiraan dadka kale ugana qayb galaan wada-sheekaysiga waydiin iyo jawaab. Jawiga luuqadeed ee hodanka ah wuxuu muhiim u yahay waxbarashada hore ee carruurta, wuxuuna saameyn xoog leh ku yeelan karaa luuqadda hore, erayada, xirfadaha akhriska iyo xisaabta, iyo sidoo kale horumarka bulsho-shucuureed ee carruurta."*[248]

Daryeelka qeybtaan lagama maarmaanka waxay u tahay oo au ku lug leedahay iskaashi lala yeesho waalidiinta iyo dadka ardayda masuulka ka ah. Bixiyaha waxbarashada hore wuxuu la yimaadaan qaabab barista ah iyo u xaglin dhaqameed waxaana suuragal ah inuu seego ama si khaldan u tarjumo tilmaamaha cunuga. Kaqeyb galinta waalidiinta iyo dadka ardayda masuulka ka ah waxay ka caawinayaan adeeg bixiyaha waxbarashada hore inuu si fiican u fahmo dhaqanka cunuga iyo luuqadda qoyska.

Kala qaybgalka daryeelka fiican wuxuu u baahan yahay bixiye waxbarashadda hore si joogta leh ku hoowlaado. Si aad awood ugu yeelatid inaad ka jawaabto, bixiyaha waxbarashadda hore waa inuu ka warqabo waxa carruurta u socda. Ku wareegga carruurta inta lagu jiro ciyaarta firfircoon iyo u guurgalida waxa dhacaaya waxay u oggolaaneysaa bixiyaha waxbarashada hore inuu sii fiiriyo baahida carruurta oo si dhakhsi leh uga jawaabo. La hadalka carruurta arimaha ku saabsan waxa ay sameynayaan iyo weydiinta su'aaladaha waxay dhiirrigelisaa ilmaha fikiradooda iyo horumarkooda luuqadda.

245 Anne Fernald, Virginia A. Marchman iyo Adriana Weisleder, "Kala duwanaanshaha SES ee xirfadda farsamaynta luuqadda iyo ereybixinta ayaa muuqata 18 bilood," Maktabadda Qaranka ee Caafimaadka Qaranka Machadyada Qaranka ee Caafimaadka 16 (2) (2013): 234-248, waa la heli karaa **https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3582035/**

246 Jill Gilkerson, Jeffrey A. Richards, Steven F. Warren, Judith K. Montgomery iyo Charles R. Greenwood, "Khariidaynta Deegaanka Hore ee Luuqadda adoo adeegsanaya Duubista Maalinlaha oo dhan iyo Falanqaynta otomaatiga ah," *Joornaalka Mareykanka ee Hadalka Cilmiga-hadalka* 26 (2) (2017), waxaa laga heli karaa **https://pubs.asha.org/doi/10.1044/2016_AJSLP-15-0169**

247 Rachel R. Romeo, Joshua Segaran, Julia A. Leonard, Sydney T. Robinson, Martin R. West, Allyson P. Mackey, Anastasia Yendiki, Meredith L. Rowe iyo John D.E. Gabrieli, "Soo-gaadhista Luuqadda waxay la xiriirtaa Isku-xirnaanta Neural Dhismaha ee Carruurnimada," *Maktabadda Qaranka ee Caafimaadka ee Machadyada Qaranka ee Caafimaadka* 38 (36) (2018): 7870-7877, waxaa laga heli karaa **https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6125810/**

248 Waaxda Waxbarashada Mareykanka, Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, aad ayey u yar tahay in lagu guuldareysto, "Hadal, Akhriso oo wada heesta maalin kasta!" laga heli karo **https://www2.ed.gov/documents/early-learning/talk-read-sing/preschool-en.pdf**, la helay Ogosto 16, 2020.

Qaabaynta luuqadu waa xeelad kale oo wax ku ool u leh kordhinta fahamka iyo soo saarista luuqadda. Machadka Maskaxda Caruurta wuxuu sheegayaa in horumarka luuqada caruurta ay ku xiran tahay xawaariga sare u qaadida ama hoos udhacayo iyadoo lagu saleynayo sida dadka waaweyn ay uga jawaabaan xiriirkooda. Ku dayashada luuqadda cunugga yar markay wada-hadlayaan, xitaa ka hor intaysan sameysan ereyo, waxay kordhinaysaa hadalkooda iyo xirfadaha is-dhexgalka markay korayaan.[249] Tani waa muhiim maxaa yeelay horumarinta eray bixinta ama erayada cusub inta lagu jiro sannadaha dugsiga barbaarinta waxay la xiriirtaa xirfadaha akhriska dambe iyo guud ahaan guulaha dugsiga.[250]

Is-hadalka waa habka fiican oo lagu bilaabo kobcinta xirfadaha luqadeed ee carruurta oo aanan lahayn ereyo badan oo hadal ah. Tani waxaa lagu gaarayaa marka bixiyaha waxbarashadda hore oo ku bixiyo sheeko sheeko iyo wada-hadal ah waxay sameynayaan. Tusaale ahaan, haddii bixiyaha waxbarashada hore uu ku midabeynaayo midab liin ah, waxaa laga yaabaa inay kor u dhahaan, "Waxaan adeegsanayaa qalin-qoraha midibka liinta ah, si aan ugu sawiro wareegyada warqaddan cad." Habka Farsamadan ayaa ugu wanaagsan in si goos goos ah loo isticmaalo maalinta oo dhan, oo aanan loo isticmaalin howlgalka maalinta oo dhan.

Dariiqo kale oo lagu dhiirrigeliyo horumarinta luuqadda ayaa ah in lagu daydo hadalka iyadoo lagala hadlayo waxa ay carruurtu sameynayaan. Tani waxaa lagu magacaabaa hadal is bar-bar socda. Halkan waxaa ah tusaale ku saabsan sida hadalka is bar-bar socda uu ekaan karo.

Macallinka fasalka Mei wuxuu dhinac fadhiistaa D'andre oo ah 15-bilood jir ah intuu ku ciyaaraayey dhisida baloogyo. Mei waxay bilaawday inay dhisto munaarad la mid ah midkii D'andre. Intii ay dhisayeen minaarada midba midka kale, Mei wuxuu kala dooday midabada baloogyada iyo tirade baloogyada tirsanayaa sida D'andre u dhisayo munaaraddiisa mid dheer iyo mid dheer. Markay munaaraddu noqonayso mid dhaqdhaqaaq dhacaayo, Mei waxay ka dhigaysaa ciyaar doqon ah oo ku saabsan munaaraddu ka dhacayso D'andre waxay si dhow u daawataa Mei iyada oo calaamadeynaysa waxa uu sameynayo. Maadaama Mei uu sii wado inuu ka hadlo munaaradda isu diyaarinaysa inay dhacdo, D'andre wuu faraxsan yahay wuxuuna ku biirinayaa wada-hadalka isagoo ku oranaaya erayo gaag-aaban oo ah eray, sida "uh-oh" iyo "kor." Ugu dambayntii wuxuu ku qaylinaayey "yay!" inta ay munaaraddu dhulka ku soo dhacaysay. Maaddaama luuqaddan si joogto ah loo qaabeeyey, D'andre wuxuu bilaabi doonaa inuu ku celiyo oo ugu dambayntiina keligiis ku lug yeesho sheekada. Xirfadahani waxay sii wadi doonaan inay koraan oo ay la qabsadaan, taasoo u horseedaysa D'andre inuu awood u yeesho inuu wada-hadalka la bilaabo asxaabtiisa markuu sii weynaado.

Markay caruurtu yeeshaan xirfado badan oo xagga luuqadda ah, baahida loo qabo qaabeynta ma yaraaneyso. Habka ay qaabeyntu ku dhacdo ayaa laga yaabaa inuu u muuqdo mid ka duwan midkii sidii hore ahaa. Tusaale ahaan, Shamira waxay macallin u sheegaysa kalluunka ku dabaalanaya haanta kalluunka. Markuu macallinku kala-qeybgalaayey howsha Shamira, wuxuu sharrax ka bixinayaa waxa ay Shamira leedahay.

Shamira: Dabaasha kalluunka!

Macalinkii: Haa! Fiiri kalluunka midabka liinta ee u dabaalanaayo bidixda.

Shamira: wuu qoslaya uuna tilmaamay kalluunka isagoo tixraacaya oo leh, "Bal eeg, fiiri!"

Macalinkii: Haa, Shamira. Aad baad ugu fiirsanaysaa inaad aragto inuu kalluunku samaynaayo wax ka duwan hadda. Waxay u dabaalaneysaa hoos, hoos, hoos, ilaa ay ka gaarto gunta haanta kalluunka.

249 Rachel Cortese, "Caawinta Toddobaadka Waxay Ballaariyaan Xirfadaha Luuqadda," *Machadka Maskaxda Carruurta* (nd), oo laga heli karo **https://childmind.org/article/helping-toddlers-expand-their-language-skills/**, retrieved August 18, 2020.

250 Waaxda Waxbarashada ee Mareykanka, Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, aad ayey u yar tahay in lagu guuldareysto, "Hadal, Akhriso oo wada heesta maalin kasta!" laga heli karo **https://www2.ed.gov/documents/early-learning/talk-read-sing/preschool-en.pdf**, retrieved August 16, 2020.

Noocan qaabaynta ah ee luuqadda ah waxaa loo yaqaannaa "scaffolding: Iskudhafka". Macallinku wuxuu ansaxinayaa waxa Shamira ay muujineyso oo uu ku dul dhisayo si loo ballaariyo ereyada iyo sharaxaada loo adeegsaday. Maaddaama qaab-dhismeedka noocan ah si joogto ah loo hirgeliyo, Shamira waxay bilaabi doontaa inay adeegsato ereyada lagaga hadlayo luuqaddeeda, iyadoo ballaarinaysa eray-bixinteeda iyo adeegsiga luuqadda iyo adeegsiga habboon ee ereyada.

Bixiyaha waxbarashadda hore wuxuu sii-wadi karaa inuu ku dhiirrigeliyo erayada iyo ku adkaashaha luuqadda cunugga isagoo adeegsanaya ballaarinta luuqadda. Tani waa marka bixiyaha waxbarashada hore ku daro ereyo dheeri ah waxuu cunugu yiri. Tusaale ahaan, markuu socod baradka ku dhaho saaxiibkiis "istaag!" Bixiyaha waxbarashada hore ee dhow ayaa leh "Mason wuxuu rabaa inaad joojiso qaadashada caruusada gacanta ku jira. Wali wuu ku ciyaarayaa."

Markay carruurtu sii-wadaan ballaarinta erayada luuqad ku hadalka ah, dhamaan su'aalaha waxay noqdaan kuwo muhiim ah. Waxay kobciyaan oo keliya xirfadaha wadahadalka laakiin sidoo kale waxay kobciyaan fikirka muhiimka ah. Su'aalaha furan waxay ku kalifaan cunuga inuu sameeyo fikirkiisa ku saabsan dhibaatada, fikirka ama duruufta, ka dibna uu helo luuqadda uu kula xiriiro hadal ahaan. Bixiyaha waxbarashada hore ayaa ku weydiin kara, "maxaad ka taqaan qalinka?"

Jawiga hore waxbarashada, carruurtu waxay baranayaan luuqado kala duwan waqti isku mid ah. Xaaladdan oo kale, Ku hadalka luuqadda waxay u kori kartaa xawaarado ka dhakhso badan hal luuqad marka loo eego luuqadda kale ama waxayna u isku badali karaa gadaal iyo horay markii cunuggu uu koraayo. Tani way ku kala duwanaan doontaa caruurta waxayna ku xiran tahay baahi waxbarasho ee shaqsiyeed. Horumarinta luuqaddaha badan waxaa lagu dhiirigelin karaa ciyaaro, adeegsiga ereyo qoran iyo akhriska buugaag ku qoran luuqado kala duwan. Tusaale ahaan, bixiyaha waxbarashada hore wuxuu ku calaamadeyn karaa haamaha kaydinta sawiro muuqaal ah waxa ku keydsan goobo kala duwan, oo ay weheliyaan erayga sheyga ku qoran luuqado badan.

Bixiyaha waxbarashada hore sidoo kale wuxuu yeelan karaa waalid ama ilaaliye, ama marti sheekeeyaha martida ayaa si joogto ah u yimaada si uu u akhriyo sheekooyinka luuqad kale.

WAC 110-300-0085, WAC 110-0160, WAC 110-300-0325 iyo WAC 110-300-0330 tilmaam hogaaminta si loo helo loona dhexgeliyo carruurta ka diiwaangashan macluumaadka koritaanka, dhaqanka iyo macluumaadka la xiriira bulshada.

Caruurta ku Dhalasha laba-luuqadood. Maqaalkaan wuxuu falanqaynayaa carruurta da'dooda eber ilaa 3 jir kuna hadlaano qoysaska laba luuqadood iyo taageeridda barashada labada luuqadood.
www.zerotothree.org/resources/1780-bilingual-from-birth

Xarunta Waxbarashada Carruurnimada Hore ee Jaamacadda Eastern Connecticut State University. Machad caalami ah tijaabada loo aqoonsan yahay iyo machad horumarinta xirfadeed ayaa diirada saaray kor u qaadida tayada daryeelka iyo waxbarashada hore.
www.easternct.edu/center-for-early-childhood-education/index.html

Websaydhku wuxuu bixiyaa cilmi-baaris, daabacado, horumarin xirfadeed iyo tababarro khadka tooska ah, iyo maktabad leh in badan 100 fiidyow sida:

- Ka qaybgalinta Carruurta Sheeko Afeed si ay u Taageerto Horumarinta Luuqadda Hadalka **www.easternct.edu/center-for-early-childhood-education/oral-language-development/engaging-children-in-oral-storytelling.html**
- Xeeladaha lagu taageerayo Barashada Labada Luuqadood ee Fasalka Carruurnimada Hore **www.easternct.edu/center-for-early-childhood-education/reflections-from-the-field/supporting-dual-language-learners.html**
- Taageerida Bartayaasha Luuqadda Ingiriiska. **www.easternct.edu/center-for-early-childhood-education/e-clips/supporting-english-language-learners.html**
- Taageerida Horumarinta Luuqadda ee Dhallaanka iyo Soco-baradka Inta lagu jiro Cuntada **www.easternct.edu/center-for-early-childhood-education/reflections-from-the-field/mealtime-language-development.html**
- Taageerida Horumarinta Luuqadda Afka ee Deegaanka Luuqadda-hodanka ku ah **www.easternct.edu/center-for-early-childhood-education/oral-language-development/language-rich-environment.html**
- Taageerida Horumarinta Luuqadda Afka ee Barteyaasha Labada Luuqad **www.easternct.edu/center-for-early-childhood-education/oral-language-development/dual-language-learners.html**
- Isticmaalka Akhrinta kor loo qaadaayo si loo Taageero Horumarinta Luuqadda Afka **www.easternct.edu/center-for-early-childhood-education/oral-language-development/interactive-read-alouds.html**

Dhaqanka iyo Kheyraadka Luuqadda. Bogga Waxbarashada Dhalaanka iyo Xarunta Carruurnimada Barashada oo Aqoonta u leh macluumaad lagu caawinayo barnaamijyada barashada hore si kor loogu qaado waaya-aragnimada labada-luuqadood iyo in laga caawino hubinta adeegyada dhaqan ahaan iyo af ahaan ku habboon carruurta.
https://eclkc.ohs.acf.hhs.gov/culture-language

Caawinta Caruurta waxay sii ballaarineeysa Xirfadaha Luuqadda. Machadka Maskaxda Caruurta wuxuu bixiyaa talooyin ku saabsan dhiiri gelinta carruurta da'doodu tahay dhalashada ilaa 5 jir in lala hadlo.
https://childmind.org/article/helping-toddlers-expand-their-language-skills/

Horumarinta Luuqadda ee Carruurnimada Hore. Qeyb waxbarasho Lumen Lifespan Development waxay sharraxaysaa muhiimadda ay leedahay luuqadda carruurnimada hore. **https://courses.lumenlearning.com/wm-lifespandevelopment/chapter/language-development-in-early-childhood/**

LQaabaynta Luuqadda iyo Wada-sheekaynta. Fiidiyowyada adeegga ee Waxbarashada Dhaalaanka ECLKC ee horumarinta xirfadaha oo ku saabsan barnaamijyada iskuulka waxbarida hor. Waxaa ku jira ashyaa dheeri ah oo loogu talagalay barnaamijyada dadka Hindida Mareykanka iyo Daka u Dhashay Alaska "American Indian and Alaska Native" (AIAN).

- Kala qaybgalida Carruurta Wada-hadallada. Soo ogow wax ku saabsan barashada waxqabadyada, si carruurta looga qayb geliyo wada-hadallo taageeri kara waxbarashada fasalka **https://eclkc.ohs.acf.hhs.gov/video/engaging-children-conversations**
- Wada-hadal Adag oo Caatada ah. Qeexida dhaqamada barida si looga qeybgaliyo caruurta isdhaafsiga isbadalada hore iyo midka gadaal. **https://eclkc.ohs.acf.hhs.gov/video/thick-thin-conversations**
- Weydiinta su'aalaha. Waxaa muujisaa xeelado adeegsiga su'aalaha si loo ballaariyo wada-hadalka carruurta. **https://eclkc.ohs.acf.hhs.gov/video/asking-questions**
- Ereyada ugubka ah. Baro oo isticmaalka wada sheekaysiga maalinlaha ah si aad uga caawinto carruurta inay bartaan ereyo badan xarfo cusub. eray bixin ah. **https://eclkc.ohs.acf.hhs.gov/video/novel-words**
- Ballaarinta. Qeexaa sida loo balaariyo waxa cunugu dhaho ama sameeyo si loo balaariyo wada sheekaysiga dhallaanka, socod baradka, carruurta aan weli gaarin iskuulka si kor loogu qaado horumarka luuqadda. **https://eclkc.ohs.acf.hhs.gov/video/expansions-birth-five**

Aynu Ka Hadalno: Kordhinta Horumarinta Xirfadaha Luuqadda iyo Akhris-qorista ama suugaanta Deg-degga ah. Adeegga Warbaahinta Dadweynaha "Public Broadcasting Service" (PBS) ee ku saabsan xeeladaha dhaqameed iyo kuwa cusub ee lagu dhisayo xirfadaha luuqadeed ee carruurta yar-yar.
www.pbs.org/wholechild/providers/talk.html

Dareenka Dhacdooyinka: Bar Xeerka Calaamadaha Goor Hore. Xarumaha Xakamaynta iyo Ka-hortagga Cudurrada oo ay la socoto macluumaad, si looga caawino fahamka sida cunuggu u ciyaaro, wax u barto, u hadlo iyo u dhaqmo ayaa tilmaamaya kordhinta horumarkooda.
www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf

Khudbadaha iyo dhacdooyinka Luuqadda. Warqad wargelin ah oo ku saabsan dhacdooyinka luuqadeed ee da'da. Waxaa lagu soosaaray Sidee Ilmahaagu U Maqlaan una Hadlaan Ururka Xiriirka Maqalka iyo Hadalka Mareeykanka.
www.aapd.org/globalassets/media/policies_guidelines/r_speechmilestones.pdf

Ka Wadahadal, Akhriska, heesta Maalin kasta!: Talooyin ku saabsan Macallimiinta Dugsiga-barbaarinta & Bixiyeyaasha Barnaamijka Bilowga Hore. Kheyraad ka socda Waaxda Waxbarashada ee Mareykanka iyo Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, oo ay iskaashanayaan Too Small to Fail, oo bixisa macluumaad ku saabsan abuurista jawi luuqadda hodan ku ah iyo ka-qaybgalka carruurta wada-hadalka.
www2.ed.gov/documents/early-learning/talk-read-sing/preschool-en.pdf

Hadalku waa Barid. Wey yartahay in lagu guuldareysto bogga oo leh tilmaamo iyo ilo si loo taageero luuqadda iyo horumarka maskaxda.
https://talkingisteaching.org/

Awoodda Ciyaarta: Kaalinta Carruurta ee Kobcinta Horumarinta Carruurta Yar-yar. Maqaalka joornaalka carruurta ayaa leh macluumaad ku saabsan sida ciyaaruhu u dhiirrigeliyaan bulshada-shucuurta, garashada, luuqadda, iyo xirfadaha is-xakamaynta.
https://pediatrics.aappublications.org/content/142/3/e20182058

Waa maxay Daryeelka Asaasiga ah? Barta A Child Care Aware ee ka hadlaysa kor u qaadista caafimaadka bulshada iyo shucuurta carruurta iyada oo laga jawaabayo isgaarsiinta ilmaha.
https://info.childcareaware.org/blog/responsive-caregiving

Tilmaamaha Horumarinta Hore ee Gobolka Washington iyo Tilmaamaha: Dhalashada illaa Fasalka 3aad (EL_0015). Kheyraad lagu taageerayo laguna kobcinayo horumarka iyo waxbarashada carruurta iyadoo la aqoonsanaayo astaamaha lagu garto ee ay carruurtu ku kulmaan da'gaar ah. Waxay bixisaa tabo iyo ficillo wax ku ool ah oo lagu dhiirrigeliyo horumarka. **www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf**

WAC 110-300-0320

Facilitating child interests, learning, perspective, and productivity

(1) An early learning provider must work to maximize children's interests, engagement with developmentally and culturally responsive activities, and ability to learn from play.

(2) An early learning provider must maximize children's interests, engagement, and abilities by using techniques such as:

- **(a) Maximizing learning time with learning materials and products, limiting disruptions during activities, and offering additional choices when activities are completed;**
- **(b) Giving clear instructions and directions; and**
- **(c) Making opportunities for children to learn during transitions by clearly communicating expectations and keeping transitions to a duration that is developmentally appropriate.**

(3) An early learning provider must offer developmentally and culturally responsive activities that offer a range of auditory, visual, and movement opportunities by using techniques such as:

- **(a) Encourage child engagement;**
- **(b) Promote each child's self-help and social skills;**
- **(c) Organized around child interests and ideas;**
- **(d) Allow choice, exploration, and experimentation;**
- **(e) Promote active and play-based learning experiences;**
- **(f) Allow children freedom to move during activities;**
- **(g) Ensure child expression;**
- **(h) Utilize interesting and creative materials;**
- **(i) Offer hands-on opportunities for children;**
- **(j) Provide opportunity for children to direct their own learning and problem solving rather than teacher-directed activities; and**
- **(k) Orient and guide children toward learning objectives.**

Barashada iyo horumarka carruurtu waxay kordhineysaa isdhexgalka ay la leeyihiin dadka kale iyo bay'adooda. Isdhexgalkaani wuxuu kobciyaa horumarka maskaxda iyo dhisida xirfada guud ahaan garashada, jirka, luuqadda, bulshada iyo dareenka shucuurta. Bixiyaha waxbarashada hore wuxuu gacan ka geysan karaa kordhinta faa'iidooyinka isdhaxgalkaan iyadoo si ula kac ah loogu hirgelinaya manhajka waxqabadka, agabyada barnaamijka iyo bay'ada wax lagu barto.

Bixiyeyaasha waxbarashadda hore waxay ku bari karaan fikrado waa-weyn sida ashyaa wadaagista iyo isweydaarsiga iyada oo loo marayo muuqaallo, wada-hadallo iyo doorka wada ciyaarida sidee ay u egtahay. Tusaale ahaan, haddii ay ku jiraan xanaano ama carruurta da'da iskuulka waa in ay helaano daryeel, adeeg bixiyuhu wuxuu kala qayb gelin karaa wadahadal ku saabsan sida ashyaa wadaagga iyo habka markasta u ekaadaan. Carruurtu waxay door ka ciyaari karaan dhacdooyin yar-yar oo ku saabsan waxa ay u eeg yihiin ama u eeg yihiin markay dadku wadaagaan oo ay kolba dhinac u jeediyaan. Qeyb ka mid ah waxqabadka, carruurtu waxay isticmaali karaan joornaalada ama waxyaabo kale si ay u abuuraan muuqaallo. Ku dhiirigeli carruurta inay ka fikeraan fikradaha sababta ay u adkaan karto inay wax wadaagaan, iyo sidoo kale siyaabaha ugu wanaagsan ee lagu muujiyo dareenkooda.

Hal dariiqo oo kor loogu qaado waxbarashada iyo horumarka cunugga waa iyada oo lagu daraayo ilmaha manhajka waxqabadka ay xiisanayaan iyo cimilada deegaanka. Markay xiiseeynayaan caruurta, xirfadahooda iyo hibooyinkooda ku lug yeeshaan, caruurtu waxay u badan tahay inay noqdaan oo ay ku sii negaadaan ku ciyaarida, is dhexgalka iyo waxbarashada. Taageerada xiisaha cunugga waxaa lagu muujin karaa siyaabo kala duwan iyadoo la hubinayo in wadahadallada ay ka dhacaan heerka ilmaha loona oggolaado cunugga inuu hago howlaha. Haddii ilmuhu doonayo inuu qurxiyo meesha, adeeg-bixiyaha hore ee waxbarashadu wuxuu ku bilaabi karaa weydiinta midabada ama walxaha uu ilmuhu u maleeyo in loo isticmaalo. Tani ma'aha oo kaliya hab cajaa'ib leh iskaashiga xiriirka iyo la wada-xiriiro carruurta, waxay sidoo kale taageertaa kalsoonida cunugga waxayna muujineysaa in talooyinkooda la qiimeeynaayo.

Cilmibaaris ay sameysay Xarunta Shaqalaha Carruurnimada Hore waxay soo jeedineysaa in faa'iidooyinka isticmaalka xiisaha carruurta ay u leedahay waxqabadka ay ka mid yihiin, laakiin aanaan ku xaddidnayn, ka-qaybgalka wanaagsan ee carruurta, is-dhexgalka bulshada ee asxaabta wanaagsan, kor u qaadida aqoonta wada-hadalka, dhaqanka wanaagsan ee carruurta iyo horumarka ilmaha.[251]

Bixiyaha waxbarashada hore wuxuu baran karaa xiisaha carruurta isagoo la hadlaya qoysaska iyo carruurta, iyo isagoo fiirinaayo carruurta howlaha maalintii oo dhan. U fiirso waxa carruurtu ay masawirayaan. Noocee wax-qabadka ayaa jeceshahay? Dabeecaddaha miyeey kaaga dhigtaa wax xiiso leh? Ma jecel yihiin inay waxyaalaha kala sameeyaan? Ma jecel yihiin inay fadhiistaan oo ay fiiriyaan buug? Waxaa laga yaabaa inay maalintii oo dhan ku qaadan karaan xarun farshaxan ama ay ka hadlayaan xayawaanka. Marka la ogaado xiisaha ubadka, bixiyaha waxbarashada hore ayaa ku dari kara xiisadaha howlaha iyo fursadaha ciyaarta, si kor loogu qaado xisaabta, hal-abuurka, luuqadda iyo ujeedooyinka kale ee waxbarashada.

251 Melinda Raab, "Ka Qaybqaadashada Carruurta Danta Ku Leh ee Waxqabadyada Waxbarshada Maalin Walba," *CASEinPoint* 1 (2) (2005), oo laga heli karo available at **http://ecpcprofessionaldevelopment.org/wp-content/uploads/Resources/caseinpoint_vol1_no2.pdf**.

Hal dariiqo oo sare loogu qaadi karo barashada cunugga waa iyada oo laga fekero isticmaalka deegaanka. Tani macnaheedu waxay noqon kartaa abaabulida dhaqdhaqaaqyada si loogu xadido carqaladeynta dhici karta, waxayna si ula kac ah u siineysaa meelo ku yaal deegaanka fursado waxbarasho oo howlo gacanta lagu qabto. Carruurtu waxay u baahan yihiin goobo ballaaran oo ay ku ciyaaraan si loogu oggolaado inay ku dhaqaaqaan iyagoon faragelin ku yeelan karin ciyaarta asxaabtooda ama aanan laga carqaladeyn waxbarashadooda. Wareysi lala yeeshay Aqoonyahanada Adkaysiga leh, Tina Gabel, MEd. waxay sharxaysaa:

"Barashada ku saleysan ciyaarta sida ugu wanaagsan waxay uga faa'iideysataa deegaanka macallin saddexaad, iyadoo lala kaashanayo ardayda iyo xariiriyaha fasalka. Goob waxqabad kasta leh iyo shay kasta oo lagu dhejiyo boosaskooda oo ay ujeedo leeyihiin, ku-darida barashada isla markaana ay ka caawineeyso macluumaadka iskudhafka guud ahaan ee baraha waxbarasho."[252]

Sidoo kale, bixiyaha waxbarashada hore wuxuu taageeraa barashada iyo horumarka iyadoo loo marayo fursadaha taageerada iyo iskaashiga. Ka-qaybgalka madax-bannaan ee ilmaha waa muhiim, isla markaa, carruurtu waxay wax ka bartaan samaynta ku dayashada, taageerada iyo hagista. Golaha Cilmibaarista Qaranka wuxuu xusayaa in "waa maxay waxa ilmuhu maanta ay qaban karo isagoo gacan la siinaayo, waxayna awood u yeelan doonto inay berrito si madax-bannaan u qabato, sidaasna loogu diyaariyo inay gasho iskaashi cusub oo aad u muhiimsan."[253] Waa xilliyada taageerada halka bixiyaha waxbarashadda hore ama asaaggu ku tababbari karo iskudhafka ka caawinaayo cunug inuu ku dhiso aqoonta ay hadda leeyihiin ama xirfadda uu ku sii dheereynayo horumarkooda xitaa ka sii dheeraad ah.

Koritaanka ilmaha waxaa lagu taageeraa markay ay carruurtu wax dooran karaan oo ay masuuliyad iska saari karaan baahidooda, sida ugu habboon marxaladooda koritaanka. U oggolaanshaha cunugga inuu doorto waxa ka caawinaayo horumarinta garashada iyo xirfadaha xallinta dhibaatooyinka markay ka fikiraan go'aankooda. Go'aan sameynta ayaa sidoo kale kor u qaadaysa isku-kalsoonaanta maadaama ay carruurtu ogaadaan awooddooda ay ku yeelan karaan adduunkooda, iyo waxyaabaha ay iyagu gacanta ku hayaan. U oggolow cunugga inuu nafsadiisa quuto, naftiisa u adeego, nadiifiyo qashinkiisa, xalliyo mashaakilkiisa iyo waxqabadyada kale is-caawinta waxay kaloo gacan ka geysaneysaa horumarinta isku-kalsooni wanaagsan iyo dareen kartidooda. Waxay ku xirantahay da'dooda iyo horumarkooda, caruurtu waxay gaari doonaan heerar kala duwan oo madaxbanaan, laakiin u fiirsashada iyo kala qeybgal, bixiyaha waxbarashada hore wuxuu taageeri karaa koritaanka sii socoshada ee canug walba.

252 Aqoonyahan adkaysi leh, "Ahmiyadda ay leedahay barashada ku saleysan ciyaarta," ayaa la heli karaa at **https://resilienteducator.com/classroom-resources/play-based-learning/**, la helay Ogosto 16, 2020.

253 Golaha Cilmi-baarista Qaranka, "Sidee dadku wax u bartaan: Maskaxda, garashada Maskaxda, Khibradda, iyo Dugsiga: Qoraalka La Ballaariyay," ayaa ka heli kartaa **https://www.nap.edu/read/9853/chapter/7#105**, lagu daabacay 2000.

Taageerada ula kaca ah ee waxbarashada iyo horumarku waxay dhacdaa xilliyada kala guurka oo u baahan maaraynta. Carruurta qaarkood waxay la kulmi karaan ka shaki inta lagu jiro waxqabadka waqtiga halkaas oonan la yaqaanin ama barnaamijyo ay ka socdaan oo aanan la ogayn hawsha xigta ama barnaamijku bilaabmayo. Xiliga Kala-guurka inta badan waa qaybta ugu adag maalintii, kala-qaybgalka carruurta wuu yaraan karaa inta lagu jiro wakhtigan.[254] Bixiyeyaasha waxbarashadda hore waxay qaadi karaan tallaabooyin ay ku yareeynayaan jahwareerka iyo caqabadaha xilliga kala-guurka, waxayna sii wadi karaan suurtagalnimada barashada iyo horumarka carruurta. Hubinta jadwalka maalinlaha ah wuxuu yareynayaa tirada kala-guurka, qorshaynta waxqabadyada barashada si loo qabto inta lagu guda jiro kala guurka iyo hubinta howlaha kala guurka inay yihiin kuwa caadi ah oo la yaqaan dhamaan xeeladaha lagu caawinayo hubinta waqtiga inta lagu guda jiro kala guurka inay tahay fursad waxbarasho. Intaa waxaa sii dheer, in si cad loola hadlo carruurta in kala-guur imanayo, waxa la filaayo inta lagu jiro xilliga kala-guurka iyo waxa dhici doona ka-dib-guurka waxay gacan ka geysan kartaa yareynta hubin la'aanta ilmaha.

254 Virginia E. Vitiello, Leslie M. Booren, Jason T. Downer iyo Amanda P. Williford, "Kala duwanaanta ka qeyb qaadashada fasalka carruurta maalintii oo dhan ee dugsiga barbaarinta: Xiriirka fasalka iyo arrimaha cunugga," ScienceDirect 27 (2) (2012): 210-220, **https://www.sciencedirect.com/science/article/pii/S0885200611000676**

Isbeddelku Maaha inuu Adag Yahay: Fasallada xiliga kala-guurka Maalinta waa inay taageerayso Carruurta. 38-daqiiqo Head Start iyo Carruurnimada Hore ee Waxbarshada & Aqoonta webinar oo bixisa macluumaad iyo fikrado lagu taageerayo carruurta iyo macallimiinta kala-guurka maalinlaha ah.
https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/change-doesnt-have-be-hard-daily-classroom-transitions-support-children

Tababarka Portal ee DCYF. Qaabab waxbarasho oo ay kujiraan qaybaha waxbarashada jihaynta Daryeelka Ilmaha ee Waxbarashada Hore ee Washington, tababaro caafimaad iyo badbaado oo heer federaal ah oo loo baahan yahay, iyo Heerarka iswaafajinta Heerarka iyo qaybaha waxbarashada ee taageerada fahamka Heerarka Tayada Aasaasiga ah.
https://dcyftraining.com/index.cfm

Barashada Xiisaha Leh. Fiidiyowyada adeegga ee Head Start ECLKC ee ku saabsan barnaamijyada dugsiga barbaarinta.

- Siinta Mas'uuliyadaha Carruurta. Waxay siisaa fikrado kaqeybgal carruurta howlaha fasalka iyo waxbarashada.
  https://eclkc.ohs.acf.hhs.gov/video/giving-children-responsibilities
- In la Raaco hogaaminta Carruurta. Waxay muujineysaa sida looga qayb qaato barashada iyadoo la raacayo xiisaynta carruurta, fikradaha iyo xiisaha caruurta.
  https://eclkc.ohs.acf.hhs.gov/video/following-childrens-lead

Xiisaha ayaa u horseedaya barasho. Fiidiyow 11-daqiiqo ah oo ka socda Xarunta Wax Barashada Akhris-qorista Hore (CELL) oo sahamisa laba nooc oo xiisaha carruurta iyo sida loo aqoonsado.
www.youtube.com/watch?v=mwlua8cHQHw

U Dhaqaaqida Saxa ah... Qorshaynta Kala Guurka Si Looga Hortago Habdhaqanka Caqabadaha Leh. Maqaalka joornaalka ee ka hadlaya muhiimadda ay leedahay kala-guurka oo ay bixiso ka-hor iyo ka-dib tusaalooyinka qaababka wax looga beddelaayo jadwalka maalinlaha ah ee lagu caawinaayo xilliyada kala-guurka.
https://food.unl.edu/FitandHealthyKids/handout2BTJ_Hemmeter_Transitions.pdf

Ciyaar fududeyn: waa cilmiga ka dambeeya farshaxanka ka-qayb qaadashada carruurta yar-yar.
www.legofoundation.com/media/1681/play-facilitation_the-science-behind-the-art-of-engaging-young-children.pdf

Jadwalka joogtada ah iyo Kalaguurka. Bog NAEYC ah oo leh maqaallo kaladuwan oo laxiriira waxyaabaha joogtada ah iyo kala-guurka goobaha waxbarashada hore.
www.naeyc.org/resources/topics/routines-and-transitions

10 Waxyaabood Oo Waalid Walba Uu Yahay Inuu Ka Ogaado Ciyaarta. Maqaalka NAEYC oo leh macluumaad ku saabsan faa'iidooyinka iyo tixgelinta ciyaarta carruurta.
www.naeyc.org/our-work/families/10-things-every-parent-play

Deegaanka: Jadwalka iyo joogtada ah. Websaydh Virtual Lab School ah oo leh macluumaad iyo fiidiyowyo ku saabsan horumarinta jadwalka guuleysta, jadwalka joogtada ah, iyo kala-guurka lagu taageerayo barashada carruurta dugsiga xannaanada iyo barbaarinta.
www.virtuallabschool.org/preschool/learning-environments/lesson-5

WAC 110-300-0325

Creating a climate for healthy child development

(1) When communicating or interacting with children, an early learning provider must maintain a climate for healthy, culturally responsive child development such as:

(a) Using a calm and respectful tone of voice;

(b) Using positive language to explain what children can do and give descriptive feedback;

(c) Having relaxed conversations with children by listening and responding to what they say. Adult conversations must not dominate the overall sound of the group;

(d) Greeting children upon arrival and departure at the early learning program;

(e) Using facial expressions such as smiling, laughing, and enthusiasm to match a child's mood;

(f) Using physical proximity in a culturally responsive way to speak to children at their eye level and with warm physical contact including, but not limited to, gently touching a hand or shoulder, sitting next to a child, appropriately holding younger children close while communicating;

(g) Validating children's feelings and show tolerance for mistakes;

(h) Being responsive and listening to children's requests and questions, encouraging children to share experiences, ideas, and feelings;

(i) Observing children in order to learn about their families, cultures, individual interests, ideas, questions, and theories;

(j) Modeling and teaching emotional skills such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings;

(k) Representing the diversity found in the early learning program and society, including gender, age, language, and abilities, while being respectful of cultural traditions, values, religion and beliefs of enrolled families; and

(l) Interacting with staff and other adults in a positive, respectful manner.

(2) An early learning provider must encourage positive interactions between and among children with techniques such as:

(a) Giving children several chances a day to interact with each other while playing or completing routine tasks;

(b) Modeling social skills;

(c) Encouraging socially isolated children to find friends;

(d) Helping children understand feelings of others; and

(e) Including children with special needs to play with others.

Barashada iyo horumarka carruurtu waxay horumar sameeyaan markay dareemaan ammaan iyo xasillooni.[255] Dabeecadaha lagu sharaxay WAC 110-300-0325 qaybaha hoose (1) iyo (2) waa kuwa lagama maarmaanka u ah in la dhiso jawi saaxiibtinimo, xushmad iyo jawaab celin. Iyada oo si joogto ah loola macaamilaayo carruurta nooc leh naxariis, jawaab celin iyo dhiirigelin, bixiyaha waxbarashadda hore wuxuu gacan ka geystaa dareenka ilmaha ee nabadgelyadooda iyo amnigooda. Jawiga deggan oo dadku dhoola cadeynayaan, luuqaduna tahay mid hagaagsan oo khaladaadka loo dulqaato waxay ka caawineeysaa carruurta inay is-dejiyaan oo ay dareemaan ammaan iyo inay sahamiyaan u qaadashada qaladka wax ka barasho. Marka isdhexgalka ixtiraam leh iyo jawaab-celin si isdabajoog ah loogu cel-celiyo waqtiyo badan caruurta waxay abuuraan rajo lagu kalsoonaan karo oo ilmaha ku saabsan xiriirkooda ay la leeyihiin bixiyaha waxbarashada hore.

Cilmi baaris ayaa muujisay in cilaaqaadka macalinka iyo cunuga lagu garto diirimaad iyo jawaab celin badan, xanaaq iyo qalafsanaan yar, waxay ku xirantahay horumarka waxbarasho ugu weyn iyo awooda dhaqanka bulshada, gaar ahaan caruurta halista ugu jirta waxbarashada gaarka ah.[256]

Qeyb muhiimka ugu ah waa cimilada caafimaadka leh oo tusaale u leh isdhexgalka iyo qiimeeynta. Carruurtu waxay fiirsadaan isdhexgalka dadka waa-weyn ee jawiga waxbarashada hore ay wadaagaan. Markay ay arkaan caruurta isdhexgal xushmad iyo daacadnimo leh, waxay bartaan inay si isku mid ah ula macaamilaan. Sidoo kale, carruurtu waxay wax ku bartaan markay dadka waa-weyn ka caawinayaan carruurta kale inay fahmaan dareenka kuwa kale ay ku dhiirrigeliyaan inay saaxiibo yeeshaan. Marka bixiyeyaasha waxbarashadda hore ay muujiyaan xiisaha dhabta ah ee barashada cunug kasta una muujiyaan ixtiraamka fikradaha carruurta, dhaqankooda, dareenkooda iyo caadooyinkooda, waxay ka caawineysaa in la dhiso dareenka ilmaha ee ah inay qiimo leeyihiin. Waxay kaloo cunugga ka caawinaysaa inuu ixtiraamo oo uu qiimeeyo dadka kale. Dabeecadahaani waxay carruurta u oggolaadaan inay horumariyaan dareenkooda aqoonsiga isla markaana ay bilaabaan inay ku qancaan asxaabta isku xiisaha yihiin, fikradaha iyo dhaqammada ka duwan ka iyagu leeyihiin.

Marka bixiyaha waxbarashadda hore u shaqeeyo si loo abuuro loona ilaaliyo jawi caafimaad qaba, waxay taageeraan barashada carruurta, waxayna kobciyaan isku kalsooni iyo inay yareeyaan dabeecadaha adag.

Bixiye guri-bixiyaha waxbarashada hore ee qoyska ee Degmooyinka Spokane wuxuu nala qaybsaday:

"Xarunteena, waxynu abuurnay jawi caafimaad qaba oo loogu talagalay horumarka ilmaha, waxayna inoo aheyd inaan qaadano waqti aan mar walba ku dayno is-dhexgal wanaagsan oo laga doonaayo midba midka kale si caruurtu ay wax uga bartaan waxqabadkaan. Markay carruurtu ku dhex socdaan ama la joogno maalintooda oo dhan, ma'aha oo kaliya tusaale ahaan laakiin waxaan ka caawinnaa tababbarka carruurta iyadoo la siinayo xirfado iyo hadal si ay ugu gorgortamaan, una tanaasulaan, una xalliyaan khilaafaadka midba midka kale qaab wanaagsan. Joogtaynta qaabaynta iyo tababbarku waxay had iyo goor ka tarjumaysaa barashadooda iyagoo ka caawinaya carruurta inay ku noolaadaan tusaalooyinkan oo ay ku dhaqmaan xirfadaha ay arkaayaan. Carruurtu si dabiici ah ayey iskood isugu dayi doonaan inay tan kaligood sameeyaan, laakiin halkaas ayaan kula joognaa si aan uga caawinno inay ku guuleystaan horumarkooda."

255 PennState Extension, "Isdhexgalka waa muhiim: Maxay cilmi baaris leedahay iyo waxa ay sameyn karto!", Waxaa laga heli karaa **http://bkc-od-media.vmhost.psu.edu/documents/HO_InteractionsMatter.pdf**, la soo daabacay 2016.

256 Christine Li Grining, C. Cybele Raver, Kina Champion, Latriese Sardin, Molly Metzger iyo Stephanie M. Jones, "Fahamka iyo Hagaajinta Cimilada Dareenka Fasalka iyo Maareynta Dabeecadda ee" Adduunyada Dhabta ah ": Doorka Madaxa Dhibaatooyinka Maskaxeed ee Macallimiinta ee Bilaabidda Madaxa," *Waxbarashada Hore iyo Horumarinta* 21 (1) (2010): 65-94, waa la heli karaa: **https://research.steinhardt.nyu.edu/scmsAdmin/uploads/006/446/Li-Grining%20Raver%20Champion%20Sardin%20Metzger%20%20Jones%202010.pdf**.

Cimilada Isdhexgalka Caafimaadka ee Barashada & Horumarinta "Climate of Healthy Interactions for Learning & Development (CHILD)". Shabakad loogu talagay CARRUURTA adeegyada dhamaystiran oo lagu hagaajinaayo tayada daryeelka iyo daryeelka carruurnimada hore. Waxay bixisaa cabir qiyaasta fiirinta, maqaallo iyo ilo kale.
https://socialemotionalchild.org/

Xiriirka Dhisida. Fiidiyowyada adeegga ee Head Start ECLKC ee ku saabsan barnaamijyada dugsiga barbaarinta.

- Kordhinta Xiriirinta. Waxay muujisaa siyaabaha macallimiintu u dhisi karaan xiriirro macno leh, oo U wanaagsan carruurta.
  https://eclkc.ohs.acf.hhs.gov/video/fostering-connections
- Ka Warqabida Baahiyaha Caruurta. Wuxuu sahamiyaa muhiimadda ka jawaabida baahiyaha carruurta iyo sida wacdigelintu u caawineyso bixiyaha waxbarashada hore ogeysiiska guulaha caruurta.
  https://eclkc.ohs.acf.hhs.gov/video/being-aware-childrens-needs
- Abuuritaanka Bulsho Daryeel. Waxay muujineysaa qaabeynta iyo dhiirigelinta bulshada fasalka daryeelka iyo dabeecadaha wanaagsan ee bulshada.
  https://eclkc.ohs.acf.hhs.gov/video/creating-caring-community

Qaadashada kala duwanaanta: qalab loogu talagalay abuurista jawi loo wada dhan yahay, oo ku habboon waxbarashada. Qalab loogu talagalay in lagu dhiirrigeliyo fasallo badan oo kala duwan oo ku yaal gobolada Asia iyo Pacific Islanders.
https://unesdoc.unesco.org/ark:/48223/pf0000137522

Tilmaamida Akhlaaqda Caruurta Yaryar: Kordhinta Xiriirka Aaminaada. Taxane waxbarasho oo ay bixiso Xarunta Waxbarashada Carruurnimada Hore ee Jaamacadda Bariga Connecticut. Waxaa ka mid ah shan fiidiyow oo gaab-gaaban iyo su'aalo milicsiga oo la xiriira cilaaqaadyo taageero leh, muujinaya diirimaad, u jawaabidda carruurta iyo in ka badan.
www.easternct.edu/cece/guiding-segment-1-objective-3-ways-to-show-warmth/

Isdhexgalka ashyaada: Maxay cilmi baaris leedahay iyo waxaad sameyneeyso! Dukumiintiga Kordhinta Gobolka Penn ee bixiya macluumaad iyo xeeladaha la xiriira daryeelaha iyo isdhexgalka carruurta.
http://bkc-od-media.vmhost.psu.edu/documents/HO_InteractionsMatter.pdf

Dhiirrigalinta Caafimaadka Bulshada iyo Shucuurta Carruurta Yar-yar. Maqaalka NAEYC oo leh macluumaad ku saabsan isku-darka cilaaqaadka aaminka ah iyo xeeladaha barista si loo kobciyo aqoonta bulshada iyo shucuurta.
www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health

Seddex Dariiqo oo lagu Kobciyo Cimilada Fasalka wanaagsan. Maqaal soo saareen guddiga carruurta. Xeeladaha lagu ilaalinayo jawiga wanaagsan.
www.cfchildren.org/blog/2017/11/foster-positive-classroom-climate/

Fahamka iyo Hagaajinta Cimilada Dareenka Fasalka iyo Maareynta Dabeecadda ee "Xaqiiqda Dunida - Real World": Doorka Madaxa Macalinka – ee walwalka Maskaxeed. Warbixin cilmiyeysan oo ku saabsan daraasadaha cilmi baarista ee la xiriira cimilada shucuurta.
https://research.steinhardt.nyu.edu/scmsAdmin/uploads/006/446/Li-Grining%20Raver%20Champion%20Sardin%20Metzger%20%20Jones%202010.pdf

5 Talaabo oo lagu hormarinayo isdhexgalka bulshada ee caruurta yar-yar. Maqaal laga soo xigtay Khayraadka Daaweynta Maskaxda, si loogu taageero aqoonta bulshada ee carruurta yaryar.
www.yourtherapysource.com/blog1/2018/04/24/promote-social-interaction-children/

WAC 110-300-0330

Positive relationships and child guidance

(1) An early learning provider must work to maintain positive relationships with children by using consistent guidance techniques to help children learn. Guidance techniques must adapt an early learning program's environment, routines, and activities to a child's strengths, developmental level, abilities, culture, community, and relate to the child's behavior.

(2) Guidance techniques may include:

(a) Coaching behavior;

(b) Modeling and teaching social skills such as taking turns, cooperation, waiting, self-control, respect for the rights of others, treating others kindly, and conflict resolution;

(c) Offering choices;

(d) Distracting;

(e) Redirecting or helping a child change their focus to something appropriate to achieve their goal;

(f) Planning ahead to prevent problems and letting children know what events will happen next;

(g) Explaining consistent, clear rules and involving children in defining simple, clear classroom limits;

(h) Involving children in solving problems; and

(i) Explaining to children the natural and logical consequence related to the child's behavior in a reasonable and developmentally appropriate manner.

Hogaaminta wanaagsan iyo cilaaqaadka ayaa door muhiim ah ka qaato taageerida barashada iyo taageerida dabeecadaha wanaagsan. Xiriirka wanaagsan wuxuu yimaadaa marka cunuggu la kulmo ixtiraam, saaxiibtinimo iyo jawaab-celin isdhaxgal haboon oo ku saabsan barnaamijka waxbarashadda hore. Si loo abuuro xiriir wanaagsan, bixiyaha waxbarashada hore waa inuu si joogto ah uga shaqeeyaa, si uu u barto canugga iyada oo loo marayo xiiseeyntooda, goobta xooga ku leeyahay, asalkiisa iyo dhaqamadiisa. Xiriiro caafimaad leh oo xoog leh ayaa looga baahan yahay adeeg bixiyaha inuu u fooljignaado una jawaabo carruurta. Bixiyeyaasha waxbarashadda hore waxay tan ku muujin karaan iyagoo si firfircoon u dhagaysta carruurta, una garwaaqsada markay shucuurtooda u muuqdaan kuwo xanaaqsan ama isku dayaya inay xariir farriin ah la wadaagaan. La hadalka carruurta si raaxo leh oo deggan adigoo tusaayo xiriir diirran oo jawaabcelin leh ayaa ah habab kale oo lagu dhiso xiriirro adag iyaga. Dhigitaanka taakuleeynta goobta waxay ka caawini doontaa carruurta inay ogaadaan in la daryeelaayo iyo in baahidooda muhiim tahay. Sidoo kale, hagista togan waxay sidoo kale tixgelineeysaa siinta arrimo kasta oo deegaan ah oo la xiriiri kara ilmo kasta, sida dhibaatooyin nololeed oo qalifsanaay iyo kuwa walaac leh. Khibradaha waayo-aragnimada noocan oo kale ah, waxay leeyihiin suurtogalnimada inay saameyn ku yeeshaan heerka koritaanka ilmaha iyo dabiicadaha dhaqankooda.

Xarun bixiyaha waxbarashada hore ee Degmada Spokane waxay nala qaybsadeeyn:

"Tallaabada ugu horreysa ee hagidda cunugga waxay ku lug leedahay sameynta xiriirro dhab ah ilmo kasta. Dugsigeena, waxaan u adeegsannaa kooxyaha daryeelka aasaasiga ah. Kooxahani waxay isku lammaaneeyaan carruurta iyo macallimiin u gaar ah fasal kasta, si loo helo isku xirnaasho iyo daryeel joogtada ah ayaa ah mudnaanta koowaad. Tallaabada xigta waa in dib loogu qeexo dabeecaddaha dhibaatada habdhaqanka wanaagsan ee aad rabto inaad ku aragto. Intii aan oran lahayn, "Ha carar," waxaan dhahnaa, "Iskuulkeenna, waan lugaynaynaa ama waa la socdaa." Waxaan markaa si tartiib ah u siin karnaa gacanta oo aan ku dhaheeynaa, "Ma rabtaa inaad ila socoto?" Caadi ahaan, ilmuhu wuxuu si farxad leh ku waarayaa iyadoo macallinka iyo ilmuhu gacmaha iskula socdaan si taxaddar leh qolka iyagoo ka wada hadlaya waxa dhici kara haddii ay ku ordaan fasalka. Tani waxay qabataa laba waxyaalood, waxay isu keentaa macallinka iyo ilmaha si wadajir ah iyo is-dhexgal wanaagsan waxayna cunugga ka caawineeysaa inuu si wanaagsan u fahmo waxa laga filayo. Haddii cunuggu uusan joojin orodka, tallaabada xigta ayaa ah in la siiyo cunugga doorasho leh laba natiijo oo la jecel yahay. Tani waxay u ekaan kartaa, "Waad socon kartaa adiga keligaa ama aniga ku caawinaayo. Haddii aadan jeclayn inaad doorato, aniga ayaan kuu dooran karaa." Tani waxay siineysaa madax-bannaanida cunugga waxayna u oggolaaneysaa iyaga inay dareemaan madax-bannaanida habka caadiga ah ee waxa laga filaayo fasalka."

Sida laga soo xigtay cilmibaarista NAEYC, "Carruurta xiriirka kalsoonida la leh macallimiintooda, celcelis ahaan, waxay aad u jecel yihiin inay weydiiyaan su'aaladaha, xalliyaan dhibaatooyinka, isku dayaan shaqooyin cusub iyo inay muujiyaan fikirkooda marka loo eego kuwa asxaabtooda ah aanan xiriirka noocaas aan lahayn."[257]

Hagida habdhaqaan, ujeedkiisa waa in la xoojiyo dabeecadaha la jeclaan karo iyadoo la taageerayo barashada ilmaha. Abuuritaanka jawi cimilo waxbarasho laga filaayo rajo isdaba joog ah, xeerar iyo waxqabadyo joogto ah ayaa ka caawinaaya carruurta inay awoodaan inay saadaaliyaan waxyaabaha laga filaayo dhaqan ahaa, waxayna sare u qaadaan dareemaankooda xasiloonida iyo ku raaxaysiga ee bay'adahooda.

Marka la fahmo cunug walba xiisahiisa iyo waxa uu doorbidaayo, bixiyeyaashu waxay la qabsan karaan naqshada wax-qabadka iyo hagitaanka si loogu dhiirrigeliyo cunugga in oo ka-qeybgalo. Tusaale ahaan, haddii ilmuhu muujiyo ka-qeybgal la'aan inta lagu jiro howlaha xisaabta ama xisaabta, laakiin wuxuu jecel yahay in oo ka shaqeeyo gawaarida iyo baloogyada, kuwan waxaa lagu dari karaa howlaha xisaabta si loo kordhiyo xiisaha cunugga.

Saameyn kale oo ku saabsan dhaqanka carruurta waxay noqon doontaa dhaqanka iyo asalka qoomiyadiisa. Habka hagitaanku waa in la waafajiyaa qoys kasta oo kala duwan oo loo adeegaayo iyadoo lagu saleynaayo baahidooda iyo wada-xiriirka ka dhexeeya waalidiinta ama dadka ardayda masuulka ka ah iyo bixiyeyaasha waxbarashada hore. Bixiyeyaasha waxbarashadda hore waa inay la xiriiraan qoysaska si ay u bartaan una fahmaan dhaqamada guriga, qiimeeynta iyo kala duwanaanshaha dhaqameed. Iyadoo la qiimeynaayo kala duwanaanshaha qoyska, bixiyeyaashu waxay si fiican u fahmi doonaan xeeladaha hagida ku habboon oo loogu talagalay carruurta shaqsi ahaantooda.

Carruurta waxay wax ku baran karaan akhlaaqda wanaagsan iyo xirfadaha iyagoo daawanaya kuwa kale. Barashadaani waxay ku dhici kartaa iyadoo la daawado bixiyaha waxbarashada hore ama asxaabtooda.

257 Jeannie Ho iyo Suzanne Funk, "Dhiirrigalinta Caafimaadka Bulshada iyo Shucuurta Carruurta Yar-yar," *NAEYC* 73 (1) (2018), oo laga heli karo **https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health**.

Puppet wuxuu soo bandhiga hab noqon karaya qaabka ay bixiyeyaashu ku hirgelin karaan si ay ugu deydaan habdhaqan habboon. Bixiyaha waxbarashadda hore ayaa laga yaabaa inuu adeegsado habkii Puppet si uu ugala hadlo facooda kale. Boombalada ayaa loo adeegsan lahaa in lagu muujiyo puppet A oo lagu dhameystirayo alaabta caruurtu ku ciyaaraan isla markaana lagu yiraahdo puppet B, "Waad ku mahadsan tahay sugitaankaaga, waan dhammeeyay haddaba sidaas darteed waad qaadan kartaa." Xaaladda soo socota, puppet-ka A wuxuu ka qaadan karaa alaabta ay ku ciyaaraan eey yar-yar ee B. Bixiyaha waxbarashada hore ayaa laga yaabaa inuu ku dhiirrigeliyo carruurta isagoo leh, "Saaxiibbaday dhibaato ayaa kugu haysata inay markasta ku ciyaaraan caruusadan. Miyaa naga caawin kartaa? Cunugga ama carruurta sidoo kale waxaa la weydiin karaa, "Muxuu puppet A samaynayaa haddii ay rabto inay adeegsato boombalayda 'B'? Ka dib markuu maqlo fikradaha carruurta, adeeg bixiyuhu wuxuu mar kale la jaanqaadi karaa boombalooyinka sida ay markasta u ekaanayaan isku-dhaafsiga.

Markaad wax ka qabanayso dabeecadaha adag, qaabab kale oo ujeeddadiisu tahay in lagu taageero hogaaminta wanaagsan ee carruurta waa adeegsiga istiticmaalka cawaaqibyada dabiiciga ah iyo kuwa macquul isku-xiga. Cawaaqibyada dabiiciga ah iyo kuwa caqligalka ah oo isku-xiga ayaa ah noocyada jawaabaha ee dhici kara iyadoo ay sabab u tahay dabeecadda ilmaha. Cawaaqib dabiiciga ah waa natiijo si toos ah uga dhacda dhaqan. Tusaale ahaan, haddii ilmuhu xanaaqo oo uu tuuro alaabada uu ku ciyaaraayey, taas oo alaabtii jabiyey markaana natiijada ayaa ah inuusan mar dambe ku ciyaari karin caruusada. Dhinaca kale, cawaaqibyada macquulka ah waa kuwa uu qaabeeyey macalinka oo ku saleysan habdhaqan dabiicad. U oggolaanshaha carruurta inay la kulmaan cawaaqib xumada dhaqankooda waxay ka caawineysaa inay fahmaan natiijada doorashada dookhyadooda. Tusaale ahaan, haddii ilmuhu ku ciyaarayo aagga dhismaha balooga kuna dhufto ama ku garaaco balooga ubad kale oo ah asxaabtooda dhismayaal, natiijadu waxay noqon kartaa in ilmuhu ka nasto ku ciyaarista aaggaas sababtuna ay tahay dabeecadda dadka kale ku dhaawaceysa.[258]

Majaladda Xiliga Wareegga. Hadal haynta horumarinta aqoonta xirfad kobcinta oo ay bixisa macluumaadka, talooyinka iyo habab loogu talagalay barayaasha carruurnimada hore dhacdooyin dhaadheer oo 50 daqiiqo ah.

- Kordhinta Xirfadaha Shucuurta ee Bulsheed - Xiriirku waa Furaha.
  https://cultivatelearning.uw.edu/circle-time-magazine/season-2/episode-1/
- Wax ka qabashada Habdhaqanka Caqabadaha leh: Hogaaminta iyo Taageerada
  https://cultivatelearning.uw.edu/circle-time-magazine/season-2/episode-5/

Abuuritaanka fasalo xasaasi ah oo naxdin leh. Maqaalka NAEYC oo bixiya aragti qoto dheer oo ku saabsan khibradaha ilmaha ee dhibaatada iyo muujinta naxdinta noocyo ah ee ku baahsan goobo badan ay ugu baahan yihiin horumarinta. Kheyraadkaani wuxuu kaloo bixiyaa talo soo jeedinno ku saabsan sida loola shaqeeyo carruurta la soo kulantay dhibaato noloshooda iyo tusaalooyin ku saabsan sida loogu dhaqmo caruurtaas fasalka dhexdiisa.
www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms

Tilmaamaha Hogaaminta Haboon ee Dhaqan ahaan Ku wanaagsan ee Carruurta Yar-yar. Maqaalka NAEYC ee ku saabsan abuurida iskaashi caafimaad leh oo lala yeesho qoysaska iyo in laga dhigo barnaamijka barashada hore mid ku habboon aragtida qoyska.
www.naeyc.org/resources/pubs/yc/mar2017/culturally-appropriate-positive-guidance

258 Jaamacadda Minnesota Qaybta Fidinta, "Iyadoo la adeegsanayo cawaaqib dabiici ah iyo mid macquul ah," ayaa laga heli karaa **https://extension.umn.edu/encouraging-respectful-behavior/using-natural-and-logical-consequences#sources-651160**, lana soo daabacay 2016.

Xarunta Aasaaska bulshada iyo shucuurta ee waxbarashada hore. Websaydh bixiya macluumaad iyo ilo ku saabsan kor u qaadista horumarka bulshada iyo shucuurta iyo u diyaarsanaanta dugsiga carruurta da'doodu tahay dhalashada illaa 5 jir.
http://csefel.vanderbilt.edu/

Hagaya Akhlaaqda Caruurta Yar-yar: Kajawaabida dhibaatooyinka habdhaqanka iyo xalinta khilaafaadka. Taxane waxbarasho oo ay bixiso Xarunta Waxbarashada Carruurnimada Hore ee Jaamacadda Bariga Connecticut "Eastern Connecticut State University." Waxaa ku jira lix fiidiyoow oo gaab-gaaban iyo su'aalo milicsiga la xiriira dib-u- jeedin, xusuusin wanaagsan, xallinta khilaafaadka iyo doorashada ilmaha.
www.easternct.edu/center-for-early-childhood-education/guiding-young-childrens-behavior/segment-5-responding-to-behavior-problems-and-resolving-conflicts.html

Tilmaamaha Dabeecadda. Fiidiyowyada adeegga ee Head Start ECLKC ee ku saabsan barnaamijyada dugsiga barbaarinta.

- Dhaqan Leexinta Habdhaqanka. Waxay ka hadlaysaa siyaabaha loo leexiyo dabeecadaha adag ka hor intaysan sii xumaan.
  https://eclkc.ohs.acf.hhs.gov/video/redirecting-behavior
- Sheegida Filashada Habdhaqanka. Waxay muujineysaa sida loo abuuro rajo laga qabo dhaqanka fasalka.
  https://eclkc.ohs.acf.hhs.gov/video/stating-behavioral-expectations
- Abuurista Xeerarka Fasalka. Qeexdaa shan talaabo oo ay macalimiintu raaci karaan si ay u soo saaraan xeerar fasal oo macno leh oo ay wax u baraan
  https://eclkc.ohs.acf.hhs.gov/video/creating-classroom-rules
- Xallinta Dhibaatada xilligan. Baro inaad ka caawiso carruurta xallinta dhibaatooyinka bulshada markay soo baxaan.
  https://eclkc.ohs.acf.hhs.gov/video/problem-solving-moment

5 Tallaabada Xallinta Dhibaatada Carruurta Yar-yar. Kheyraadka ka yimid Wadnaha-Maskaxda Qadka oo leh macluumaad iyo cashar muunad u ah xalinta dhibaatooyinka si guul loo gaaro.
https://heartmindonline.org/resources/5-step-problem-solving-for-young-children

Anshax wanaagsan iyo hagitaan ubadka. Jaamacada Missouri Qaybta Fidinta oo ka hadlaysa xeeladaha iyo sababaha hagida wanaagsan.
https://extension2.missouri.edu/gh6119#:~:text=Positive%20guidance%20and%20discipline%20are,they%20will%20spend%20correcting%20misbehavior.

Ka Dhigista Dhacdo: Dhisid Wanaagsan: Xiriirka Carruurta. Tilmaamaha ka-qaybgalaha ee barnaamijka Jaamacadda Nebraska-Lincoln si loo bixiyo macluumaad si looga caawiyo dadka waaweyn inay dhisaan barbaarin hufan, mas'uuliyad leh oo lagu kalsoonaan karo oo la leh dhallaanka, socod-baradka iyo carruurta aan weli gaarin xanaanada.
https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=cyfsfacpub

WAC 110-300-0331

Prohibited behavior, discipline, and physical removal of children

(1) An early learning provider must take steps to prevent and, once aware of, must not tolerate:

(a) Profanity, obscene language, "put downs," or cultural or racial slurs;

(b) Angry or hostile interactions;

(c) Threats of physical harm or inappropriate discipline such as, but not limited to, spanking, biting, jerking, kicking, hitting, slapping, grabbing, shaking, pulling hair, pushing, shoving, throwing a child, or inflicting pain or humiliation as a punishment;

(d) Intimidation, gestures, or verbal abuse including sarcasm, name calling, shaming, humiliation, teasing, derogatory remarks about a child or the child's family;

(e) Emotional abuse including victimizing, bullying, rejecting, terrorizing, extensive ignoring, or corrupting a child;

(f) Prevent a child from or punish a child for exercising religious rights; or

(g) Anyone to:

(i) Restrict a child's breathing;

(ii) Bind or restrict a child's movement unless permitted under WAC 110-300-0335;

(iii) Tape a child's nose, mouth, or other body part;

(iv) Deprive a child of sleep, food, clothing, shelter, physical activity, first aid, or regular or emergency medical or dental care;

(v) Force a child to ingest something as punishment such as hot sauce or soap;

(vi) Interfere with a child's ability to take care of his or her own hygiene and toileting needs;

(vii) Use toilet learning or training methods that punish, demean, or humiliate a child;

(viii) Withhold hygiene care, toileting care, or diaper changing from any child unable to provide such care for himself or herself;

(ix) Expose a child to extreme temperatures as punishment;

(x) Demand excessive physical exercise or strenuous postures. Excessive physical exercise includes, but is not limited to, running laps around the yard until overly tired, an extensive number of push-ups, having a child rest more than the child's development requires, standing on one foot for an uncomfortable amount of time, or holding out one's arms until tired or painful;

(xi) Place the separated child in a closet, bathroom, locked room, outside, or in an unlicensed space; and

(xii) Use high chairs, car seats, or other confining space or equipment to punish a child or restrict movement.

(2) An early learning provider must supervise to protect children from the harmful acts of other children. A provider must immediately intervene when they become aware that a child or children are teasing, fighting, bullying, intimidating, or becoming physically aggressive

(3) An early learning provider may separate a preschool age or school age child from other children when that child needs to regain control of him or herself.

(a) During separation time, the child must remain under the appropriate level of supervision of a licensee, center director, assistant director, program supervisor, lead teacher or an assistant teacher.

(b) Separation time should be minimized and appropriate to the needs of the individual child.

(4) If a child is separated from other children, an early learning provider must:

(a) Consider the child's developmental level, language skills, individual and special needs, and ability to understand the consequences of his or her actions; and

(b) Communicate to the child the reason for being separated from the other children.

(5) If an early learning provider follows all strategies in this section, and a child continues to behave in an unsafe manner, only a licensee, center director, assistant director, program supervisor, lead teacher, or an assistant teacher may physically remove the child to a less stimulating environment. Staff must remain calm and use a calm voice when directing or removing the child. Physical removal of a child is determined by that child's ability to walk:

(a) If the child is willing and able to walk, staff may hold the child's hand and walk him or her away from the situation.

(b) If the child is not willing or able to walk, staff may pick the child up and remove him or her to a quiet place where the child cannot hurt themselves or others.

Bixiyeyaasha waxbarashada hore waxay door muhiim ah ka qaataan taageerida koritaanka iyo horumarka carruurta. Masuuliyadda koowaad ee dhammaan bixiyeyaasha waxbarashadda hore waa in la ilaaliyo caafimaadka aasaasiga ah iyo badbaadada cunug kasta oo daryeelkooda ku jira. Marka bixiyaha waxbarashadda hore uu dejiyo jawi ay carruurtu ku dareemaan ammaan iyo xasillooni, waxay dhiirrigeliyaan waxbarashada iyo horumarka ilmaha[259] iyo in la kobciyo awooda cunugga ee jaangooynta shucuurta iyo la falgalka asxaabta.[260] Bixiyaha waxbarashadda hore wuxuu dhiirrigeliyaa dareenka carruurta ee nabadgelyada iyo amniga markay isticmaalayaan maareynta dabeecadda iyo xeeladaha hagidda cunugga ee kor u qaada kalsoonida ilmaha.

Marka luuqadda xun loo isticmaalo in wax looga qabto dabeecadaha adag sida caayda, hadalka xun, "hoos u dhig" ama caayda dhaqanka ama midabka, kuwan waxay si xun u sameeyn karaan horumarka ilmaha. Dhaqanka ama aflagaadada midab kala sooca ah waa marka la isticmaalo luuqad aflagaadeyneeysa midibka cunsurigiisa ama dhaqankiisa. Cunsuriyada socotaa waxay saameyn ku yeelan kartaa caruurta yar-yar jir ahaan iyo shucuur ahaanba taasoo u horseedi karta dhibaatooyin waqti dheer ah sida wadne xanuun iyo niyad jab noloshooda dambe.[261]

259 PennState Extension, "Isdhexgalka waa muhiim: Maxay cilmi baaris leedahay iyo waxaad sameyn karto!", Waxaa laga heli karaa **http://bkc-od-media.vmhost.psu.edu/documents/HO_InteractionsMatter.pdf**, la daabacay 2016.

260 Kathryn A. Kerns iyo Laura E. Brumariu, "Lifaaqa Waalidka-Cunuggu ma ku xirnaansho halis ma u tahay horumarka walaaca ee Carruurnimada ama Qaan-gaarnimada?", *Maktabadda Qaranka ee Caafimaadka ee Machadyada Qaranka ee Caafimaadka* 8 (1) (2014): 12 -17, waxaa laga heli karaa **https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3960076//**

261 Maria Trent, "Cunsuriyaddu Waxay Saameyneysaa Caafimaadka Carruurteenna," Xuquuqda Carruurta, oo laga heli karo **https://www.childrensrights.org/racism-impacts-childrens-health/**, laga soo qaatay Ogosto 18, 2020.

Waxyeelaynta jireed ee cunugga waa dhaqan kale oo mamnuuc ah. Cilmi baaris ayaa muujisay in ciqaabta jireed ee cunugga ay tahay mid saadaalineysa natiijooyin ballaaran oo horumarineed oo xun. Ciqaabta jireed waxay la xiriirtaa gardarrada cunugga oo sii kordheysa, dhaqanka bulshada ka soo horjeedda, kasbashada garaadka oo hooseeya, tayada liidata ee xiriirka waalidka iyo ilmaha, dhibaatooyinka caafimaadka maskaxda (sida niyad-jabka) iyo hoos u dhigidda anshaxa.[262] In kasta oo adeegsiga hababka jireed ee lagu edbiyo carruurta ay umuuqato inay carqaladeynayso dabeecadaha adag xilligaas, iyadoo la adeegsanayo xeelado anshax wanaagsan, horumar ahaan ku habboon halkii laga caddeyn lahaa inay yeelanayso saameyn waarta.[263] Waqtiga iyo joogteyn, carruurtu waxay baran doonaan kuna dhisi doonaan xirfadaha aasaasiga ah ee bulshada iyo shucuurta oo ay u isticmaali doonaan inta ay nool yihiin.

Marka loo eego Gateway Information Welfare Information, dayaca ilmuhu sidoo kale wuxuu si ba'an u saameyn karaa caafimaadkiisa iyo horumarkiisa, wuxuuna ka tagi karaa nabarro ku haro cimrigiisa, jir ahaan iyo shucuur ahaanba.[264] Saamaynta halista ah ee ilmaha ku timaadda awgeed, warbixinnada waxyeelada jireed, sharaf-darrada ilmaha ama ka-qaadista cunugga baahidiisa aasaasiga ah ee barnaamijka waxbarashada hore waxaa baari kara Qaybta Ruqsadaha ee DCYF Adeegyada Ilaalinta Carruurta "Licensing Division Child Protective Services" (LD / CPS) ee xadgudubka dayacaad cunug. Ficilladani waa inaysan aheyn mid ay fulinayaan ama u oggolaanayaan bixiyaha waxbarashada hore.

WAC 110-300-0475 wuxuu qeexayaa waajibaadka loo igmaday ee bixiyaha barashada hore inuu ku soo wargaliyo xadgudub looga shakisan yahay ama dayaca cunugga.

Bixiyaha waxbarashadda hore waa inuu si firfircoon u dhexgalaa si loo ilaaliyo carruurta marka xoogsheegashada ama dabeecadaha kale ee waxyeellada leh ay ka dhex dhacayaan carruurta dhexdeeda ama deegaanka dhexdiisa. NAEYC waxay u aqoonsaneysaa xoogsheegashadu inay tahay ficil gardarro ah oo loogu talagalay in lagu waxyeelleeyo, lagu celiyo waqti ka dib isla markaana ka dhacda awood la'aanta quwada.[265] Kuwa loo xoogsheegtay waxay halis dheeraad ah ugu jiraan dhibaatooyinka caafimaadka maskaxda, madax xanuun, dhibaatooyinka la qabsashada dugsiga waxayna la kulmi karaan dhaawac muddo dheer ah oo ku yimaada is-qadarin.[266] Intaas waxaa sii dheer, sida laga soo xigtay Jaamacadda Yale, waxaa jira xiriir adag oo u dhexeeya xoogsheegashada iyo ismiidaaminta ama is-dilka. Dhibbanayaasha xoogsheegashada waxay u badan tahay in dhibanayaashu ismiidaamyaan in ka badan labo ilaa sagaal jeer kuwa aan dhibanaha ahayn.[267]

Markay carruurtu aad ugu baraarugaan naftooda inay yihiin dad gooni ah, waxay bilaabaan inay fahmaan inay leeyihiin dareenno, oo ay ka mid yihiin jahwareer, xanaaq iyo samir la'aan. In kasta oo cunug ama carruurtu ay ku kici karaan falal waxyeello u geysta waqtiyadaan adag, haddana weli ma ogaan karaan wax ku filan oo ay ku fahmaan cawaaqibka dabeecadooda dadka kale. Marka ay bixiyeyaashu bilaabaan inay carruurta baraan xirfadaha ku habboon ee la dhaqanka bulshada, waxay bilaabi karaan inay la jaanqaadaan jawaabahooda ku saabsan dabeecadahaan adag isla markaana ay kala hadlaan carruurta waxyaabaha laga filayo inay ka caawinayaan inay bartaan habab caafimaad qaba oo ay kula dhaqmaan midba midka kale.

262 Anne B. Smith, "Xaaladda Cilmi-baarista ee Saameynta Ciqaabta Jirka," *Wargeyska Siyaasadda Bulshada ee New Zealand* 27 (2006), oo laga heli karo **https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj27/27-pages114-127.pdf**

263 Christine Li Grining, C. Cybele Raver, Kina Champion, Latriese Sardin, Molly Metzger iyo Stephanie M. Jones, "Fahamka iyo Hagaajinta Cimilada Dareenka Fasalka iyo Maareynta Dabeecadda ee" Dunida dhabta ah ": Doorka Madaxa Bilowga Barayaasha Cilmiga nafsiga ah, " *Waxbarashada Hore iyo Horumarinta* 21 (1) (2010): 65-94, waa la heli karaa. **https://research.steinhardt.nyu.edu/scmsAdmin/uploads/006/446/Li-Grining%20Raver%20Champion%20Sardin%20Metzger%20%20Jones%202010.pdf**

264 Albaabka Macluumaadka Daryeelka Carruurta, "Cawaaqibta Muddada-dheer ee Ku-xadgudubka Carruurta iyo Dayacaadda," ayaa laga heli karaa **https://www.childwelfare.gov/pubPDFs/long_term_consequences.pdf**, la daabacay April 2019.

265 Kyle Snow, "Xoog u sheegashada Carruurnimada Hore," NAEYC, ayaa laga heli karaa **https://www.naeyc.org/resources/blog/bullying-early-childhood**, la daabacay Oktoobar 27, 2014. Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, "Sidee cagajuglayntu u sahmaysaa caafimaadka iyo ladnaanta?" Waxaa laga heli karaa **https://www.nichd.nih.gov/health/topics/bullying/conditioninfo/health**, dib-u-eegiskii ugu dambeeyay ee Janaayo 31, 2017.

266 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, "Sidee xoogsheegashadu u sahmeysaa caafimaadka iyo ladnaanta?" Waxaa laga heli karaa **https://www.nichd.nih.gov/health/topics/bullying/conditioninfo/health**, dib-u-eegiskii ugu dambeeyay ee Janaayo 31, 2017..

267 Tirakoobka Xoog u sheegashada: Caawinta Ka Hortagga Xoog u sheegashada, Xaqiiqooyinka, iyo Wax intaa ka sii badan, "Xoogsheegashada iyo Ismiidaaminta," waxaa laga heli karaa **http://www.bullyingstatistics.org/content/bullying-and-suicide.html**, laga soo qaatay Ogosto 18, 2020.

Si loo hubiyo jawi nabadgelyo u leh carruurta oo dhan marka dabeecadaha noocaas ah ay dhacaan, bixiyeyaashu way isticmaali karaan xeeladayan:

- Bixinta kormeer ku saleysan aqoonta da'da iyo horumarka carruurta daryeelka ku jirta.
- Hubso in deegaanka la dejiyey si kormeerka si fudud loogu bixin karo.
- Siinta tiro ku filan iyo waxyaabo kala duwan iyo nashaadaad carruurta.
- Yeelo filashooyin macquul ah iyo xaddidyo ku saleysan da'da iyo horumarka canug walba oo daryeel ah.
- Adeegso luuqad si ilmaha looga caawino inuu fahmo dareenkooda iyo tusaalooyinka qaababka ay ku muujin karaan shucuurtaas iyagoon qof kale dhaawicin.
- Tusaalaynta ixtiraamka iyo wadahadalka wanaagsan waxay ka caawisaa carruurta inay fahmaan sida loola hadlo midba midka kale.
- La xiriir xubnaha qoyska si ay si fiican u fahmaan ilmaha una wadaagaan si xal loogu helo.
- U fiirso "goobaha dhibku jiro" sida waqtiyada kala-guurka ama meelaha qaarkood ee fasalka.

Markay carruurtu isku dayaan inay dhisaan xirfado ay ku maareeyaan shucuurtooda iyo dhaqankooda, waxaa jiri kara waqtiyo aysan iyagu la kulmin Karin guulaha. Way ku habboonaan kartaa in laga kala sooco dugsiga barbaarinta ama ilmaha da'da iskuulka ku jira oo soo bandhigaya dabeecado aad ugu xun kooxda. Dhaqanka shucuurta ama dagaalka leh wuxuu cabsi ama khatar ku noqon karaa carruurta kale ee daryeelka ku jirta. In aad ka fikirto falcelinta carruurta kale iyo kooxda guud ahaan waxay kaa caawin doontaa inaad ogaato goorta loo baahan yahay kala soocidda kooxda. Ka-hor intaadan cunugga ka soocin kuwa kale, eeg da'da ilmaha, heerka koritaankiisa iyo aqoon kasta oo shaqsiyadeed ee ilmahaas dookhiisa ama waxyaabaha kiciya.

Bixiyeyaasha waxbarashadda hore waxay isweydiin karaan, "Ilmuhu miyey ku raaxaystaan waxyaalo jilicsan oo ka caawin kara inay ku dejiyaan meel aamusnaan akhris ah? Ilmuhu miyuu ku raaxeeyaa dhaqdhaqaaqa weyn ee dhaqdhaqaaqa? Cunuggu miyuu ka faa'iideysan doonaa hal-hal-mar xubin ka tirsan shaqaalaha mise waxay doorbidayaan inay helaan xoogaa meel ah oo ay isdajiyaan?

Kaliya dugsiga barbaarinta ama ilmaha da'da iskuulka ah ayaa laga sooci karaa kooxda carruurta. Carruurta yar-yar, sida dhallaanka ama socod-baradka, lama kala saari karo. Horumar ahaan, waxay u badan tahay inaysan fahmi karin waxa dhacaya ama sababta.

Inta lagu jiro kala soocida, bixiyaha waxbarashadda hore waa inuu u sharxaa ilmaha sababaha loo kala soocaayo oo loo ilaaliyo kormeerka.

Tixgelin kale oo la xiriirta ka-go'itaanka kooxda ayaa ah in carruurtu aysan si madax-bannaan u "xakamayn karin" naftooda. Bixiyeyaasha ayaa laga yaabaa inay caawimaad u arkaan inay isticmaalaan "meel raaxo leh" ama "ku degganaan" meel ka caawisa carruurta inay is dejiyaan oo ay nidaamiyaan shucuurtooda. Meelahan waa in aan loo isticmaalin ciqaab "waqti ka bixitaan goobta", laakiin waa meelo ammaan ah oo la aqbali karo oo carruurtu aadi karaan si ay isu dejiyaan markay dareemaan culeys. Manhajka barnaamijka waxbarashada hore waxaa ku jiri kara ku dhaqanka neefsashada iyo xeelado kale oo is-dejiya ah.

Haddii dhammaan xeeladaha kale ee sharcigan la raaco oo dugsiga barbaarinta ama cunugga da'da dugsiga weli ku dhaqmaya habdhaqan aan ammaan ahayn, markaa cunuga waxaa laga yaabaa inuu jir ahaan u dhaqaajiyo meel aamin ah bixiyaha waxbarashadda hore oo deggan, kaasoo ka mid ah kuwa sida gaarka ah loo oggolaaday doorarka lagu xusay heerarka shatiga. Canug awood u leh inuu kaligiis socon karo waa in loo ogolaadaa inuu sidaas sameeyo. Marka ilmuhu uusan awood u lahayn ama uusan kaligiis socon karin, waxaa laga yaabaa in si ammaan ah loo soo qaado oo loo wareejiyo meel aamin ah. Soo qaadista cunug korin ama si tartiib ah u jiheynaysa cunug si loogu wareejiyo meel aamin ah kaligeed ma aha xakameynta jireed ee cunugaas. Xannibaadda jireed waxay ka dhigan tahay in cunugga loo hayo si tartiib tartiib ah intii suurtogal ah inta ugu yar ee waqtiga loo baahan yahay si loo xakameeyo xaalad ah in nabadgelyada ilmahaas ama kuwa kaleba ay khatar ku jirto. Xakamaynta jirka waa marka ugu dambeysa. Bixiyaha waxbarashadda hore wuxuu adeegsan karaa aqoontooda shaqsiga ee canugga iyo qiimeynta xirfadeed ee xaaladda si loo go'aamiyo in soo qaadista canugga loo rarayo meel ammaan ah ay u horseedi karto xaalad xakameyn jireed.

Shuruudaha laxiriira xakameynta jireed ee cunugga waxaa lagu qeexay WAC 110-300-0335. WAC 110-300-0330 wuxuu qeexayaa xeeladaha lagu hago hogaaminta wanaagsan ee ilmaha.

Wax ka qabashada Akhlaaqda caqabadda ku ah dhallaanka iyo socod baradka. Maqaal la soo dejin karo oo ka yimid da'da Zero ilaa 3.
www.zerotothree.org/resources/170-addressing-challenging-behavior-in-infants-and-toddlers

Wax ka qabashada Habdhaqanka Caqabadaha leh - Hanuuninta iyo Taageerada. Qeybinta Hadalka 'Cultivate Learning Circle Time Magazine' ee ku saabsan bandhigga sheekada oo diiradda lagu saaray dabeecadaha caqabadaha ku ah barashada hore.
https://cultivatelearning.uw.edu/circle-time-magazine/season-2/episode-5/

Siyaasadda AAP waxay ka soo horjeeddaa ciqaabta jirka, waxay ku soo baxday cadeymo dhow. Maqaal ku yaal joornaalka 'Gateway journal' oo dib u eegis ku sameeya caddaymaha ugu dambeeyay ee dhiirrigeliya adeegsiga beddelka ciqaabta jirka.
www.aappublications.org/news/2018/11/05/discipline110518

Caawinta Caruurta Yaryar Qaabka Gardarada. Zero ilaa 3 maqaal oo bixiya hagitaan ku saabsan maaraynta gardarrada cunugga.
www.zerotothree.org/resources/12-helping-young-children-channel-their-aggression

"Anigu Saaxiib Ku Noqon Maayo Hadaadan Joogin!" Ka Hortagga iyo Kajawaabida Xadgudubyada Xiriirka ah ee Fasalka. Maqaalka NAEYC ee bixiya macluumaadka ku saabsan gardarrada xiriirka la leh carruurta iyo xeeladaha ka hortagga.
www.naeyc.org/resources/pubs/yc/nov2015/preventing-relational-aggression

Cawaaqibta Mudada-dheer ee Xadgudubka Caruurta iyo Dayaca. Xaashida macluumaadka ku saabsan daryeelka carruurta.
www.childwelfare.gov/pubPDFs/long_term_consequences.pdf

Cunsuriyaddu Waxay Saameysaa Caafimaadka Carruurteenna. Qayb ka mid ah Xuquuqda Carruurta oo ay qortay Dr. Maria Trent, oo ah borofisar ku takhasustay cilmiga caafimaadka carruurta oo ka tirsan Dugsiga Jaamacadda Johns Hopkins ee Medicine.
www.childrensrights.org/racism-impacts-childrens-health/

Xaaladda Cilmi-baarista ee Saameynta Ciqaabta Jirka. Dulmar guud iyo tusaalooyin cilmi baaris dhowaan ku saabsan ciqaabta jireed oo la xiriirta arrimaha bulshada, garashada, caafimaadka maskaxda, gudaha oo laga dhex dhaqmo anshaxa iyo xiriirka qoyska.
www.msd.govt.nz/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj27/the-state-of-research-on-effects-of-physical-punishment-27-pages114-127.html

Fahamka Lixda Nooc ee Dayaca. Boga Kaplan ayaa leh macluumaad ku saabsan kala duwanaanta noocyada dayaca.
www.kaplanco.com/ii/six-types-of-neglect

Waxa La Sameeyo Markaad Aragto Xoogsheegashada: Hagaha Waxqabadka ah. Maqaalka Carruurta leh Habdhaqanka Caqabadaha leh oo wata tilmaamo iyo xeelasho.
https://childrenwithchallengingbehavior.com/2013/11/05/what-to-do-when-you-see-bullying-a-practical-guide/

WAC 110-300-0335

Physical restraint

(1) An early learning provider must have written physical restraint protocols pursuant to WAC 110-300-0490, and implement such protocols only when appropriate and after complying with all requirements of WAC 110-300-0330 and 110-300-0331.

(2) Physical restraint must only be used if a child's safety or the safety of others is threatened, and must be:

- **(a) Limited to holding a child as gently as possible to accomplish restraint;**
- **(b) Limited to the minimum amount of time necessary to control the situation;**
- **(c) Developmentally appropriate; and**
- **(d) Only performed by early learning providers trained in a restraint technique pursuant to WAC 110-300-0106 (9).**

(3) No person may use bonds, ties, blankets, straps, car seats, high chairs, activity saucers, or heavy weights (including an adult sitting on a child) to physically restrain children.

(4) Licensees, center directors, assistant directors, program supervisors, lead teachers or trained staff must remove him or herself from a situation if they sense a loss of their own self-control and concern for the child when using a restraint technique if another early learning provider is present. If an early learning provider observes another staff using inappropriate restraint techniques, the staff must intervene.

(5) If physical restraint is used, staff must:

- **(a) Report the use of physical restraint, pursuant to WAC 110-300-0475 (2)(f);**
- **(b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate;**
- **(c) Document the incident in the child's file, including the date, time, early learning program staff involved, duration and what happened before, during and after the child was restrained;**
- **(d) Develop a written plan with input from the child's primary care or mental health provider, and the parents or guardians, to address underlying issues and reduce need for further physical restraint if:**
  - **(i) Physical restraint has been used more than once; and**
  - **(ii) A plan is not already a part of the child's individual care plan.**
- **(e) Notify the department when a written plan has been developed.**

Waxaa loo baahan yahay in bixiyaha waxbarashada hore uu ku daro, qayb ka mid ah siyaasadooda hagista cunugga oo dhameystiran, siyaasad qoran iyo qorshe ku saabsan sida xaaladaha loo maareyn doono marka dabeecadda canugga ay naftooda ama dadka kaleba u noqonin mid aan ammaan u ahayn. Nidaamkan waxaa ka mid noqon kara ama kuma soo dari karo gunno loogu talagalay xakameynta jireed ee cunugga. Xannibaadda jireed waxay ka dhigan tahay in cunugga loo hayo si tartiib tartiib ah intii suurtogal ah inta ugu yar ee waqtiga loo baahan yahay, si loo xakameeyo xaalad ah in nabadgelyada ilmahaas ama kuwa kaleba ay khatar ku jirto.

Bixiyeyaasha waxbarashadda hore waxaa laga yaabaa inay qaataan siyaasad aanan xakamayn. Haddii barnaamijyada barashada hore siyaasadaha u oggolaadaan isticmaalka suurtagalka ah xakameynta jirka, waa inay noqotaa xaalad aan caadi ahayn ama xad dhaaf ah. Xakamaynta jirka waxaa la isticmaali karaa oo keliya ka dib marka la shaqaaleeyo shuruudaha WAC ee la xiriira cilaaqaadka wanaagsan, hagida ilmaha, edbinta iyo ka saarista carruurta shaqsi ahaan. Caadi ahaan, xakameynta jireed waxay qayb ka noqon doontaa qorshaha anshaxa ama qorshaha daryeelka shaqsiyeed, oo lagu horumariyo iyadoo lala tashanayo waalidka ilmaha ama ilaaliyaha.

Shuruudaha xiriirka wanaagsan iyo hagida cunugga waxaa lagu qeexay WAC 110-300-0330.

Shuruudaha la xiriira edbinta iyo ka saarista jirka ee carruurta waxay ku yaalliin WAC 110-300-0331.

Shuruudaha la xiriira qorshooyinka daryeelka shaqsiyeed waxay ku yaalaan ama ka helayso. WAC 110-300-0300.

WAC 110-300-0450 waxay ubaahantahay qorshe hagitaan cunug, oo lagu daro siyaasadaha xakamaynta iyo mamnuuca ciqaabta jirka.

Sida laga soo xigtay Waaxda Waxbarashada ee Mareykanka, warbixinnadu waxay caddeeyeen in isticmaalka xakamaynta ay yeelan karto cawaaqib xumo aad u daran, oo ay ku jirto dhimasho, iyo in aysan jirin wax caddeyn ah in isticmaalka xakameyntu ay wax ku ool u tahay yareynta dhacdooyinka dabeecadaha dhibaatada ee inta badan soo dadajiya isticmaalka farsamooyinka.[268] Sababtaas awgeed, xakamaynta waxaa loo isticmaali karaa oo keliya in la joojiyo ama laga ilaaliyo dabeecadaha waxyeellayn kara ilmaha ama dadka kale. Xakamaynta looma isticmaali karo ciqaab ahaan, in lagu qasbo cunug inuu u hoggaansamo ama sababo kale awgood. Intaas waxaa sii dheer, sababtoo ah cawaaqib xumada ka dhalan karta xakameynta aanan habooneyn, bixiyeyaasha waxbarashadda hore waa inay cunugga u qabtaan si tartiib tartiib ah si ay weli uga ilaaliyaan ilmaha ama kuwa kale waxyeellada, iyo sida ugu yar ee loo baahan yahay.

Si looga sii ilaaliyo ilmaha waxyeellada, bixiye kasta oo waxbarashadiisa hore oo jidh ahaan xakameeya ilmaha waa inuu dhammaystiray tababarka xakamaynta, oo uu sii wadaa inuu helo tababar sanadle ah. Waqtigan xaadirka ah, majiro tababarka ku-meel-gaadhka cunugga ee ay oggolaato DCYF. Laga bilaabo Oktoobar 1, 2019, ma jiro bixiye waxbarashadda hore lagu go'aamin doono iyada oo la raacayo u hoggaansanaanta tababarka xannibaadda cunugga ee WAC ee looga baahan yahay dhammaystirka waaxda la siiyay ama la oggolaaday ee tababarka. Waqtigaan, DCYF ma bixin doonto talooyin dheeraad ah ama ogolaansho ku saabsan tababarka la oggol yahay.

WAC 110-300-0490 wuxuu qeexayaa shuruudaha nidaamka xakamaynta ilmaha.

Is dejinta marka ilmuhu xakamaynta ka baxo way adkaan kartaa, laakiin waa wax muhiim ah in la sameeyo. Carruurta xanaaqsan, gardarrada badan oo ka baxsan xakamaynta waxay u baahan yihiin degganaan iyo taageero dadka waaweyn si ay uga caawiyaan in ay is-caddeeyaan. Haddii adeeg bixiyuhu dareemo in aanu xasiloonayn ama uu dareemayo inuu ka baxsaday ilmuhu inta ay xannibayaan cunugga, adeeg bixiyuhu waa in uu iska fogeeyaa xaaladdaan.

268 Waaxda Waxbarashada Mareykanka, "Xakamaynta iyo Kaydinta: Dukumintiga Kheyraadka," oo laga heli karo **https://sites.ed.gov/idea/files/restraints-and-seclusion-resources.pdf**, la soo daabacay May 15, 2012.

Barnaamijka waxbarashada hore wuxuu gacan ka geysanayaa yareynta suurtagalnimada in xakameyn jireed oo dheeri ah loo baahdo mustaqbalka marka ay qiimeeyaan dhacdada xakamaynta. Waa muhiim in dib loo eego faahfaahinta dhacdada si wax loo barto loona wanaajiyo. Bixiyaha waxbarashada hore ayaa dib u eegi kara faahfaahinta sida:

- Miyaa la raacay xeerka xakamaynta jir ahaaneed ee qoran?
- Siyaasadda xakamaynta jirka ee qorani ma bixisay hagitaan ku filan xaaladda?
- Dhaqanka cunuggu miyuu marba marka ka dambeysa sii kordhayay, mise tani waxay ahayd dhacdo kadis ah?
- Heerka koritaanka ilmaha iyo baahiyaha gaarka ah ma lagu soo rogay go'aanka xakamaynta jirka iyo hirgelinta?
- Ma jiraan hagitaan wanaagsan ama fursado xiriir oo kaa caawini kara ka hortagga baahida loo qabo xakameyn dheeraad ah?
- What event or sequence of events came before the child's dangerous behavior?
- Dhacdo noocee ah ama isku xigxiga dhacdooyinka ayaa yimid kahor dabeecadda halista ah ee ilmaha?
- Go'aanka isticmaalka xakamaynta ma ku habboonayd?

Wadahadalka degdega ah ee lala yeesho waalidka ama ilaaliyaha ka dib isticmaalka xakamaynta jirka wax maka gaysatay kobcinta xiriir wanaagsan oo aamin ah. Waxay sidoo kale fursad siisaa waalidka ama ilaaliyaha iyo bixiyaha waxbarashada hore si ay ula xiriiraan una bartaan xeeladaha ka fiican kuwa kale, kana wada shaqeeyaan sidii loo siin lahaa isdhexgal joogto ah iyo helitaanka rajooyinka cunuga.

WAC 110-300-0475 (2)(f) waxay ubaahantahay xakameyn jireed si loogu wargaliyo waalidka ama ilaaliyaha dhamaadka maalinta iyo DCYF 24 saac gudahood.

Khabiirka Horumarinta Aadanaha iyo Sayniska Qoyska Angie Fletcher ayaa si fiican u sheegtay: hadba sida ugu waxtarka badan ee bixiyeyaasha waxbarashada hore ay ugu dhiirrigelinayaan dabeecadda habboon ee ilmaha, waqtiga iyo dadaalka yar ee ay ku bixin doonaan sixitaanka akhlaaqdaro.[269] Dhisida xariirka wanaagsan oo lala yeesho carruurta iyo adeegsiga tabaha hagida wanaagsan ee carruurta waa qaybaha lagama maarmaanka u ah bixiyaha waxbarashada hore ee shaqada si loo taageero waxbarashada iyo horumarka carruurta. Xeeladahan ayaa aasaas u ah kor u qaadista xirfadaha carruurta ee xariirka bulshada iyo is-xakamaynta iyo hagida habdhaqanka carruurta.

WAC 110-300-0325 wuxuu qeexayaa shuruudo laxiriira abuurida jawi horumarka caafimaadka caruurta.

WAC 110-300-0330 wuxuu qeexayaa shuruudaha xiriirka wanaagsan iyo hagida ilmaha.

269 University of Missouri Extension, "Anshax Wanaagsan iyo Hanuunin Ilmo," ayaa laga heli karaa **https://extension2.missouri.edu/gh6119#** la helay Ogosto 19, 2020.

Laga soo bilaabo Hanuuninta Wanaagsan ee Daryeelka akhbaaraha musiibooyinka: Buuxinta Dhammaan Baahiyaha Taageerada Habdhaqanka Carruurta. Maqaalka NAEYC oo bixiya dood iyo ilo dheeri ah oo loogu talagalay ka taageerida carruurta walaacyada iyo dhibaatooyinka.
www.naeyc.org/resources/pubs/yc/jul2020/good-guidance-trauma-informed-care

Sideed looga takhalusi kartaa Dabeecadda Dhibaatada? Maqaalka Jawaabta Xuquuqda leh ee kahortagga wuxuuna siiyaa talooyin aasaasi ah oo lagu taageerayo dhaqanka.
https://rightresponse.org/prevention

Sida Loo Caawino Carruurta Inay Isdejiyaan. Maskaxda Ilmuhu waxay soo bandhigtaa farsamooyin lagu caawinayo carruurta inay jaangooyaan shucuurtooda kana fogaadaan dabeecadaha qarxin.
https://childmind.org/article/how-to-help-children-calm-down/

Xakamaynta Jirka ee Iskuulka. Taageerada Akhlaaqda Wanaagsan ee Michigan Positive Behavior Support (PBS) Dib u eegista cilmi baarista shabakada iyo talooyinka laxiriira xakameynta jirka.
www.bridges4kids.org/PBS/articles/RyanPeterson2004.htm

Ka Hortagga Isticmaalka Xakamaynta iyo Ku-Kalsoonida Carruurta Yar-yar: Doorka Wax-ku-oolnimada, Dhaqanka Wanaagsan. Maqaal ka hadlaya xakamaynta iyo go'doominta oo ah muraayadaha waaweyn qaran ee degmo dugsiyeedyada, hay'adaha gobolka iyo dawladaha.
https://cainclusion.org/teachingpyramid/rbm-issue-briefs/preventing-the-use-of-restraint-and-seclusion-with-young-children-the-role-of-effective-positive-practices-pdf/

Xakamaynta iyo Kaydinta: Dukumintiga Kheyraadka. Dukumenti Waaxda Waxbarashada ee Mareykanka oo wata macluumaad iyo bogag internet.
https://sites.ed.gov/idea/files/restraints-and-seclusion-resources.pdf

Isdajinta iyadoo lala kulmayo dabeecado caqabad ku ah. Maqaal Fox News ah oo ay qortay Jennifer Cerbasi, oo ah La-taliye Waxbarasho iyo isku-duwaha Falanqaynta Dabeecadda La Adeegsaday.
www.foxnews.com/health/staying-calm-in-the-face-of-challenging-behaviors

WAC 110-300-0340

Expulsion

(1) To promote consistent care and maximize opportunities for child development and learning, an early learning provider must develop and follow expulsion policies and practices, pursuant to WAC 110-300-0486.

(2) An early learning provider may expel a child only if:

(a) The child exhibits behavior that presents a serious safety concern for that child or others; and

(b) The program is not able to reduce or eliminate the safety concern through reasonable modifications.

(3) If a child is expelled, an early learning provider must:

(a) Review the program's expulsion policy with the parent or guardian of the child;

(b) Provide a record to the parent or guardian about the expulsion and the steps that were taken to avoid expulsion. The record must include the date, time, early learning program staff involved, and details of each incident that led to expulsion; and

(c) Provide information to the parent or guardian of the child that includes, but is not limited to, community-based resources that may benefit the child.

(4) The early learning provider must report to the department when children are expelled. The information must include:

(a) Child demographic data including, but not limited to, the age, race, ethnicity, and gender of the child;

(b) The reason the child was expelled; and

(c) The resources that were provided to the parent or guardian of the child.

Dowladda federaalka waxay uga baahan tahay gobollada, oo ay ku jiro gobolka Washington, inay horumariyaan xeerarka ruqsad bixinta ee ku saabsan cayrinta. Tani waa in la keeno wacyigelin iyo in la barto sida looga hortago cayrinta, si carruurtu ay ugu guuleystaan iskuulka iyo nolosha. Cayrinta macnaheedu waa in la joojiyo isqorista cunuga ee barnaamijka waxbarashada hore marka bixiyaha waxbarashadda hore uusan awoodin inuu daboolo baahida cunugga sababo la xiriira dabeecadda adag ee canugga.

Cayrinta waxaa loo arkaa inay carruurta ka lumineyso fursadaha waxbarasho waxayna ku yeelan kartaa saameyn muddo dheer ah fasalka dugsiga iyo wixii ka dambeeya. Xarunta Bilawga Carruurnimada Barashada & Aqoonta Xarunta "Early Childhood Learning & Knowledge Center (ECLKC)" waxay soo warisay in carruurta yar yar ee la eryay ay u badan tahay inay:

- Lumiso fursado aad wax ku barato, kula la dhaqanto carruurta kale oo aad ula fal gasho dadka waa-weyn ee lagu daydo.
- Ku seego fursadaha aad ku horumarin lahayd kuna tababbari lahayd xirfadaha aad ugu baahan tahay, oo ay ku jiraan xirfadaha bulshada iyo shucuurta.
- In la sameeyo dhibaatooyin xagga dhaqanka ah oo socda taas oo u horseedi doonta dhibaato dambe.
- La kulmaan waxyeelo waxyeello u leh horumarka, waxbarashada iyo caafimaadka.
- U arag naftooda si xun ama aan awood u lahayn barashada.
- Soo saar aragtiyo taban oo ku saabsan barashada, iskuulka, macalimiinta iyo adduunka ku xeeran.[270]

Sida laga soo xigtay Xarunta Horumarinta Mareykanka, carruurta aan iskuulka gaarin waxaa laga ceyriyaa sicir ka badan seddex jibbaar carruurta da'da dugsiga. Saddexda saadaaliye ee ugu sareeyay eryida dugsiga barbaarinta waxay ahaayeen wiil, madow ama jir ahaan ka weyn facooda.[271]

Xarun bixiyaha waxbarashada hore ee Degmada Spokane waxay nala qaybsadeeyn:

"Waxaan haysannay cunug ka diiwaangashan xaruntayda, kaasoo, in ka badan sannad iyo badh, laga eryay shan xarumood oo lagu daryeelo carruurta ah. Waxaan aragnay guulo layaableh oo si adag loola dagaalamay waxaana goob joog u nahay dhibaatooyin naxdin leh iyo dib u dhac cunuggan. Ilmahani wuxuu jeclaa joogtaynta iyo qaabdhismeedka. Ilmuhu wuxuu u dhaqmay sidii ay ugu xumaatay nolosha darteed. Macallimiinta iyo daryeelayaashu way garteen tan waxayna isku dayeen inay dhisaan xiriir ku saleysan jacayl, kobcin, joogteyn iyo soohdin. Hadda ma jiraan wax uusan ilmuhu sameyn karin. Ma jirto wax guul ah oo igaga weyneyd, ka dib markaan arkay midkan yar oo masraxa maraya oo helay shahaado qalinjebin ah."

270 Head Start ECLKC, "Fahmitaanka iyo Tirtiridda Eryidda ee Barnaamijyada Carruurnimada Hore," waxaa laga heli karaa **https://eclkc.ohs.acf.hhs.gov/publication/understanding-eliminating-expulsion-early-childhood-programs#** markii ugu dambeysay ee la cusbooneysiiyay July 20, 2020.

271 Rasheed Malik, "Xog Cusub oo Muujineysa 250 Caruurta Xanaanada Caruurta ah Waa La Hakiyay ama La Eryay Maalin Walba," waxaa laga heli karaa **https://www.americanprogress.org/issues/early-childhood/news/2017/11/06/442280/new-data-reveal-250-preschoolers-suspended-expelled-every-day/**, la daabacay Nofeembar 6, 2017.

Xirfadleyda barashada hore waxay ogaadaan in dabeecadaha ay ku dhici karaan si joogto ah laga bilaabo carqaladeynta iyo qatarta leh meelo badan oo u dhexeeya. Dabeecadaha carruurta qaarkood waxaa laga yaabaa in loo arko inay dadka qaarkood uga dhib badan yihiin kuwa kale. Si kale haddii loo dhigo, dadka waaweyni waxay leeyihiin fikrado kala duwan ama fikrado ku saabsan nooca dabeecadda ee caqabadda ku ah. Si loo dhiirrigeliyo daryeel joogto ah loona ilaaliyo fursadda cunugga inuu uga faa'iideysto jawiga waxbarashada hore, bixiyaha waxbarashadda hore waa inuu horumariyaa siyaasadaha la xiriira hagidda cunugga, maaraynta akhlaaqda iyo cayrinta. Nidaamyadan waa inay ku xaddidaan cayrinta xaaladaha ay jirto walaac amni oo daran oo xagga ilmaha ah ama kuwa kale ah oo aan wax looga qaban karin wax ka beddellada kale. Nidaamyadu waa inay si faahfaahsan u faahfaahiyaan noocyada dhaqanka ee u horseedi kara eryidda iyo tallaabooyinka barnaamijka waxbarashada hore ay raaci doonaan si looga fogaado cayrinta.

WAC 110-300-0486 wuxuu qeexayaa shuruudaha siyaasada cayrinta.

Waxaa muhiim ah in lagu daro qoysaska nidaamka wada-hawlka iskaashiga go'aanka cayrinta. Barnaamijyada waxbarashada hore waa inay si dhow ula shaqeeyaan qoysaska si looga fogaado cayrinta. Wadahadalka laba-geesoodka ah ee lala yeelanayo waalidiinta iyo dadka ardayda masuulka ka ah waa tilmaan muujinaysa barnaamij waxbarasho oo hore oo tayo leh. Haddii ay jirto xaalad cunug ka diiwaangashan uu la halgamayo dabeecado adag, barnaamijku waa inuu lahaadaa habraacyo loogu talagalay soo saarista qorshe dabeecad oo diiradda lagu saarayo guusha ilmaha. Qorshaha anshaxa waa in la qoraa iyadoo lala tashanayo waalidka ama ilaaliyaha lana siiyaa ogolaanshahooda. Qorshuhu waa inuu ku jiraa fikradaha waalidka, xeeladaha sida diiradda la saarayo danaha ilmaha iyo waxyaabaha uu ku fiicanyahay, wax ka beddelka deegaanka, isdhexgalka macallinka iyo ilmaha ee joogtada ah iyo bixinta ilaha bulshada ee deegaanka.

WAC 110-300-0300 wuxuu qeexayaa shuruudaha qorshaha daryeelka shaqsiyeed.

Agaasimaha Xarunta Serena waxay ka caawisay macallimiinteeda dugsiga barbaarinta inay helaan iyo inay taageero siiyaan qoys isbeddello badan ku dhacay xaaladdooda nololeed iyo shaqo luminta. Cunuga, Keith, wuxuu leeyahay xanaaq mararka qaar taasoo keentay in caruurta kale ooyaan oo alaabada ay ku ciyaaraan la jebiyo laakiin aanan dhibaato weyn u geysan naftiisa ama dadka kale. Macallinku wuxuu qaatay qoraallo ku saabsan nooca ay yihiin waxyaabaha ka careysiinaya Keith illaa heer uu ka soo baxo, laakiin uma muuqan wax soo noqnonya. Serena waxay xoogaa wadahadal la yeelatay waalidka oo ku saabsan dhaqanka, waalidkuna wuxuu u sheegay in waxyaabaha Keith la socdaa ay u muuqdeen inay wax yar ku waalan yihiin guriga sidoo kale. Ma uusan seexan habeenkii oo dhan wuxuuna bilaabay inuu wax ku tuuro eeyga. Haa labaduba waxay isku raaceen in loo sameeyo boos Keith si uu u dego markii loo baahdo, iyo sidoo kale in la siiyo waqti dheeri ah inta lagu guda jiro xiliga kala guurka. Tani waxay u muuqatay inay inyar caawisay. Toddobaadkii la soo dhaafey, Keith dhowr jeer buu xanaaqay kana soo baxay oo laba jeer buu kuraas soo qaaday oo uu ku tuuray qolka, isagoo khatar gelinaya carruurta. Waqti xaadirka ah, Serena, waalidiinta Keith iyo macallimiintuba waxay u dejiyeen qorshe dabeecad cunugga ah. Qorshaha waxaa ka mid ah waalidka caawimaad ka raadsanayaan dhakhtarka carruurta ee cunugga oo baaritaanka koritaanka, si loo hubiyo in wax walba ay ku socdaan wadadada fiican. Serena iyo macallimiintu waxay aqoonsadaan isbeddelada jadwalka maalinlaha ah iyo deegaanka. Serena waxay waalidiinta siisaa macluumaad ku saabsan khayraadka bulshada deegaanka. Serena waxay kaloo qeexday xeelado macalinka hogaamiyaha uu ku caawini karo Keith inuu is dejiyo, iyo farsamooyinka caawinaya kordhinta xiriirkeeda isaga. Qorshuhu wuxuu si faahfaahsan u qeexayaa sida barnaamijku u raacayo siyaasadda cayrinta ee tilmaamaysa dabeecadaha sababi kara in ilmaha la eryo haddii qorshaha hab-dhaqanku aanu ku guuleysan dib-u-habeynta dhaqanka.

Sannadkii 2009, Jaamacadda Washington waxay tirakoob ama sahmin ku sameeysay waalidiinta ay carruurta ku nool gobolka Washington ee u wareegaya xanaanada. Sahaminta waxaa kujiray in cunug la weydiiyay inuu katago barnaamij sababo laxiriira dhaqan xumo. Xog aruurinta ayaa lagu ogaaday in 16.7 ka mid ah 1000kii cunugba la ceyriyay ka-hor inta aysan gaarin xanaanada caruurta ee gobolka Washington. Tani waxay si liidata isu barbar dhigaysaa qiyaasaha xogta qaranka ee 6.7 halkii kun ee carruur ah.[272] DCYF waxay higsaneysaa inay uruuriso xogta sii socota si ay uga taageerto carruurta Gobolka Washington, qoysaska iyo bixiyeyaasha waxbarashada hore arrimaha la xiriira cayrinta. Sababtaas awgeed, bixiyaha waxbarashada hore waa inuu ku wargaliyaa DCYF ilmo kasta oo laga eryo. Macluumaad shaqsi ahaan lagu aqoonsanayo ee la xiriira ilmaha waa in laga saaraa warbixinta. Foomka DCYF ayaa loogu talagalay warbixintan foomamka & Dukumintiyada bogga websaydhka DCYF.

272 DCYF, "Ballaarinta Daryeelka Carruurta ee Xog-ogaal u ah Gobolka Washington," waxaa laga heli karaa **https://www.dcyf.wa.gov/sites/default/files/pdf/reports/TICAG.pdf**, la daabacay Maarso 2019.

Cayrinta iyo ka joojinta waxbarashadii hore sidii arimaha cadaalada bulshada iyo u sinaanta caafimaadka. Maqaal macluumaad ah oo ka socda Akadeemiyada Qaranka ee Daawada oo sahaminaya dalabka ka-baxsan ee ka-saarista.
https://nam.edu/expulsion-and-suspension-in-early-education-as-matters-of-social-justice-and-health-equity/

Si Wada Jir Ah Uga Soo Horjeeda Eryida iyo Ka Eryida Waxbarashada Caruurnimada Hore. Maqaalka NAEYC ee sahaminaya horumarka u horseedaya kahortaga isbeddelka nidaamka oo bixiya xiriiro iyo ilo dheeri ah.
www.naeyc.org/resources/blog/suspension-and-expulsion-early-childhood

Ka Hortagga Cayrinta Dugsiga Barbaarinta iyo Daryeelka Carruurta. Bogga Zero illaa 3 oo leh xiriiriyeyaal maqaallo kheyraad iyo fiidiyowyo la xiriira Eryidda Dugsiga barbaarinta.
www.zerotothree.org/resources/series/preventing-expulsion-from-preschool-and-child-care

Yaraynta Ka-hakinta iyo Dhaqan-ka-eryidda Habraaca Caruurnimada Hore. Xafiiska Maamulka ee Carruurta & Qoysaska, Bogagga Horumarinta Carruurnimada Hore Xiriirinta Maamulka Carruurta & Qoysaska taxanaha webinar ee Ka Hortagga Cayrinta iyo Ka-hakinta.
www.acf.hhs.gov/ecd/child-health-development/reducing-suspension-and-expulsion-practices

Sinaan la'aanta Jinsiga ee Anshaxa Dugsiga Kahor: Sawiro muuqaal ah oo ay soo saartay Jaamacadda Waqooyiga Carolina ee Chapel Hill's Frank Porter Graham Child Development Institute of Racial Inequities.
https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/preschool_suspension_infographic.pdf

Fahamka iyo Ka-saarista Eryidda ee Barnaamijyada Carruurnimada Hore. Head Start ECLKC waxay dib u eegis ku sameysaa cilmi baarista iyo xogta la xiriirta ceyrinta, waxayna bixisaa xiriiro badan oo kheyraad.
https://eclkc.ohs.acf.hhs.gov/publication/understanding-eliminating-expulsion-early-childhood-programs

U.S. Department of Health and Human Services and U.S. Department of Education, Bayaanka Siyaasadeed ee Cayrinta iyo Shuruucda Cayrinta ee Habaynta Carruurnimada Hore.
www.acf.hhs.gov/sites/default/files/ecd/expulsion_ps_numbered.pdf

Kumaa laga Eryayaa Dugsiyada Xannaanada iyo Sababta? Zero ilaa 3 wuxuu soo bandhigayaa fiidiyow Walter Gilliam, Agaasimaha Xarunta Zigler ee Horumarinta Carruurta iyo Siyaasadda Bulshada, oo ka hadlaya cayrinta dugsiga barbaarinta.
www.zerotothree.org/resources/1841-who-is-being-expelled-from-preschools-and-why

Waa maxay sababta eex-darrada qarsoon ay u tahay Arrin Muhiim ah? Shan daqiiqo oo Zero ah ilaa 3 muuqaal ah oo kahadlayaoo sharaxaya saameyn gaaban iyo mid dheerba ee eexasho aan qarsooneyn oo ka jirta goobaha iskuulka ka hor.
www.zerotothree.org/resources/1840-why-is-implicit-bias-such-an-important-issue

WAC 110-300-0345

Supervising children

(1) An early learning provider must only allow the following persons to have unsupervised access to a child in care:

(a) That child's own parent or guardian;

(b) Licensees or early learning program staff authorized by the department in chapter 110-06 WAC;

(c) A government representative including an emergency responder who has specific and verifiable authority for access, supported by documentation; and

(d) A person authorized in writing or over the phone by that child's parent such as a family member, family friend, or the child's therapist or health care provider.

(2) An early learning provider must meet capacity, group size, mixed age grouping, and staff-to-child ratios while children are in care. This includes, but is not limited to:

(a) Indoor and outdoor play activities;

(b) Off-site activities;

(c) During transportation;

(d) Meal times;

(e) Rest periods;

(f) Evening or overnight care; and

(g) When children are on different floor levels of the early learning program.

(3) An early learning provider must supervise children in care by:

(a) Scanning the environment looking and listening for both verbal and nonverbal cues to anticipate problems and plan accordingly;

(b) Visibly checking children on many occasions with little time in between;

(c) Positioning him or herself to supervise all areas accessible to children;

(d) Attending to children and being aware of what children are doing at all times;

(e) Being available and able to promptly assist or redirect a child as necessary; and

(f) Considering the following when deciding whether increased supervision is needed:

(i) Ages of children;

(ii) Individual differences and abilities of children;

(iii) Layout of the indoor and outdoor licensed space and play area;

(iv) The risk associated with the activities children are engaged in; and

(v) Any nearby hazards including those in the licensed or unlicensed space.

(4) An early learning program staff member may undertake other activities for a temporary time period when not required to be providing active supervision required under subsection (5)(c) of this section. Such activities include, but are not limited to, cleaning up after an activity or preparing items for a new activity. This early learning staff member must remain in visual or auditory range, and be available and able to respond if needed.

(5) An early learning provider must:

(a) Not use devices such as a baby monitors, video monitors, or mirrors in place of supervision, unless used pursuant to WAC 110-300-0270(5);

(b) Be able to hear when doors in the immediate area are opened to prevent children from leaving unsupervised;

(c) Actively supervise children when the children:

(i) Interact with pets or animals;

(ii) Engage in water or sand play;
(iii) Play in an area in close proximity to a body of water;
(iv) Use a safe route to access an outdoor play area not immediately adjacent to the early learning program;
(v) Engage in planned activities in the kitchen;
(vi) Ride on public transportation;
(vii) Engage in outdoor play; and
(viii) (viii) During field trips.

(d) Ensure no infant or child is left unattended during:

(i) Diapering;
(ii) Bottle feeding; or
(iii) Tummy time.

(e) Provide developmentally appropriate supervision to children while bathing.

Kormeerku waa mas'uuliyadda aasaasiga ah ee barnaamijka waxbarashada hore. Bixiye waxbarasha hore oo wax ku ool ah ayaa daawada oo dhagaysta carruurta daryeelka si loo hubiyo wacyiga fooljignaanta, saadaalinta baahiyaha carruurta iyo soo dhexgalka marka ay habboon tahay. Kormeerku wuxuu ka caawinayaa barnaamijyada waxbarashada hore sidii si wanaagsan looga taageeri lahaa waxbarashada iyo horumarka, ilaalinta fayo-qabka carruurta iyo yaraynta halista waxyeellada. WAC-kani wuxuu wax ka qabanayaa cidda heli karta gelitaanka carruurta ee aanan la ilaalin, waxay xaqiijineysaa cabbirka tirada kooxda iyo shuruudaha saamiga waxayna xusuusinaysaa barnaamijyada waxbarashada hore ee heerarka kormeerka lama huraanka ah.

Cilmi baaris ayaa muujisay in kormeerka saxda ah uu saameyn toos ah ku leeyahay heerarka dhaawaca carruurta yar yar wuxuuna yareyn karaa dhibaatooyinka habdhaqanka qaarkood.[273]

Qaybta aasaasiga ah ee kormeerku waa kormeerida kantaroolka ama xakameeynta taxaddarka leh ee shakhsiyaadka galitaan u yeelanaaya carruurta. Waalidiinta iyo dadka ardayda masuulka ka ah waa inay ogaadaan in kuwa soo galaayo goobta aan lala socon ay ku xiran tahay dib-u-eegis iyo oggolaansho, iyo qof kasta oo aanan wakiil ka ahayn dowladda, waxaa in si cad u oggolaadaan booqashada waalidka ama ilaaliyaha

Nidaamka baaritaanka asalka ah ee DCYF waxaa loogu talagalay in lagu yareeyo halista waxyeellada carruurta ee shakhsiyaadka lagu xukumay dambiyada qaarkood ama kuwa halista ku ah carruurta. Sababtaas awgeed, dhammaan shaqaalaha iyo tabaruceyaasha soo galitaanka u leh helitaanka carruurta daryeelka waa inay lahaadaan baaritaanka asalka ah ee DCYF ka-hor taariikhda ugu horreysa ee shaqada, iyadoo la raacayo cutubka 110-06-0041(3) WAC.

273 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, Xafiiska Kaaliyaha Xoghayaha Qorsheynta iyo Qiimeynta, "13 Muujiyeyaasha Tayada Daryeelka Carruurta Talo leh: Cusboonaysiinta Cilmi-baarista," waxaa laga heli karaa **https://aspe.hhs.gov/basic-report/13-indicators-quality-child-care-research-update**, la daabacay 1-dii Abriil, 2002.

Barnaamijka barashada hore ee xarun ayaa loo sharciyeeyay inuu daryeelo afar dhallaanka. Graciela waxay 10-kii sano ee la soo dhaafay ahayd macallinka hoggaanka u haysa qolka dhallaanka. Sababo shaqsiyeed awgood, Graciela ma awoodin inay dib u cusbooneysiiso baaritaanka asalka waqtigeeda waana dhacday. Maadaama baaritaanka asalka ee dhacay uu lamid yahay baaritaanka asalka, Graciela kuma sii wadi karto kaligeed inay ka shaqeyso qolka dhallaanka ilaa baaritaanka cusub ee asalka laga cadeeyo. Xarunta barnaamijka barashada hore waxay ubaahantahay inay hubiso inay jiraan shaqaale kale oo aqoon leh oo kusugan qolka dhallaanka oo leh imika baaritaanka asalka ah ee DCYF ilaa Graciela markale ay kahesho baaritaanka asalka DCYF.

Meelmarinta sharciga iyo wakiilada dawlada ee ka shaqeeya daryeelka caruurta ama adeegyada ilaalinta ilmaha ayaa laga yaabaa inay helaan macluumaad aanan la ogaysiin oo ku saabsan ilmaha ama caruurta ku jirta daryeelka. Tani waxay noqon kartaa wareysiga cunugga ama u qaadista canug booqasho hore loo sii qorsheeyay. Kahor intaadan u oggolaan marinka aan kormeerka lahayn, bixiyaha waxbarashada hore ayaa xaqiijin kara aqoonsiga shaqaalaha iyo ujeeddada booqashadooda isagoo codsanaya kaarka ganacsiga ama aqoonsi sawir leh.

Markuu waalid ama ilaaliye ku sugan yahay goobta barnaamijka waxbarashada hore, waxaa laga yaabaa inay helaan kormeer aan ilaalin oo ilmahooda ah. Waa in taxaddar la muujiyaa si loo hubiyo in waalid ama ilaaliye uusan haysan kormeer aan lala socon ilmo kale ama carruur kale oo ku jirta daryeelka illaa ay ka soo baxaan shuruudaha DCYF oo ay ka helaan baaritaanka asalka ah ee DCYF. Tani keliya maka jitro goobta koowaad ee waxbarashada hore, laakiin sidoo kale safarada dibedda, inta lagu guda jiro gaadiidka, jidadka ama marinnada ama meelaha kale inta ilmuhu ku jiro daryeelka. Sidoo kale, barnaamijka barashada hore waxaa laga yaabaa inuu yeesho marti qaas ah, sida shaqaalaha maktabad, macallin muusigada ama macallin qoob-ka-ciyaarka, u soo galaan inay waqti la qaataan carruurta. Ilaa martidu buuxiso shuruudaha DCYF oo ay hesho cadeynta barista asalka ah ee DCYF, waa in aan lala kormeerin carruurta ama lagu tirin karin saamiga shaqaalaha iyo ilmaha.

Aqoonsiga shaqaalaha iyo shuruudaha tababarka waxaa lagu qeexay WAC 110-300-0100 iyada oo loo marayo WAC 110-300-0107.

Waalidka ama ilaaliyaha ayaa u oggolaan kara shaqsi kale inuu soo qaado ama booqdo ilmahooda oo aan la ilaalin iyadoon waalidku ama ilaaliyuhu joogin. Haddii qof aan la aqoon isku dayo inuu soo qaado cunug, aqoonsigiisa waa in lagu xaqiijiyaa diiwaanka ilmaha ama laga xaqiijiyaa waalidka ama ilaaliyaha. Haddii aan la heli karin dukumiinti qoraal ah oo ka socda waalidka, bixiyaha waxbarashada hore ayaa laga yaabaa inuu diiwaangeliyo ogolaansho hadal ah si loo sii daayo ilmaha. Hubinta magaca iyo sharraxaadda guud ee uu bixiyo waalidku waxay gacan ka geysaneysaa sugidda amniga ilmaha. Waxaa jiri kara shakhsiyaad dareemaya inay dhib ku tahay inay "caddeeyaan" cidda ay yihiin, laakiin waa masuuliyadda bixiyaha waxbarashada hore inuu ilaaliyo nabadgelyada ilmaha iyadoo la hubinayo inuu ilmuhu ka tago goobta, ama uu soo booqdo, qof uu waalidku oggolaaday ama ilaaliye. Si cad u qeexida dhaqankan siyaasadaha barnaamijka waxay ku dhiiri gelin kartaa waalidiinta iyo dadka ardayda masuulka ka ah inay la xiriiraan waxa laga filayo barnaamijka waxbarashada hore kuwa soo qaadaya caruurtooda.

Waxaa jiri kara carruur daryeela oo ka hesha booqdayaal ama adeegyo dadka ama wakaaladaha aanan qeybta ka aheyn barnaamijka waxbarashada hore, sida daaweynta hadalka, daaweynta jirka ama barnaamij kale oo daryeelka dhaxgalka faragelinta ah. Adeegyadan waxaa lagu bixin karaa jawiga waxbarashada hore, iyadoo ogolaansho qoraal ah laga haysto waalidka ama ilaaliyaha iyo qorshe daryeel shaqsiyeed oo jira.

WAC 110-300-0300 wuxuu qeexayaa shuruudaha laxiriira qorshaha daryeelka shaqsiyeed

Qeyb kale oo ka mid ah kormeerka waxay ku lug leedahay tirada carruurta iyo tirada dadka waaweyn ee aqoonta u leh marka loo eego tirada carruurta ee barnaamijka ku jirta. Daraasaddiisa, Richard Fiene, Ph.D., wuxuu ku ogaaday in heerarka saamiga carruurta iyo tirada kooxeed ee carruurta ay yihiin laba tilmaamyaasha ugu wanaagsan ee lagu go'aaminayo tayada barnaamijka waxbarashada hore. Daraasaddiisa waxaa ka mid ah natiijooyinka in tirada yar ee kooxdu ay la xiriirto infekshin yar iyo halista jirro ee carruurta, iyo in la wanaajiyo dabeecadaha daryeelka shaqaalaha iyo badbaadada carruurta. Intaa waxaa sii dheer, saamiga hoose ee shaqaalaha-ilaa cunugga wuxuu la xiriiray xaalado yar oo ku lug leh halista ugu badan ee carruurta, dhibaatada yar ee dhallaanka iyo socod baradka iyo yareynta fursadaha xadgudubka ilmaha.[274]

Saamaynta ay ku leedahay caafimaadka iyo badbaadada carruurta darteed, saamiga loo baahan yahay ee carruurta-iyo carruurta ayaa loo baahan yahay in la ilaaliyo wakhti kasta oo ay carruurtu ku jiraan daryeelka. Tani waa iyada oo aanan loo eegin haddii carruurtu soo jeedaan ama ay hurdaan, ama haddii ay ku jiraan barnaamijka waxbarashada hore ama safar ka baxsan goobta ama inta lagu jiro gaadiidka. Inta lagu jiro waqtiga nasashada, shaqaalaha barnaamijka waxbarashada hore waxay sameyn karaan howlo kale sida nadiifinta ama qorsheynta howlaha illaa iyo inta ay ku sii jiraan maqalka ama maqalka carruurta oo ay diyaar u yihiin inay ka jawaabaan haddii loo baahdo. Safarka goobaha ka baxsan ama inta lagu jiro gaadiidka, waalidka ama ilaaliyaha ilmaha looma tirin karo xagga saamiga shaqaalaha iyo ilmaha illaa ay ka soo baxaan shuruudaha DCYF oo ay helaan oggolaanshaha baaritaanka asalka ah ee DCYF

Waxaa jira shuruudo kormeer gaar ah oo loogu talagalay daryeelka habeenkii, gaar ahaan marka la aqbalayo dhallaanka cusub. WAC 110-300-0270 waxay qeexaysaa shuruudaha daryeelka habeenki.

Barnaamijka waxbarashada hore ee guriga qoyska, carruurtu waxay ku jiri karaan dabaqyo kala duwan oo guriga ah iyadoo la oggol yahay in dabaq kasta ama meel kasta loo oggolaaday inay yihiin meel bannaan oo ruqsad haysta, awoodda boosku waa la go'aamiyaa iyo saamiga carruurta iyo carruurta ee dabaq kasta ayaa ku habboon oo leh shuruudaha saamiga shaqaalaha. Tusaale ahaan, awoodda guud ee dejinta guriyeynta qoysaska ruqsadda haysta waa 12 carruur ah. Booska laysinka ee heerka hoose waxaa loo oggol yahay kaliyah ilaa 12 carruur ah. Goobta ama booska sare shatiga leh waxaa loo oggol yahay ilaa sideed caruur ah. Barnaamijka barashada hore ee guriga qoysku kama badnaan karo tirada guud ee 12 carruur ah. Mid ka mid ah shaqaalaha ayaa laga yaabaa inuu jaranjarada la socdo lix carruur ah oo da'doodu tahay dhalashada illaa 12 sano jir, leh seddex caruur ah oo kayar 2 sano jir (midna si madaxbanaan u socda) halka xubin kale oo shaqaalaha ka mid ah ay sagxadda hoose la socoto lix kale oo caruur ah oo ku dhasha ilaa 12 sano jir oo ay la socdaan seddex caruur ah oo ka yar 2 sano jir (mid si madax banaan u socda). Haddii mid ka mid ah shaqaaluhu leeyahay dhammaan lixda cunug ee ay da'doodu ka yar tahay 2 sano oo keliya halka shaqaalaha kale ay leeyihiin lix carruur ah dabaqa kale ee guriga, tan waxaa loo tixgelin doonaa mid aan u hoggaansamin shuruudaha shatiga. Dhammaan xayiraadaha waxay quseeyaan kooxaynta carruurta iyo shuruudaha shaqaale ee heer kasta oo guriga ah.

274 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, Xafiiska Kaaliyaha Xoghayaha Qorsheynta iyo Qiimeynta, "13 Muujiyeyaasha Tayada Daryeelka Carruurta Talo leh: Cusboonaysiinta Cilmi-baarista," waxaa laga heli karaa **https://aspe.hhs.gov/basic-report/13-indicators-quality-child-care-research-update**, la daabacay 1-dii Abriil, 2002

A Hoyga qoysaska bixiya waxbarashadii hore waxay leeyihiin guri u qaybsamo labo dabaq. Dabaqa hoose iyo midka sare waxay leeyihiin ruqsad haysashada. Qolka hoose ee ciyaarta waa halka ay carruurtu ku qaataan inta badan waqtigooda howlaha gudaha. Si kastaba ha noqotee, cuntada iyo cunnada fudud waxaa lagu diyaariyaa dabaqa sare. Bixiyaha waxbarashadda hore iyo kaaliyaha aqoonta u leh ayaa hoosta la jooga carruurta, laakiin bixiyaha waxbarashada hore wuxuu u socdaa dabaqa sare si uu u diyaariyo cunto fudud. Waxaa jira 10 caruur ah oo daryeel ah, seddex caruur ahna waxay kayaryihiin 2 sano jir. Si loo hubiyo in kaaliyaha uqalma looga tago saamiga, bixiyaha waxbarashadda hore wuxuu soo kaxeynayaa afar caruur ah, oo ay kujiraan labada canug ee kayar 2 sano oo si madaxbanaan u socon kara. Tani waxay soo reebeysaa ama dhaafaysaa lix carruur ah caawiyaha aqoonta leh, iyo hal cunug oo ka yar da'da 2 sano. Bixiyeha waxbarashadda hore wuxuu ka caawiyaa afarta cunug inay ka qeyb galaan wax-qabadka dusha sare ka hor intaan la bilaabin diyaarinta cunnada fudud.

Guri qoys bixiya waxbarasho hore oo ka socota Gobolka Pend Oreille waxay nala wadaagen:

A family home early learning provider from Pend Oreille County shares:

"Aniga waxaan ruqsad u haystaa 12 carruur ah oo da'doodu tahay dhalashada illaa 13. Aniga waxaan haystaa caawiye iyo dhawr carruur ah oo leh baahiyo gaar ah oo ay ka mid yihiin quudinta dhalada iyo xafaayadda cunug weyn, iyo habdhaqanka iyo ku dhalashada shucuurta. Inta udhaxeysa aniga iyo kaaliyaheyga, waxaan marwalba hubineynaa in dhamaan caruurta la kormeero, xitaa marka aan sameyneyno waajibaadyo sida sameeynta qadada oo kale. Badanaa, kaaliyaha ayaa la jooga carruurta waxaanan cuntada ku diyaarsadaa jikada. Jikadeyda ayaa u furan cuntada iyo qolalka reerka si aan wali u arko una maqlo carruurta oo dhan. Waxaan qorsheyneynaa oo aan hubineynaa inay jiraan howlo ay carruurtu qabanayaan. Kaaliyaha ayaa iga caawiya carruurta inay ka qaybgalaan wax-qabadka illaa laga gaarayo xilligii ay aadi lahaayeen qolka musqusha ama ay gacmahooda iska dhaqi lahaayeen. Aniga iyo caawiyahaygu waxaan wada xiriir badan yeelan doonnaa waqtiga diyaarinta qadada.

Mid ka mid ah waxyaabaha muhiimka ah ayaa ah inaad hubiso inaad carruurta si fiican ubaratay. Markii aad ogaato waxa ay yihiin baahiyahoodu iyo waxa dhibaya, waad sii odorosi kartaa iskuna dayi kartaa inaad ka hortagto waxa ka dhigaya kuwa buuqa ama baahida u qaba. Waxaan sidoo kale hubiyaa inaan sii qorsheeyo maalmo iyo maalmo ka-hor cuntooyinka iyo cunttoyinka sidaa darteed waxaan heystaa qaddarka saxda ah ee wax kasta oo aan ugu baahnaan doono inaan u baxo. Tani waxay ka caawineysaa u diyaargarowga cuntada inuu u dhaqaaqo sida ugu dhakhsaha badan ee suurtogalka ah. Waxaan isku dayaa inaan sameeyo intii karaankeyga ah kahor, sida jarista qaraha. Markii aan diyaarinayo oo aan karinayo weli waan dhageysanayaa waxaanan fiiro gaar ah u leeyahay waxa socda si aan u caawiyo ama u dhexgaliyo. Barnaamijkeyga, carruurta waaweyni waxay ka caawiyaan carruurta yar-yar ama kuwa leh baahiyaha gaarka farsamooyinkooda, haddii ay dhibaato qabaan iyo waxyaabo ay ka mid yihiin dejinta agabka iyo qabashada albaabada. Waxaan ku dhisnay nidaamkeena maalinlaha ah in caruurtu ka caawiyaan nadiifinta iyo xiliga kala guurka. Carruurtu way ku raaxaystaan caawinaada waxayna dhistaa kalsoonidooda."

SKormeerka carruurta waa shaqo firfircoon. Bixiyeha waxbarashada hore waa inuu adeegsadaa xeelado kala duwan si loo hubiyo inay ka warqabaan deegaanka iyo waxa carruurtu sameynayaan iyo waxay leeyihiin. Bixiyuhu waa inuu sidoo kale dib u qiimeeyo oo uu habeeyo xeeladaha maaddaama ay duruufaha iska beddelaan barnaamijka waxbarashada hore. Si loo go'aamiyo heerka kormeerka ku filan, bixiyaha waxbarashadda hore waa inuu tixgeliyaa qodobo ay ka mid yihiin qaabeynta jawiga waxbarasho iyo halka ay isu taagi karaan si ay ugu fiican u ilaaliyaan meelaha laga yaabo inay carruurtu ku yaalliin. Waa inay sidoo kale tixgeliyaan da'da iyo heerarka koritaanka ee carruurta jirta ee la xiriirta halista caafimaad ama badbaado ee soo foodsaari karta ee ay soo bandhigeen waxqabadyada hadda jira iyo goobta. Go'aannada kormeerku waxay sidoo kale ku lug yeelan karaan ka fikirka sida loo diyaariyo ama loo habeeyo waxqabadyada iyo agabyada ka hor si carruurtu ay si fiican ugu hawl galaan isla markaana tilmaam yar ama gargaar looga baahan bixiyaha. Tixgelinnada noocan ah waxay ku wargeliyaan go'aanka bixiyaha waxbarashada hore go'aannada ku saabsan sida ay awood ugu yeelanayaan ka-hortagga xaaladaha aanan caafimaadka qabin ama aan caafimaadka laheeyn, ugana jawaabaan baahiyaha carruurta gaarka ah iyo taageerada waxbarashada.

Macno malahan duruufaha, goobta ama waxqabadka, carruurtu waa inay ku ekaadaan inta udhaxeysa bixiyaha waxbarashada hore aragtida ama maqalka. Marka duruufaha jira ee u oggolaanaya carruurta in si nabadgelyo leh looga kormeero bixiyaha aragtida bixiyaha waxbarashada hore, waa in lagu hubiyaa aragga, munaasabado badan oo waqti yar u dhexeeya. Khibrada bixiyaha waxbarashada hore, heerka koritaanka iyo awoodaha caruurta iyo jawiga waxbarashadii hore aad ayey u kala duwanaan doonaan bixiyaha waxbarashaduna waa inuu adeegsadaa khibradooda aqooneed si uu u go'aamiyo heerka ku haboon ee kormeerka kiisaskan.

Si loo sii hubiyo badbaadada carruurta, bixiyaha waxbarashada hore waa inuu awood u yeesho inuu maqlo marka albaabada gudaha iyo dibedda uu fiiriyo. Tani waxay ka caawineysaa carruurta inay ka baxaan iyagoo aana laga warqabin ama xaalad aanan la kormeerin. Bixiye ayaa laga yaabaa inuu go'aansado ku rakibida kambaleel, alarmi ama digniin kale albaabada inay tahay habka ugu wanaagsan ee lagu hubiyo in albaabada la maqli karo marka la furayo. Haddii adeeg bixiyuhu doorto inuu adeegsado qaab kale, waa inuu hubiyaa in furitaanka albaabka la maqli karo inta lagu jiro dhammaan noocyada dhaqdhaqaaqa iyo heerarka buuq ee ka dhaca barnaamijka waxbarashada hore.

Waxaa jira waqtiyo iyo dhacdooyin heerarka shatiyeynta ay u baahan yihiin kormeer heer sare ah tanna waxaa loo yaqaan Kormeerka Firfircoon "Active Supervision." Dhacdooyinkaani waa kuwa asal ahaan khatar weyn u leh carruurta. Waxay yihiin waxqabadyo sida ka qeyb qaadashada ama ka ag dhowaanshaha biyaha, la macaamilka xayawaanka, u bixida safaro dibedda ah ama quudinta dhalada iyo waqtiga caloosha ku socodka ee dhallaanka. Inta lagu jiro howlaha noocan oo kale ah, bixiyaha waxbarashada hore waxaa looga baahan yahay inuu arko oo maqlo carruurta ay masuulka ka yihiin, waana inuu awood u yeesho inuu ka-hortago ama isla markiiba ka jawaabo dhacdooyinka aanan badbaadada lahayn ama waxyeelayn leh.

Sida laga soo xigtay Xarunta Qaranka ee Caafimaadka Carruurnimada Hore iyo Fayoqabka, "Kormeerka firfircoon waa xeeladaha ugu wax ku oolka badan ee abuurista jawi nabdoon iyo ka hortagga dhaawacyada carruurta yaryar. Waxay u beddeleysaa kormeerida habka ku-meel-gaarka ah oo xirfad firfircoon ah. Shaqaaluhu waxay adeegsadaan xeeladaan, si ay u hubiyaan in carruurta da'kasta leh ay si nabad ah ugu sahmiyaan deegaanadooda. Barnaamij kastaa wuxuu ku ilaalin karaa carruurta nabadgelyo iyadoo la barayo dhammaan shaqaalaha sida loo eego, loo dhageysto ama loo dhexgalaayo."[275]

275 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, Xafiiska Kaaliyaha Xoghayaha Qorsheynta iyo Qiimeynta, "13 Muujiyeyaasha Tayada Daryeelka Carruurta Talo leh: Cusboonaysiinta Cilmi-baarista," waxaa laga heli karaa **https://aspe.hhs.gov/basic-report/13-indicators-quality-child-care-research-update**, la daabacay 1-dii Abriil, 2002.

Kormeerka Firfircoon. Boggan Head Start ECLKC wuxuu bixiyaa sharraxaad kormeer firfircoon, talooyin iyo istaraatiijiyad, iyo waxqabad lagu taageerayo barashadaada. Waxa kale oo ku jira iskuxiraha nooca PDF ee macluumaadka si loola wadaago shaqaalaha.
https://eclkc.ohs.acf.hhs.gov/safety-practices/article/active-supervision

Kormeerka firfircoon At-A-Glance. Warqad tilmaam ah oo hal-bog ah oo Head Start ECLKC oo leh xeelado si loogu oggolaado carruurta inay sahamiyaan deegaanadooda si nabadgelyo leh oo la kormeeray.
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/active-supervision-handout.pdf

Shuruudaha Hubinta Asalka. Bogga DCYF ee leh macluumaadka looga baahan yahay baaritaanka asalka iyo xiriiriyeyaasha bogagga ku saabsan macluumaadka lacag bixinta ee baaritaanka asalka ah, geeddi-socodka barista faraha iyo foomamka baaritaanka asalka.
www.dcyf.wa.gov/services/early-learning-providers/background-checks

Kormeer wax ku ool ah oo ku saabsan Goobaha Daryeelka Ilmaha. Dowladda Alberta, Kanada waxay siisaa warqaddan xog-warran ah oo sharraxaysa kormeerka waxbarashada hore ee hubista amniga, fayoobaanta iyo horumarka carruurta.
www.humanservices.alberta.ca/documents/child-care-effective-supervision.pdf

Shaqaalaha ku sii-meel gaarka lagu beddelo. Bogga DCYF oo leh macluumaad ku saabsan Washington ee Daryeelka Hore iyo Waxbarashada Beddelka shaqaalaha ku sii-meel gaarka ah, si ay u taageeraan bixiyeyaasha waxbarashada hore si u helaan waqtiga sii deynta iyo in ay ugaadaan shaqeeyaan yoolalka horumarinta xirfadeed.
www.dcyf.wa.gov/services/earlylearning-profdev/early-learning-provider/substitute-pool

Kormeerka iyo La Xisaabtanka. Iskuulka Webka Lab ee Virtual Lab oo leh macluumaad iyo fiidiyowyo ku saabsan muhiimadda kormeerida, sida loo kormeero inta lagu jiro wax-qabadka iyo jawiyada kala duwan iyo sida loo ilaaliyo la xisaabtanka.
www.virtuallabschool.org/preschool/safe-environments/lesson-4

Gudaha iyo Dibadda. Kormeerid: Meeleyn - Halkee baan taaganahay? Fiidiyow lix daqiiqo ah oo ka socda Better Kid Care, oo ah barnaamij waxbarasho u fidinta ah oo ka socda Gobolka Penn Extension kana hadlaaya xeeladaha lagu kormeerayo tayada barnaamijka waxbarashada hore.
www.youtube.com/watch?v=Z8ewYm_DuEM

13 Muujiyeyaasha Tayada Daryeelka Carruurta: Cusboonaysiinta Cilmi-baarista. Richard Fiene, Ph.D. ee Xarunta Kheyraadka Qaranka ee Caafimaadka ee Pennsylvania State University ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta, Jaamacadda Colorado, wuxuu soo bandhigayaa warbixintiisa cilmi-baarista oo dib u eegis ku sameynaya cilmi-baaristii ugu dambeysay ee la xiriirta tilmaamayaasha tayada barnaamijyada barashada hore.
https://aspe.hhs.gov/basic-report/13-indicators-quality-child-care-research-update#Supervision

WAC 110-300-0350

Supervising children during water activities

(1) During water activities, an early learning provider must meet all supervision requirements of this section and WAC 110-300-0345.

(2) During water activities, an early learning provider must:

(a) Ensure a one-to-one (1:1) staff-to-child ratio for infants;

(b) Hold or have continuous touch of infants, nonambulatory toddlers, and children with special needs as required; and

(c) Keep toddlers within arm's length.

(3) An early learning provider must have written permission for water activities from each child's parent or guardian.

(4) For water activities on or off the early learning program premises, where the water is more than twenty-four inches deep, an early learning provider must ensure:

(a) A certified lifeguard is present and on duty; and

(b) At least one additional staff member than would otherwise be required is present to help actively supervise if the children are preschool-age or older.

(5) An early learning provider must have life-saving equipment readily accessible during water activities if a pool is six feet or more in any direction and two feet or more in depth. Life-saving equipment may include a ring buoy and rope, a rescue tube, or a throwing line and a shepherd's hook that will not conduct electricity.

(6) If an early learning provider takes children off-site to an area with an accessible body of water more than four inches deep (for example, a park with a lake or stream) but children are not engaging in a water activity, there must be:

(a) At least one more staff person than required in the staff-to-child ratio; and

(b) At least one attending staff person must be able to swim.

Ciyaarta biyaha waxay u noqon kartaa waxqabad xiiso leh oo soo jiidasho leh carruurta. Bixiyeyaasha waxbarashada hore waxay bixin karaan casharo ku saabsan qaabka sifooyinka dareeraha ah, sababaha iyo waxyeelaynta ama dhaqdhaqaaqa biyaha. Waxa kale oo jira suurtagalnimo ciyaarta biyaha kor ugu qaadeeyso xirfadaha guud ee dhaqdhaqaaqa kaasoo bixiya fursad weyn oo jimicsi ah. Isla mar ahaantaana, biyuhu sidoo kale waxay carruurta u keeni karaan khatar nabadgelyo darro ah.

Websaytka **HealthyChildren.org** Akaadeemiyada Cudurrada Caruurta (AAP) ee Mareykanka (AAP) waxay sheegaysaa in baddu liqdo ay tahay sababta ugu weyn ee sabab u noqoshada dhimashada ula-kac la'aanta ah ee la xiriirta carruurta da'doodu u dhexeyso 1 iyo 4.[276] Xarumaha Xakamaynta iyo Kahortagga Cudurrada (CDC) waxay bixiyaan macluumaad dheeri ah oo xusaya in carruurta da'doodu tahay 1 illaa 4 sano jir, biyuhu liqdaan inta badan waxay ku dhacaan barkadaha dabaasha ee guriga. Intaa waxaa sii dheer, carruurta da'doodu tahay 1 illaa 14 sano, biyo ku qarqoonku yahay weli sababta labaad ee ugu horreysa ee sabab u noqoshada dhaawaca aan ula kac ahayn ee la xiriira shilalka baabuurta.

276 Akadeemiyada Mareykanka ee Caafimaadka Caruurta, "At Play," **healthychildren.org**, markii ugu dambeysay ee la cusbooneysiiyay Maarso 15, 2019, waxaa laga heli karaa **https://www.healthychildren.org/English/safety-prevention/at-play/Pages/Water-Safety-And-Young-Children.aspx**

Tirakoob kale oo ay soo bandhigtay CDC ayaa ah in "ilmo kasta oo ku dhinta qarqoonka biyaha, shan kale oo kale ayaa hela daryeel waaxda gargaarka deg-degga ah ee dhaawacyada quusin ee aanan dhimashada ahayn."[277]

DCYF waxay ku qeexaysaa waxqabadka biyaha barnaamijyada waxbarashadda hore ee carruurta ka diiwaangashan oo ku dabaashaan ama ku ciyaaraan biyaha taas oo khatar ugu jirta in ay ku hafmaan carruurtu. Hawlaha biyaha kuma jiraan isticmaalka miisaska dareenka. Darnaanta khataraha ka imaan karta ee la xiriira biyaha, Heerarka Tayada Aasaasiga waxaa ka mid ah shuruudo gaar ah oo koror ah oo loogu talagalay kormeerka inta lagu jiro howlaha biyaha. Dhallaanka iyo socod-baradka, bixiyaha waxbarashada hore waa inuu si toos ah ulala macaamilaa carruurta inta lagu jiro ciyaarta biyaha isagoo haysta dhallaanka isla markaana ku ilaalinaya socod-baradka meel u dhow gacanta. Tani waxay u oggolaanaysaa qofka weyn inuu si joogto ah u kormeero oo u qiimeeyo nabadgelyada ilmaha iyo inuu isla markiiba ka jawaabo haddii loo baahdo.

Codsashada waalidka ama wakiilka qoraalka qoran ee ciyaarta biyaha ayaa muhiim u ah sababo kala duwan. Marka ugu horeysa, tan waxay u oggolaanaysaa waalidiinta iyo dadka ardayda masuulka ka ah inay u shaqeeyaan sidii go'aan-qaadayaasha aasaasiga ah ee ku saabsan heerka halista ay diyaar u yihiin inay u oggolaadaan ilmahooda inuu ku lug yeesho markay iyagu ahayn daryeelaha koowaad. Tani waxay sidoo kale fureysaa xiriirka ka dhexeeya barnaamijka waxbarashada hore iyo waalidiinta ama dadka ardayda masuulka ka ah, taasoo u oggolaanaysa adeeg bixiyaha inuu la wadaago iyagoo og howlaha biyaha ay la imaan kara khatar dheeraad ah. Waxay u oggolaaneysaa adeeg bixiyaha inuu ku wargeliyo waalidiinta iyo ilaaliyeyaasha talaabooyinka la qaadi doono si loo hubiyo nabadgelyada ilmaha inta lagu jiro howlaha ciyaarta biyaha iyo ka jawaabida su'aalaha laga yaabo in qoysku qabo. Intaa waxaa sii dheer, isgaarsiintaan waxay bixisaa waqti si loogala hadlo waalidka ama ilaaliyaha waxtarrada waxbarasho iyo kuwa horumarineed ee lagu dhex daray barnaamijka ciyaarta biyaha.

Carruurta yaryari waxay ku dhex liqi karaan wax yar oo ah laba inji oo biyo ah.[278] Intaas waxaa sii dheer, sida laga soo xigtay Barbara Byers, Agaasimaha Waxbarshada Dadweynaha ee Ururka Badbaadinta Bulshada ee Kanada, "Haddii dadka waa-weyn ay hore ugu soo dhacaan biyo hoose oo gaaraago dhabarkooda, waxay si fudud cagaha u dhigaan inta badana wayna awoodi doonaan inay istaagaan. Laakiin socodbaradka ama barbaarinta caruurta waxay leeyihiin culeyskooda qeybta kore ee jirka. Markay u dhacaan wejiga hore ee biyaha moolka dheer, cagaha ayaa kor u kaca madaxooduna hoos buu u dhacaa. Waxaa laga yaabaa inaysan haysan isku-duwanaan iyo xoog ay isku saxaan nafsadooda."[279]

Markay biyuhu ka qoto dheer yihiin 24 inji, waa inuu jiraa badbaadiye shahaado haysta oo heegan ah. Badbaadiyeha ayaa ka caawin doona kormeerka sidoo kale waxaa loo tababaray sida loo caawino qofka dhibaateysan iyo badbaadinta qof shilka biyaha ku dhaca. Markay carruurtu gaaraan dugsiga xannaanada ama ka weyn, shuruudaha badbaadinta nafta ayaa lagu daray ugu yaraan hal bixiye waxbarashadda hore ah oo ka badan inta sida caadiga ah looga maarmi lahaa, si loo buuxiyo saamiga shaqaalaha iyo ilmaha.

277 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Biyo La'aan Ku Talaal: Hel Xaqiiqooyinka," oo laga heli karo **https://www.cdc.gov/homeandrecreationalsafety/water-safety/waterinjuries-factsheet.html#** markii ugu dambeysay ee la cusbooneysiiyay Abriil 28, 2016.

278 KidsHealth, "Maxay Muhiim u Tahay Badbaadada Biyaha," oo laga heli karo **https://kidshealth.org/en/parents/water-safety.html#** la daabacay May 2019.

279 John Hoffman, "Maxay carruurtu u qaraqmaan," Waalidka Maanta (2006), oo laga heli karo **https://www.todaysparent.com/family/family-health/why-children-drown/#**

Xarun barasho barnaamij hore waxay kormeeraan 11 caruur ah oo da'da iskuulka lagu daryeelo beerta gobolka si ay ugu ciyaaraan cawska, ciida iyo biyaha. Saamiga loo baahan yahay ee carruurta ka qaybgalaysa safarka goobta ayaa ka mid ah shaqaalaha 15-kii carruur ahba. Kormeeraha barnaamijku wuxuu hubsaday mutadawiciin kaas oo ah ilaaliye badbaado oo shahaado haysta. Badbaadiyuhu wuxuu la xiriiray xarunta wuxuuna u sheegay inay ku sugan yihiin beerta nasashada ee gobolka ayna diyaar u yihiin inay carruurtu yimaadaan. Bixiyaha waxbarashadda hore wuxuu fuulaa baska xarunta isaga iyo 11-ka carruurta oo da'da iskuulka ah. Kaaliyaha ayaa sidoo kale fuulaya baska si uu u buuxiyo shuruudaha qof dheeri ah oo si firfircoon u kormeera. Intii ay joogeen beerta, labo shaqaalaha waxay si xeelad ah isu dejiyeen inay carruurta oo dhan ku hayaano goob muuqaalka iyo maqalka markasta ugu dhaw. Waxay sidoo kale raacaan siyaasada xarunta oo ah in hal qof oo shaqaale ah uu sameeyo dukumiintiga tirade waji iyo magaca caruurta 20kii daqiiqaba.

Haddii barnaamijka barashada hore uu safar ku tago aag ay ku yaalliin biyo laakiin aysan geli doonin biyaha, weli waa inuu jiraa ugu yaraan hal bixiye waxbarashadeed hore oo ka badan saamiga shaqaalaha iyo ilmaha looga baahan yahay, iyo ugu yaraan mid ka mid ah dadka waa-weyn waa inuu awoodaa inuu dabbaasho yaqaano. Shuruudani waxay siisaa lakab dheeraad ah in taxaddar badbaado leh oo loogu talagalay carruurta. In kasta oo aanu jirin wax qorshe ah oo ilmuhu ku galayo biyaha, barnaamijka waxbarashada hore waa in loo diyaar garoobaa in laga jawaabo haddii ilmuhu si kadis ah biyaha uu u galo ama uu shil ugu dhaco oo uu u baahan yahay caawimaad.

WAC 110-300-0175 wuxuu qeexayaa shuruudaha khataraha biyaha iyo barkadaha dabaasha ee ku yaal ama ku dhow dhismooyinka shatiga leh

Ka Hortagga Qarqoomida. Bogga AAP oo leh macluumaad, fiidiyowyo iyo ilo kale oo la xiriira carruurta iyo badbaadada biyaha.
www.aap.org/en-us/about-the-aap/aap-press-room/campaigns/drowning-prevention/Pages/default.aspx

Qarqoomida waa dilaa Aamusan. Fiidiyow 35-ilbidhiqsi ah oo ay soo diyaarisay Daryeelka Caafimaadka Carruurta ee Atlanta oo sharraxaya muhiimada ay leedahay kormeer la'aanta carqaladeynta hareeraha biyaha.
www.youtube.com/watch?v=IKka-HWGC3E

Maansheeyaha ayaa aamus ah. Warqad infographic ah oo ay ku jiraan xaqiiqooyin iyo xoqitaan biyo ah, astaamaha lagu garto marka qofku ku dhibaataysan yahay biyaha, xeeladaha looga ilaalinayo caruurta inay ka nabad galaan hareeraha biyaha iyo waxa la samaynayo markay ku jiraan xaalad deg deg ah.
www.cdss.ca.gov/Portals/13/DrowningPreventionInfographic2018.pdf?ver=2018-05-25-165726-433

Carruurta oo lagu ilaaliyo inay ku nabad galaan biyaha iyo hareerahooda. Bogga A Saint Luke's Hospital ee leh dabaasha iyo talooyinka badbaadada biyaha.
www.saintlukeskc.org/health-library/keeping-children-safe-and-around-water

Dabaasha. Maqaalka Nemours on muhiimadda ay leedahay badbaadada biyaha iyo talooyinka badbaadada ee loogu talagalay noocyada kala duwan ee biyaha iyo waxqabadyada.
https://kidshealth.org/en/kids/swim.html?WT.ac=en-k-safety-center-c

Qarqoormida aanan ula kac aheyn: Xaqiiqda hel. Xarumaha Xakamaynta iyo Ka hortagga Cudurrada (CDC) ee bixisa xogta, macluumaadka iyo ilaha la xariira qarqoomida.
www.cdc.gov/homeandrecreationalsafety/water-safety/waterinjuries-factsheet.html

Maxay Sababta Dhalinta Madow Ugu Halista Sareyso Inar U Qarqoomaan? Ururka dhalinyarada ee Christian Association (YMCA) wuxuu sahamiyaa arrimaha dhaqanka iyo taariikheed ee laxiriira sababta ay caruurta midabka ahi ugu jiraan halista ugu badan ee ay ku qarqoomayaan.
www.ymca.net/summer-buzz/highest-risk-for-drowning

Maxay Carruurtu U Qarqoomaan. Maqaalka Waalidka Maanta oo la wadaagaya waaya-aragnimada hal qoys dhacdo ku dhow qarqoomida iyo sahaminta arrimaha halista iyo xeeladaha badbaadada si looga hortago qarooqmida.
www.todaysparent.com/family/family-health/why-children-drown/

WAC 110-300-0354

Indoor early learning program space capacity

(1) To define capacity, licensed indoor early learning program space must have a minimum of thirty-five square feet per child in attendance and further comply with the requirements of this chapter.

(a) Center early learning program space must provide fifteen additional square feet for each infant or toddler using a crib or playpen if the crib or playpen is located or placed in the sleeping or play area.

(b) Floor space under tables, desks, chairs, and other equipment used as part of children's activities must be included in the overall capacity.

(c) Office or kitchen space that is inaccessible to children and not intended for their use must not be included in the overall capacity.

(d) Napping areas may be used as early learning program space if mats and cots are removed when not in use and children have free access to the area.

(2) The following indoor space must not be counted in the overall capacity:

(a) Unlicensed space;

(b) Hallway space that is used for emergency evacuation or is not approved to be used for program activities;

(c) Bathrooms and diaper changing areas (including twenty-four inches surrounding diaper changing areas and handwashing sink, unless the diaper changing area has a two-foot-high barrier);

(d) Laundry areas;

(e) Closets;

(f) Stairways; and

(g) Floor space occupied by shelves, built-in cabinets, file cabinets, desks, or other office equipment not intended to be accessible to children.

(3) A large, licensed indoor gross motor activity space may be used to supplement the requirements of outdoor program space, pursuant to WAC 110-300-0145, but must not be counted in the overall capacity if:

(a) The space provides seventy-five square feet per child for the maximum number of children listed on the license or the provider rotates groups of children; and

(b) The space is safe and appropriate for activities otherwise performed in an outdoor play space.

Dhinac kasta oo ka mid ah jawiga barnaamijka waxbarashada hore wuxuu door ka ciyaari karaa caafimaadka iyo badbaadada carruurta, iyo sidoo kale koriimadooda, sahmintooda iyo waxbarashadooda. Tirada boos ee ay heli karaan carruurta ku jirta jawiga waxbarashada hore waxay si aad ah ugu xiran tahay tayada daryeelka.

CFOC waxay xustay in akhlaaqda caruurtu ay u janjeerto mid wax dhisaysa marka la helo meel ku filan iyo in helitaanka boos ku filan ay yareyneyso halista dhaawaca ee howlaha isku marka ah. CFOC sidoo kale waxay soo warisay in ciriiriga jawiga hore ee waxbarashada ay la xiriirto halista sii kordheysa ee ah inuu ku dhaco infekshinka sare ee neef mareenka.[280]

Intaas waxaa sii dheer, cunuggu wuxuu noqon karaa mid qiiro badan oo wax soo saar leh marka ay jirto meel ku filan oo uu kaga qaybgalo wax-qabadka barnaamijka asaga oo aan u baahnayn inuu kala bar dhigo asxaabtiisa. Bixinta qol badan oo loogu talagalay shaqada iyo wax-qabadka ciyaarta waxay yareyn kartaa carqaladeynta, waxay sare u qaadi kartaa isdhexgalka wanaagsan ee bulshada iyo yareynta buuqa carruurta.

Daraasad 2003 ah oo ka timid Alain Legendre, oo ah cilmi-baare Xarunta Faransiiska ee Cilmi-baarista Sayniska, ayaa kormeeray heerarka cortisol ee 113 carruur ah oo u dhexeeya 18 bilood iyo 40 bilood jir siddeed xarumood oo lagu daryeelo carruurta in ka badan siddeed bilood. Kordhinta heerka 'cortisol' waxaa loo tixgeliyaa inay tahay calaamadeeye wanaagsan oo walaaca fikirka ah, iyo gaar ahaan, walaaca la xiriira culeyska nafsaaniga ah. Daraasadu waxay ogaatay in 54 fuudh oo laba jibbaaran oo ah meel lagu ciyaari karo oo ilmo kasta loo baahan yahay si loo yareeyo heerarka buufiska carruurta.[281]

Si loo taageero fayo-qabka carruurta, Heerarka Tayada Aasaasiga waxay u baahan yihiin ugu yaraan 35 dhudhun oo laba jibbaaran oo ilmo kasta marka la go'aaminayo tirada ugu badan ee carruurta bixiyaha waxbarashada hore loo oggol yahay inay ku daryeelaan waqti kasta (karti). Barnaamijka barashada hore, kaalmada dheeraadka ah ee boosaska waxaa loo tixgeliyaa sariirrada iyo buugaagta ciyaarta ee dhallaanka iyo socod-baradka markay joogaan aagga jiifka iyo ciyaarta. Si loo waafajiyo qalabkan, baahida boosku waxay u kordheysaa 50 fuudh oo laba jibbaaran cunug kasta.

Si loo sii wanaajiyo caafimaadka, amniga iyo horumarka carruurta, kaliya meelaha bannaan ee ay carruurtu u furan karaan shaqada iyo ciyaarta ayaa lagu tirin karaa dhinaca xaddidaadda awoodda. Aagagga xarunta ee carruurtu aysan u isticmaali karin ama aysan u isticmaali karin shaqo ama ciyaar laguma dari doono xisaabinta sawirada laba jibbaaran si loo helo tirade sax ah. Meelaha aan lagu tirin doonin awoodda guud waxaa ka mid ah meelaha sida wadiiqooyinka, jidadka laga soo galo iyo jaranjarooyinka. Meelahan waxaa loo isticmaalaa wareegga guud ee dadka waxayna u baahan yihiin inay furnaadaan oo loo helo jidad ka bixitaan gargaarka deg-deg ah.

Jikada, meelaha dharka lagu dhaqdo, musqulaha, saxanka iyo meelaha xafaayadda laga beddelo sidoo kale kuma jiraan muuqaallada laba jibbaaran si loo go'aamiyo awoodda cabirka saxa ah. In kasta oo boosaskan ay isticmaali karaan carruurtu, haddana waxay soo bandhigaan khataro caafimaad iyo badbaado oo ka dhalan karta taas oo ka dhigaysa kuwo aan ku habboonayn goob guud ama goob lagu ciyaaro. Sidoo kale, meelaha aan shatiga lahayn, xafiisyada, miisaska ay isticmaalaan shaqaalaha iyo khaanadaha ama armaajooyinka aan loogu talagalin inay isticmaalaan ama ay galaan carruurtu looma tirin doono xagga muuqaalka laba jibbaaran ee loo adeegsado in lagu dhiso awood cabirka. Si kastaba ha noqotee, sagxadda dhulka oo ay ku jiraan miisaska, armaajo iyo armaajo ay carruurtu isticmaali karaan ayaa lagu dari doonaa xisaabinta go'aaminta awoodda cabirka goobta saxa ah.

280 Akadamiyada Cilmiga Caafimaadka ee Mareykanka, Ururka Caafimaadka Bulshada ee Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. Daryeelka Carruurteenna: H*eerarka Waxqabadka Caafimaadka iyo Amniga Qaranka; Tilmaamaha Daryeelka Hore iyo Barnaamijyada Waxbarashada 4aad ed.* (Itasca, IL: Akadamiyadda Maraykanka ee Cudurrada Caafimaadka, 2019),

281 White Hutchinson Leisure & Learning Group, "The Great 35 Square Foot Myth," oo laga heli karo **https://www.whitehutchinson.com/children/articles/35footmyth.shtml**, markii ugu dambeysay ee la cusbooneysiiyey Juun 25, 2016.

Hubinta in carruurtu helaan meel badan oo ay ku tijaabiyaan, ku sahamiyaan, ku lug yeeshaan waxqabadyadooda, ay ku daryeelaan baahiyahooda shaqsiyadeed, nasashada iyo dhaqaajinta jirkooda ma taageerayo oo keliya horumarkooda, caafimaadkooda iyo isdhexgalka, laakiin sidoo kale waa dadaalka bixiyaha waxbarashada hore. Meel ku filan ayaa dhiirrigelisa adeeg bixiyaha waxbarashada hore awoodiisa fulinta barnaamijyada iyo fududeynta isdhexgalka carruurta.[282] Waxay kaloo ka caawisaa hubinta dariiqyada furan ee xaaladaha degdegga ah iyo dadka waaweyn ee si dhaqso leh uga jawaaba marka faragelinta, hagista ama dib u jeedintu ay macno leedahay ama lagama maarmaan tahay.

WAC 110-300-0355

Family home capacity, ratio, and group size

(1) The department issues initial or nonexpiring family home licenses for up to twelve children. The department will not issue a family license to care for more children than permitted by the rules in this chapter but may issue a license to care for fewer than the maximum allowable enrolled children. Family home licenses state:

(a) The maximum number of children that may be in care at any one time (total capacity); and

(b) The age range of children allowed in care.

(2) The department determines capacity for a family home early learning program after considering:

(a) Square footage of the early learning program;

(b) An early learning provider's years of experience in licensed child care (experience must be from working as a center director, program supervisor, lead teacher, family home licensee, or another similar role in a child care setting);

(c) A provider's education and ongoing training;

(d) The age range requested or approved by the department;

(e) The amount of developmentally appropriate equipment, materials, and toys an early learning program can provide children to use;

(f) A provider's licensing history with the department; and

(g) The number of qualified staff available to meet staff-to-child ratios.

(3) A family home licensee must not exceed the total capacity or age range stated on the child care license at any time except as provided in this section. All children on the premises, signed in to child care, on an off-site trip from the early learning program, or being transported by the early learning program staff are counted in capacity including the children of staff.

(a) A family home licensee must receive department approval to care for a child with special needs, pursuant to WAC 110-300-0300, if the child is older than the maximum age identified on the license. A child with documented special needs may be in care up to age nineteen and must be counted in both capacity and staff-to-child ratio.

(b) A child with special needs who requires individualized supervision pursuant to WAC 110-300-0300 counts towards capacity but does not count in the staff-to-child ratio.

(c) A child who turns thirteen years old permitted by chapter 110-15 WAC and who must be counted in both capacity and staff-to-child ratio.

282 American Academy of Pediatrics, American Health Public Association, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna* 216

(4) Any child birth through twelve years old on the premises, signed in to the child care, on an off-site trip from the early learning program, or being transported counts in capacity. This includes a family home licensee's own children, children of staff, or visiting children not accompanied or supervised by an adult.

(5) A family home licensee must provide qualified staff to fulfill the staffing requirements and staff-to-child ratios during operating hours, including off-site activities and when transporting children in care.

(6) A family home licensee must provide additional staff, pursuant to WAC 110-300-0350, when children are participating in water activities or activities near water.

(7) When applying for an initial or nonexpiring family home license, a family home licensee with less than one year of experience may request from the department a capacity of up to six children, birth through twelve years of age.

(a) A maximum of three children may be under two years of age.

(b) If there are three children under two years of age, one of these children must be able to walk independently.

(8) When applying for an initial or nonexpiring family home license, a family home licensee with at least one year but less than two years of experience and:

(a) Working alone may request a capacity of up to eight children ages two through twelve years of age, with a maximum of four children under three years of age.

(b) Working with a qualified assistant may request a capacity of up to nine children birth through twelve years of age with a maximum of four children under two years of age.

(9) When applying for an initial or nonexpiring family home license, a family home licensee with at least two years' experience and:

(a) Working alone may request a capacity of up to ten children ages three years through twelve years of age;

(b) Working alone may request a capacity of up to twelve children for school-age children only; and

(c) Working with a qualified assistant, may request a capacity of up to twelve children birth through twelve years of age with a maximum of six children under two years of age with two children being able to walk independently.

(10) A family home licensee, with two years of experience, may request a license for birth to twenty-four months of age with a maximum group size of eight when:

(a) There are two staff present with the group consisting of one staff who meets the qualification of the licensee and another who meets the qualifications to be counted in ratio;

(b) The staff-to-child ratio is 1:4;

(c) Fifteen additional square feet are provided for each infant or toddler; and

(d) A second staff member is present whenever:

(i) More than two children in care do not walk independently; or

(ii) When there are more than four children in care.

(11) The staff-to-child ratio is determined by the ages and number of children in care. Two early learning program staff are required anytime:

(a) More than six children are in care and any child in care is under two years of age;

(b) More than eight children are in care and any child in care is under three years of age; or

(c) More than ten children are in care and any child is under school-age.

Bixiyaha waxbarashada hore ee guriga qoyska waxaa laga yaabaa inuu ruqsad u haysto awood ilaa 12 carruur ah, da'ahaana dhalashada illaa 12 sano jir, daryeelka waqti kasta oo la siiyo. Inta lagu jiro howsha shatiga, DCYF waxay lashaqeyn doontaa bixiyaha waxbarashada hore si loo go'aamiyo awooda barnaamijka barashada hore ee guriga qoyska iyadoo lagu saleynayo duruufaha gaarka ah ee khuseeya xarunta guriga qoyska, qaabka shaqaalaha, iyo agabyada waxbarasho ee jira. DCYF waxay sidoo kale tixgelin doontaa khibrada bixiyaha waxbarashada hore, waxbarashada iyo tababarka iyo da'da carruurta.

Isku-darka da'isku-jirka ah ee laga helay guryo badan oo barnaamijyada barashada hore waxay u oggolaanaysaa carruurta waqti dheeri ah oo ay ku dhisaan xiriirro xagga shucuur ahaan aamin ah oo ay la yeeshaan daryeelayaashooda. Haysashada daryeel bixiyeyaasha joogtada ah muddo dheer sannadaha hore waxaa loo muujiyey inay faa'iido u leedahay horumarka bulshada iyo shucuurta, hagaajinta habdhaqanka carruurta iyo ku dhiirrigeliso daryeel-bixiyeyaasha inay si xasaasi ah uga jawaabaan.[283]

Qiyaasta saamiga shaqaalaha-iyo cunugga barnaamijka barashada hore ee guriga qoysku wuxuu tixgeliyaa shaqaaleynta iyo sidoo kale da'da carruurta iyo dhaqdhaqaaqa. Cilmi-baaristu waxay muujineysaa faa'iidooyinka wanaagsan ee xaddidaadda saamiga shaqaalaha iyo carruurta iyo tirade awoodda guud. Saamiyada shaqaalaha-ilaa cunug ee hoose waxay la xiriirtaa yareynta gudbinta cudurka, xaaladaha yar ee ku lug leh khatarta ka imaan karta carruurta, dhib yar oo ku timaadda dhallaanka iyo socod baradka, kormeer habboon iyo is-dhexgal wanaagsan oo u dhexeeya shaqaalaha iyo carruurta.[284]

Jaantuska Awoodda Barnaamijyada Wax Barashada Hore ee Qoyska Qoyska wuxuu siiyaa hagitaan jaleec ah oo ku saabsan saamiga shaqaalaha ilaa cunugga iyo awoodda ugu badan ee ku saleysan khibradda shaqaalaha iyo da'da iyo heerka koritaanka carruurta. Jaantuska Awoodda Barnaamijyada Wax Barashada Hore ee Qoyska wuxuu siiyaa hagitaan jaleec ah oo ku saabsan saamiga shaqaalaha ilaa cunugga iyo awoodda ugu badan ee ku saleysan khibradda shaqaalaha iyo da'da iyo heerka koritaanka carruurta. Waa muhiim in la sii saadaaliyo da'da carruurta diiwaangashan oo laga fiirsado saamiga la filayo maaddaama ay carruurtu ku sii gaboobayaan barnaamijka si loo hubiyo in awoodda iyo saamiga looga baahan yahay la buuxiyo mar walba. Bixiyaha waxbarashada hore ee guriga qoyska ayaa looga baahan yahay inuu hubiyo inay haystaan shaqaale aqoon u leh oo fuliya shuruudaha shaqaalaha iyo saamiga carruurta iyo carruurta inta lagu jiro saacadaha shaqada, oo ay ku jiraan howlaha goobta ka baxsan iyo marka carruurta gaadiidka lagu qaadayo daryeelka.

WAC 110-300-0100 iyada oo loo marayo WAC 110-300-0107 wuxuu qeexayaa u qalmida shaqaalaha iyo shuruudaha tababarka.

283 Mary Benson McMullen, "Faa'iidooyinka badan ee Sii wadista Daryeelka Dhallaanka, Toddobaadka, Qoysaska, iyo Shaqaalaha Daryeelka," *Carruurta Yaryar* 73 (3) (2018), oo laga heli karo **https://www.naeyc.org/resources/pubs/yc/jul2018/benefits-continuity-care**

284 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, Xafiiska Kaaliyaha Xoghayaha Qorsheynta iyo Qiimeynta, "13 Muujiyeyaasha Tayada Daryeelka Carruurta Talo leh: Cusboonaysiinta Cilmi-baarista," waxaa laga heli karaa **https://aspe.hhs.gov/basic-report/13-indicators-quality-child-care-research-update**, la daabacay 1-dii Abriil, 2002.

Family Home Early Learning Programs Capacity Chart

Reference WAC 110-300-0355

Staff and licensee minimum experience requirements	Staff-to-child ratio	Age range	Limitations by age group	Maximum Capacity
Licensee working alone Less than 1 year experience	1:06	Birth through 12 years of age	3 children under 2 years of age. One of those children must be walking independently	6
Licensee working alone At least 1 year experience	1:08	2 years through 12 years of age	4 children under 3 years of age with no children under age 2 in care	8
Licensee working with another staff member (2 staff total) Licensee has at least 1 year experience	2:09	Birth through 12 years of age	4 children under 2 years of age	9
Licensee working alone At least 2 years of experience	1:10	3 years through 12 years of age	Not applicable	10
Licensee working with another staff member (2 staff total) Licensee has 2 or more years experience	2:12	Birth through 12 years of age	6 children under 2 years of age. 2 of those children must be walking independently	12
Licensee working with another staff member (2 staff total) Licensee has 2 or more years experience	2:08	Birth through 24 months	You must have an additional 15 square feet for each child under 2 years of age and four of those children must be walking independently	8
Licensee working alone Licensee has 2 or more years of experience	1:04	Birth through 24 months	You must have an additional 15 square feet for each child under 2 years of age and two of those children must be walking independently	4
Licensee working alone Licensee has 2 or more years of experience	1:12	5 years of age through 12 years of age	All children enrolled must be enrolled in school	12

DCYF Family Home Early Learning Programs Capacity Chart
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Jaantuskan waxaa laga heli karaa khadka tooska ah:
www.dcyf.wa.gov/sites/default/files/pdf/capacitycharthome.pdf.

U adeegso Shaxda Awoodda Barnaamijka Guriga Hore ee Qoyska Shax si aad u eegto muuqaalka hoose oo aad u go'aamiso haddii bixiyaha waxbarashadda hore ee guriga qoysku ay tahay inuu qoro qoys leh mataano dhallaanka ah oo daryeel ah.

Ellen waa bixiye guri oo hadda helay liisanka ugu horreeya. Waxay leedahay awoodda ugu badan ee la oggol yahay ay tahay lix carruur ah oo da'dooda u dhaxeeyso dhasha 13 sano jir. Ellen waxay guriga ku haysataa laba caruur ah oo da'ahaan jira 4 bilood iyo 23 bilood. Ellen labadeeda caruur ee yaryar waxay joogi doonaan guriga inta lagu jiro saacadaheeda ganacsi. Ellen way ogtahay in caruurteedu isticmaali doonaan laba boos oo buuxa. Ellen waxaa la soo xiriiray qoys xaafad ah oo rajaynaya inay qoraan mataano 8-bilood jira oo u baahan daryeel laga bilaabo laba bilood. Ellen waxay sameysaa xisaabinta saamiga da'da dhakhsaha badan waxayna ogaatay in laba bilood gudahood ay lahaan doonto laba boos oo da'ahaan ah inta udhaxeysa 2 sano ama kayar maxaa yeelay cunugeeda 23-jirka ah wuxuu yeelan lahaa dhalashadiisa labaad markaa. Ellen ma inay aqbasho oo ay qoyskan ku qortaa daryeelka?

Muuqaalkan, jawaabtu waa "Maya" Tani waa sababta oo ah ilmaha yar ee Ellen iyo mataanaha dhallaanka ah wali waxay ka yaraayaan 12 bilood jir mana awoodo inay si madaxbanaan u socdaan. Marka loo eego jaantuska kartida, bixiye guri oo ku shaqeeya hal daryeel bixiye oo leh lix carruur ah ayaa kaliya daryeeli kara laba carruur ah oo da'doodu ka yar tahay 24 bilood oo aan awoodin inay si madax-bannaan u socdaan.

WAC Cutubka 110-300-0005 wuxuu qeexayaa "si madaxbanaan u soco" macnaheedu waa shaqsi istaagi karo oo si fudud u dhaqaajin karo iyadoon caawimaad ama gargaar laga helin inuu xajiyo shay, gidaar, qalab ama shaqsi kale.

Saamiga koritaan ee ku habboon shaqaalaha-ilmaha waa in la buuxiyaa inta lagu jiro saacadaha ay shaqeynayaan oo dhan. Waxaa muhiim ah in la ogaado in carruurta bixiyaha waxbarashada hore ee carruurta da'doodu u dhaxayso dhalashada illaa da'da 12 sano, markay ku jiraan dhismaha, lagu daro tirakoobka, xitaa marka ay ku yaalliin aag kale oo guriga ka mid ah isla markaana ay kormeerayaan qof kale. Bixiyaha waxbarashada hore waxaa loogu yeeri karaa si lama filaan ah si uu uga caawiyo daryeelka ama kormeerida cunug kasta oo jooga dhismaha. Tirinta awooda waxaa ka mid ah carruurta shaqaalaha oo laga yaabo inay ku yaalliin dhismaha ama booqashada carruurta ee uusan wehelin ama uusan kormeerin qof weyn. Tan waxaa ka mid ah carruurta ku jirta safar dibadda ah ama ay u rarayaan shaqaalaha barnaamijka waxbarashada hore.

Marka la qorsheynayo jadwalka hawlgalka, bixiyaha waxbarashada hore waa inuu tixgeliyaa baahida carruurta shaqsiyadeed, iyo shaqaalaynta loo baahan yahay si loo daboolo saamiga shaqaalaha iyo ilmaha looga baahan yahay. Carruurta leh baahiyaha daryeelka gaarka ah waxay u baahan karaan taageerooyin dheeri ah si ay u buuxiyaan waxbarashadooda, caafimaadkooda ama baahiyahooda nabadgelyo.

WAC 110-300-0300 wuxuu qeexayaa shuruudaha qorshaha daryeelka shaqsiyeed.

Daryeelka Ilmaha Qoyska. Qoraalka Maamulka Carruurta & Qoysaska oo dib u eegis ku sameeya meesha daryeelka carruurta ee qoyska ee nidaamka daryeelka carruurta qaranka. **www.acf.hhs.gov/sites/default/files/documents/occ/occ_fcc_brief.pdf**

Ay Ka Mid Yihiin Ku Dhaqanka Daryeelka Ku-saleysan Xiriirka ee Daryeelka Ilmaha-yar-yar: Saamaynta Ku-dhaqanka iyo Siyaasadda. Warbixin kooban oo baareysa hirgelinta iyo heerarka xarunta barnaamijyada barashada hore iyo qaab-dhismeedka daryeelka ku-saleysan xiriirka ee deegaanka daryeelka carruurta ee guriga qoyska. **www.acf.hhs.gov/sites/default/files/opre/nitr_inquire_may_2016_070616_b508compliant.pdf**

Tayada 101: Aqoonsiga Qeybaha Ugu Muhiimsan ee Barnaamijka Carruurnimada Hore ee Tayada Sare. Maqaalka Xarunta Horumarinta Mareykanka ee ka hadlaysa sababta tayada arrimaha, tayada u egtahay iyo sida lagu gaaro tayo sare waxbarashada hore. **www.americanprogress.org/issues/early-childhood/reports/2017/02/13/414939/quality-101-identifying-the-core-components-of-a-high-quality-early-childhood-program/**

Saamiyada iyo Qiyaasaha Kooxda. **ChildCare.gov** waxay ka hadlaysaa faa'iidooyinka saamiga shaqaalaha-yar-yar iyo cabirka koox yar. **www.childcare.gov/index.php/consumer-education/ratios-and-group-sizes**

Muhiimadda Sii wadida Daryeelka: Siyaasadaha iyo Ku Dhaqanka Nidaamyada Carruurnimada Hore iyo Barnaamijyada. Daabacaadda sanduuqa ka hortagga ee Ounce ayaa ka caawinaya u doodayaasha wax ka qabashada caqabadaha daryeelka sii socda. **www.theounce.org/wp-content/uploads/2017/03/NPT-Continuity-of-Care-Nov-2015.pdf**

Adeegsiga Kooxo Isku Da'ah si ay u Taageeraan Sii wadida Daryeelka ee Barnaamijyada Xarunta Ku-saleysan. Websaytka 'Head Start ECLKC' ee ku saabsan faa'iidooyinka kooxaha isku-dhafka ah iyo xeeladaha hirgelinta ee barashada hore. **https://eclkc.ohs.acf.hhs.gov/learning-environments/article/using-mixed-age-groups-support-continuity-care-center-based-programs**

Dugsiga Shaybaarka Muuqaalka. Casharrada sahmiya sababta saamiga iyo tirada kooxuhu muhiim u yihiin iyo sida loo xaliyo dhibaatooyinka guud. Cashar kasta waxaa ku jira muuqaal kooban oo fiidiyoow ah.

- Joogtaynta Saamiga Shaqaalaha-Ilmaha ee Badbaado leh. **www.virtuallabschool.org/preschool/safe-environments/lesson-3**
- Hubinta Saamiga Shaqaalaha-Ilmaha Si Ilmaha loola Socdo Marwalba. **www.virtuallabschool.org/management/safe-environments/lesson-2**

13 Muujiyeyaasha Tayada Daryeelka Carruurta: Cusboonaysiinta Cilmi-baarista. Richard Fiene, Ph.D. ee Xarunta Kheyraadka Qaranka ee Caafimaadka ee Pennsylvania State University ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta, Jaamacadda Colorado, wuxuu soo bandhigayaa warbixintiisa cilmi-baarista oo dib u eegis ku sameynaya cilmi-baaristii ugu dambeysay ee la xiriirta tilmaamayaasha tayada barnaamijyada barashada hore. **https://aspe.hhs.gov/basic-report/13-indicators-quality-child-care-research-update#Supervision**

WAC 110-300-0356

Center capacity, ratio, and group size

(1) The department issues initial or nonexpiring center early learning provider licenses. The department will not issue a center license to care for more children than permitted by the rules in this chapter. The department may issue a license to care for fewer than the maximum allowable enrolled children. For each center, licenses state:

(a) The maximum number of children that may be in care at any one time (total capacity);

(b) The licensed capacity for each space within the center licensed for use by children; and

(c) The age range of children allowed in care.

(2) The department determines capacity for a center early learning program after considering:

(a) Square footage of the early learning program;

(b) A provider's education and ongoing training;

(c) The age range of children requested or approved by the department;

(d) The amount of developmentally appropriate equipment, materials, and toys an early learning program can provide children to use;

(e) A provider's licensing history with the department; and

(f) The number of qualified staff available to meet staff-to-child ratios.

(3) A center licensee must not exceed the total capacity or age range stated on the child care license at any time except as provided in this section. All children on the premises, signed in to child care, on an off-site trip from the early learning program, or being transported by the early learning program staff are counted in capacity including the children of staff.

(a) A center licensee must receive department approval to care for a child with special needs, pursuant to WAC 110-300-0300, if the child is older than the maximum age identified on the license. A child with documented special needs may be in care up to age nineteen and must be counted in capacity and staff-to-child ratio.

(b) A child with special needs who requires individualized supervision pursuant to WAC 110-300-0300 does not count in the staff-to-child ratio.

(c) A child who turns thirteen years old permitted by chapter 110-15 WAC must be counted in both capacity and staff-to-child ratio.

(4) A center licensee must provide qualified staff to fulfill staffing requirements, staff-to-child ratios, group size, and mixed age grouping during operating hours, including off-site activities or when transporting children in care.

(5) In each classroom or well-defined space, the maximum group size and ratio of center staff members to children, including children related to staff or the licensee, must be:

(a) Infants (birth through eleven months of age) with a:

(i) Maximum group size of eight with a ratio of one staff to four children (1:4);

(ii) Maximum group size of nine with a ratio of 1:3.

(b) Toddlers (twelve through twenty-nine months of age) with a:

(i) Maximum group size of fourteen with a ratio of 1:7;

(ii) Maximum group size of fifteen with a ratio of 1:5.

(c) Preschoolers (thirty months through six years of age who are not attending kindergarten or elementary school) with a maximum group size of twenty with a ratio of 1:10; and

(d) School-age children (five years through twelve years of age who are enrolled in or attending kindergarten or elementary school) with a maximum group size of thirty with a ratio of 1:15.

(6) A center licensee may combine children of different age groups for periods of no more than the first two hours of the day or the last two hours of the day, not to exceed two hours in any given day, provided the staff-to-child ratio and group size designated for the youngest child in the mixed group are maintained.

(7) Children at least five years old and enrolled in or attending kindergarten may be a part of the preschool or school-age group if developmentally appropriate and the child's parent or guardian agrees to this placement.

(8) A center licensee must conduct activities for each group of children in a specific room or other defined space within a larger area.

(9) A center licensee must provide additional staff as described in WAC 110-300-0350 when children are participating in water activities or activities near water.

(10) When only one center staff is required to care for the only group of children on-site for up to an hour at the beginning or end of the day, the center licensee must ensure:

(a) That staff member provides an appropriate level of supervision at all times to the children in care;

(b) That staff member is free of all other duties while providing care to children; and

(c) A second individual with a cleared background check is on-site and readily available to respond if needed, or the department approves an alternate plan.

Xarunta barnaamijyada waxbarashada hore waxay si joogto ah u qorsheeyaan daryeelka carruurta laga bilaabo dhalashada illaa 12 sano jirka. Tirada ugu badan ee carruurta ee la xannaaneyn karo mar kasta (karti) ayaa lagu go'aamin doonaa iyadoo la tixgelinayo muuqaalada masaafada dhulka laba jibbaaran ee la isticmaali karo, qalabka iyo agabka jira, da'da carruurta iyo tirada shaqaalaha aqoonta u leh ee la heli karo si ay ula kulmaan shaqaalaha loo baahan yahay- Saamiga ilmaha.

Qiyaasta shaqaalaha-saamiga cunugga iyo cabirrada kooxeed waa laba ka mid ah tilmaamayaasha ugu fiican ee lagu go'aaminayo tayada barnaamijka waxbarashada hore.[285] Heerarka Tayada Aasaasiga ah waxay dejinayaan xadka saamiga shaqaalaha iyo ilmaha ee ku saleysan cilmi-baarista, taas oo ay tahay in la ilaaliyo waqti kasta, oo ay ku jiraan inta lagu jiro waqtiga nasashada, ciyaarta banaanka iyo safarada goobta ka baxsan. Cilmi-baarista qaran waxay heshay faa'iidooyin wanaagsan oo xaddidaadda saamiga shaqaalaha iyo ilmaha. Saamiyada shaqaalaha-ilaa cunug ee hooseeyo waxay la xiriirtaa yareynta gudbinta cudurka, xaaladaha yar ee ku lug leh khatarta ka imaan karta carruurta, walaac yar oo ka timaadda dhallaanka iyo socod baradka, kormeer habboon iyo is-dhexgal wanaagsan oo u dhexeeya shaqaalaha iyo carruurta.[286]

285 Waaxda Caafimaadka & Adeegyada Aadanaha ee Mareykanka, Xafiiska Kaaliyaha Xoghayaha Qorsheynta iyo Qiimeynta, "13 Muujiyeyaasha Tayada Daryeelka Ilmaha Tayada leh: Cusboonaysiinta Cilmi-baarista," waxaa laga heli karaa **https://aspe.hhs.gov/basic-report/13-indicators-quality-child-care-research-update**, la daabacay 1-dii Abriil, 2002.

286 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, Xafiiska Kaaliyaha Xoghayaha Qorsheynta iyo Qiimeynta, "13 Muujiyeyaasha Tayada Daryeelka Carruurta Talo leh: Cusboonaysiinta Cilmi-baarista," waxaa laga heli karaa **https://aspe.hhs.gov/basic-report/13-indicators-quality-child-care-research-update**, la daabacay 1-dii Abriil, 2002.

Sababta asaasiga ah ee saamiga yar-yar ee shaqaalaha-ilaa cunugga iyo tirada yar ee koox yar ay si togan u saameeyaan tayada barnaamijka iyo natiijooyinka cunugga waa sababta oo ah cunug walba wuxuu helayaa feejignaan gaar ah oo shaqsiyadeed iyo isdhexgal uu la yeesho bixiyaha waxbarashada hore.[287] Sida laga soo xigtay Xarunta Cunugga Koraya ee Jaamacadda Harvard, carruurtu waxay la kulmaan guul nolosha markay dhisaan howlaha fulinta iyo xirfadaha is-xakamaynta. Xiriirka carruurta ee daryeelayaashooda ayaa gacan ka geysta dhisidda aasaaska xirfadahaas. Carruurtu waxay u badan tahay inay dhisaan xirfadahan markay leeyihiin dad waaweyn oo noloshooda ah kuwaas oo:

- Ku taageer dadaalkooda.
- Ku daydo xirfadaha.
- Ka qayb qaado waxqabadka ay ku tababaraan xirfadaha.
- Bixi joogitaan joogto ah, la isku halleyn karo oo carruurta yaryar ay ku kalsoonaan karaan.
- Ku hagida iyaga oo ku tiirsan gebi ahaanba ku tiirsanaanta dadka waa-weyn illaa xorriyadda tartiib tartiib ah.
- Ka ilaali qaribaada food-saareeyso, rabshadaha iyo dhibaatada joogtada ah, maxaa yeelay walaaca ka yimaado sunta ah ee ka dhasha jawigaan ayaa carqaladeeya wareegyada maskaxda ee looga baahan yahay howlaha fulinta waxayna kicisaa dhaqso, “dhaqan-hadda-fikir-dambe”.[288]

Saamiyada hoose soo looga dhiga ee shaqaalaha-illaa cunugga waxay taageertaa deegaanadan daryeelka hore ee tayada leh iyo daryeel-bixiye wanaagsan-isdhexgalka carruurta.[289]

Shaxda Awoodda Aasaasiga ah ee Barnaamijyada Waxbarshada ee Xarunta waxay siisaa hagitaan jaleec ah oo ku saabsan saamiga shaqaalaha iyo carruurta iyo tirade ku haboon ee ugu badan ee ku saleysan da’da carruurta ku jirta kooxda. Bixiye waxbarashadda hore wuxuu adeegsan karaa jaantuska si uu uga caawiyo qorsheynta isku-diiwaangaliada qolkooda iyo jadwalka shaqaalaysiinta. Waa muhiim in la sii saadaaliyo da’da carruurta diiwaangashan lana tixgeliyo saamiga la filayo maaddaama ay carruurtu ku sii gaboobayaan barnaamijka si loo hubiyo in tirade haboon, saamiga iyo cabbirka kooxeed la buuxiyo mar walba. Bixiye waxbarashadda hore waxaa looga baahan yahay inuu hubiyo inay heystaan shaqaale aqoon u leh oo fuliya shuruudaha shaqaalaha iyo saamiga shaqaalaha ilaa cunug inta lagu jiro saacadaha shaqada, oo ay ku jiraan howlaha goobta ka baxsan iyo marka daryeelka carruurta gaadiidka lagu qaadaayo.

WAC WAC 110-300-0100 iyada oo loo marayo WAC 110-300-0107 waxay qeexaysaa u qalmida shaqaalaha iyo shuruudaha tababarka.

287 Ruth A. Wilson, “Tirada Kooxda - Tusiyaha Muhiimka ah ee Tayada,” *WARARKA CARRUURTA* (nd) waxaa laga heli karaa **http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=576**

288 Jaamacadda Harvard, Xarunta Ilmaha Soo Koraysa, “InBrief: Function Function,” (2012), oo laga heli karo **https://developingchild.harvard.edu/resources/inbrief-executive-function/**,

289 Waaxda Caafimaadka & Adeegyada Aadanaha ee Mareykanka, Maamulka Carruurta & Qoysaska, “Daryeelka Kooxo Yar,” oo laga heli karo **https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/small-group-care#** retrieved August 28, 2020.

Center Early Learning Programs Capacity Chart

Reference WAC 110-300-0356

No Mixed Age Groups

Age group of enrolled children	Maximum group size	Maximum staff-to-child ratio
Infants (0 - 11 months)	8	1:04
Infants (0 - 11 months)	9	1:03
Toddlers (12 – 29 months)	14	1:07
Toddlers (12 – 29 months)	15	1:05
Preschoolers (30 months - 6 years of age, not enrolled in school)	20	1:10
School-age children (5 years - 12 years of age, enrolled in school)	30	1:15

Washington State Department of CHILDREN, YOUTH & FAMILIES

DCYF Center Early Learning Programs Capacity Chart-N

Jaantuskan waxaa laga heli karaa internetka **www.dcyf.wa.gov/sites/default/files/pdf/CenterNoMixedAgesCapacityChart.pdf**.

Oaka, oo ah Agaasime Xarun, waxaa la soo xiriiray Renee, oo waalid u ah wiil 4 sano jir ah oo jooga qolka bumblebee. Renee waxay ku wargalinaysaa Oaka inay heli doonaan ilmo 15-bilood jir ah oo xanaaneeya labada maalmood ee soo socda, waxayna jeclaan lahayd inay ogaato inay jiraan boosas banaan oo fasalka socod baradka ah. Oaka wuxuu dib u muraajacad ku sameeyaa Shaxda Awoodda ee Barnaamijka Barashada Hore ee Xarunta wuxuuna xusuusinayaa in sababo la xiriira isqorista ilmaha yar, barnaamijku wuxuu ku xaddiday jadwalka qolka socod baradka hal adeeg bixiye waxbarasho hore si loo daryeelo toddobada carruur ah ee ku jira daryeelka. Barnaamijka barashada hore wuxuu ku dadaalayaa inuu meeleeyo qoysaska jira markasta oo ay suurta gal tahay, laakiin Oaka way ogtahay in cunug kale la dhigo qolkaas ay u baahan tahay adeeg bixiyaha labaad ee waxbarashada hore si uu u buuxiyo saamiga shaqaalaha iyo ilmaha. Oaka wuxuu weydiisanayaa waqti si uu dib ugu eego xaaladda isqorista oo dib ugu helo Renee. Oaka waxay dib u eegis ku samaysaa diiwaangelinta xarunta waxayna kala hadashaa arrinta kormeeraha barnaamijka. Oaka waxay ogaatay inuu jiro cunug ku jira qolka dhallaanka oo u wareegaya qolka socodbaradka afarta toddobaad ee soo socda, iyo sidoo kale laba socod barad kale oo suurtagal ah oo ku jira liiska sugitaanka. Kadib markaan xaqiijiyo in qoysaska kujira liiska sugitaanka ay wali rabaan inay is qoraan, Oaka iyo kormeeraha barnaamijka waxay go'aansadeen in la kordhiyo shaqaalaha qolka socodbaradka sidaa darteed waxaa jira laba bixiyeyaal waxbarasha hore si ay uhelaan dhamaan 11 socod baradka.

Heerarka Tayada Aasaasiga ah ayaa si cad u kala soocaya una qeexaya dhallaanka, socod baradka, carruurta aan weli gaarin dugsiga iyo carruurta da'da iskuulka ah. Marka carruurta isku da'da ah ama da'da isku-midka ah lagu ururiyo jawi waxbarasho, guud ahaan waxaa jira tiro yar oo heerar horumarineed iyo kartiyo ah. Tani waxay u oggolaaneysaa jawi ula kac ah oo bartilmaameedsanaya da'da iyo howlaha ku habboon koritaanka, qalabka fasalka iyo ujeedooyinka waxbarashada iyo horumarka. Gunno ayaa loo sameeyaa kooxaha da'da si loogu qaso ugu badnaan laba saacadood bilawga ama dhammaadka maalinta, iyada oo la helayo shaqaale ku habboon. Shaqaaleysiinta habboon waxay ka dhigan tahay hubinta in saamiga carruurta iyo carruurta la bixiyo iyadoo loo eegayo ilmaha ugu yar kooxda isku dhafan.

Barnaamijka barashada hore ee xarunta wuxuu bixiyaa daryeel laga bilaabo 5:30 subaxnimo maalin kasta. Carruur badan ma imaadaan illaa waqti ka danbeeya 7:30 subaxnimo. Maalmaha ugu badan ee usbuuca, 10 caruur ah ayaa imaata kahor 7:30 subaxnimo Waxaa jira afar caruur ah oo da'doo iskuulka ah, shan caruur ah oo da'da dugsiga barbaarinta ah iyo hal socod barad oo jira 18-bilood. Saamiga loo baahan yahay ee ilmaha jira 18-bilood waa hal shaqaale oo u shaqeeya toddobo carruur ah, marka waa inay jiraan laba shaqaale oo ka tirsan kooxda da'da isku-dhafan. Khamiista, inkasta, qoyska oo leh 5 sano jir iyo 18 bilood jir ma xaadiraan. Maaddaama cunugga ugu yar da'da kooxdu Khamiista uu yahay dugsi-barbaarin, saamiga u dhexeeya carruurta iyo carruurta ayaa hadda u baahan oo keliya hal shaqaale oo ka mid ah siddeedda carruur ah ee daryeelka ku jira

WAC 110-300-0345 wuxuu qeexayaa shuruudaha kormeerka carruurta.

Tayada 101: Aqoonsiga Qeybaha Ugu Muhiimsan ee Barnaamijka Carruurnimada Hore ee Tayada Sare. Maqaalka Xarunta Horumarinta Mareykanka ee ka hadlaysa sababta tayada arrimaha, tayada u egtahay iyo sida lagu gaaro tayo sare waxbarashada hore.
www.americanprogress.org/issues/early-childhood/reports/2017/02/13/414939/quality-101-identifying-the-core-components-of-a-high-quality-early-childhood-program/

Dugsiga Shaybaarka Virtual. Casharrada saameeya sababta saamiga iyo tirada kooxuhu muhiim u yihiin iyo sida loo xaliyo dhibaatooyinka guud. Cashar kasta waxaa ku jira muuqaal kooban oo fiidiyoow ah.

- Joogtaynta Saamiga Shaqaalaha-Ilmaha ee Badbaado
  www.virtuallabschool.org/preschool/safe-environments/lesson-3
- Hubinta Saamiga Shaqaalaha-Ilmaha saamiga lala Socdo Marwalba.
  www.virtuallabschool.org/management/safe-environments/lesson-2

12 Muujiyeyaasha Tayada Daryeelka Carruurta: Cusboonaysiinta Cilmi-baarista. Richard Fiene, Ph.D. ee Xarunta Kheyraadka Qaranka ee Caafimaadka ee Pennsylvania State University ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta, Jaamacadda Colorado, wuxuu soo bandhigayaa warbixintiisa cilmi-baarista oo dib u eegis ku sameynaya cilmi-baaristii ugu dambeysay ee la xiriirta tilmaamayaasha tayada barnaamijyada barashada hore.
https://aspe.hhs.gov/basic-report/13-indicators-quality-child-care-research-update#Supervision

WAC 110-300-0357

Center mixed age group capacity, ratio, and group size

(1) A center early learning program must do the following to mix age groups of children in care (in addition to any specific requirements of this section):

(a) Meet the square footage and staff-to-child ratio requirements for the youngest child present in the group;

(b) Meet the health, safety, and developmental needs for all ages of children in the mixed group; and

(c) Inform the department of the center's mixed age group policy.

(2) A center early learning program must do the following to mix groups of children birth to thirty-six months old with a maximum group size of eight children:

(a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:4.

(3) A center early learning program must do the following to mix groups of children birth to thirty-six months old with a maximum group size of nine children:

(a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:3.

(4) A center early learning program must do the following to mix groups of children twelve to thirty-six months old:

(a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:7 with a maximum group size of fourteen children.

(5) A center early learning program must do the following to mix groups of children twelve to thirty-six months old:

(a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:5 with a maximum group size of fifteen children.

(6) A center early learning program must do the following to mix groups of children between thirty-six months old through kindergarten with a maximum group size of twenty children:

(a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:10.

(7) A center early learning program must do the following to mix groups of children between thirty-six months old through kindergarten with a maximum group size of twenty-six children:

(a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:10.

(8) A center early learning program must do the following to mix groups of children four and one-half to nine years old with a maximum group size of twenty children:

(a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:10.

(9) A center early learning program must do the following to mix groups of children four and one-half to nine years old with a maximum group size of twenty-six children:

(a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:10.

Heerarka Tayada Aasaasiga waxaa ka mid ah xulashooyinka xarumaha daryeelka carruurta ee la xiriira da 'kooxeynta, saamiga iyo cabirka kooxda. Ikhtiyaarradani waxay ujeeddadoodu tahay inay bixiyaan dabacsanaan iyo inay sharfaan falsafadaha waxbarashada hore ee kala duwan iyo qaababka barnaamijka oo ku baahsan Gobolka Washington. WAC 110-300-0356 (5) wuxuu qeexayaa shuruudaha loogu talagalay kooxaynta da'da "heerka", halka WAC 110-300-0357 ay tilmaamayso xuduudaha ay tahay inay jiraan haddii xarun ay doonayso inay ruqsad u siiso da'kale oo isku qasan.

Xaruntu waxay dooran kartaa inay sii wadato bixinta adeegyada heerka kooxeed da'da, cabirka kooxda iyo saamiga ama xulashooyinka da'da isku dhafan. Marka kooxaha da'yaashu isku qasan yihiin, tirada ugu badan ee kooxeed iyo saamiga carruurta iyo carruurta ayaa sidoo kale is beddeli kara. Haddii xarun ay doorato inay ku bixiso adeegyo mid ka mid ah xulashooyinka isku dhafan ee kooxeed ee lagu qeexay WAC 110-300-0357 ama dib ugu laabanto heerka kooxeed ee ku saleysan WAC 110-300- 0356, waa inay ku wargeliyaan DCYF isbeddelka siyaasadeed

ChildCare.gov, oo qayb ka ah Child Care and Development Block Grant Reauthorization (CCDBG), waxay ku talinaysaa helida tirada ugu badan ee koox carruur ah dhowr sababood awgood. Saamiyada yar-ilaa-qaan-gaar ah iyo tirada koox-kooxeedyada yar yar waxay gacan ka geysaneysaa hubinta in carruurta ay helaan feejignaan mid-mid ah oo ku filan oo ay helaan daryeel jawaab celin ah.[290] Fiiro gaar ahaaneed u gaar yeeligu waxay ka caawisaa carruurta inay dareemaan ammaan, xasillooni, waxayna yareeyaan dareenka culeyska carruurta iyo dadka waaweyn labadaba. Marka cabir kooxeedyo yaryar dhacaan, shaqaaluhu waxay haystaan waqti sahlan oo ay ku maareeyaan kooxda waxayna si fiican u awoodaan inay si feejigan uga jawaabaan oo ula falgalaan. Intaa waxaa sii dheer, kooxo yar yar waxay kobciyaan waxqabadka ku habboon koritaan ahaan, waxay fududeeyaan garashada iyo horumarinta luuqadda waxayna gacan ka geystaan dhiirigelinta xiriirka asxaabta macnaha leh ee dhallaanka iyo socod baradka.[291]

Barnaamijka Shahaadada Awoodda ee Xarunta Waxbarshada ee Kooxaha Da'da Isku-dhafan waxay bixisaa hagitaan jaleec ah oo ku saabsan saamiga shaqaalaha-ilmaha iyo shuruudaha ugu badan ee awoodda oo ku saleysan da'da carruurta. Bixiye waxbarashadda hore wuxuu adeegsan karaa jaantuska si uu uga caawiyo qorsheynta isqorista fasalkooda iyo jadwalka shaqaalaysiinta. Waa muhiim in la sii saadaaliyo da'da carruurta diiwaangashan lana tixgeliyo saamiga la filayo maaddaama ay carruurtu da 'ahaan ku sii socdaan barnaamijka, si loo hubiyo in la buuxiyo awoodda, saamiga iyo cabbirka kooxeed mar kasta. Bixiye waxbarashadda hore waxaa looga baahan yahay inuu hubiyo inay heystaan shaqaale aqoon u leh oo fuliya shuruudaha shaqaalaha iyo saamiga shaqaalaha ilaa cunugga inta lagu jiro saacadaha shaqada, oo ay ku jiraan howlaha goobta ka baxsan iyo marka carruurta gaadiidka lagu qaadaayo.

WAC 110-300-0100 iyada oo loo marayo WAC 110-300-0107 wuxuu qeexayaa u qalmida shaqaalaha iyo shuruudaha tababarka.

290 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, Maamulka Carruurta & Qoysaska, "Saamiga iyo Qiyaasaha Kooxda," waxaa laga heli karaa **https://www.childcare.gov/index.php/consumer-education/ratios-and-group-sizes**, aga soo qaatay Ogosto 28, 2020.

291 Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka, Maamulka Carruurta & Qoysaska, "Kooxo Yaryar," oo laga heli karo **https://childcareta.acf.hhs.gov/sites/default/files/public/pitc_rationale_-_small_groups_508_1.pdf**, la daabacay Janaayo 2017

Center Early Learning Programs Capacity Chart

Reference WAC 110-300-0357

Mixed Age Groups

Age group	Maximum group size	Maximum ratio	Limitations
0 - 36 months	8	1:04	
0 - 36 months	9	1:03	
12 - 36 months 12 - 36 months	14 15	1:07 1:05	
36 months - 6 years	20	1:10	Must not be enrolled in first grade
36 months - 6 years	26	1:10	Must not be enrolled in first grade
4.5 - 9 years	20	1:10	
4.5 - 9 years	26	1:10	

Washington State Department of CHILDREN, YOUTH & FAMILIES

DCYF Center Early Learning Programs-Mixed Ages
Aug-19
V2

Jaantuskan waxaa laga heli karaa internetka **www.dcyf.wa.gov/sites/default/files/pdf/CenterMixedAgesCapacityChart.pdf**.

Marka loo eego heerka da'da caadiga ah, socod baradka waxaa lagu qeexaa inuu jiro ilaa 29 bilood jir, da'da ilmaha xanaanada caruurta wuxuu gaarayaa ugu yaraan 30 bilood. Marka la eego koox kooxeedyada da'da ah, labadan carruur waxaa lagu xanaaneyn doonaa kooxo gooni ah. Si kastaba ha noqotee, WAC 110-300-0357 waxay ka kooban tahay xaddidaad u oggolaanaysa 2-jirka ka yar 29-ka bilood iyo 2-jirka ka weyn 30-ka bilood in si wadajir ah loogu xannaaneeyo koox ahaan. Kooxda isku dhafka ah ee carruurta ah ee jira 1 sano iyo 2-sano jir, cabirka ugu badan ee kooxdu wuxuu ku eeg yahay 14 carruur ah iyo saamiga ka dhexeeya shaqaalaha iyo carruurta waa mid ka mid ah bixiyaha waxbarashada hore ee illaa toddoba carruur ah. Ama, haddii barnaamijka waxbarashadda hore uu doorto inuu bixiyo saamiga shaqaalaha iyo ilmaha ee mid ka mid ah bixiyeyaasha waxbarashadda hore illaa shan carruur ah oo keliya, tirada ugu badan ee kooxdu waxay u kordhin kartaa 15 carruur ah.

Marka da'da kooxeedyadu isku qasan yihiin, buuxinta amniga caafimaadka iyo baahiyaha koritaanka ee dhammaan carruurta waxay qaadan karaan daryeel dheeraad ah iyo qorsheyn. Qalabka loogu talagalay isku dhafka da'da isku dhafan ayaa laga yaabaa in lagu daro oo loo isticmaali karo siyaabo badan oo kala duwan, ama waxyaabo la mid ah oo leh kala-duwanaansho kaladuwan. Ashyaada iyo waxqabadyada ka jira deegaanka waxbarashadu waxay u baahan yihiin in si joogto ah loo qiimeeyo, si loo hubiyo in walxaha ammaan yihiin oo ku habboon yihiin ilmaha ugu yar kooxda. Markii la qorsheynayo waxqabadyada, bixiyaha waxbarashadda hore wuxuu ku dari karaa la qabsiyo si loo daboolo baahiyaha carruurta, ama waxaa ka mid ah ikhtiyaarrada cunugga loogala dhaqmayo qaab ka casrisan (ama ka yar) midka facooda ah.

Koox isku dhafan oo carruur ah oo da'doodu u dhexeyso 36 bilood ilaa 6 sano jir, bixiyaha waxbarashada hore wuxuu qorsheynayaa howlo xisaab iyo nambareeynta. Markii ay tixgelinayso carruurta ka tirsan kooxdeeda, waxay caddeysaa in halka carruurta qaar ay barteen tirinta illaa hal illaa 100, carruurta yaryar qaarkood weli ay baarayaan fikradaha ka fudud. Bixiyaha hore ee waxbarashadu wuxuu isku dayaa inuu taageero barashada dhowr heerar oo horumarineed isaga oo tirinaya saxannada tirinta midabada kala duwan ee xarunta waxqabadka, oo ay weheliyaan qalab loogu talagalay saddex xulasho waxqabad. Cunuggu wuxuu dooran karaa inuu isticmaalo kaararka "midabka" si uu ugu kala sooco saxannada koox ka koox kalemidabkiisa, wuxuu isticmaali karaa kaararka "shan shan" si uu ugu abaabulo astaamaha kooxo shan ah ama waxay dooran karaan kaararka "lambarro" halkaasoo cunuggu wuu xisaabin doonaa tirada saxannada si ay ugu dhigmaan tirada kaarka ku qoran.

Naqshadaynta Casharrada Ardayda Kala Duwan. Kheyraadka Jaamicadda Michigan State oo bixiya hagitaan ku saabsan waafajinta waxbaridda oo ay weheliso tusaalooyin iyo soo-jeedinno ku saabsan hoy loogu talagalay carruurta dugsiga barbaarinta iyo kuwa da'da iskuulka dhigata.
https://edwp.educ.msu.edu/te/wp-content/uploads/sites/49/2020/06/Designing-Lessons-for-Diverse-Learners.pdf

Sagaal Nooc oo La Qabsiga Manhajka. Daabacaadda Baridda iyo Barashada oo bixisa fikrado kala duwan oo ku saabsan sida firfircoon ee looga qaybqaadan karo ilmo kasta si baahiyaha koritaan ee ilmo kasta loo daboolo.
www.snipsf.org/wp-content/uploads/2011/08/NineTypes.pdf

Tayada 101: Aqoonsiga Qeybaha Ugu Muhiimsan ee Barnaamijka Carruurnimada Hore ee Tayada Sare. Maqaalka Xarunta Horumarinta Mareykanka ee ka hadlaysa sababta tayada arrimaha, tayada u eeg tahay iyo sida lagu gaaro tayo sare waxbarashada hore.
www.americanprogress.org/issues/early-childhood/reports/2017/02/13/414939/quality-101-identifying-the-core-components-of-a-high-quality-early-childhood-program/

Xeeladaha loogu talagalay la shaqeynta kooxaha isku dhafan ee ku jira Waxbarashada Carruurnimada Hore. Blogpost Bilaash ah oo leh talooyin iyo xaleeladaha loogu shaqeynayo da'isku dhafan iyo heerar xirfadeed.
https://freespiritpublishingblog.com/2018/07/26/strategies-for-working-with-mixed-age-groups-in-early-childhood-education/

Dugsiga Shaybaarka Muuqaalka. Casharrada saameeya sababta saamiga iyo tirada kooxuhu muhiim u yihiin iyo sida loo xaliyo dhibaatooyinka guud. Cashar kasta waxaa ku jira muuqaal kooban oo fiidiyoow ah.

- Joogtaynta Saamiga Shaqaalaha-Ilmaha ee Badbaado.
  www.virtuallabschool.org/preschool/safe-environments/lesson-3
- Hubinta Saamiga Shaqaalaha-Ilmaha saamiga lala Socdo Marwalba.
  www.virtuallabschool.org/management/safe-environments/lesson-2

Tilmaamaha Waxbarashada Hore ee Gobolka Washington iyo Hormarinta: Dhalashada ilaa Fasalka 3aad. Kheyraad lagu taageerayo laguna kobcinayo horumarka iyo waxbarashada carruurta iyadoo la aqoonsanayo astaamaha lagu garto ee ay carruurtu ku kulmaan da'gaar ah. Waxay bixisaa tabo iyo ficillo wax ku ool ah oo lagu dhiirrigeliyo horumarka.
www.dcyf.wa.gov/publications-library?combine_1=el_0015&combine=&field_program_topic_value=All&field_languages_available_value=All

13 Muujiyeyaasha Tayada Daryeelka Carruurta: Cusboonaysiinta Cilmi-baarista. Richard Fiene, Ph.D. ee Xarunta Kheyraadka Qaranka ee Caafimaadka ee Pennsylvania State University ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta, Jaamacadda Colorado, wuxuu soo bandhigayaa warbixintiisa cilmi-baarista oo dib u eegis ku sameynaya cilmi-baaristii ugu dambeysay ee la xiriirta tilmaamayaasha tayada barnaamijyada barashada hore.
https://aspe.hhs.gov/basic-report/13-indicators-quality-child-care-research-update#Supervision

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).

(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.

Jadwalka maalinlaha ah ee la qorsheeyay wuxuu ugu adeegaa ujeedooyin badan barnaamijyada waxbarashada hore. Waxay ka caawinaysaa adeeg bixiyaha waxbarashada hore hubinta inay siinayaan noocyada kala duwan ee waxqabadyada gudaha iyo dibaddaba, si loo daboolo baahiyaha koritaanka iyo waxbarashada ee carruurta. Jadwalku wuxuu u oggolaanayaa bixiyaha waxbarashada hore inuu sii odorooso agabka loo baahan yahay, maareynayo dhirirka howlaha isla markaana ka caawiyo hagaaminta ama beddelo haddii loo baahdo. Jadwal maalinle ah ayaa u dejiya nidaam joogto ah qoysaska si ay u sii saadaaliyaan waxa laga filayo iyo goorta la filayo. Tusaale ahaan, markay qoysasku ogaadaan in quraacdu tahay 8-da subaxnimo maalin kasta, waxay qorshayn karaan si waafaqsan. Jadwal maalinle ah ayaa sidoo kale siin kara carruurta dareen caadi ah, la qaadan karo iyo amni, iyo sidoo kale inay saameyn ku yeeshaan dhaqankooda.

Carruurtu waxay ku barbaaraan jawi si wanaagsan loo amray oo la saadaalin karo jadwal maalmeedka sida imaanshaha iyo bixitaanka, waqtiga cuntada, waqtiyada nasashada iyo aadida waqtiga musqusha si ay si joogto ah ula macaamilaan dhammaan daryeel bixiyeyaasha.[292] Sida laga soo xigtay CFOC, marka nidaam la saadaalin karo, carruurtu waxay u badan tahay inay ogaadaan waxa la sameeyo iyo waxa laga filayo iyaga. Tani waxay yareyn kartaa walwalka carruurta marka walaac yaraado, waxaa yaraan kara jilitaanka.[293]

292 Adeegga Warbaahinta Dadweynaha, "Waa Waxyaabaha Yar: Jadwalka Maalinlaha ah," ee laga heli karo **https://www.pbs.org/wholechild/providers/little.html**, laga soo qaatay Ogosto 28, 2020.

293 Akadamiyada Cilmiga Caafimaadka ee Mareykanka, Ururka Caafimaadka Bulshada ee Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteenna.* 73.

Barnaamij kasta waa mid gaar ah oo wuxuu leeyahay jadwal shaqsiyeed oo la jaan qaadaya falsafadda barnaamijka iyo baahiyaha maalinlaha ah. In kasta oo jadwalku u dhaqmo sidii hage, waxay sidoo kale taageeri karaan adeeg bixiyaha waxbarashada hore si loogu oggolaado dabacsanaanta maaddaama ay dhacaan dhacdooyin lama filaan ah. Jadwalka si fiican looga fiirsaday ayaa gacan ka geysan kara in la helo kala-guuritaanno sahlan oo dhaca maalinta oo dhan, iyada oo lagu soo daro waqtiyo ku filan si carruurtu aysan u dareemin degdeg ama nidaam la'aan. Hawluhu way sii dheereyn karaan haddii carruurtu si firfircoon ugu hawlan yihiin, ama waa la gaabin karaa haddii carruurtu ay tilmaamayaan inay diyaar u yihiin wax cusub. Marka bixiyaha waxbarashadda hore uu leeyahay jadwal maalinle ah oo uu ku tiirsanaado kana turjumo howlaha, waxay si fiican u dabooli karaan baahida carruurta sida loo aqoonsaday.

Socodka iyo jadwalka maalinta waa inay horumar ahaan ku habboon tahay cunug kasta oo kooxda ka mid ah. Marka la samaynayo jadwal, tixgelin waa in la siiyaa baahida carruurta, sida xafaayadda, seexashada, baahiyaha caafimaad ee shakhsiga ah, dabeecadaha ama qorshooyinka daryeelka qorshaha shaqsi ee meesha yaal.

Si loo taageero caafimaadka carruurta ee wanaagsan, barnaamijyada iyo jadwalada maalinlaha ah waa inay sidoo kale ku daraan ciyaarta banaanka oo firfircoon iyadoo la raacayo waqtiga ugu yar ee looga baahan yahay waqtiga maalinlaha ah ee ku qoran WAC 110-300-0360 (2)(c). Cilmi baaris ayaa muujisay in bixitaanka hawada dibada furan, qorraxda iyo waxyaabaha dabiiciga ah ay gacan ka geystaan horumarka lafaha, habka difaaca jirka oo xoog badan iyo dhaqdhaqaaqa jirka ee carruurta oo kordha.[294] Intaas waxaa sii dheer, jimicsi ku filan wuxuu hagaajiyaa niyadda, dabeecadda, walaaca, tamarta iyo tayada hurdada. Tilmaamaha Waxqabadka Jirdhiska ee la cusbooneysiiyay Mareykanka hadda waxaa ku jira hagitaan loogu talagalay carruurta yar-yar. Hagahan ayaa kugula taliyay in caruurta da'da iskuulka (da'doodu tahay 3 ilaa 5 sano) ay ahaadaan kuwo firfircoon jimicsi maalintii oo dhan iyo in noocyada kaladuwan ee waxqabadyadu ay dhiiri geliyaan daryeelaha.[295]

294 Gabriela Bento iyo Gisela Dias, "Muhiimadda ciyaarta banaanka loogu talagalay horumarka caafimaadka carruurta yaryar," Porto Biomedical Journal 2 (5) (2017): 157-160, oo laga heli karo **https://www.sciencedirect.com/science/article/pii/S2444866416301234**

295 Waaxda Caafimaadka & Adeegyada Aadanaha ee Mareykanka, "Tilmaamaha Waxqabadka Jirka ee Dadka Mareykanka," oo laga heli karo **https://www.hhs.gov/fitness/be-active/physical-activity-guidelines-for-americans/index.html**, markii ugu dambeysay ee la cusbooneysiiyo Febraayo 1, 2019.

Barnaamijka daryeelka hore ee xarunta daryeelka ilmaha ee nawaaxiga King wuxuu bixiyaa tusaalooyinka soo socda ee jadwalka maalinlaha ah:

Jadwalka Dugsiga Barbaarinta	
7 ilaa 9:00 subaxnimo	Furitaanka, Waqtiga Xulashada, Su'aasha Maalinta
9 ilaa 9:15 subaxnimo	Koox Baddan (Kulan Subax)
9:15 ilaa 9:30 subaxnimo	Nadiifin, gacmaha dhaq, Cunto fudud ee subaxdii
9:30 ilaa 10 subaxnimo	Khibradaha Dibadda
10 ilaa 10:15 subaxnimo	Kor-uqaadida Aqriska
10:15 ilaa 11:30 subaxnimo	Koox Yar, Waqtiga Xulashada Ujeedada Xarumaha: Farshaxanka Hal-abuurka ah, Sayniska iyo Daraasaadka Dabeecadda, Cayaaro Riwaayadeed, Garasho, Muusig iyo Dhaqdhaqaaq, Sayniska Bulshada
11:30 duhurnimo ilaa 12 duhurnimo	Nadiifin, Khibradaha Bannaanka
12 duhurnimo 12:30 duhurnimo.	Qado
12:30duhurnimo ilaa 2:30 galabnimo	Waqtiga Nasashada, Hawlaha Xasilloonida
2:30 ilaa 3 galabnimo.	Nadiifin, Cunto fudud ee gelinka danbe
3 ilaa 4 galabnimo	Akhriso-Cod dheer ee gelinka danbe, Koox Balaaran gelinka danbe (Kulan Galabnimo)
4 ilaa 4:30 galabnimo	Khibradaha Dibadda gelinka danbe
4:30 ilaa 5 galabnimo	Kooxda Yar gelinka danbe, Waqtiga ka doorashada gelinka danbe Ujeedada Xarumaha: Farshaxanka Hal-abuurka ah, Sayniska iyo Daraasaadka Dabeecadda, Cayaaro Riwaayadeed, Garasho, Muusig iyo Dhaqdhaqaaq, Sayniska Bulshada
5 galabnimo ilaa 5:15 galabnimo	Cunto fudud Waqtiga Dambe
5:15 ilaa 6 galabnimo	Isku-dar fasallada kale, Waqtiga Xulashada gelinka danbe

Jadwalka socod-baradka

7 ilaa 9 subaxnimo	Furitaan, Qorshe Ilmo Shaqsiyeed, Koox Yar
9 ilaa 9:30 subaxnimo	Nadiifin, gacmaha dhaq, Cunto fudud ee subaxnimo
9:30 ilaa 10 subaxnimo	Dhaqida, Cunto fudud ee subaxnimo
10 ilaa 10:30 subaxnimo	Khibradaha Dibadda Kooxda
10:30 ilaa 11 subaxnimo	Kooxda Yar, Khibarada Kooxda Gudaha Ujeedada Xarumaha: Farshaxanka Hal-abuurka ah, Sayniska iyo Daraasaadka Dabeecadda, Cayaaro Riwaayadeed, Garasho, Muusig iyo Dhaqdhaqaaq, Sayniska Bulshada
11 ilaa 11:15 duhurnimo	Nadiifin, gacmaha dhaq
11:15 ilaa 12 duhurnimo	Qado
12 ilaa 2 duhurnimo	Waqtiga Nasashada, Hawlaha Xasilloonida
2 ilaa 2:50 duhurnimo	Kooxda Yar ee duhurnimo, Khibradaha Kooxda Gudaha ee duhurnimo Ujeedada Xarumaha: Farshaxanka Hal-abuurka ah, Sayniska iyo Daraasaadka Dabeecadda, Cayaaro Riwaayadeed, Garasho, Muusig iyo Dhaqdhaqaaq, Sayniska Bulshada
2:50 duhurnimo ilaa 3:20 galabnimo	Nadiifin, gacmaha dhaq, Cunto fudud ee gelinka danbe
3:20 ilaa 3:30 galabnimo	Kor-uqaadida Aqriska ee gelinka danbe
3:30 ilaa 4 galabnimo	Khibradaha Dibadda ee gelinka danbe
4 ilaa 4:45 galabnimo	Kooxda Yar ee gelinka danbe, Khibradaha Kooxda Gudaha ee gelinka danbe Ujeedada Xarumaha: Farshaxanka Hal-abuurka ah, Sayniska iyo Daraasaadka Dabeecadda, Cayaaro Riwaayadeed, Garasho, Muusig iyo Dhaqdhaqaaq, Sayniska Bulshada
4:45 ilaa 5:10 galabnimo	Nadiifin, gacmaha dhaq, Cunto fudud ugu dambeeyso
5:10 ilaa 6 galabnimo	Isku darka fasalada kale, Kooxda Yaryar ee Galinka Dambe GH

Guri qoys bixiyaha waxbarashada hore ee Degmada Mason wuxuu nala wadaagayaa jadwalkooda:

Jadwalka Caadiga ah ee Maalinlaha ah - Jadwalka waa mid Qiyaas ah oo dabacsan ama Is rogrogmi kara	
7:30 ilaa 9 subaxnimo	Quraac, Bixitaanka Iskuulka, Jimicsiga ama iskala bixinta Subaxada, Nadiifin
9 ilaa 10:30 subaxnimo	Hawlaha Dugsiga Ka-hor, Cunto fudud ee subaxnimo, Ciyaaraha Dibedda ama Muusikada iyo Dhaqdhaqaaqa
10:30 subaxnimo ilaa 12 duhurnimo	Iskaa u Ciyaarida, Qada Diyaarinta
12 ilaa 12:45 duhurnimo	Qado, Nadiifin, Ciyaarta
12:45 ilaa 1 duhurnimo	Ilkaha caday ama rumeeysiga, U diyaar-garow waqti hurdo
1 duhurnimo ilaa 3 galabnimo	Waqtiga Sheekada, Muddada Nasashada, Waqtiga xasiloonta
3 ilaa 3:30 galabnimo	Hurdo kaToosia, sariiro dhig, U Ciyaarida iskaa
3:30 ilaa 4:30 galabnimo	Cunto fudud, Dibedda Ciyaarida ee gelinka danbe
4:30 ilaa 5 galabnimo	Ciyaaraha Dibedda, Ciyaaraha (games) Abaabulan, Muusigga iyo Dhaqdhaqaaqa, Farshaxan ama Sheeko
5 ilaa 5:30 galabnimo	Nadiifin, guriga

Casharo Barasho Firfircoon. Uruurinta qorshooyin si buuxda u horumarsan oo loogu talagalay nashaadaadka muruqyada waaweyn. Qalabkan waxaa lagu soo saaray iyada oo taageero iyo lacag laga helay Machadka Cilmibaarista Carruurta ee PLAY (Barashada Xanaanada Carruurta iyo Firfircoonida Ciyaarta) iyo Waaxda Carruurta, Dhallinyarada iyo Qoysaska, Jiilka xiga ee Caafimaadka leh.
www.snohd.org/DocumentCenter/View/1897/Active-Learning-Lessons-for-Child-Care-and-Early-Learning-PDF

Ciyaar firfircoon! Websaydh leh buugaag iyo aqoon isweydaarsiyo leh dhaqdhaqaaqyo jireed oo xiiso leh oo loogu talagalay carruurta yaryar. Dr. Craft's Active Play - madadaalo Firfircoonida Jirka ee Carruurta yar-yar
http://activeplaybooks.com/about-dr-craft/

Deegaanka: Jadwalka iyo Jadwalka joogtada ah. Iskuulka Webka Lab-Virtual Lab oo lel macluumaad iyo fiidiyowyo ku saabsan jadwalka wax ku oolka ah iyo jadwalka guuleysta loo ilaaliyo la xisaabtanka
www.virtuallabschool.org/preschool/learning-environments/lesson-5

Abuuritaanka Jadwallo la saadaalin karo oo ku jira Goobta Daryeelka Ilmaha. Isbahaysiga Extension ee Daryeelka Carruurta ee Fiican ayaa dib u eegis ama muraajacad ku sameeysay muhiimada hawl maalmeedka joogtada ah waxayna bixisaa tilmaamo ku saabsan abuuritaanka jaangooyo barnaamijka barashada hore.
https://childcare.extension.org/establishing-predictable-routines-in-a-child-care-setting/

Jadwalka Muuqaalka Daabacan ee Bilaashka ah. A No Time for Flash Cards websaydh kaas oo bixiya tusaalooyin jadwalo maalinle ah oo da'da kooxeed ah.
www.notimeforflashcards.com/2017/01/printable-visual-schedule-preschool.html

Ka caawinta carruurta inay fahmaan jadwalka joogtada ah iyo jadwalka fasalka. Module tababar oo ay bixiso Xarunta ku saabsan Aasaaska Bulshada iyo Dareenka ee Barashada Hore, kaas oo ka hadlaya doorka jadwalka iyo jadwalka caadiga ee barashada hore.
http://csefel.vanderbilt.edu/kits/wwbtk3.pdf

Xulista Agabka Fasalka iyo Qorsheynta Jadwalka. Taxane fiidiyowyo gaagaaban ah oo ay soo saartay Jaamacadda Eastern Connecticut State oo ku saabsan sida qalabka iyo jadwalka maalinlaha ahi u saameyn karaan dhaqanka carruurta.
www.easternct.edu/center-for-early-childhood-education/guiding-young-childrens-behavior/segment-3-selecting-classroom-materials-and-planning-the-schedule.html

Waqtigu Waa Wax Walba: Fahamka Ahmiyadda Waqtiga, Dhererka, iyo Isku-xigxiga Hawlaha. Maqaal ku saabsan websaydhka NAEYC oo sahminaya sida jadwalka maalmuhu u saameeyo dhaqanka carruurta iyo waxbarashadooda
www.naeyc.org/resources/pubs/tyc/feb2018/timing-everything-understanding-importance-timing-length-and-sequence

Qeybta Todobaad:

Maamulka Barnaamijka iyo Kormeerka

Maamulka Barnaamijka iyo Kormeerka

Qaybta Maamulka Barnaamijka iyo Kormeerka waxaa ku jira labada qaybood oo hoose:

- Nidaamka Ruqsad siinta laysinka.
- Diiwaanada, Siyaasadaha, Warbixinta iyo Dhajinta

Qaybta hoosaadka Nidaamka Shati-bixinta ayaa dejinaya xeerarka aasaasiga ah ee ku saabsan tallaabooyinka noqoshada bixiye ruqsad liisan haysta. Diiwaanada, Siyaasadaha, Warbixinta iyo Dhajinta, qaybta labaad, waxay sharxaysaa xeerarka ku saabsan ilaalinta iyo dhajinta siyaasadahaan, warbixinnada iyo diiwaanada loo baahan yahay.

Qeybahaan hoose waxay qeexayaan muhiimada hab-socodyada, siyaasadaha iyo diiwaangelinta si ay u siiyaan barnaamijyada barashada hore diiradda abaabulka iyo sidoo kale wax-soosaarka la taaban karo, kuwaas oo siiya bixiyaha waxbarashada hore fursad uu ku muujiyo shaqadooda.

Buuggan Tilmaan-siinta Daryeelka Ilmaha iyo Barashada Hore wuxuu ka hadlayaa qaybaha la soo xulay ee Heerarka Tayada Aasaasiga ah ee laga helaayo cutubka 110-300 WAC. Buug-tilmaameedkaan waxaa ku jira kheyraadka ku habboon, xogta macluumaadka hadda jirta iyo tusaalooyin wax ku ool ah. Ujeeddadeedu ma aha in la bixiyo aragti dhammaystiran oo ku saabsan Maamulka Barnaamijka iyo la-socoshada kormerka qaybtaan.

Habka Laysinka

WAC 110-300-0400

Application materials

(1) After completing a department orientation an applicant must submit a complete license application packet, pursuant to chapter 43.216 RCW. This requirement also applies to a change of ownership. A complete license application packet includes:

(a) Professional and background information about the applicant:

(i) A completed department application form for the type of license being applied for (center or family home);

(ii) A copy of the applicant's orientation certificate (orientation must be taken within twelve months of license application);

(iii) A Washington state business license or a tribal, county, or city business or occupation license, if applicable;

(iv) Liability insurance, if applicable;

(v) Certificate of incorporation, partnership agreement, or similar business organization document, if applicable;

(vi) The license fee;

(vii) A copy of current government issued photo identification;

(viii) A copy of Social Security card or sworn declaration stating that the applicant does not have one;

(ix) Employer identification number (EIN) if applicant plans to hire staff; and

(x) Employment and education verification. For example, diploma, transcripts, or a sworn declaration stating that the applicant cannot verify education requirements.

(b) Information about the facility to be licensed:

(i) A floor plan, including use of proposed licensed and unlicensed space, with identified emergency exits and emergency exit pathways;

(ii) Certificate of occupancy, if applicable;

(iii) Documentation, no more than three years old, from a licensed inspector, septic designer, or engineer that states the septic system and drain field are maintained and in working order, if applicable;

(iv) E. coli bacteria and nitrate testing results for well water that is no more than twelve months old, if applicable;

(v) A lead or arsenic evaluation agreement for sites located in the Tacoma smelter plume (counties of King, Pierce, and Thurston); and

(vi) Lead and copper test results for drinking water;

(c) Program days and hours of operation, including closure dates and holiday observances; and

(d) Information about early learning program staff:

(i) List of applicant and household members, and if applicable and known, staff persons and volunteers required to complete the background check process as outlined in chapter 110-06 WAC; and

(ii) Resume for applicant, center director, assistant director, program supervisor, and family home lead teacher, if applicable.

(2) An applicant must include the following policy documents with the application, which will be reviewed by the department and returned to the applicant:

(a) Parent and program policies;

(b) Staff policies;

(c) An emergency preparedness plan; and

(d) Health policies.

(3) An applicant must submit the completed application packet at least ninety calendar days prior to the planned opening of the early learning program. The department will inspect the early learning program space and approve all application submissions required in this chapter prior to issuing a license:

(a) The ninety calendar days begins when the department receives a complete application packet.

(b) Incomplete application packets will be returned to the applicant for completion.

(c) An applicant who is unable to successfully complete the application and licensing process within ninety days may withdraw the application and reapply when the applicant is able to meet the licensing requirements. If the applicant has completed the steps of the application process within ninety days but an external barrier out of the applicant's control exists, the reapplication fee will be waived one time.

(d) An applicant who is unable to meet the application requirements and has not withdrawn his or her application will be denied a license, pursuant to RCW 43.216.325.

Barnaamijka Waxbarashada Hore ayaa go'aamiya goobta si aad u hesho oggolaansho maxalli ah DCYF waxay dejisay tallaabooyin cad-cad si ay u noqdaan bixiyaha ruqsad (liisan) haysashada waxbarashada hore. In kasta oo waayo-aragnimada codsade kasta marka ay ka gudbayaan habka ruqsadda ay noqon doonto mid u gaar ah, haddana waxaa jira waddo ruqsad guud oo loo aqoonsaday codsadayaasha la imaan kara. Ka-hor intaadan soo gudbin arjiga ruqsad siinta, shaqsiga danaynaaya ayaa qaadan doona Jihaynta (hanuuninta) Daryeelka Ilmaha ee Waxbarashada Hore ee DCYF (jihaynta ruqsadda). Ruqsadaha barnaamijka barashada hore ee guriga iyo xarunta qoyska, jihaynta ruqsadda waxay ka kooban tahay laba qaybood.

Habka Shatiga Codsadaha

Ujeedada jihaynta ruqsadda waxay tahay in la siiyo codsadaha wixii suurtagalka ah macluumaadka looga baahan yahay si au u go'aansadaan haddii ay jeclaan lahaayeen inay hore ugu socdaan codsashada ruqsadda daryeelka carruurta. Qaybaha hanuuninta ruqsadaha waxaa lagu bixinayaa luuqadaha Ingiriis, Isbaanish iyo Soomaali ee qadka onleenka dhexdeeda Xariirka Tababarka ee DCYF.

Marka codsadaha la imaan karo in uu dhammaystiro hanuuninta loo baahan yahay oo uu doorto nooca barnaamijka ay ku shaqayn doonaan, waxay go'aansan karaan inay hore ugu sii socdaan codsiga ruqsadda. Marka la dhammaystiro cutubyada hanuuninta, codsadaha suurtagalka ahi wuxuu helayaa iimayl leh tilmaamo lagu dhammaystiraayo codsiga ruqsadda onlaanka ah.

Mid kasta oo ka mid ah dukumentiyada liiska ku qoran WAC 110-300-0400(1) iyo (2) waa in la siiyaa ama la bixiyaa si arjiga loo dhammaystiro. Qaar ka mid ah waa in lagu soo gudbiyaa arjiga kuwa kalena mar dambe ayaa la gudbin karaa. Codsiga looma gudbin karo si elektaroonig ah haddii aysan jirin dukumentiyada loo baahan yahay. Marka lagu daro ama laysku keeno dhammaan dukumiintiyada loogu talagalay xirmo codsi oo dhammaystiran marka aad soo gudbineeyso arjiga, bixiyaha barashada hore ayaa kaa caawini doona in la soo gaabiyo waqtiga ay qaadanayso dhammaystirka nidaamka ruqsadda. In kasta oo codsiyada elektaroonigga la doorbida in lagu soo gudbiyey, loogama baahna. Codsiyada waraaqaha waxaa lagu diyaarinayaa xafiiska ruqsadda degaanka.

Dukumentiyada waxaa loogu baahan yahay in lagu soo gudbiyo codsi elektaroonik ah iyadoo sidoo kale loo baahan yahay in lagu soo gudbiyo codsi warqad ah. Codsiyada waraaqaha ee la helay iyadoon la haysan dukumentiyada looga baahan yahay in lala soo gudbiyo arjiga ayaa loo celin doonaa codsadaha. Tani waxay u oggolaanaysaa bixiyaha barashada hore fursad uu ku ururiyo macluumaadka arjiga ee maqan, wuxuuna hubiyaa in bixiyaha waxbarashada hore iyo DCYF ay haystaan 90 maalmood oo buuxa si ay uga shaqeeyaan hawlaha ruqsadda.

Uruurinta, helidda, abuurista iyo dib u eegista mid kasta oo ka mid ah dukumiintiyada iyo siyaasadaha loo baahan yahay waxay qaadataa waqti. Bixiyaha barashada hore waa xikmad caqli fiican inuu ku daro waqti badan si uu u maareeyo dukumentiyada looga baahan yahay qorshaha jadwalka habka shati-siinta ee la filayo.

Heerarka Tayada Aasaasiga ah waxaa ku jira macluumaad dheeri ah iyo faahfaahinta waxa dukumiintiyada iyo siyaasadaha ay tahay in lagu daro codsi dhammaystiran.

Shuruudaha siyaasadaha gaarka ah waxay ku yaalaan gudaha RCW ama WAC:

Waraaqaha Codsiga

Mawduuca	La Xariira RCW or WAC
Caymiska mas'uuliyadda, haddii lagu dabaqi karo.	RCW 43.216.700
Lacagta shatiga.	110-300-0401
Xaqiijinta shaqada iyo waxbarashada. Tusaale ahaan, shahaadada ama diblooma, qoraallo ama caddayn dhaar ah oo sheegaysa in codsaduhu aanu xaqiijin karin shuruudaha waxbarashada.	110-300-0100
Shahaadada deganaanshaha, haddii lagu dabaqi karo	110-300-0415
Dukumentiyada, oo aan ka badnayn saddex sano, oo ka yimid kormeere ruqsad haysta, naqshadeeyaha septic -ka ama injineer sheega nidaamka septic iyo qof ka shaqayso goobaha ayaa la hayaa oo si shaqaynaya, haddii ay khuseyso.	110-300-0250
Bakteeriyada E. coli iyo tijaabada nitrate ee biyaha ceelka oo aan ka badnayn 12 bilood, haddii lagu dabaqi karo.	110-300-0235
Heshiiska hogaaminta macdanta Leedhka ama arsenic ee qiimaynta goobaha ku yaal tuubooyinka Tacoma (gobollada King, Pierce iyo Thurston).	110-300-0410
Natiijooyinka baaritaanka leedhka iyo naxaasta ee biyaha la cabbo.	110-300-0235
Liiska codsadaha iyo xubnaha qoyska, iyo, haddii lagu dabaqi karo oo la garanayo, shaqaalaha iyo mutadawiciinta ayaa looga baahan yahay inay dhammaystiraan nidaamka hubinta taariikhda sida ku qeexan cutubka 110-06 WAC.	110-300-0100 110-300-0105 110-300-0425 110-300-0475 Cutubka 110-06

Waraaqaha Codsiga

Mawduuca	La Xariira RCW or WAC
Dib-u-bilaabista codsadaha, agaasimaha xarunta, kaaliyaha agaasimaha, kormeeraha barnaamijka iyo macallinka hoggaamiya guriga qoyska, haddii ay khuseyso.	110-300-0100
Siyaasadaha waalidka iyo barnaamijka.	110-300-0450
Siyaasadaha shaqaalaha.	110-300-0110
Qorshaha u-diyaargarowga xaaladaha deg-degga ah.	110-300-0470
Siyaasadaha caafimaadka.	110-300-0500

Barnaamijka waxbarashada hore waa ganacsi. Gobolka Washington, si uu ganacsiga qofka uga shaqeeyo, qofka waxaa laga rabaa inuu dalbado Shatiga Ganacsiga ee Gobolka Washington. Kani wuu ka duwan yahay shatiga xanaanada cunugga. Magaalooyinka ama gobollada qaarkood waxay u baahan yihiin barnaamij waxbarasho hore si ay u helaan ruqsad ganacsi oo dheeraad ah sida ku habboon aagga. Xaqiijinta u -hoggaansanaanta shuruudaha gobolka iyo deegaanka waxay ka hortagi kartaa ganaaxyada iyo caqabadaha kale si ay u noqdaan kuwo shati haysta.

Bixiyaasha waxbarashada hore ee WAC 110-300-0100 waxaa looga baahan yahay inay heystaan waxbarashada dugsiga sare kadib waa in la hubiyaan, la xaqiijiya kidibna loo oggolaadaa diiwaanka xoogga shaqaalaha elektaroonigga ah. Diiwaanka shaqaalaha elektaroonigga ah ee DCYF waa MERIT. Marka dukumentiyada waxbarashada ay ku jiraan qoraalka dhibcaha shahaadada, MERIT waxay u baahan doontaa qoraal rasmi ah oo la baari karo oo emaylka loogu diri karo MERIT si loo qiimeeyo.

Marka la helo dhammaan dukumiintiyada dalabka ee loo baahan yahay, jadwalka ruqsadda 90 maalmood ayaa bilaaban doona. Muddo 90 maalmood ah gudahood DCYF waxay dib u eegi doontaa agabyada dalabka, waxay siin doontaa kaalmo kasta oo farsamo oo loo baahan yahay iyo, bixiyaasha waxbarashada hore ee xarunta wuxuu codsan karaa kormeer State Fire Marshal. DCYF waxay sidoo kale samayn doontaa booqashada ruqsadda hore (oo ay ku jiri karto kormeer ku takhasusay caafimaadka DCYF) iyo booqashooyin kasta oo dabagal ah oo loo baahdo. Soo gudbinta arji ugu yaraan 90 maalmood ka hor taariikhda la bilaabay barnaamijka loogu talagalay ayaa ka caawineysa in la hubiyo in barnaamijka waxbarashada hore uu furmi doono dib u dhac la'aan.

RCW 43.216.305 wuxuu u baahan yahay in hay'addu ay ruqsad siiso ama u diido 90 maalmood jadwalka taariikheed ah marka la helo arjiga oo dhammaystiran. Inta lagu jiro qaabka nidaamka shati-bixinta 90-ka maalmood ah, codsadaha waxaa laga yaabaa inuu la kulmo isku dhacyo ama dhacdooyin ka hor istaagaya inay awood u yeeshaan inay buuxin waayey Heerarka Tayada Aasaasiga ah mudada 90 maalmood gudahood ah. Codsaduhu wuxuu haystaa ikhtiyaar ah inuu ka noqdo codsigooda kadibna dib u codsado markay si fiican u diyaargaroobaan. Haddii codsaduhu uusan ka laaban codsigooda kahor 90-ka maalmood kama dambaysta ah, codsigooda shatiga waa la diidi doonaa. Habka diidmadu waa tallaabo fulin, taas oo ah hab sharci loo raacaayo.

WAC 110-300-0443 wuxuu qeexayaa shuruudaha la xiriira tallaabooyinka fulinta, mas'uuliyadda wakaaladda ee ogeysiinta bixiyaha iyo xaqa bixiyaha ee rafcaanka.

WAC 110-300-4025 waxay tilmaamaysaa shuruudaha la xiriira shatiyada bilowga ah iyo kuwa aan dhicin.

Codsadaha guriga qoyska, Lucia, waxay ku jirtay 60 maalmood gudahood 90-ka maalmood ee hawsha ruqsad siinta markay ogaatay in wiilkada, gabadha sodahda u tahay iyo wiilka ay ayeeyada u tahay inay booqasho lama filaan ah gurigeeda ku imaanayaan ayna joogi doonaan muddo laba toddobaad ah. Lucia waxay rabtaa inay fiiro buuxda siiso wiilka ayeyada u tahay, waxayna kaloo rabtaa inay ilaaliso sida ay diyaar u noqon laheed kormeerka dabagalka. Lucia waxay la tashataa ruqsaddaha loo xilsaaray codsigooda waxayna u sharxaday xaaladda. Wadajir, waxay go'aamiyaan in Lucia aysan u badnayn inay ku dhammaystirto nidaamka ruqsadda 90 maalmood gudahood iyada oo ku saleysan macluumaadka la wadaago. Lucia waxay go'aansatay inay ka noqoto liisanka si ay u qaataan waqtiga ay u baahan yihiin si ay ugu hoggaansamaan Heerarka Tayada Aasaasiga ah.

Codsadayaasha xarunta, Marcus iyo Jacqueline, waxay u diyaariyeen dhul -daaqsimeedka aagagga ay ku ciyaaraan caruurta oo bannaanka ah. Waxay ka jareeyn geedadka xunxun, waxay ku darayn laba geed, qaybo siman oo guriga ah waxayna ku dari doonaan dhagaxa shubka ah. Markii ay shaqaalihii goobta joogeen, culayska baabuurkii iyo qalabkii dhulka jilicsanaa wuxuu dhaawacay dhuumaha biyaha, taasoo keentay inay biyaha ku soo daataan gudaha oo aan la dareemin dhawr maalmood. Dayactirka iyo nadiifinta aagga waxay sababi doontaa dib-u-dhac lama filaan ah oo qiyaastii afar toddobaad ah. Marcus iyo Jacqueline waxay og yihiin in dib-u-dhaca ay u badan tahay inay keento ayna awoodin inay buuxiyaan shuruudaha ruqsadda ee aagga bannaanka ka hor wakhtiga 90-ka maalmood ah, sidaa darteed way ka laabtaan codsigooda waxayna dib u codsan doonaan markay diyaar noqdaan.

Marka dhammaan dukumiintiyada loo baahan yahay dib loo eego oo la ansixiyo, khidmadda lacagta ruqsadda la helo oo la waafajiyaa Heerarka Tayada Aasaasiga ah, DCYF waxaa laga yaabaa inay horay u sii wado bixinta liisanka bilowga ah.

Noqoshada Bixiyaha Daryeelka Carruurta ruqsad haysta & Bixiyaha Waxbarashada Hore. Goobta shabakada Websaytka DCYF oo hordhac ku siinayaa DCYF ah, macluumaad ku saabsan xeerarka ruqsadda iyo habka ruqsadda iyo xiriirinta jihaynta ama hanuuninta ruqsaddaa.
www.dcyf.wa.gov/services/early-learning-providers/licensed-provider

Diiwaanka Xoogga Shaqaalaha ee MERIT. Bogga DCYF oo leh macluumaad ku saabsan MERIT iyo faahfaahinta sida loo soo gudbiyo shahaadada xaqiijinta, sida loo soo gudbiyo shahaado shisheeye, iyo sidoo kale taageero kale oo MERIT ah.
www.dcyf.wa.gov/services/earlylearning-profdev/merit

WAC 110-300-0401

License fees

(1) The rules establishing licensing fees within this chapter are adopted pursuant to RCW 43.216.300.

(2) The license fee is nonrefundable and is due:

(a) With the early learning applicant's initial license application packet; and

(b) Annually thereafter, thirty calendar days prior to the anniversary date of the license.

(3) Payment must be in the form of a check, credit or debit card, or money order.

(4) The annual fee for family home early learning programs is thirty dollars, or as otherwise set by the legislature.

(5) The annual fee for center early learning programs is one hundred twenty-five dollars for the first twelve children plus twelve dollars for each additional child, or as otherwise set by the legislature.

Diiwaanka Xoogga Shaqaalaha ee MERIT. Bogga DCYF oo leh macluumaad ku saabsan MERIT iyo faahfaahinta sida loo soo gudbiyo shahaadada xaqiijinta, sida loo soo gudbiyo shahaado shisheeye, iyo sidoo kale taageero kale oo MERIT ah.

Lacagta khidmadda waxaa la ururiyaa sannad kasta waxayna ku eg tahay 30 maalmood oo taariikhda ka hor taariikhda sannad-guurada ee liisanka bilowga ah. Bixiyaasha waxbarashada hore ee shatiga aan dhaceeynin waxay qaansheeg ka heli doonaan Waaxda Adeegyada Maaliyadda iyo Caafimaadka "Department of Social and Health Services (DSHS)" Maamulka Adeegyada Maaliyadeed "Department of Social and Health Services (FSA)" qiyaastii 90 maalmood ka-hor inta aan la bixin lacagta khidmadda sannadlaha ah. Bixiyeyaasha waxbarashada hore waa inay ku soo celiyaan qaansheegta lacag bixinta, si ay FSA u siiso sumcad habboon. Qaansheegta la'aanteed, FSA ma awoodi doonto inay go'aamiso meesha laga dalbanayo lacag-bixinta. Sidoo kale, haddii ay dhacdo in qaansheegta iyo lacag-bixinta la kala saaro, waxaa lagu dhiirri-gelinayaa in lagu daro lambarka aqoonsiga laysanka jeegga lacagta ama dalabka lacagta.

Lacagta shatiga ee sanadlaha ah ee shatiga guriga qoyska waa $ 30. Barnaamijka barashada hore, waa $ 125 ee carruur ee ugu horreeyey 12-kii, oo lagu daray $ 12 ilmo kasta oo dheeraad ah, illaa tirada ugu badan ee carruurta leh awoodda ruqsadda.

Barnaamijka barashada hore ee xarunta ayaa ruqsad u haynta awoodda 45 carruur ah. $ 125 ayaa lagu dabaqaa 12 -ka boos ee ugu horreeya ee carruurta. 45 carruur ah oo laga jaray 12 ayaa ka baxay 33 boosaska carruurta ah. $ 12 x 33 boosaska carruurta = $ 396. Ku dar $ 125 ee 12 -ka carruur ay ugu horreysa oo leh $ 396 boosaska haray ee caruurta waa $ 33, iyo wadarta lacagta khidmadda ruqsadda sannadlaha ah ee xaruntan waa $ 521.

Barnaamijka barashada hore ee xarunta waxaa la siiyay liisanka bilowga Sebtember 2, 2014, sidaa darteed taariikhda sannad-guuradooda waa 2-da Sebtembar kasta. Maadaama lacagta khidmadda sannadlaha ahi ay tahay 30 maalmood oo taariikda ah ka-hor taariikhda sannad-guurada, lacagta khidmadda sannadlaha ah ee xaruntu waxay ku eeg tahay (ama in la dhiibo) Ogoosto 3 sannad kasta.

Waxaa jira dhowr arrimood oo go'aaminaaya awoodda ruqsad ee xarunta xannaanada carruurta, iyo waqtiga codsiga, uma badna in awoodda la go'aamin doono. Sababtan awgeed, $ 125 ayaa la rabaa marka la codsado barnaamijyada xarunta ku salaysan, iyo wixii lacagta khidmad ah ee haray waa in la bixiyaa ka-hor intaan la bixin laysanka bilowga ah.

WAC 110-300-0425(3) wuxuu qeexayaa shuruudaha u-hoggaansanaanta sannadlaha ah marka lagu daro lacagta khidmadda ruqsadda sannadlaha ah.

WAC 110-300-0402

Changing early learning program space or location

(1) An early learning provider must notify the department prior to making a change to early learning program space that may impact the health, safety, or welfare of enrolled children. Such changes include, but are not limited to:

(a) Moving early learning programs to a different residence, building, or facility (even if the new location is on the same premises);

(b) An early learning program altering a planned use of space including, but not limited to, the ages of children served in a room or previously unlicensed areasModifying facilities in a way that requires a permit under the Washington state building code or by a local jurisdiction, such as remodeling or renovating early learning program space; and

(c) Changing outdoor play areas, such as adding or altering the type of surface or altering stationary climbing or play equipment.

(2) An early learning provider must submit to the department the new proposed floor plan prior to making changes under subsection (1)(a) through (c) of this section.

(3) An early learning provider planning a change under subsection (1)(a) of this section must also:

(a) Submit a complete application, pursuant to WAC 110-300-0400, as soon as the provider plans to move and has an identified address, but not more than ninety calendar days before moving;

(b) Not significantly change or move a center early learning program until the department has first inspected the new location and determines it meets the requirements in this chapter and RCW 43.216.305; and

(c) Not operate a family home early learning program for more than two weeks following the move before having the department inspect the new location, pursuant to RCW 43.216.305.

RCW 43.216 wuxuu dejiyaa mas'uuliyadda DCYF ee ilaalinta daryeelka caafimaadka iyo badbaadada carruurta iyadoo la fulinaayo shuruudaha ruqsadda. Si si hufan loogu guto waajibaadkan, DCYF waa inay ogeysiisaa rukhsadlaha ka-hor inta aan isbeddello la samayn oo saamayn kara caafimaadka, badbaadada ama daryeelka carruurta diiwaangashan. Isbeddelada noocaan ah waxaa ku jiri kara xaalado kala duwan. Waxaa laga yaabaa inay tahay qorshe lagu kala beddelayo fasallada u dhexeeya kooxyaha da'da carruurta, la isticmaalo qol aan hore shati u lahayn, loo kala qaybiyo meel ballaaran laba meelood oo yar-yar ama loo sameeyo meel bannaan oo aad u shaqaysa iyadoo lagu daraayo musqusha. Kuwaani waa tusaalooyin yar oo xaalado u dammaanad qaadaya ogeysiinta DCYF.

Wargelinta DCYF ka-hor isbeddellada waxay ku siinaysaa fursad aad dib ugu eegto qorshayaasha oo waxay bixisa kaalmo farsamo oo la xiriirta xeerarka WAC. Waxay u oggolaanaysaa bixiyaha barashada hore fursad uu ku ogaado dhibaatooyinka kaga iman kara iyo inuu sugo qaraarro, laga yaabo inuu waqti badbaadiyo, lacag ama jahawareer.

Iyadoo ku xiran noocayada isbeddelka, talooyin dheeraad ah ayaa laga yaabaa in loo baahdo. Markay ku habboon tahay, DCYF waxay samayn kartaa dib-u-fiirinta qorshaha sagxadda, waxay suurtogal tahay in la barto ama la codsado la-tashiga khabiirka caafimaadka DCYF ama Maareeyaha Dabka Gobolka. Intaa waxaa dheer, isbeddelada qaarkood ayaa laga yaabaa inay u baahdaan inuu kormeero Maareeyaha Dabka Gobolka ama ay oggolaadaan hay'adaha dawladda hoose. Isbeddellada qaab-dhismeedka sida ka-saaridda darbiga ama ku-daridda qol ayaa laga yaabaa inay u baahdaan oggolaansho iyo kormeer mas'uuliyiinta dhismaha deegaanka ama hay'adda qorshaynta. Haddii bixiyaha waxbarashada hore uu damco in barnaamijku sii shaqeeyo, DCYF waxay dib u eegi doontaa qorshaha, si loo hubiyo in carruurtu ammaan yihiin inta dhismuhu socdo ka-dibna waxay baari doonaan meesha cusub ka-hor inta aysan u furin daryeelka carruurta.

Isbeddellada ku yimaadda deegaanka dibedda ayaa sidoo kale keeni kara khataraha carruurta. Bixiyuhu wuxuu ku dari karaa qayb cusub oo ah qalabka ciyaaraha fuulitaanka dibadda, beddeli karaa nooca daboolka dhulka ama beddeli karaa xayndaabka barxadda ciyaarta. Wargelinta hore ee qorshayaasha wakaaladda waxay taageertaa kalsoonida bixiyaha, waxayna yaraysaa suurtogalnimada in sixitaan loo baahdo marka la dhammaystiro mashruuca.

Haddii ay dhacdo in adeeg bixiyaha waxbarashada hore u guuri doono, ama cinwaan cusub ama meel cusub ama dhisme isku guri ah, waa in la soo gudbiyaa arji. Wargelinta waqtigeedii ah ee guuritaanka barnaamijka iyo soo gudbinta arjiga ayaa muhiim ah si DCYF iyo bixiyaha waxbarashada hore ay u wada xiriiri karaan isla markaana isku dubaridi karaan, si loo hubiyo in kormeerka goobta cusub la sameeyo si daryeelka carruurta aan la joojin.

Barnaamijka barashada hore ee xarunta oo u guuraya goob dhismo oo cusub ayaa laga yaabaa inuusan ka shaqayn meesha cusub ilaa ruqsad loo siiyo cinwaanka cusub. Barnaamijka barashada hore ee guriga qoyska, si kastaba ha ahaatee, wuxuu soo gudbin karaa codsi aan ka badnayn 90 maalmood ka-hor guuritaankooda, waxaana laga yaabaa inuu ka shaqeeyo goobta cusub ilaa laba toddobaad, taasoo u oggolaanaysa wakhti DCYF inay samayso kormeerka. Haddii bixiyaha sameeyo ama ku dhaqaaqo isaga oo aan ogeysiin DCYF iyo u soo gudbin codsi, shatiga waa la xirayaa.

Bixiyaha barashada hore ee guriga qoyska, Misha, ayaa qoob cusub ula guurayso qoysaska guri cusub. Misha waxay ku ogeysiisaa DCYF iimayl inay iibsaneeyso guri cusub. Goorta dalabka guriga la aqbalo Misha guriga cusub, taariikhda guuritaanka la qorsheeyey waa 120 maalmood. Bisha waxay sugaysaa inay soo gudbiso arjiga ilaa aan ka badnayn 90 maalmood ka-hor guuritaanka. Marka Misha guurto, waxay sii wadaneeysaa bixinta daryeelka guriga cusub. DCYF waxay kormeer ku samaynayaan guriga cusub laba toddobaad gudahood marka loo guuro.

WAC 110-300-0410

License and program location

(1) An applicant for a license under this chapter must be at least eighteen years old.

(2) A licensee refers to the individual or organization:

- **(a) Whose name appears on a license issued by the department;**
- **(b) Responsible for complying with the standards in this chapter, chapter 43.216 RCW, chapter 110-06 WAC, and other applicable laws and rules;**
- **(c) Responsible for training early learning program staff on the foundational quality standards in this chapter; and**
- **(d) Who resides on the early learning program premises (family home child care only), pursuant to RCW 43.216.010.**

(3) Early learning program space must be located:

- **(a) On a site free from known environmental hazards;**
- **(b) In an area where nonemergency services and utilities can serve the early learning program space; and**
- **(c) In an area served by emergency fire, medical, and police during the hours the early learning provider provides care to children.**

(4) An early learning provider must prevent enrolled children from being exposed to the following known hazards within and around the licensed premises:

- **(a) Lead based paint;**
- **(b) Plumbing and fixtures containing lead or lead solders;**
- **(c) Asbestos;**
- **(d) Arsenic, lead, or copper in the soil or drinking water;**
- **(e) Toxic mold; and**
- **(f) Other identified toxins or hazards.**

(5) An early learning provider must place address numbers or signage on the outside of the house or building that contains the early learning program space. The numbers or signage must be legible and plainly visible from the street or road serving the premises.

(6) A license applicant planning to open an early learning program in the designated Tacoma smelter plume (counties of King, Pierce, and Thurston) must contact the state Department of Ecology (DOE) and complete and sign an access agreement with DOE to evaluate the applicant's property for possible arsenic and lead soil contamination.

Qaybta ruqsadaani waxay tilmaamaysaa goobta barnaamijka waxbarashada hore iyo mas'uuliyadaha shati-bixiyaha, iyadoo ay jiraano jawiga nabdoon oo ay muhiim u tahay waajibaadkooda Qofka shatiga haysta waa qofka ama hay'adda uu magaciisu ku qoran yahay laysanka oo ugu dambeeyn mas'uulka ka noqon doona u hoggaansanaanta shuruudaha federaalka iyo gobolka, iyo sidoo kale wanaagga guud ee carruurta. Hal qayb oo ka mid ah mas'uuliyaddaan ayaa hubinaysa in dhammaan xirfadlayaasha waxbarashada hore ee barnaamijka barashada hore ay yaqaanaan shuruudaha ruqsadda oo ay raacaan siyaasadaha barnaamijka si loo hubiyo u hoggaansanaanta.

WAC 110-300-0110 wuxuu qeexayaa shuruudaha siyaasadda shaqaalaha iyo tababarka.

WAC 110-300-0111 wuxuu qeexayaa shuruudaha kormeerka shaqaalaha.

Qayb kale oo muhiimka ah oo ka mid ah mas'uuliyadda shati-qaadashada ayaa qaadaaya tallaabo lagu hubinaayo badbaadada deegaanka ee xarunta waxbarashada hore iyo goobta. Markaad dooranayso dhismaha iyo goobta barnaamijka waxbarashada hore, bixiyaha waxbarashada hore waa inuusan u qaadan inuu yahay jawi nabdoon. Khataraha iyo dhibaatada had iyo jeer ma muuqdaan oo bixiyaha waxbarashada hore waa inuu si firfircoon u sahmiyaa una baaraa xarunta iyo goobta, si loo ilaaliyo caafimaadka iyo badbaadada carruurta.

Iyadoo la filaayo xaaladaha deg-deg ah oo mustaqbalka ah, bixiyaha waxbarashada hore waa inuu xaqiijiyaa meesha ay ugu adeegto dab-demiska, adeegyada caafimaadka iyo booliiska, iyo in baabuurta gurmadka ah ay awoodaan inay galaan oo helaan xarunta. Tusaale ahaan, xarun ay adag tahay in la tago sababtoo ah waxaa laga gali karaa oo keliya hal wado, wado buundada soo duntay ayaa laga yaabaa inaysan ahayn meel ku habboon daryeelka carruurta.

WAC waxay tilmaantay khataraha bay'adeed ee halista ah oo si xun u saamayn kara caafimaadka, badbaadada iyo horumarka carruurta iyo mararka qaarkood dadka waaweyn. Tusaale ahaan, dhismayaasha la dhisay ka-hor 1978kii waxay u badan tahay inay leeyihiin rinjiga macdanta leedhka leh. Carruurta way ku sumayn karaa haddii ay cunaan jajabka rinjiga oo dhalaalaya ama ku neefsada boorka rinjiga leedhka ku salaysan.[296] Sidoo kale, asbestos -ka, oo dhaawici kara sambabada, ayaa si weyn loo adeegsan jiray ka-hor horraantii 1970-yadii. Biyo aan la maamulin oo daata iyo qoyaanku waxay ka dhalan karaan kobaca caaryada ee dhismayaasha iyo guryaha. Soo-gaadhistu waxay sababi kartaa hargab ama xasaasiyad sida calaamadaha ah.[297]

Qalabka lagu cabo ama lagu diyaariyo cuntada waxaa ku jiri kara macdanta "lead" ama naxaas. Macdanta "lead" iyo naxaasta ayaa laga yaabaa inay biyaha ka soo galaan tuubooyin waxayna keeni karaan dhibaatooyin caafimaad oo waaweyn marka la isticmaalo. Haddii laga helo macdanta "lead" ama naxaas, tubbada biyaha ayaa u baahan in wax laga qabto ama qorshe la hirgeliyo, si looga hortago soo-gaadhista carruurta.

WAC 110-300-0235 wuxuu sharraxayaa waxyaabaha ku habboon qalabka biyaha iyo biyaha ceelka.

WAC 110-300-0400 wuxuu qeexayaa qalabka arjiga loo baahan yahay.

Barnaamijyada waxbarashada hore ee xarunta, qaban-qaabinta booqashada suurtogalka ah ee DCYF ama dib-u-eegista qorshaynta shatiyaha iyo helitaanka khabiirka caafimaadka, ka-hor inta aan laysinka lagu siin, waxaa laga yaabaa inay waxtar ku leedahay in laga wada hadlo khataraha iman kara, goobaha laga helo gargaar farsamo iyo in la qiimeeyo suurtogalnimada ruqsad siinta dhismaha iyo hantida.

296 Xarumaha Xakamaynta iyo Ka -hortagga Cudurrada, "Ka -hortagga Sunta Liidhka Carruurnimada," oo laga heli karo **www.cdc.gov/nceh/lead/prevention/sources/paint.htm**, oo la cusboonaysiiyay

297 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Qaab", oo laga heli karo **www.cdc.gov/mold/faqs.htm**, oo la cusboonaysiiyay Ogosto 11, 2020.

WAC 110-300-0415

Zoning, codes, and ordinances

(1) The department adopts and incorporates by reference the Washington state building code (chapter 19.27 RCW), as now and hereafter amended.

(2) Early learning program space must comply with the Washington state building code or local building code as enacted at the time of licensure. Facility modifications must comply with WAC 110-300-0402.

(3) Prior to licensing, an applicant must contact state, city, and local agencies that regulate the early learning program. An early learning provider must obtain regulations and comply with the direction given by such agencies. These agencies may include, but are not limited to, the Washington state department of labor and industries, the Washington state fire marshal, the Washington state department of health, and local health jurisdictions.

(4) Prior to licensing, a center early learning applicant must:

(a) Have a certificate of occupancy issued by the local building, planning, or zoning department, or a local equivalent if locality does not have the certificate of occupancy; and

(b) Be inspected and approved by the state fire marshal.

DCYF ma'aha hay'adda guud oo keliya oo xeerarkeeda iyo shuruucda ay saameeynayaan barnaamijka waxbarashada hore. Tusaale ahaan, Waaxda Shaqada iyo Shaqaalaha ee Gobolka Washington "Washington State Department of Labor and Industries (L&I)", Washington State Fire Marshal, Waaxda Caafimaadka ee Gobolka Washington "the Washington State Department of Health (DOH)" iyo maamullada caafimaadka maxalliga ah dhammaantood waxay awood u leeyihiin dhinacyo gaar ah oo ah barnaamijka waxbarashada hore. Ruqsad-qaadaha ayaa sidoo kale mas'uul ka ah helitaanka iyo u hoggaansanaanta xeerarka dhismaha iyo dabka ee ku habboon. Haddii hay'adaha noocan ahi leeyihiin shuruudo adag ama marka lagu daro Heerarka Tayada Aasaasiga ah, bixiyaha waxbarashada hore waa inuu u hoggaansamaa shardiga adag looga baahan yahay.

Tusaalooyinka suurtagalka ah waxaa ka mid noqon kara:

- L&I waxay u baahan tahay in la baaro kululeeyaha biyaha barnaamijka barashada hore ee guriga qoyska.
- Magaaladu waxay ugu baahan tahay barnaamij waxbarashada hore ee xarun ah in loogu daro laba meelood baabuurta la dhigto oo ku salaysan culayska degenaanshaha dhismaha.
- Kormeeraha dabku wuxuu u baahan yahay in bakhtiiyeyaasha dabka loo raro meelo ama dabaqa hoose.
- Bixiyuhu wuxuu ku darayaa qol jiif gurigooda si uu u kordhiyo awoodda bannaan ee ruqsada leh oo DOH waxay u baahan tahay inay ku beddelaan taangiga septic-ga ee 900-gallon ah 1.000 gallon oo taangiga septic-ga ah.

Barnaamijka barashada hore ee xarunta waa inuu helaa Shahaadada Deggenaanshaha "Certificate of Occupancy (CO)", Ogolaanshaha Isticmaalka Shuruudda leh "Conditional Use Permit (CUP)" ama dukumiinti kale oo rasmi ah oo ay soo saartay dhismaha ama maamulka aagga deegaanka. Dukumentigan wuxuu muujinayaa in dhismaha barnaamijka ama boosaska ay oggolaadeen awoodda maxalliga ah ee loogu talagalay isticmaalka xannaanada carruurta iyo waxbarashada hore. Barnaamijka barashada hore ee xarunta CO waa inuu u aqoonsadaa dhismaha in loo qoondeeyay midkood E (waxbarasho) ama I (Hay'ad) si loo siiyo ruqsad. Haddii CO ay muujiso koox kale oo aagaga deegaanka, beddel ayaa laga codsan karaa magaalada ama waaxda qorshaynta degmada. Waxaa muhiim ah in la ogaado in meelaha qaarkood, helidda ama beddelidda CO ay qaadan karto waqti dheer iyo in la bilaabo isgaarsiinta haboon sida ugu dhakhsaha badan ee suurtogalka ah.

Bixiyaasha barashada hore ee guriga qoyska loogama baahna inay haystaan CO, laakiin waxaa lagu dhiirigelinayaa inay ka hubiyaan milkiilaha guriga (haddii ay kireysanayaan) iyo Ururka Mulkiileyaasha Guriga ee maxalliga ah ee axdiyada (haddii ay khuseyso) xannibaadaha ku saabsan ku qabashada ganacsiga guriga.

Barnaamijyada barashada hore ee xarunta waa inay helaan oo ka gudbaan kormeer ka socda Maareeyaha Dabka ee Gobolka ka-hor inta aan la bixin ruqsada. Marka la helo codsiga dhammayskatiran, DCYF waxay la xiriiri doontaa Xafiiska Dabka ee Gobolka waxayna soo gudbin doontaa codsiga. Barnaamijyada barashada hore ee guriga iyo xarunta qoysku waa inay u diyaariyaan kormeerka badbaadada dabka ee sannadlaha ah wakaaladdooda ee dawladda hoose.

WAC 110-300-0170 wuxuu qeexayaa shuruudo dheeraad ah oo ku saabsan kormeerka dabka ee sannadlaha ah iyo badbaadada dabka.

Golaha Xeerka Dhismaha ee Gobolka Washington. Waxaa loo sameeyay in uu kala taliyo Xeer-dejinta arrimaha calaamada koodka dhismaha. Wuxuu bixiyaa noocyada muhiimka furayaasha gobolka, macluumaadka iyo ilaha.
https://sbcc.wa.gov/

Waaxda Caafimaadka ee Gobolka Washington "Department of Health (DOH)" waxay ka shaqaysaa ilaalinta iyo hagaajinta caafimaadka dhammaan dadka ku nool Gobolka Washington.
www.doh.wa.gov

Waaxyada iyo Degmooyinka Caafimaadka Degmada Washington. Bogga DOH oo leh macluumaadka xiriirka iyo isku xirka shabakadda waaxda caafimaadka ee degmo kasta ee Gobolka Washington.
www.doh.wa.gov/AboutUs/PublicHealthSystem/LocalHealthJurisdictions

Waaxda Shaqada & Warshadaha ee Gobolka Washington (L&I) waxay u heellan tahay badbaadada, caafimaadka iyo amniga shaqaalaha Washington.
www.lni.wa.gov

Xafiiska Dab-demiska Gobolka. Macluumaad, xog iyo ilo la xiriira dabka.
www.wsp.wa.gov/state-fire-marshals-office

WAC 110-300-0420

Prohibited substances

(1) Chapter 70.160 RCW prohibits smoking in public places and places of employment.

(2) Pursuant to RCW 70.160.050, an early learning provider must:

- **(a) Prohibit smoking, vaping, or similar activities in licensed indoor space, even during nonbusiness hours;**
- **(b) Prohibit smoking, vaping, or similar activities in licensed outdoor space unless:**
  - **(i) Smoking, vaping or similar activities occurs during nonbusiness hours; or**
  - **(ii) In an area for smoking or vaping tobacco products that is not a "public place" or "place of employment," as defined in RCW 70.160.020.**
- **(c) Prohibit smoking, vaping, or similar activities in motor vehicles used to transport enrolled children;**
- **(d) Prohibit smoking, vaping, or similar activities by any provider who is supervising children, including during field trips;**
- **(e) Prohibit smoking, vaping, or similar activities within twenty-five feet from entrances, exits, operable windows, and vents, pursuant to RCW 70.160.075; and**
- **(f) Post "no smoking or vaping" signs. Signs must be clearly visible and located at each building entrance used as part of the early learning program.**

(3) An early learning provider must:

- **(a) Prohibit any person from consuming or being under the influence of alcohol on licensed space during business hours;**
- **(b) Prohibit any person within licensed space from consuming or being under the influence of illegal drugs or prescription drugs to the extent that it interferes with the care for children as required by this chapter;**
- **(c) Store any tobacco or vapor products, or the packaging of tobacco or vapor products in a space that is inaccessible to children;**
- **(d) Prohibit children from accessing cigarette or cigar butts or ashes;**
- **(e) Store any cannabis or associated paraphernalia out of the licensed space and in a space that is inaccessible to children; and**
- **(f) Store alcohol in a space that is inaccessible to children (both opened and closed containers).**

(4) A center early learning provider must prohibit any person from using, consuming, or being under the influence of cannabis in any form on licensed space.

(5) A family home early learning provider must prohibit any person from using, consuming, or being under the influence of cannabis products in any form on licensed space during business hours.

Walxaha halista ah ayaa laga mamnuucay barnaamijyada barashada hore ee ruqsada haysta. Waxaana ka mid ah waxyaabaha tubaakada sida sigaarka, sigaarka badiicada iyo baabka sigaarka. “Cabitaanka Sigaarka waa sababta ugu horreysa ee lagaga hortegi karo dhimashada dalka Mareekanka.”[298] Sigaar cabiddu khatar kaliya uma aha qofka sigaarka cabo, laakiin sidoo kale waxay saamayn caafimaad oo weyn ku leedahay kuwa u dhow qofka sigaarka cabba iyo kuwa ku sugan meelaha sigaarka lagu cabaayo.

298 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, “Sigaarka & Isticmaalka Tubaakada,” waxaa laga heli karaa **www.cdc.gov/tobacco/data_statistics/fact_sheets/health_effects/effects_cig_smoking/index.htm**, oo la cusbooneysiiyay Abriil 28, 2020.

Qiiqa sigaarka ee qofka-labaad ee lala joogo waa qiiqa gubanaaya alaabta tubaakada iyo qiiqa uu cabo qof sigaar cabba. Qiiqa waxaa ku jira boqollaal kiimiko sun ah.[299] Sida laga soo xigtay Xarunta Sharciga Caafimaadka Dadweynaha,

"Dhallaanka iyo carruurta, oo weli jirkoodu kobcayo, waxay u badan tahay inay la kulmaan waxyeello caafimaadka ah marka ay soo gaaraan qiiqa sigaarka. Qiiqa sigaarka la cabbo waa sabab la og yahay:

- Xaaladda Dhimashada Dhallaanka ee Degdegga ah "Infant Death Syndrome"
- Infekshannada hawo-mareenka oo ay suurtagal tahay inay dilaan, sida boronkiitada iyo oof-wareenka
- Calaamadaha neefsashada, oo ay ku jiraan qufac, xaako, xiiq iyo neefsashada yaraato
- Weerarada xun oo daran ee cudurka neefta soo noqon-noqda
- Caabuqyada dhegta dhexe, oo inta badan la xiriira dhibaatooyinka maqalka"[300]

"Carruurta qabta neefta, neefsashada qiiqa sigaarka qofka gacanta labaad waxay u horseedi kartaa weerarka neefta. Ku dhicida weerarka neefta wuxuu noqon karaa mid aad u daran oo ilmo loo diri karo isbitaalka. Mararka qaarkood neefta ayaa aad u daran oo ilmuhu u dhintaa."[301]

CFOC waxay ka digaysaa sigaarka gacanta saddexaad: "Qiiqa gacan-saddexaad waxaa lagu tilmaamayaa gaasas iyo walxo ku dhegga timaha, dharka dadka sigaarka cabba, barkimooyinka, roogagga iyo qalabka dibedda ka dib qiiqa tubaakada ayaa u muuqda inoo baabi'yey. Ashyaada Haraaga waxaa ka mid ah biraha culus, kansarka iyo xitaa qalabka shucaaca ee carruurta yaryari ay ku heli karaan gacmahooda oo ay cuni karaan, gaar ahaan haddii ay gurguurayaan ama ku ciyaarayaan dhulka. Sunta haraaga ah ee ka timaada sigaarka waqtiyada aysan carruurtu isticmaalin booska waxay kicin kartaa neefta iyo xasaasiyadda marka carruurtu ay isticmaalaan booska."[302]

Si looga ilaaliyo carruurta qiiqa gacan labaad iyo gacan saddexaad, Heerarka Tayada Aasaasiga ahi waxay ka mamnuucayaan sigaar cabidda meelaha ruqsadda leh (xitaa saacadaha aan la shaqaynaynin), baabuurta loo isticmaalo in lagu qaado carruurta iyo waa in ay u jirtaa 25 cagood gudahood meelaha laga soo galo, daaqadaha iyo meelaha hawadu ka soo gasho. Marka sigaarku ku dhaco meel aan ruqsad u haysan, waa inaan loo oggolaan inuu u gudbo ama u baxsado meel ruqsad haysata.

Mamnuucidani waxay ku sii fidaysaa uumiga, maadaama uumiga ka yimaada qalimaanta vape ama aaladda sigaarka elektaroonigga ah ay ku jiraan kiimikooyin waxyeello u geysan kara carruurta. Intaa waxaa dheer, carruurtu waa ay sumoobi karaan haddii ay cabbaan dareeraha ku jira aaladaha keenista nikotiinta ama dib u buuxiya, oo xitaa way xanuunsan karaan haddii dareeraha maqaarku ku dhaco.[303]

Si loo sii ilaaliyo caafimaadka, badbaadada iyo horumarka carruurta, bixiyaasha waxbarashada hore waa inay hubiyaan inay ku jiraan xaalad miyir qabta oo wax -qabad leh inta ay xannaaneynayaan carruurta. Haddii bixiyaha waxbarashada hore uu sakhraansan yahay oo cabay mukhaadaraad, xashiishadda, cabitaanka khamriga ama daawooyinka dhakhtar qoro ee si khaldan loo isticmaalo, go'aan qaadashooda waxay noqon kartaa mid daciif ah oo jawaabtoodu dib u dhacdo.

La xiriirka shaqaalaha iyo waalidiinta ama mas'uuliyiinta arimaha tubaakada, maandooriyaha iyo khamriga oo cad ama qeexan waa muhiim. Tani waxay gacan ka geysan doontaa hubintaanka in carruurta daryeelka lagu haayo ay ku sugan yihiin jawiga ugu ammaansan uguna caafimaadka badan. Si loo hirgeliyo siyaasadaha, tilmaamaha si cad u qoran waa in lagu daraa ama la siiyaa shaqaalaha iyo buug -gacmeedka waalidka, macluumaadkana waxaa lagu dhajin karaa darbiyada xarunta dhexdeeda. Boorar, sawirro ama calaamado ayaa sidoo kale noqon kara wada hadal qiimo leh haddii qoysasku bilaabaan inay carruurtooda ula soo dhowaadaan mawduucyada khamriga, daroogada iyo tubaakada.

299 Xarumaha Xakamaynta iyo Ka -hortagga Cudurrada, "Sigaar -cabidda & Isticmaalka Tubaakada," oo laga heli karo **www.cdc.gov/tobacco/data_statistics/fact_sheets/secondhand_smoke/general_facts/index.htm**, oo la cusbooneysiiyay Janaayo 17, 2018.

300 Xarunta Sharciga Caafimaadka Dadweynaha, "Daryeelka Carruurta ee bilaa Sigaarka ah: Dulmarka Siyaasadda," laga heli karo **www.publichealthlawcenter.org/sites/default/files/resources/phlc-fs-smokefreechildcare-2011.pdf**, la daabacay 2011.

301 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Sidaan Carruurteena uga ilaalin karnaa sigaar -cabbista Tusaha Waalidka," ee laga heli karo **www.bcsssd.k12.nj.us/cms/lib/NJ01000535/Centricity/Domain/45/protect_children_guide.pdf**, la cusbooneeysiiyey October 7, 2020.

302 American Academy of Pediatrics, Ururka Caafimaadka Dadweynaha Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Caruurteena.* 391

303 Daawada John Hopkins, "Miyay Ammaan tahay in Carruurta Lagu Haro," laga heli karo **www.hopkinsallchildrens.org/Patients-Families/Health-Library/HealthDocNew/Is-It-Safe-to-Vape-Around-Children#:~:text=It's%20not%20safe%20to%20use,nicotine%20delivery%20devices%20or%20refills**, la cusbooneeysiiyey October 7, 2020.

WAC 10-300-0450 waxay u baahan tahay macluumaad la xiriira khamriga, tubaakada, isticmaalka xashiishadda iyo mamnuucidda daroogooyinka sharci -darrada ah waxay ku jiraan buugga waalidka ama mas'uulka.

Daryeelka Carruurta ee bilaa Sigaarka ah: Dib-u-eegista Siyaasadda. Daabacaadda Xarunta Sharciga Caafimaadka Dadweynaha oo ku saabsan waxyeellada qiiqa sigaarka cabitaanka qofka labada ee carruurta ee goobaha waxbarashada hore
www.publichealthlawcenter.org/sites/default/files/resources/phlc-fs-smokefreechildcare-2011.pdf

Sidaan Carruurteena uga ilaalin karno qiiqa gacanta labaad; Hagaha Waalidka. Xarumaha Xakamaynta iyo Kahortagga Cudurrada "Centers for Disease Control and Prevention (CDC) "oo leh macluumaad ku saabsan saameynta sigaarku ku leeyahay carruurta.
www.bcsssd.k12.nj.us/cms/lib/NJ01000535/Centricity/Domain/45/protect_children_guide.pdf

Tubaakada iyo Agabka Alaabta iyo Uumiga. Bogga Waaxda Caafimaadka ee Gobolka Washington "Department of Health (DOH)" oo leh xiriiryo calaamado 'Sigaar La'aan' oo ku qoran luuqado badan.
www.doh.wa.gov/YouandYourFamily/Tobacco/Resources

Qiiqa Tubaakada Gacanta labaad iyo Caafimaadka Qoyskaaga. Buug-yaraha Wakaaladda Ilaalinta Deegaanka ee Maraykanka "Enviromental Protection Agency (EPA)" oo leh macluumaad iyo talooyin qoysaska ku qoran luuqadaha Ingiriis iyo Isbaanish.
www.epa.gov/sites/production/files/2014-09/documents/trifold_brochure.pdf

WAC 110-300-4025

Initial, nonexpiring, dual licenses and license modification

(1) The department may issue an initial license when an early learning program applicant demonstrates compliance with health and safety requirements of this chapter but may not be in full compliance with all requirements, pursuant to RCW 43.216.315.

(a) An initial license is valid for six months from the date issued.

(b) At the department's discretion, an initial license may be extended for up to three additional six-month periods, not to exceed a total of two years.

(c) The department must evaluate the early learning provider's ability to follow requirements contained in this chapter during the initial license period.

(2) The department may issue a nonexpiring license to a licensee operating under an initial license who demonstrates compliance with the requirements of this chapter during the period of initial licensure, pursuant to RCW 43.216.305.

(3) A licensee must submit annual compliance documents at least thirty calendar days prior to that provider's anniversary date. A provider's anniversary date is the date the first initial license was issued. Pursuant to RCW 43.216.305, the required annual compliance documents are:

(a) The annual nonrefundable license fee;

(b) A declaration on the department's form indicating:

(i) The intent to continue operating a licensed early learning program;

(ii) The intent to cease operation as a licensed early learning program;

(iii) A change in the early learning program's operational hours or dates; and

(iv) The intent to comply with all licensing rules.

(c) Documentation of completed background check applications as determined by the department's established schedule, pursuant to RCW 43.216.270(2); and

(d) For each individual required to have a background check clearance, the early learning provider must verify current background checks or require the individual to submit a background check application at least thirty calendar days prior to the anniversary date.

(4) If a licensee fails to meet the requirements for continuing a nonexpiring license by their anniversary date, the licensee's current license expires. The early learning provider must submit a new application for licensure, pursuant to RCW 43.216.305(3).

(5) Nothing about the nonexpiring license process in this section may interfere with the department's established monitoring practices, pursuant to RCW 43.216.305(4)(a).

(6) A licensee has no right to an adjudicative proceeding (hearing) to appeal the expiration, nonrenewal, or noncontinuation of a nonexpiring license resulting from a failure to comply with the requirements of this section.

(7) A licensee must have department approval to hold dual licenses (for example: An early learning program license and another care giving license, certification, or similar authorization).

(8) If the department determines that a licensee is not meeting all applicable requirements and regulations:

(a) The department and licensee may agree to modify the child care license;

(b) The licensee may give up one of the licenses, certifications, or authorizations; or

(c) The department may suspend, deny, or revoke the early learning license, pursuant to RCW 43.216.325.

(9) An early learning provider must report within twenty-four hours:

(a) To the department and local authorities: A fire or other structural damage to the early learning program space or other parts of the premises;

(b) To the department:

(i) A retirement, termination, death, incapacity, or change of the program director, or program supervisor, or change of ownership or incorporation of a provider;

(ii) When a provider becomes aware of a charge or conviction against themselves, a staff person or, applicable household member, pursuant to WAC 110-06-0043;

(iii) When a provider becomes aware of an allegation or finding of abuse, neglect, maltreatment, or exploitation of a child or vulnerable adult made against themselves, a staff person, or a house hold member, if applicable;

(iv) A change in the number of household members living within a family home early learning program space. This includes individuals fourteen years old or older that move in or out of the home, or a resignation or termination, pursuant to RCW 43.216.390. A birth or death affecting the number of household members must be reported within twenty-four hours or at first opportunity; and

(v) Any changes in the early learning program hours of operation to include closure dates.

(10) Prior to increasing capacity of an early learning program, the licensee, center director, assistant director, or program supervisor must request and be approved to increase capacity by the department.

(11) Licensee, center director, assistant director, or program supervisor must have state fire marshal or department approval and comply with local building ordinances following a significant change under WAC 110-300-0402(1)(a) through (c), if applicable.

(12) Licensee, center director, assistant director, or program supervisor must notify the department within thirty calendar days when liability insurance coverage under RCW 43.216.700 has lapsed or been terminated.

Marka codsi dhammaystiran oo shati siinta ah ay hesho DCYF, 90 maalmood oo ah waqtiga ruqsadda ayaa bilaabmaysa. DCYF waxay dib-u-eegi doontaa agabyada dalabka, waxayna ku siin doontaa kaalmo kasta oo farsamo oo looga baahan yahay iyo, bixiyaasha waxbarashada hore ee xarunta, waxay kaa codsan doontaa kormeer State Fire Marshal. DCYF waxay sidoo kale samayn doontaa kormeerka ruqsadda bilowga ah iyo booqashooyinka dabagalka ee looga baahan yahay. Muddada 90-ka maalmood gudaheeda, DCYF waa inay ku siisaa liisanka bilowga ah, ama ay diido codsiga.

Shatiga Codsadaha Qaabka

Marka codsaduhu muujiyo u hoggaansanaanta Heerarka Tayada Aasaasiga ah, DCYF waxay bixin doontaa liisanka bilowga ah. Muddada liisanka bilowga ah ee lixda bilood ah, waxaa loogu talagalay in lagu oggolaado barnaamijka waxbarashada hore inuu bilaabo daryeelka ilmaha iyo hawlgalka waxbarashada hore iyo inuu si buuxda u hoggaansamo WAC. DCYF waxay samayn doontaa booqasho ay ku fiirineeyso barnaamijka waxayna ku siin doontaa kaalmo farsamo lixda bilood ee ugu horreysa ruqsadda. Haddii loo baahdo waqti dheeri ah si loo helo u-hoggaansanaanta buuxda, DCYF waxay bixin kartaa ruqsad bilow ah oo laga yaabo in la kordhiyo illaa saddex bilood oo dheeraad ah oo lix bilood ah, oo aan ka badnaan wadar ahaan laba sano. Marka bixiyaha waxbarashada hore muujiyo u hoggaansanaanta buuxda ee Heerarka Tayada Aasaasiga ah, DCYF waxaa laga yaabaa inay soo saarto ruqsad aan dhicin.

WAC 110-300-0443 wuxuu qeexayaa shuruudaha la xiriira diidmada iyo falalka kale ee fulinta.

Sannad kasta, qof shati haysta waa inuu soo gudbiyaa dukumeentiyada u hoggaansanaanta sannadlaha ah. Dukumentigaan wuxuu u adeegaa sidii ogeysiin DCYF haddii bixiyaha waxbarashada hore uu sii wadi doono shaqada iyo u ballanqaadka bixiyaha si uu ugu hoggaansamo Heerarka Tayada Aasaasiga ah. Dukumentiyada looga baahan yahay waxaa ka mid ah lacagta khidmadda ruqsadda sannadlaha ah iyo xaqiijinta xaaladda baarista taariikhda dhammaan shaqaalaha, mutadawiciinta iyo xubnaha qoyska ee bixiyaasha guriga qoyska oo looga baahan yahay inay helaan oggolaanshaha baaritaanka asalka. Soo gudbinta sanadlaha ah ee xaaladda baaritaanka asalka waxay siisaa DCYF iyo bixiyaha barashada hore xaqiijinta cadeemaha joogtada ah ee shaqaalaha iyo mutadawiciinta awood u helitaanka carruurta daryeelka.

Dhammaan dokumentiyada u-hoggaansanaanta sannadlaha ah ee looga baahan yahay waxay ku eeg yihiin 30 maalmood ka-hor sannad -guurada taariikhda barnaamijka barashada hore ay helay liisanka hore. Nidaamyadan sanadlaha ah waxay siiyaan bixiyaha waxbarashada hore fursad uu ku qiimeeyo u hoggaansanaanta WAC iyo howlaha ku dhaqamada mustaqbalka.

WAC 110-300-0401 wuxuu qeexayaa shuruudaha la xiriira ruqsadda khidmadaha

WAC 110-06 wuxuu sharraxayaa shuruudaha baaritaanka asalka

Dhacdada dukumiintiyada u hoggaansanaanta sanadlaha ah oo aanan la helin taariikhda sannad -guurada, shatigu wuu dhacayaa waana in barnaamijka barashada hore la xiraa. Bixinta xanaanada cunugga iyadoona ruqsad loo haysan waa sharci-darro in sidaas la sameeyo, waxaa laga yaabaa in adeeg-bixiyaha waxbarashada hore la mariyo ciqaab madani ah iyo mid dembiyeedba. Intaas waxaa sii dheer, sababta ruqsadda loo xiray, bixiyaha barashada hore ma helaayo xaqa dacwad qaadista (dhegeysiga) si uu racfaan uga qaato dhicitaanka marka uu ku guuldareysteen inay u hoggaansamaan shuruudaha qaybtan.

Bixiyaha waxbarashada hore oo danaynaaya inuu haysto liisanka ama shahaadada la mid ah oo ka socota hay'ado badan, waa inuu oggolaansho ka haystaa labada hay'adood. Tusaalooyinka waxaa ka mid noqon kara bixiyaha waxbarashada hore oo isaguna ruqsad u haysta daryeelka korintanka caruur uusan dhalin ama bixiyaha waxbarashada hore oo isaguna siiya daryeel shaqsiyeed xubin ka tirsan qoyska qaangaarka ah saacadaha daryeelka ilmaha. Xaaladaha noocaan ah waxay loo baahan yahay oggolaansho DCYF iyo wakaaladda kale oo ansixineysa.

Xiriirka bixiyaha waxbarashada hore ee DCYF waa qayb muhiim ah oo ka mid ah ilaalinta caafimaadka iyo badbaadada carruurta. Marka duruufaha loo soo sheego DCYF, bixiyaha waxbarashada hore ayaa fursad u helaayo inuu helo kaalmo farsamo iyo su'aalado in uu weydiiiyo. Tusaale ahaan, isbeddelka xubnaha qoyska ee guriga qoyska ama agaasime cusub ee xarun ayaa laga yaabaa inay khasab ku noqoto soo gudbinta baaritaanka asalka ama dib u eegista shahaadooyinkooda. Tusaale kale, wuxuu noqon karaa dabka ama waxyeellada waxyaalaynta xarunta oo wax u dhimi karta amaanka ama nadagalyada dhismaha, iyo qorshayaasha lagu kordhinaayo kartida ama da'da caruurta loo adeegay, waxay beddeli kartaa muuqaalka laba jibbaaran ee loo baahan yahay ama hagaajinta siyaasadda qoran. Dhacdooyinka noocaan ah, xariirka isgaarsiinta hore waxay ka dhigaysaa inay u fududeeyso kaalmo farsamo oo firfircoon oo ka timaadda shaqaalaha ruqsadda haysta iyo taageeridda barnaamijka waxbarashada hore. Shuruudaha gaarka ah, si loo soo sheego duruufo gaar ah ayaa taageeraya hadafka DCYF si loo taageero loona caawino adeeg bixiyaha barashada hore inuu u hoggaansamo Heerarka Tayada Aasaasiga ah, iyo dadaallada lagu hubinayo wanaagga carruurta.

WAC 110-300-0435

Waiver from department rules—WAC

(1) The department cannot waive a requirement of state law (RCW) or federal law.

(2) Pursuant to RCW 43.216.065, the department may approve a waiver from a rule in this chapter if it does not jeopardize the health, safety, or welfare of the children in care.

(3) An early learning provider's request for a waiver from a rule in this chapter must be:

(a) Submitted in writing on the department's form to the local licensing office;

(b) Approved in writing by the department director or the director's designee prior to the early learning provider implementing the waiver from the rule; and

(c) For a specific program need or child.

(4) A granted waiver may be time specific or may remain in effect for as long as the early learning provider continues to comply with the conditions of the waiver. If the waiver from the rule is time limited, the provider must not exceed the time frame established by the department.

(5) The department may revoke a granted waiver if a licensing rule which was considered in granting the waiver is materially altered or amended.

Ka-dhaafitaanku waa oggolaansho DCYF u oggolaanaayo bixiyaha waxbarashada hore inuusan la kulmin ama qancin xeer cutubkan sababtuna tahay baahiyaha gaarka ah ee barnaamijka ama ilmaha diiwaangashan. DCYF way ka tanaasuli kartaa WAC, laakiin kama tanaasuli karto sharciyada ama xeerarka ay dejiyaan Sharci-dejinta ama dawladda federaalku.

Xaalado gaar ah ayaa mararka qaarkood ka soo baxo barnaamijyada barashada hore taas oo ka horjoogsanaayo inay awood u yeeshaan inay si buuxda ugu hoggaansamaan WAC u gaar ah. Xaaladahaan badanaa waxay dhacaan marka bixiyaha waxbarashada hore u baahdo inuu la kulmo ilmo u baahan baahida shaqsi, shaqaale ama baahiyaha barnaamijka. Xaaladahaan, guriga qoyska ama barnaamijyada barashada hore waxay codsan karaan ka-dhaafitaan ama ka tanaasulaad Heerka Tayada Aasaasiga ah.

DCYF waxay dib-u-eegi doontaa oo oggolaan doontaa ama diidi doontaa ka-dhaafitaan ku salaysan xaaladaha kiis-kiis si loo daboolo baahida ilme ee gaar ah, shaqaale ama baahi barnaamij. DCYF ayaa laga yaabaa inay oggolaato codsi dhaafitaanka haddii ka-dhaafitaanka la soo jeediyo uu bixiyo caddayn cad oo lagu qanci karo in caafimaadka, daryeelka iyo badbaadada carruurta aan khatar la gelin. Dib-u-eegista dhaafitaanka DCYF waxay tixgelin doontaa taariikhda ruqsadda, taariikhda cabashada, tababarka iyo shahaadooyinka shaqaalaha ee barnaamij, iyo sidoo kale wixii macluumaad kale oo la xiriira arinta, sida qorshaha la soo jeediyay ee ah in la waafajiyo muddada loo cayimay ka-dhaafitaanka la oggolaaday. Haddii ka-dhaafitaan la oggolaado, haddii codsiga ka-dhaafitaanku leeyahay taariikh dhammaad ah(ugu dambeeyn) ama uu socdo, bixiyaha waxbarashada hore waa inuu ilaaliyaa una-hoggaansanaanta shuruudaha ama shuruudaha ka -dhaafitaanka inta uu hirgalaayo. Ka-dhaafitaannada waxaa ka noqon karaayo waqti kasta DCYF haddii bixiyaha waxbarashada hore uu ku guuldareeysto inuu u hoggaansami waayey shuruudaha xeerka laga tanaasulay.

DCYF waxay dejisay habraacyo lagu soo gudbinaayo ka-dhaafitaan. Ka-dhaafitaan ayaa la tixgelin doonaa ama dib loo eegi doonaa marka lagu soo gudbiyo la Xariirka Bixiyaha. Codsigu waa inuu aqoonsadaa WAC in laga tanaasulo oo ay la socoto macluumaad faahfaahsan oo ku saabsan sababta barnaamijku waxa ugu baahan yahay ka-dhaafidda iyo sida bixiyaha barashada hore u maareyn doono barnaamijka iyadoo la tixgelinayo caafimaadka, badbaadada iyo daryeelka ilmaha ama carruurta daryeelka ku jira. Ka-dhaafitaan gooni ah, waa in loo dhammaystiraa heer kasta oo shati siinta oo la codsado in laga dhaafo.

Ma jiro hab rafcaan rasmi ah oo diidmada DCYF ee codsiga ka-dhaafida sida ku cad cutubka 110-03 WAC. Si kastaba ha ahaatee, waxaa jira fursad bixiyaha si uu uga horyimaado diidmada ka-dhaafitaanka isagoo raacaya tilmaamaha la bixiyay markii la ogeysiiyay diidmada ka-dhaafka. Khilaafka diidmada ka-dhaafidda waxaa dib-u-eegay guddiga shaqaalaha DCYF si ay go'aan kama -dambeys ah loo gaaro.

Xiriirka gaarka ah dawladda iyo hay'ada shacabka ee DCYF ee qabiilooyinka isbahaysiga federaalku aqoonsan yahay ayaa laga yaabaa inay samayso ka-dhaafitaan ama heshiis isfaham ah, si loo daboolo baahiyaha gaarka ah ee qabiileed oo ka jira barnaamijyada waxbarashada hore. Qabiilada isbahaysiga federaalku aqoonsan yahay waxay xaq u leeyihiin inay soo saaraan heshiisyo isfaham ah iyagoo la kaashanaya DCYF.

Barnaamijka barashada hore wuxuu ku yaalaa hantida dugsiga, wuxuuna leeyahay labo fasal oo ah waxbarashada barbaarinta kahor, oo leh 17 carruur ah fasal kasta. Waxay isticmaali doonaan musqusha ama suuliga hoolka gudihiisa ah, labada musqul oo wiilasha ah iyo labo musqul oo gabdhaha ah. Waxaa jira weel saxan oo leh laba dhinac spigots isla markiiba ku yaalo bannaanka musqulaha oo ay wadaagaan labada fasal. WAC 110-300-0220 waxay u baahan tahay hal suuli iyo hal saxan 15-kii carruur iyo shaqaalahaba. WAC waxay kaloo u oggolaanaysaa shaqaaluhu inay haystaan musqulo iyo weelka waji dhaqa ay ka heli karaan meel ka baxsan dhismayaasha ruqsadda haysta, xaaladdan, waxaa jira musqusha shaqaalaha.

Inkastoo ay jiraan musqulo ku filan ool eh awoodda guud ee 34 carruur ah, haddana ma jiraan weelo gacmaha lagu dhaqo oo ku filan. Dugsigu ma awooda in weelo la darogacmaha lagu dhaqo oo kale. Barnaamijku wuxuu codsan karaa in laga dhaafo shuruudaha saxanka gacmo-dhaqashada oo muujinaya sida ay u hubin doonaan in dhammaan carruurtu ay heli karaan gacmo-dhaqasho habboon kadib marka suuliga ka soo baxaano. Kani waa codsi dhaafitaan sababta oo ah WAC sida u qoran ma buuxin karto shuruudaha xarunta laakiin xaruntu waxay abuuri kartaa qorshe lagu helaayo caafimaadka iyo badbaadada carruurta daryeelka ku jirta.

WAC 110-300-0436

Variance from department rules—WAC

(1) The department cannot provide variance from a requirement in state (RCW) or federal law.

(2) Upon written request of an applicant, licensee, center director, assistant director, or program supervisor, the department may grant a variance from a rule in this chapter if the proposed program alternative does not jeopardize the health, safety, or welfare of the children in care.

(3) A request for variance from a rule in this chapter must be:

(a) Submitted in writing on the department's form to the local licensing office;

(b) Approved in writing by the department director or the director's designee prior to the early learning provider implementing the variance from the rule; and

(c) For a specific program approach or methodology.

(4) A granted variance may be time specific or may remain in effect for as long as the early learning provider continues to comply with the conditions of the variance. If the variance from the rule is time limited, the provider must not exceed the time frame established by the department.

(5) The department may revoke a granted variance if a licensing rule which was considered in granting the variance is materially altered or amended.

Qaabka kala duwanaanshuhu wuxuu u oggolaanayaa barnaamijka barashada hore inuu buuxiyo shuruudaha WAC qaab kale sababtuna tahay qaabka hab gaar ah ama barnaamij gaar ah ama habka barnaamijka waxbarashada hore. Tusaalooyinka qaar ee habka barnaamijka ama qaabka habka waa: ECEAP, Montessori, Waldorf, Baaxadda Sare iyo Habka Reggio Emilia.

A Barnaamijka barashada hore ee xarunta wuxuu ku shaqeeyaa hababka iyo tababarida waxbarid halkaas oo carruurta waa-weyn la siinaayo fursad ay ku qaataan casharada door hoggaamineed, si looga cawiny inay horumariyaan qaddarinta qiimaha u adeegidda dadka kale iyo inay ku dhaqmaan xirfadaha muwaadinnimada sida iskaashiga, la xisaabtanka iyo dulqaadka. Carruurta waa-weyn waxay la wadaagaan aqoontooda, waxayna u adeegaan carruurta yaryar iyagoo tusaale u noqdaan, caawinayaan iyo wada-shaqaynta la falgalka carruurta yaryar. Barnaamijka barashada hore wuxuu siinayaa fursaddan waxqabadyo qorshaysan iyo manhaj waxbarasho inta lagu jiro xannibaad hal-saac ah toddobaad kasta saddexda maalmood. Inta lagu jiro waqtiyadaas, 15 carruur ah oo gaaray da'da iskuulka ayaa la siinayaa iskaashi wada shaqayyn ah 15 carruur ah oo gaaray da'da dugsiga ka horeeya oo ah koox tiro ka kooban 30 carruur ah. Waxaa jira afar bixiyaasha waxbarashada hore joogta ah. Barnaamijka barashada hore wuxuu codsan doonaa kala duwanaansho in la dhaafo cabirka kooxda iyadoo lagu saleynayo da'da ilmaha ugu yar ee kooxda, iyo in la hubiyo nabadgelyada iyo daryeelka carruurta in aan la qatar gelin iyadoo la kordhinayo saamiga shaqaalaha iyo ilmaha, si loo dhaafo shuruudaha WAC iyo inay bixiyaano kordhinta kormeerayaasha.

Kala duwanaanshuhu wuxuu la mid yahay ka -dhaafitaan siyaabo badan:

- DCYF kama tanaasuli karto ama ma bixin karto wax ka duwan shuruudaha sharciga gobolka (RCW) ama sharciga federaalka.
- DCYF waxay oggolaan kartaa ka-dhaafitaan ama waxay siin kartaa ka-duwanaansho xeerka ku jira cutubka 110-300 WAC kaliyah haddii aysan khatar gelin caafimaadka, badbaadada ama daryeelka carruurta daryeelka ku jirta.
- Codsiga ka -dhaafitaan ama kala -duwanaansho waa in lagu soo gudbiyaa qoraal ahaan foomka DCYF iyada oo loo marayo Xariirka Bixiyaha.
- Ka-dhaafitaannada iyo kala-duwanaanshaha waa in oo qoraal ahaan u oggolaadaan agaasimaha DCYF ama wakiilka agaasimaha **ka-hor** bixiyaha barashada hore inta uu hirgeliyo ka-dhaafitaanka ama ka-duwanaanshaha xeerka.
- Ka-dhaafitaanka la oggolaaday ama kala-duwanaansho ayaa laga yaabaa inay waqti cayiman tahay ama waxay sii jiri kartaa illaa iyo inta bixiyaha waxbarashada hore sii wado ama hirgalinaayo inuu u hoggaansamo shuruudaha.
- Haddii ka-dhaafitaanku ama kala-duwanaanshuhu yahay mid waqti xaddidan, adeeg-bixiyaha waa inuusan dhaafin waqtiga ay dejisay DCYF.
- DCYF waxay la noqon kartaa ka-dhaafitaan la oggolaaday ama kala-duwanaansho haddii xeerka ruqsadda oo loo adeegsaday ka-dhaafitaan ama kala-duwanaansho ahaan wax sheeyga ka beddelay ama wax laga beddelay.
- Ka-dhaafitaan la oggolaaday ama kala-duwanaansho ayaa laga noqon karaa haddii bixiyaha waxbarashada hore uu ku guuldareysto inuu u hoggaansamo xeerka shuruudaha.
- Bixiyaha waxbarashada hore xaq uma laha in uu soo gudbiyo rafcaan diidmada DCYF ee codsiga dhaafitaanka ama kala duwanaanshaha sida ku cad cutubka 110-03 WAC.

Codsiga kala-duwanaanshuhu waa inuu aqoonsadaa WAC oo loo tixraacayo kala duwanaanshaha oo ay la socdaan macluumaad faahfaahsan oo ku saabsan sababta barnaamijku u malaynayo inay kula kulmeen WAC habkaan kale. Marka la soo gudbiyo codsiga kala-duwanaanshaha, waxaa dib u eegi doona guddi shaqsiyaad ah oo ku jira qaybta ruqsadda ee DCYF. Kala duwanaansho gooni ah waa in loo buuxiya lana soo dhammaystiraa heer kasta oo shati siinta oo lagu codsanayo inuu yeesho kala-duwanaansho.

Xariir gaarka ah ee hay'ada dawladda iyo shacabka ee DCYF ee qabiilooyinka isbahaysiga federaalku aqoonsan yahay ayaa laga yaabaa inay yeeshaan kala-duwanaansho ama heshiis isfaham si loo daboolo baahiyaha gaarka ah ee qabiileed oo ka jira barnaamijyada waxbarashada hore. Qabiilada isbahaysiga federaalku aqoonsan yahay waxay xaq u leeyihiin inay soo saaraan heshiisyo isfaham iyagoo la kaashanaya DCYF.

WAC 110-300-0440

Facility licensing compliance agreements, nonreferral status, probationary license, and provider rights

(1) At the department's discretion, when an early learning provider is in violation of this chapter or chapter 43.216 RCW, a facility licensing compliance agreement (FLCA) may be issued in lieu of the department taking enforcement action. The FLCA must contain:

(a) A description of the violation and the law or rule that was violated;

(b) A proposed plan from the provider or a designee to comply with the law or rule;

(c) The date the violation must be corrected, determined by:

(i) The seriousness of the violation;

(ii) The potential threat to the health, safety, and well-being of the children in care; and

(iii) The number of times the early learning program has violated rules in this chapter or under chapter 43.216 RCW.

(d) Information regarding other licensing action that may be imposed if compliance does not occur by the required date;

(e) The signature of the department licensor and the licensee.

(2) An early learning provider must return a copy of the completed FLCA to the department after corrective action has been completed and by the date indicated.

(3) An early learning provider may request an internal review process regarding the violation of department rules pursuant to RCW 43.216.395.

(4) In an enforcement action against an early learning program or provider, the provider has the right to:

(a) Refuse to accept or sign a FLCA.

(b) Refuse to agree to a probationary license.

(5) If an early learning provider refuses a FLCA or probationary license, this may result in any of the following enforcement actions:

(a) Modification of the license;

(b) Noncontinuation of a nonexpiring license;

(c) Suspension of the license;

(d) Revocation of the license; or

(e) Civil penalties.

(6) The department may place an early learning provider on nonreferral status, pursuant to RCW 43.216.325(4), in addition to or in lieu of an enforcement action under this chapter.

(7) A probationary license may be issued to an early learning provider or program operating under a nonexpiring license as part of a corrective action plan. Prior to issuing a probationary license, the department must refer the program or provider for technical assistance, pursuant to RCW 43.216.320(2).

(8) A department decision to issue a probationary license is based on an early learning program or provider's:

(a) Negligent or intentional noncompliance with the licensing rules;

(b) History of noncompliance with licensing rules;

(c) Current noncompliance with licensing rules;

(d) Fire safety inspection or health and sanitation inspection report that failed to gain approval;

(e) Use of unauthorized space for child care;

(f) Inadequate supervision of children;

(g) Understaffing for the number of children in care;

(h) Noncompliance with requirements addressing children's health, proper nutrition, discipline, emergency medical plan, sanitation or personal hygiene practices; and

(i) Any other factors relevant to the specific situation and consistent with the intent or purpose of chapter 43.216 RCW.

(9) When the department issues a probationary license, the early learning provider must:

(a) Provide notice of the probationary license and a copy of the department's probationary licensing agreement to the parents or guardians of enrolled children within five business days of receiving the probationary license;

(b) Provide documentation to the department that parents or guardians of enrolled children have been notified within ten business days of receiving the probationary license;

(c) Inform new parents or guardians of the probationary status before enrolling new children into care;

(d) Return the early learning program's nonexpiring license to the department; and

(e) Post documentation of the approved written probationary license as required by RCW 43.216.687.

(10) Pursuant to RCW 43.216.689, an early learning provider must have inspection reports and notices of enforcement actions for the past three years readily available for review by the department, parents, and the public.

DCYF waxaa ka go'an inay fuliso ruqsadaha si joogto ah, sinnaan iyo caddaalad ah, si loo hubiyo in barnaamijyo tayo sare leh ay heli karaan dhammaan qoysaska. Adeegsiga xeelado kala-duwan oo fulineed ayaa u saamaxaysa DCYF inay la shaqayso bixiyaasha waxbarashada hore iyadoo lagu hubinaayo natiijooyin guul leh iyo in carruurta ilaaliyo ammaan iyo caafimaad.

Goorta barnaamijyada barashada hore la kormeero, waxaa jiri kara aagag aan u hoggaansamin WAC ama RCW. Marka barnaamijyada barashada hore la kormeero, waxaa jiri kara aagag aan u hoggaansamin shaqaalaha WAC ama liisanka RCW waxay bixin doona kaalmo farsamo waxayna xooga la saarayaa iskaashi hab wadaag ah, si loo garto awooda barnaamijka loona gaaro u hoggaansanaanta barnaamijka. Xadgudubyada u hoggaansanaanta waxaa laga yaabaa in lagu xuso warbixinta kormeerka. Warbixinta kormeerka ayaa lagala hadli doonaa, lana dhammaystiri doonaa uuna saxiixi doonaa rukhsadda ama wakiilkooda. Shaqaalaha DCYF waxay xaqiijin doonaan sixitaanka xadgudubyada halista degdegga ah, khatarta ah in muddada gaaban ee carruurta ku jirta warbixinta kormeerka.

Haddii ay dhacdooyinka u hogaansimida soo noq-noqosho ama haddii mid ama in ka badan lagu xadgudubaayo caafimaad ama badbaado ay jiraan oo laga yaabo inay keento tallaabo fulin, DCYF waxay dooran kartaa inay soo saarto Heshiiska U-hoggaansanaanta Ruqsadda Xarunta (FLCA) halkaas ay hore uga sii ambaqaadi doonaan tallaabo fulin. Xadgudubyada ka dhalan kara ficil fulin waa ku xad-gudubyada heerarka caafimaadka iyo badbaadada kuwaas oo ilmaha ama carruurta halis weyn u keeni karta dhaawac jirka, jirro ama dhimasho. Soo saarista FLCA waxay siinaysaa fursad isgaarsiin dheeri ah, oo dhaafsiisan caawimaad farsamo, una dhaxaysa DCYF iyo bixiyaha waxbarashada hore. FLCA waxay tilmaami doontaa halista ka iman karta fayoobinta carruurta, halista ku xadgudubka, waxaana laga filan karo haddii u hoggaansamiddu dhici weydo iyo qorshaha bixiyaha waxbarashada hore si uu u noqdo mid waafaqsan heshiiska iyo taariikhda raacitaanka la isku raacay. Shaqaalaha DCYF waxay xaqiijin doonaan sixitaanka ku xadgudubyada dhaqsaha ama degdega ah, halista ah ama khatarta gaaban ee carruurta ku jirta FLCA.

Bixiyaha barashada hore wuxuu codsan karaa habka dib-u-eegista ama barista gudaha, si loo go'aamiyo in shati-bixiyeyaasha DCYF ay si habboon ula dhaqmin, sinnaan iyo joogto ah u adeegsadeen xeerarka wakaaladda ee FLCAs oo aan ku lug lahayn xad -gudubka heerarka caafimaadka iyo badbaadada. Bixiyaha waxbarashada hore waa inuu codsadaa dib-u-eegis gudaha 10 maalmood gudahooda taariikhda marka la sameeyo FLCA isagoo codsi u soo gudbinaya Xariirka Bixiyaha. DCYF ma ka baaraandegi doonto codsi kasta oo muran ama laysku raacin FLCA haddii tallaabo fulin la sugayaa.

Xeelad ama Istaraatiijiyad kale oo fulinta oo laga yaabo in la tixgeliyo waa shatiga mudada tijaabada. Ruqsadda ama laysinka tijaabinta waxaa laga yaabaa in la bixiyo marka u hoggaansamid la'aantu aysan u keenin halis degdeg ah caafimaadka ama ladnaanta carruurta, laakiin waxay u badan tahay inay sidaas samayso haddii loo oggolaado inay sii socoto xadgudubaka. Waxaa la bixiyaa kaliyah marka loo gudbiyo barnaamijka barashada hore illaha daryeelka ilmaha iyo u gudbinta khayraadka ama ilo kale oo ku habboon caawimaad farsamo. Ruqsadda laysinka tijaabinta waa laysan lix bilood ah oo ay la socoto shuruudo ficil sixitaan, waxayna u baahan tahay in la siiyo ogeysiis ku saabsan xaaladda tijaabada ee waalidiinta iyo mas'uuliyiinta dhammaan carruurta diiwaangashan. Ruqsadda tijaabinta ayaa u oggolaanaysa bixiyaha waxbarashada hore fursad uu ku helo taageero dheeri ah iyo kaalmo farsamo si loo gaaro u hoggaansanaanta iyo in la muujiyo u hoggaansanaanta joogtada ah ee Heerarka Tayada Aasaasiga ah.

Bixiyaha waxbarashada hore wuxuu dooran karaa inuu diido, inuu aqbalo FLCA ama bixinta shatiga tijaabada ah. Xaaladdan oo kale, DCYF waxaa laga yaabaa inay hore ugu dhaqaaqdo tallaabada fulinta.

Xaaladda aanan gudbinta ahayn wuxuu codsan kara bixiyaha waxbarashada hore, ama waxaa la isticmaali karaa qayb ka mid ah istaraatijiyadda tallaabada fulinta. Marka bixiyaha waxbarashada hore uu ku jiro tixraac xaalad aanan la gudbin:

- Ilaha daryeelka carruurta iyo wakaaladaha gudbinta tixraaca uma gudbinayaan shaqsiyaadka raadinaya daryeelka carruurta iyo adeegyada waxbarashada hore ee bixiyaha waxbarashada hore.
- Nidaamka Lacag bixinta Adeegga Bulshada "Social Service Payment System (SSPS)" ayaa laga yaabaa inuu sii wado socodsiinta lacag bixinta carruurta hadda diiwaangashan, laakiin u oggolaansho caruur cusub lama siin doono

DCYF waxay ogeysiis qoraal ah siin doontaa bixiyaasha waxbarashada hore ee lagu meeleeyay xaalad aanan u gudbin ahayn.

WAC 110-300-0443 wuxuu qeexayaa shuruudaha iyo xuquuqda bixiyaha ee la xiriira falalka fulinta.

WAC 110-300-0443

Enforcement actions, notice, and appeal

(1) Pursuant to RCW 43.216.325, the department is authorized to take enforcement actions when an early learning provider fails to comply with this chapter or chapter 43.216 RCW. Enforcement actions are taken pursuant to RCW 43.216.020, 43.216.065, and 43.216.250. Enforcement actions include civil monetary penalties (fines) and the denial, suspension, revocation, modification, or nonrenewal of a license.

(2) An early learning provider subject to an enforcement action has the right to appeal by requesting an adjudicative proceeding (or "hearing") pursuant to chapter 110-03 WAC, DCYF hearing rules.

(3) The department must issue a notice of violation to an early learning provider when taking enforcement actions. A notice of violation must be sent by certified mail or personal service and must include:

(a) The reason why the department is taking the action;

(b) The rules the provider failed to comply with;

(c) The provider's right to appeal enforcement actions; and

(d) How the provider may appeal and request a hearing.

(4) Fines shall not exceed two hundred fifty dollars per day per violation for center early learning programs or one hundred fifty dollars per day per violation for family home early learning programs, or as otherwise set by the legislature. Fines may be:

(a) Assessed and collected with interest for each day a violation occurs;

(b) Imposed in addition to other enforcement actions; and

(c) Withdrawn or reduced if an early learning provider comes into compliance during the notification period.

(5) An early learning provider must pay fines within twenty-eight calendar days after receiving a notice of violation unless:

(a) The office of financial recovery establishes a payment plan for the provider; or

(b) The provider requests a hearing, pursuant to chapter 110-03 WAC, DCYF hearing rules and RCW 43.216.335(3).

(6) The department may suspend or revoke a license if an early learning provider fails to pay a fine within twenty-eight calendar days or becomes delinquent in making payments, pursuant to RCW 43.216.327 and 43.216.335. If a provider's license is due for annual compliance, the department may elect not to continue the license for failure to pay a fine.

DCYF waxay mas'uul ka tahay inay carruurta iyo dhallinyarada ka ilaaliso waxyeellada iyo ku dhiirrigelinta horumar caafimaad qaba oo leh adeegyo waxbarasho tayo sare leh loona bixiyo si cadaalad leh. Si loo fuliyo waajibaadkan, DCYF waxay u oggolaatay RCW inay qaadaan tallaabo fulin marka bixiyaha waxbarashada hore uu ku guuldareysto inuu u hoggaansami waayo Heerarka Tayada Aasaasiga ah ama RCW. Waxaa jira tallaabooyin fulinta dhaqan-gelin oo kala duwan oo ay DCYF qaadi karto. DCYF waxay aqoonsan tahay in tallaabooyinka waxqabadka fulinta, iyadoo mararka qaarkood ay tahay lagama maarmaan, si loo ilaaliyo caafimaadka, badbaadada iyo daryeelka carruurta, sidoo kale ay saamayn ku yeelato ganacsiga barnaamijka waxbarashada hore, carqaladeeya imaanshaha carruurta iyo saamaynta qoysaska diiwaangashan. Marka la go'aaminaayo waqtiga iyo nooca tallaabada fulinta loo baahan yahay, DCYF waxay tixgelinaysaa taariikhda ruqsadda bixiyaha barashada hore, nooca iyo halista arrimaha aan u hoggaansamin iyo tirada inta jeer ee ku xadgudub gaar ah oo dhacay.

Falalka dhaqangelinta waxaa ka mid ah:

Tallaabada Dhaqangelinta	Sharaxaad
Ciqaabaha Lacagta Madaniga ah	Qiimeynta ganaaxa.
Diidmada	In la hakiyo bixinta liisanka marka shaqsi uu haysto arjiga shatiga la sugayo ama uusan weli helin liisan aan dhicin.
Ka joojinta	In si ku meelgaar ah loo joojiyo ruqsadda si loo ilaaliyo caafimaadka, badbaadada ama daryeelka carruurta ku qoran ama dadweynaha.
Kala noqoshada	Si loo xiro barnaamijka barashada hore ama si joogto ah looga saaro laysanka.
Isbeddel	Si aad u beddesho xaaladaha lagu tilmaamay liisanka hadda ee ruqsadlaha.
Aan loo cusbayn	Si loo diido cusboonaysiinta laysanka.

Goorta la qaadayo tallaabada fulinta, DCYF waxay ku sharxi doontaa qoraal ku xadgudubka ee WAC ama RCW iyo sababta tallaabada loo qaadaayo. Bixiyaha wax-barashada hore oo la mariyo tallaabo fulin, wuxuu xaq u leeyahay inuu racfaan ka qaato go'aanka oo uu helo dacwad dhageysi. DCYF waxay bixin doontaa tilmaamo ku saabsan sida loo qaato racfaan isla markiina lagu codsado Dacwad dhageysi ogeysiis qoraal ah oo ku saabsan tallaabada fulinta.

Cutubka 110-03 WAC waxay sharraxaysaa shuruudaha la xiriira dacwad dhegeysiga maamulka.

Qiimeynta ciqaabta lacageed ee madaniga ah (ganaax) waxaa laga yaabaa inay u dheer tahay falalka kale ee waxqabad fulin ah. Xaddiga ganaaxa waxaa lagu qiimayn doonaa wax aan ka badnayn $ 250 maalintii, xad gudub kasta oo lagu sameeyo xarunta daryeelka carruurta ama $ 150 maalintii, xad gudub kasta oo loogu talagalay bixiyaha waxbarashada hore ee guriga qoyska. Xadadkaas waxaa dejiyey, oona beddelina kara Xeer-dejinta. Haddii bixiyaha waxbarashada hore uu si deg-deg ah u saxo arrimaha u hoggaansanaanta, DCYF waxay dooran kartaa inay cafiyaan ganaaxa ama yareeyaan lacagta uu bixinayo bixiyaha waxbarashada hore. Ku guul-dareysiga bixinta ganaax 28 maalmood oo taariikhi ah, waxay ku keeni kartaa talaabo fulin dheeraad ah oo ka soo horjeedo liisanka.

Booqashada kormeeraha ayaa lagu sameeyaa barnaamijka guriga qoyska kaas oo shaqeeya Isniinta ilaa Jimcaha, waxaana la heli karaa trampoline weyn oo carruurta ah. Bixiyaha waxbarashada hore iyo ruqsad siiyaha ayaa ka wada hadlaaya halista badbaadada ee la xiriirta trampolines. Kaalmo farsamo ayaa la siiyaa bixiyaha waxbarashada hore ee la xiriira siyaabaha trampoline -ka looga dhigi karo mid aysan carruurtu gaari karin oo ku xadgudubka nabadgelyadu, wuxuu ku qoran yahay warbixinta kormeerka. Ruqsad bixiyaha ayaa ku soo noqonaaya goobta shan maalmood ka-dib si uu u fiiriyo u hoggaansanaanta, wuxuuna ogaadaa in trampoline -ka ay weli heli karaan carruurta. Ku xadgudubka waxaa lagu diiwaangeliyaa warbixinta kormeerka, waxaana caawimaad farsamo oo dheeri ah lala wadaagayaa bixiyaha. Si loo xaqiijiyo u hoggaansanaanta, ruqsad bixiyaha ayaa kormeer ku sameeya goobta oo ogaada in trampoline -ka ay weli heli karaan carruurta. Ruqsad bixiyuhu wuxuu dib u eegaa oo ka hadlaa taariikhda ruqsadda, nooca iyo ku darnaanta welwelka aan u hoggaansamin iyo tirada xadgudubyada lala galay kormeerahooda. Sababtoo ah ku xadgudubka soo noqnoqda ee caafimaadka iyo badbaadada, go'aanka waxaa lagu gaarayaa bixinta ganaaxa xadgudubka soo noqnoqda ee WAC 110-300-0146.

Ganaaxa waxaa lagu qiimeyn doonaa lacag dhan $ 1,500. Xaddiga ama qaddarka waxaa lagu go'aamiyey iyada oo lagu saleynayo ugu badnaan $ 150 mid kasta oo ka mid ah 10-kii maalmood ee trampoline -ka loo heli karo carruurta.

Maalinta ku xigta bixiyaha waxbarashada hore wuxuu qorshaynayaa booqashada goobta, si loo xaqiijiyo in la hubiyay in laga raray trampoline si looga hortago marin u helitaanka carruurta. Ruqsad bixiyaha iyo kormeeraha ayaa dib-u-fiirinaya codsiga bixiyaha waxbarashada hore si meesha looga saaro ganaaxa. DCYF waxay go'aansataa inay ganaaxa ka dhigto $ 300 - $ 150 mar kasta oo xadgudubka lagu diiwaangeliyo warbixinta kormeerka.

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.

Siyaasadaha qoran ee rasmiga ah ayaa qeexaya sida barnaamijka waxbarashada hore u shaqeeyo. Waxay abuuraan qaab-dhismeed iyo isla-xisaabtan barnaamijka waxbarashada hore, waxayna taageeraan iskaashiga waalidiinta iyo mas'uuliyiinta. Siyaasadaha barnaamijka barashada hore waxay caddeeyaan oo la xiriiraan waalidiinta iyo dadka ardayda masuulka ka ah sida barnaamijka waxbarashada hore u hubin doono fayoobaanta carruurtooda, sida ay ula kulmayaan Heerarka Tayada Aasaasiga ah iyo waxa qoysasku ka filan karaan xiriirkooda barnaamijka waxbarashada hore.

Siyaasadaha qoran ayaa sidoo kale wargeliya waalidiinta iyo dadka ardayda masuulka ka ah waxa laga filaayo. Xariirka wanaagsan ee bilowga hore ee xariirka ganacsi, wuxuu abuuraa heshiis wuxuuna yareeyaa suurtogalnimada is-maandhaafka iyo isku dhaca mustaqbalka. Shuruudda saxiixa waalidka ama mas'uulka ayaa bixineysa qirashada siyaasadaha. Waxay muujineysaa in labada dhinacba ay galeen xiriirka ganacsi iyagoo fahamsan waxa laga filan karo. Buug -gacmeedka waalidka iyo xeerarka waxaa laga yaabaa in lagu bixiyo elektaroonig ahaan ama warqad. Bixiyaha waxbarashada hore wuxuu kor u qaadi karaa isgaarsiinta, wuxuuna sii yareyn karaa ismaandhaafka suurtagalka ah isagoo ku siinaya siyaasado luuqadda qoyska la door biday ama garanaan. Taageero dheeraad ah ayaa laga yaabaa inay tahay siinta waalidiinta ama dadka ardayda masuulka ka ah dib-u-eegista buuga-gacmeedka, haddii loo baahdo. Tani waxay kaa caawin kartaa jawaab-celin wanaagsan, waxayna siineeysaa meel aamin ah oo lagu wadaago arrimaha laga yaabo inay la kulmaan.

DCYF waxay ku qeexaysaa qaybtan WAC mawduucyada loo baahan yahay in ay noqdaan in lagu soo hadal-qaado buug -gacmeedka ama siyaasadaha qoran. Nuxurka siyaasadaha ayaa gaar u noqon doona barnaamij kasta oo waxbarashada hore ah. Buug-gacmeedka iyo siyaasadaha waxaa looga baahan yahay in ay dib-u-eegaan DCYF, taas oo hubin doonta in barnaamijka waxbarashada hore uu buuxiyo Heerarka Tayada Aasaasiga ah ee mawduuc kasta.

WAC 110-300-0400 (2) waxay u baahan tahay in xeerarka waalidka loogu soo gudbiyo dib-u-eegista DCYF.

WAC 110-300-0110 wuxuu u baahan yahay bixiyaha waxbarashada hore inuu ogeysiiyo DCYF marka isbeddel la taaban karo lagu sameeyo siyaasadda.

Jadwalka soo socdaa wuxuu sharxayaa ujeeddada siyaasadaha la aqoonsaday.

Siyaasadda	Ujeeddada
Bayaanka Midabtakoorka La Xiriira WAC: WAC 110-300-0030	Wuxuu ogeysiinayaa in carruurta iyo qoysaska aan loola dhaqmi doonin si ka duwan ama si ka wanaagsan sidii hore iyada oo ku saleysan isirka, caqiidada, midabka, asal qaran, jinsi, halyeey sharaf leh oo la sii daayay ama xaalad ciidan, xaalad guur, jinsi, nooca galmada, da'da, diinta ama kartida.
Ka -qaybgalka Qoyska iyo Qorshaha Isgaarsiinta Iskaashiga La xariirta WAC: WAC 110-300-0085	Siyaasad qeexaysa hanaanka barnaamijka barashada hore ee isgaarsiinta iyo ka-qaybgalka waalidka ama mas'uulka, si kor loogu qaado waayo-aragnimada barashada hore ee ilmaha.
Oggolaanshaha Waalidka ama Mas'uulka ee Sawir qaadista, Fiidyow-qaadista ama Ilaalinta La xariirta WAC: WAC 110-300-0460	Waxay taageertaa isgaarsiinta go'aanka waalidka ama mas'uulka ee la xiriirta sawirrada qaadida ama fiidiyaha ilmahooda
Khamriga, Tubaakada, Xashiishada iyo Daroogooyinka Sharci darrada ah La xariirta WAC: WAC 110-300-0420	Wuxuu ogeysiiyaa waalidiinta iyo mas'uuliyiinta waxa laga filayo barnaamijka waxbarashada hore, iyo sidoo kale waxa laga filayo waalidka ama mas'uulka ee la xiriira walxaha muqaadiraadka la mamnuucay.
Falsafadda Manhajka sida Carruurtu wax u bartaan oo u koraan, iyo sida Falsafaddaan loo hirgeliyo La xariirta WAC: WAC 110-300-0305	Wuxuu qeexayaa fahamka barnaamijka, habkiisa iyo dhaqamadiisa sida carruurtu wax u bartaan oo u kobcaan, isagoo qeexaya sida hawlaha looga hirgelin doono barnaamijka dhexdiisa si loo taageero tan.
Qorshaha Hagidda Carruurta, oo ay ku jiraan Xeerarka Xakamaynta iyo Mamnuucidda Ciqaabta Jirka La xariirta WAC: WAC 110-300-0330	Wuxuu ogeysiiyaa waalidiinta iyo mas'uuliyiinta xeeladaha loo adeegsan doono in lagu kordhiyo dabeecadaha la rabo iyo kuwa laga hortago ama la joojiyo dhaqanka aan loo baahnayn ah.
Siyaasadda Cayrinta La xariirta WAC: WAC 110-300-0486	Wuxuu qeexayaa sida barnaamijku ula wadaagi doono qoysaska habkan, wuxuuna tilmaamayaa tallaabooyinka la qaadi doono haddii ay dhacdo in cayrinta loo arko inay lagama maarmaan tahay.

Siyaasadda	Ujeeddada
Saamiga Shaqaalaha-Ilmaha La Xiriirta WAC: WAC 110-300-0355 WAC 110-300-0356 WAC 110-300-0357	Wuxuu ogeysiiyaa waalidiinta iyo mas'uuliyiinta qaababka shaqaalaha barnaamijka iyo haynta tirada ugu badan ee carruurta bixiyaha waxbarashada hore.
Daryeelka Carruurta leh Baahiyo Gaar ah ama u Gaarka ah La xariirta WAC: WAC 110-300-0150 WAC 110-300-0300 WAC 110-300-0305	Wuxuu bixiyaa sharraxaad guud oo ku saabsan sida barnaamijku u taageeri doono una caawin doono carruurta caqabadaha barashada, naafanimada jirka ama caqabadaha niyadda iyo dabeecadda.
• Daryeelka Dhallaanka iyo Ilmaha • Xafaayada • Quudinta • Tababarka Musqusha • Qaabka Hurdada Ilmaha • Shuruudaha Hurdada Ammaan ah La xariirta WAC: WAC 110-300-0275 ilaa WAC 110-300-0296	Waxay bixisaa fahamka waxa waalidka ama mas'uulka ilmaha ama ilmaha socod-baradku ka filan karo barnaamijka waxbarashada hore oo ku saabsan daryeel ku habboon iyo dhisidda xirfadda, iyo waxa waalidka ama mas'uulka laga yaabo inay u baahdaan inay sameeyaan ama bixiyaan si ay u taageeraan ilmahooda.
Barashada Labada Luqadood ee La Xiriirta WAC: WAC 110-300-0305	Wuxuu qeexayaa xeeladaha barnaamijka barashada hore, si loo taageero carruurta baranaysa laba luuqad ama in ka badan oo luuqadood.
Siyaasadaha Diinta	Waxay qoysaska u oggolaanaysaa inay si cad u fahmaan barmaamijyada diimeed ee laga hirgeliyey barnaamijka. Tan waxaa ku jiri kara dabbaaldegga ama qirashada faystooyinka ama ciidaha, dabbaaldegga dhalashada ama tukashada ama ku-sheegidda nimcada ducada cuntada ka-hor. Siyaasaddaan qoran waxay qoysaska u oggolaanaysaa inay doortaan barnaamij ku habboon caqiidadooda.
Gaadiidka iyo Safarada Gaaban Goobta ka baxsan ee La Xiriirta WAC: WAC 110-300-0480	Wuxuu la xiriiraa nooca safarada ka baxsan goobta iyo hababka gaadiidka, oggolaanshaha waalidka ama mas'uulka ee lagama maarmaanka ah iyo dulmarka habraacyada iyo tixgelinta amniga.
Hawlaha Biyaha La xariirta WAC: WAC 110-300-0350	Wuxuu ku wargeliyaa qoysaska nooca hawlaha biyaha ee ilmahoodu la kulmi karo, oggolaanshaha waalidka ama mas'uulka loo baahan yahay iyo dulmarka habraacyada iyo tixgelinta badbaadada.

Siyaasadda	Ujeeddada
Daryeelka Habeenkii La xariirta WAC: WAC 110-300-0270	Wuxuu qeexayaa jadwalka barnaamijka fiidkii iyo habeenki ee hababka sida daryeelka nadaafadda shaqsiyeed ee carruurta, hababka hurdada iyo kormeerka fiidkii iyo habeenkii (habeen dhixida).
Siyaasadaha Hubka La xariirta WAC: WAC 110-300-0165	Barnaamijka barashada hore ee guriga qoyska, ayaa laga yaabaa inuu ku tilmaamo sida hubka loo keydiyo, si looga hortago hubka marin ama qaabka u heli karo carruurta, ama barnaamijka waxbarashada hore ee xarunta, laga yaabo inuu ku wargeliyo inaan hub lagu oggolayn goobta.
Maalmaha Barnaamijka iyo Saacadaha Hawl-galka oo ay ku jiraan Taariikhaha Xiritaanka iyo Fasaxyada ay dhacayaan	Waxay u oggolaanaysaa waalidiinta iyo dadka ardayda masuulka ka ah inay filayaan xiritaanka iyo inay u qorsheeyaan daryeel kale ilmahooda.
Khidmadaha lacagta iyo Siyaasadaha Bixinta	Wuxuu hore u ogeysiiyaa waalidiinta iyo mas'uuliyiinta filashooyinka maaliyadeed oo la xiriirta waxbarashada joogtada ah, barnaamijyada ikhtiyaariga ah ama khidmada lacagta ajuurada kale ee suurtogalka ah.
Shuruudaha Galitaanka iyo Ka Bixitaanka La Xiriirta WAC: WAC 110-300-0455	La socodsiiyaa mas'uuliyadda waalidka ama mas'uulka, si ay u siiyaan saxiix ama qoraal elektaroonig ah imaanshaha iyo bixitaanka cunugga, iyo baridda nidaamka ka-qeybgalka barnaamijka waxbarashada hore ee gaarka ah.
Macluumaadka Loo Baahan Yahay Diiwaanka Ilmaha Oo Ay Ka Mid Yihiin: • Ahmiyadda iyo qorshaha ah in xogtu noqoto mid joogto ah • Qorshe lagu ilaalinayo macluumaadka ilmaha oo sir ah gaar ah • Qofkee si sharci ah u heli kara macluumaadka ilmaha La xariirta WAC: WAC 110-300-0460	Waxay hubisaa caafimaadka, xaaladaha deg-degga ah iyo macluumaadka aqoonsiga in la heli karo marka loo baahdo, si loo siiyo ilmo daryeel ku filan, iyo in macluumaadka loo maareeyay si loo ilaaliyo asturnaanta.
Qorshaha Kala -guurka waxbarashada xanaanada, haddii lagu dabaqi karo La xariirta WAC: WAC 110-300-0065	Wuxuu qeexayaa xeeladaha iyo tallaabooyinka barnaamijka waxbarashada hore uu qaadi doono si looga caawiyo u diyaarinta ilmaha iyo qoyska waayo -aragnimo dugsi oo guul leh
Waxa Waalidiintu Siiyaan khayraadka Ilmahooda	Wuxuu sharraxayaa waxyaabaha laga filayo qoyska looga baahan yahay inay ka keenaan gurigooda, si ay u taageeraan ilmahooda inta ay ku jiraan daryeelka. Tan waxaa ka mid noqon karo waxyaabo ay ka mid yihiin dhalooyin, caanobooraha, xafaayadaha, qalbka nadiifinta ama masax, dhar dheeraad ah oo da 'kasta leh iyo gogosha.

Siyaasadda	Ujeeddada
Siyaasadaha Shaqaalaha La xariirta WAC: WAC 110-300-0110	Wuxuu ogeysiiyaa waalidiinta iyo mas'uuliyiinta habraaca shaqaalaha, shuruudaha tababarka iyo ka filashooyinka.
U Oggolaanshaha Helitaanka Waalidka ama Mas'uulka ee Goobaha Barnaamijka Waxbarashada Hore inta lagu jiro Saacadaha Ganacsiga	Wuxuu u xaqiijinayaa waalidka ama qofka ilmaha masuulka ka ah inay booqan karaan goobta isla markaana ay fiirin karaan aagagga xanaanada carruurta wakhti kasta oo ilmahoodu ku jiro daryeelka.
Joojinta Siyaasadda Adeegyada La Xiriirta WAC: WAC 110-300-0485	Waxay bixisaa ogeysiin hore oo ku saabsan dabeecadaha waalidka ama mas'uulka oo laga yaabo inay joojiyaan bixinta adeegyada daryeelka ilmaha.
Qorshaha Diyaargarowga Degdegga ah ee La xariirta WAC: WAC 110-300-0470	Wuxuu gudbiyaa macluumaad muhiim ah oo ku saabsan waxa laga filayo barnaamijka waxbarashada hore iyo waxa waalidka ama mas'uulka ay tahay inay sameeyaan haddii ay dhacdo xaalad deg-deg ah.
Bixiyaha Waxbarashada Hore iyo Shaqaalaha Barnaamijka waxaa Waajibka ku ah inay soo sheegaan Dhacdooyinka oo ay ku jiraan Xadgudubka Carruurta ee la tuhunsan yahay, dayacaad, Xadgudubka Galmada ama habka ula dhaqanka xun La xariirta WAC: WAC 110-300-0475	Waxay hubisaa in waalidiinta iyo dadka ardayda masuulka ka ah lagu wargeliyo horaantii xiriirka ganacsiga in bixiyeyaasha waxbarashada hore loo xilsaaray warbixinada qasabka ee ku xadgudubka ama dayacaadda carruurta ee la tuhunsan yahay.
Siyaasadaha Ku Saabsan Kooxaha Da'da Isku Dhafka ah, haddii ay khuseyso (oo ay ku jirto Marka Carruurtu ay Ka Mid Noqon Karaan Kooxda Da'da Isku Dhafan) La xariirta WAC: WAC 110-300-0356 WAC 110-300-0357	Goorta barnaamijka barashada hore ee xarunta ay ku jirto daryeelka carruurta ee kooxaha leh da'ada isku dhafan, siyaasaddan waxay waalidiinta u gudbineysaa habka xuduudaha, qaababka shaqaalaha iyo tixgelinta amniga la qaatay.

Siyaasadda	Ujeeddada
Sharaxaada halka uu Waalidka ama Masuulka ka heli karo oo dib u eegi karo Barnaamijka Waxbarashada Hore: • Siyaasadda Caafimaadka • Xeerarka siyaasada Shaqaalaha, haddii lagu dabaqi karo • Siyaasadda Daryeelka Joogtada ah • Liisaska • Caymiska Mas'uuliyadda • Warbixinnada Kormeerka iyo Ogeysiisyada Waxqabadyada Dhaqangelinta, haddii lagu dabaqi karo Siyaasadaha Barnaamijyada kale ee La Xiriirta	Wuxuu ogeysiiyaa waalidka ama mas'uulka nooca siyaasadaha dheeraadka ah iyo macluumaadka laga heli karo iyo sida loo helaayo.
Daryeelka joogto ah Siyaasad La xariirta WAC: WAC 110-300-0495	Wuxuu sharraxayaa sida barnaamijka barashada hore u taageeri doono horumarinta xiriirada amaanka ah ee waqtiga dheeraadka ah ee u dhexeeya carruurta iyo bixiyaha waxbarashada hore

Ganacsiga Daryeelka Carruurta ee Washington. Goobta shabakada A Child Care Aware of Washington waxay bixiyaan siyaasado, foomam, qawaaniin iyo hagitaan la xiriira daryeelka ilmaha iyo barnaamijyada waxbarashada hore ee Gobolka Washington **www.childcarebizedge.org/utility-pages/log-in/?redirectUrl=/**

WAC 110-300-0455

Attendance records

(1) An early learning provider may keep a child in care up to a maximum of ten hours each day. If needed, the maximum time may be extended based upon the parent or guardian's work, an agreed upon alternate schedule, or travel to and from the early learning program.

(2) An early learning provider must keep daily child attendance records, either in paper or electronic format, for each child (including the children of staff in the program). These records must be easily accessible and kept on-site or in the program's administrative office for department review. These records must clearly document:

(a) The name of the child;

(b) The date of care;

(c) Child arrival and departure times from the early learning program;

(d) Signature or electronic signature of parent, guardian or other authorized person at the time of arrival and departure; and

(e) A staff signature when a child leaves the early learning program to attend school or participate in off-site activities not offered by the early learning program.

(3) An early learning provider must keep daily staff attendance records for each center classroom or family home program. These attendance records must be on paper or in an electronic format and clearly document:

(a) The name of each staff member (including staff assigned to care for children with special needs and one-on-one care) and volunteers;

(b) The number of children in each classroom or family home program;

(c) The staff-to-child ratio;

(d) The date; and

(e) Start and end times of the assigned staff or volunteers.

(4) If the attendance records are kept electronically, the electronic system must:

(a) Record either an electronic signature, swipecard, personal identification number (PIN), biometric reader, or similar action by the parent or authorized person when signing the child in or out of care (or staff notation of who picked up or dropped off along with time in and out if authorized person does not have electronic signature, swipe card, PIN, biometric reader or similar action);

(b) Ensure the authenticity, confidentiality, integrity, security, accessibility, and protection against disproof of the electronic records;

(c) Be able to produce an authentic, verifiable and uniquely identified written record for each transaction;

(d) Be able to authenticate (prove the identity of) the sender of the record and ensure that the electronic record has not been altered;

(e) Be able to capture an electronic record for each transaction conducted;

(f) Be able to retain the electronic record in an accessible form for their legal minimum retention period;

(g) Be able to search and retrieve electronic records in the normal course of business; and

(h) Be able to perform in an accurate, reliable, and consistent manner in the normal course of business.

(5) Electronic attendance records must contain information necessary to reproduce the entire electronic record and associated signatures in a form that permits a person viewing or printing the entire electronic record to verify:

(a) The contents of the electronic record;

(b) The person signing the electronic record; and

(c) The date signatures were executed.

Nidaamyada maamul oo xooggan, sida diiwaangelinta, waxay bixiyaan qaab ku taageero hababka maaraynta ganacsiga aad ku guuleysta. Diiwaanada imaanshaha oo habeeysan oo la soo dhameystiran ayaa ka caawiya bixiyaha barashada hore inuu la socdo jadwalka ilmo kasta, qorshaha shaqaalaha iyo isqorista mustaqbalka. Waxay oggolaadaan xiriir cad oo furan oo lala yeesho waalidiinta iyo mas'uuliyiinta, si loo hubiyo jadwalka diiwaangelinta oo sida ugu habboon u daboolaya danaha koriinka ee ilmaha loona tixgeliya baahida qoyska iyo bixiyaha waxbarashada hore labadaba

Akhbaaraha laga helo diiwaanada imaanshaha ayaa sidoo kale caawin kara qorshaynta ganacsiga iyo maaraynta cuntada, liisaska, dalbashada sahayda iyo agabyada, iyo bartilmaameedka suuqgeynta koox da'da gaar ah ama waqti go'an. Diiwaanada xaadiritaanka oo sax ah ayaa sidoo kale ka caawiya bixiyaha waxbarashada hore inuu hubiyo in dhammaan carruurta la xisaabiyey markay yimaadaan oo la soo qaado, ka gudbaan aag kale ama xaalad degdeg ah.

Shuruuddaha in la diiwaangeliyo waqtiyada bilowga iyo dhammaadka shaqaalaha iyo saamiga shaqaalaha iyo canugga ayaa muhiim u ah ujeeddooyinka badbaadada. Diiwaanadaani waxay muujinayaan daboolida fasalka waxayna u oggolaanaysaa bixiyaha waxbarashada hore inuu ka hortago ama aqoonsado wax ka qabadka dhacdo kasta oo ah farqiga heerka shaqaalaha. Diiwaangelinta dokumeentiga faahfaahsan imaanshaha shaqaalaha ee fasal kasta oo xarunta ah ama barnaamijka guriga qoyska ma'aha oo kaliya inay bixiso caddayn in saamiga shaqaalaha-ilaa-ilmaha loo baahan yahay la buuxiyey, waxay kaloo u oggolaanaysaa bixiyaha waxbarashada hore inuu ogaado cidda ay u badan tahay inuu hayo macluumaad ku saabsan xaalad ama dhacdada waxaa laga yaabaa in la soo sheego maalmo ama toddobaadyo kadib.

Diiwaanada xaadirinta imaanshaha waxaa lagu hayn karaa nuqul warqad ah ama si elektaroonig ah. Si kastaba ha ahaatee, bixiyaasha waxbarashada hore ee aqbala Xiriirinta Shaqaynta Daryeelka Carruurta ama lacag-bixinta kabidda Daryeelka Ilmaha ee Xilliyeed ah ayaa looga baahan yahay inay isticmaalaan nidaamka ka-qaybgalka elektaroonigga ah.

Bixiyaha waxbarashada hore oo doorta inuu isticmaalo diiwaannada ka-qaybgalka elektaroonigga ah, waxaa jira nidaamyo kala duwan oo la heli karo. DCYF waxay siisaa nidaam lacag la'aan ah bixiyaasha waxbarashada hore inay isticmaalaan. Nidaamka, KinderConnect, ayaa sidoo kale loo isticmaali karaa in lagu dabagalo imaanshaha carruurta aan daryeelka lahayn oo daryeelka ku jira.

Bixiyaha waxbarashada hore ee guriga ee Degmada Pierce ayaa nala-wadaaga:

"Waaw! Waxaan ka hirgeliyey ka-qaybgalka elektaroonigga ah guriga xannaanada carruurta ee qoyskayga waxaana isla markiiba saameyn togan ku yeeshay isbeddelka barnaamijkayga. Aragtida waalidka ee ku saabsan xirfadda barnaamijkayga ayaa kordhay, waxayna muujiyeen qaddarinta in si dhaqso leh loo saxiixo galitaanka iyo bixitaanka si geedi socodka ah. Waxa kale oo sahlanaaday oo deg-deg ah siinta xog sax ah ilaha maalgelinta iyo canshuuraha. Goobta waalid ama barnaamij, sida Barnaamijka Kaaliyaha Militariga, Barnaamijka Cunnada ama Xiriirka Ilmaha lala Shaqeynaya, u baahdo xaadiriska ardayga, helitaanka elektaroonigga ah ayaa i siineysa helitaan deg-deg ah xog sax ah. "

WAC 110-300-0465 wuxuu ugu baahan yahay bixiyaha waxbarashada hore inuu kadiyo ama haayo diiwaanka xaadiriska ugu yaraan shan sano.

Nidaamyada Xaadiriska ee La Ansixiyay. Bogga DCYF oo leh macluumaad iyo tilmaamo ku saabsan hababka ka -qaybgalka elektaroonigga ah. Waxaa ku jira liiska nidaamyadii hore loo ansixiyay iyo tilmaamaha nidaamyada aan ku jirin liiska la oggolaaday. **www.dcyf.wa.gov/services/early-learning-providers/electronic-attendance-system/approved-systems**

Tababbarka Nidaamka Imaanshaha Elektaroonigga ah. Tababar DCYF ah oo ku saabsan nidaamka ka -qaybgalka elektaroonigga ah ee KinderConnect ee xariirka tababarka ee DCYF. **https://dcyftraining.com/**

WAC 110-300-0460

Child records

(1) An early learning provider must keep current individualized enrollment and health records for all enrolled children, including children of staff, updated annually or more often as health records are updated.

(a) A child's record must be kept in a confidential manner but in an area easily accessible to staff.

(b) A child's parent or guardian must be allowed access to all of his or her own child's records.

(2) Each child's enrollment record must include the following:

(a) The child's birth date;

(b) An enrolled child's parent or phone numbers, address, and contact information for reaching the family while the child is in care;

(c) Emergency contact information. If no emergency contact is available, a written and signed emergency contact plan may be accepted;

(d) Names and phone numbers of persons authorized to pickup enrolled children;

(e) A plan for special or individual needs of the child, if applicable, including parent or guardian signature, pursuant to WAC 110-300-0300;

(f) Signed parent or guardian permissions, pursuant to WAC 110-300-0450 as applicable for:

(i) Field trips;

(ii) Transportation;

(iii) Bathing;

(iv) Water activities including swimming pools or other bodies of water; and

(v) Photo, video, or surveillance activity.

(g) The beginning and end enrollment date for children no longer in the early learning program's care;

(h) A parent or guardian approved plan for use of physical restraint and documentation of parental or guardian notification;

(i) Expulsion information, documentation, and steps taken to avoid expulsion;

(j) Termination of services documentation and communication; and

(k) Notification of child developmental screening information given to the child's parent or guardian, if applicable.

(3) Each child's health record and the information described in subsection (2)(a) through (e) of this section must be available to staff for medical administration or emergencies.

(4) A health record is required for every child who is enrolled and counted in an early learning program's capacity. A health record must include:

(a) An immunization record, pursuant to WAC 110-300-0210(1);

(b) The child's health history including any known health conditions and the child's individual care plan, if applicable;

(c) A medication authorization and administration log, pursuant to WAC 110-300-0215, if applicable;

(d) Documentation of special medical procedure training by parent or guardian, if applicable;

(e) Medical and dental care provider names and contact information or what facility the parent or guardian would prefer for treatment;

(f) Dates of the child's last physical exam and dental exam, if available;

(g) Consent to seek medical care and treatment of the child in the event of injury or illness, signed by the child's parent or guardian;

(h) Signed parent or guardian permission for visiting health professionals who provide direct services to children at the early learning program;

(i) An incident or injury report that includes:

(i) The date and description of the child's incident or injury;

(ii) Treatment provided to the child while in care;

(iii) The names of the early learning program staff providing the treatment; and

(iv) Evidence that a copy of the incident or injury report was given to the child's parent or guardian.

(j) Documentation that a provider reported food poisoning or contagious diseases to the local health jurisdiction or the department of health, if applicable.

Joogtaynta diiwaanka ilmaha oo si sahlan loo heli karo ayaa muhiim u ah bixinta daryeel tayo leh. Macluumaadka ama akhbaaraha la ururiyey ayaa u oggolaanaaya bixiyaha barashada hore in uu daboolo baahiyaha waxbarashada, dhaqanka iyo caafimaadka ilmo kasta. Bixiyaasha waxbarashada hore waxay mas'uul ka yihiin inay kaydiyaan oo ay gacanta ku hayaan diiwaannada leh macluumaadka gaarka ah ama xasaasiga ah si loo ilaaliyo sirta. Si joogto ah u maareeynta macluumaadka xasaasiga ah iyo kuwa gaarka ah ee hab qarsoodi ah, waxay muujineeysaa ixtiraam, waxayna gacan ka geysaneysaa dhisidda xiriiro lagu kalsoonaan karo.

Xaqiijinta in waalidiinta iyo mas'uuliyiinta la siiyo fursad ay ku doortaan in ilmahooda ama carruurtooda loo oggolaan doono inay ka-qaybgalaan wax-qabadyada sida gaadiidka, qubeeyska (mayrashada) iyo sawirrada ama dabagalkaas waxay waalidiinta u oggolaanaysaa inay doortaano waxay ay u dareemayaan inay ammaan u tahay ilmahooda. U oggolaanshaha waalidka inuu siiyo ogolaasho ama diido fasaxyada waxqabadyada noocaas ah, waxay u oggolaanaysaa qoyska iyo barnaamijka xannaanada carruurta inay taageeraan badbaadada, dhaqanka iyo waxay u rabaano qoyska ee carruurta ku qoran barnaamijka.

Qoyska ayaa laga yaabaa inay muujiyaan in ilmahooda korinaya aan lagu darin wax sawir ah, muuqaal fiidiyoow ah ama wax-qabad ilaalin ah si looga digtoonaado badbaadada ilmaha. Qoys kale ayaa laga yaabaa inay muujiyaan inaysan oggolaan doonin in ilmahooda loogu qubeeyo ama lagu mayro barnaamijka barashada hore waxayna codsadaan in loo yeero si ay u soo qaadaan ilmaha haddii qubayska loo baahan yahay. Labada xaaladoodba, dukumintiga oggolaanshaha qoyska ayaa ka caawini karo ka hortagga xaaladaha keeni kara walaac xagga amniga ah, ama isku dhac u dhexeeya qoyska iyo bixiyaha waxbarashada hore.

Haddii ay dhacdo xaalad degdeg ah oo lama filaan ah, maareeynta nidaam joogto ah, oo dhammaystiran oo laga heli karo macluumaadka kaydka ah ee ilmaha ayaa si weyn u hagaajin kara jawaab celinta dhacdada. Waxay ka badbaadin doontaa waqti iyo walaac isku dayga inaad ku go'aansato xillinta sida loo jawaabo, cidda lala xiriirayo iyo sida loola xiriiro. Diiwaanada ilmaha ee saxda ah ayaa sidoo kale gacan ka geysanaya hubinta in ilmo loo sii daayo oo keliya shakhsiyaadka uu waalidku u idman yahay una oggolaanaya bixiyaha waxbarashada hore inuu awood u leeyahay inuu hubiyo in wax ka qabasho kasta oo baahi gaar ah u qabta carruurta daryeelka lagu hayo.

Diiwaanka caafimaadka carruurta ayaa ka caawin kara bixiyaasha waxbarashada hore inay la socdaan ama maamulaan baahiyaha caafimaad sida tallaalada ama daryeelka caafimaadka, ama qorshe daryeel gaar ah oo loogu talagalay carruurta leh xaalado caafimaad oo joogto ah ama baahiyaha caafimaad ilmaha qaarkood u gaarka ah. Waxaa loo baahanyahay xogta caafimaad oo sax ah oo hadda jirta, waxayna ku dhiirri-gelinaysaa qoysaska inay helaan daryeel caafimaad ilmahooda waxayna u fududeeyaan wada-xiriirka ka dhexeeya bixiyaasha daryeelka caafimaadka, qoysaska iyo bixiyeyaasha xanaanada cunugga. Goorta aanan la bixin macluumaadka bixiyaha xanaanada caafimaadka ama ilkaha, waa in laga helaa waalidka ama mas'uulka liiska tirade xarunta daaweynta ay rabaano. Diiwaanka carruurta iyo foomamka waa in la cusbooneysiiyaa ugu yaraan sanad walba ama ka-hor haddii isbeddel dhaco, sida hagaajinta daawada ama isbeddelka macluumaadka xiriirka deg-degga ah.

Si loo hubiyo diiwaanada dhammeystiran oo sax ah, bixiyaha waxbarashada hore waa inuu dib u fiiriyaa waraaqaha ay bixiyeen waalidka ama mas'uulka iyo waxyaabaha ku qoran WAC 110-300-0460 ka-hor inta uusan ilmaha u oggolaan inuu bilaabo ka qeybgalka barnaamijka. Xaqiijinta in macluumaadka la dhammaystiray wakhtigaas adigoo la soconaayo waalidiinta ama mas'uuliyiinta wixii jawaabo goobaha maran iyo hubinta in goobihii lagu calaamadeeyay ma'quseeyso (N/A) ay sax yihiin. Goobaha bannaan dokumeentiga ma tilmaamayso "maya" ama ma'quseeyso (N/A) waxaana lagu go'aamin karaa in aanay u hoggaansamin.

WAC 110-300-0055 wuxuu qeexayaa shuruudaha la xiriira baaritaanka koritaanka.

WAC 110-300-0215 wuxuu qeexayaa shuruudaha dukumiintiyada daawada.

WAC 110-300-0300 wuxuu qeexayaa shuruudaha qorshaha daryeelka shaqsiyeed ee baahiyaha gaarka ah.

WAC 110-300-0335 wuxuu qeexayaa shuruudaha la xiriira xakameynta jirka.

WAC 110-300-0340 wuxuu qeexayaa shuruudaha la xiriira cayrinta.

WAC 110-300-0485 wuxuu qeexayaa shuruudaha joojinta siyaasadda adeegyada.

Foomamka iyo Dukumentiyada. Bogga internetka ee DCYF waxaa ka helaysaa foomam ay ka mid yihiin Heshiiska Daryeelka Carruurta, Foomka Diiwaangelinta Daryeelka Carruurta, Warbixinta Dhaawaca Ilmaha/Dhacdada, Diiwaanka Imaanshaha Maalinlaha ah, Foomamka daawada iyo kuwa kale.
www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/forms-documents

WAC 110-300-0465

Retaining facility and program records

(1) An early learning provider must keep the records required in this chapter for a minimum of three years unless otherwise indicated.

(2) Attendance records must be kept for a minimum of five years.

(3) Facility and program records from the previous twelve months must be easily accessible and kept on-site or in the program's administrative office for department or other state agency's review.

(4) Records older than twelve months must be provided within two weeks of a written request by the department.

(5) An early learning provider must keep the following records available for department review:

- **(a) The parent or guardian handbook;**
- **(b) Furniture, sleep, and play equipment forms and specifications;**
- **(c) Chromated copper arsenate test results, if applicable;**
- **(d) Annual fire inspection by qualified fire professional, if applicable;**
- **(e) Annual inspection of chimney, wood stove, and fireplace, if applicable;**
- **(f) Monthly inspection to identify fire hazards and elimination of such hazards;**
- **(g) Monthly testing of smoke and carbon monoxide detectors;**
- **(h) Monthly fire extinguisher inspection and annual maintenance;**
- **(i) Food temperature logs pursuant to CACFP, if applicable;**
- **(j) Child incident and illness logs;**
- **(k) Vaccination records for pets or animals housed at the early learning provider program;**
- **(l) Lead and copper testing results;**
- **(m) Private well and septic systems inspection and testing results, if applicable;**
- **(n) Cleaning log for large area rugs or carpets;**
- **(o) Pesticide use (seven years);**
- **(p) Car insurance policy, if applicable;**
- **(q) Monthly site visit from child care health consultant, if applicable;**
- **(r) Tacoma smelter inspection results;**
- **(s) Curriculum planning schedule;**
- **(t) Strengthening families program self-assessment or an equivalent assessment;**
- **(u) Documents from department visits (inspections, monitoring, compliance agreements, and safety plans); and**
- **(v) Waivers or variances from department rules, if applicable.**

Barnaamijka barashada hore waa inuu lahaadaa qaab nidaamyo uu wax ku soo saaro, isticmaalo, ku dhajiyo, ku kaydiyo iyo in oo si kale u maareeyo dokumentiyo, siyaasado iyo diiwaannada kala duwan oo looga baahan yahay inay qayb kamid yihiin Heerarka Tayada Aasaasiga ah.

Goobaha ku haynta iyo diiwaanada barnaamijka ee barnaamijka waxbarashada hore waa arrin muhiim u ah maamulka ganacsiga. Diiwaanada abaabulan oo laga heli karo ayaa u oggolaanaya bixiyaha waxbarashada hore inuu yeesho sawir sax ah oo ku saabsan wixii tagay ama la soo dhaafay iyo inuu qorsheeyo mustaqbalka. Haddii aanan si gaar ah loogu sheegin WAC, dukumentiyada waa in la hayaa ama la kaydiyaa muddo saddex sano ah. Bixiyaha waxbarashada hore wuxuu dooran karaa inuu ku keydiyo diiwaanka qaabka warqad leh taxadarka kaydinta habboon ama nuqul elektaroonik ah, isagoo hubinaaya in macluumaadka aqoonsiga shaqsiyeed aanan la heli karin ama la xadin karin.

DCYF waxay aqoonsan tahay inay jiraan caqabado ku saabsan kaydinta dukumentiyada. Iyadoo la tixgelinaayo xaddiga kaydinta ee lagama maarmaanka u ah in la hayo tiro badan oo waraaqo ah, diiwaannada ka weyn 12kii bilood ee la soo dhaafay ayaa lagu hayn karaa meel aan ahayn dhismaha ruqsadda haysta. Marka dukumentiyada lagu kaydiyo meel ka baxsan goobta, bixiyaha waxbarashada hore waa inuu hubiyaa in diiwaannada la heli karaa oo la siin karo DCYF laba toddobaad gudahood, marka codsi la sameeyo dib-u-eegista diiwaannada.

Foomamka iyo Dukumentiyada. Bogga shabakada DCYF wuxuu leeyahay foomam si loo taageero barnaamijyada barashada hore.
www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/forms-documents

WAC 110-300-0470

Emergency preparedness plan

(1) An early learning provider must have and follow a written emergency preparedness plan. The plan must be reviewed and approved by the department prior to when changes are made. Emergency preparedness plans must:

(a) Be designed to respond to fire, natural disasters, and other emergencies that might affect the early learning program;

(b) Be specific to the early learning program and able to be implemented during hours of operation;

(c) Address what the provider would do if the provider has an emergency and children may be left unsupervised;

(d) Address what the early learning program must do if parents are not able to get to their children for up to three days;

(e) Must follow requirements in chapter 212-12 WAC, Fire marshal standards, as now or hereafter amended and the state fire marshal's office requirements if a center early learning program;

(f) Be reviewed at program orientation, annually with all early learning program staff with documented signatures, and when the plan is updated; and

(g) Be reviewed with parents or guardians when a child is enrolled and when the plan is updated.

(2) The written emergency preparedness plan must cover at a minimum:

(a) Disaster plans, including fires that may require evacuation:

(i) An evacuation floor plan that identifies room numbers or names of rooms, emergency exit pathways, emergency exit doors, and emergency exit windows for family-home based programs as described in WAC 51-51-0326;

(ii) Methods to be used for sounding an alarm and calling 911;

(iii) Actions to be taken by a person discovering an emergency;

(iv) How the early learning provider will evacuate children, especially those who cannot walk independently. This may include infant evacuation cribs (for center early learning programs), children with disabilities, functional needs requirements, or other special needs;

(v) Where the alternate evacuation location is;

(vi) What to take when evacuating children, including:

(A) First-aid kit(s);

(B) Copies of emergency contact information;

(C) Child medication records; and

(D) Individual children's medication, if applicable.

(vii) How the provider will maintain the required staff-to-child ratio and account for all children;

(viii) How parents or guardians will be able to contact the early learning program; and

(ix) How children will be reunited with their parents or guardians after the event.

(b) Earthquake procedures including:

(i) What a provider will do during an earthquake;

(ii) How a provider will account for all children; and

(iii) How a provider will coordinate with local or state officials to determine if the licensed space is safe for children after an earthquake.

(c) Public safety related lockdown scenarios where an individual at or near an early learning program is harming or attempting to harm others with or without a weapon. This plan must include lockdown of the early learning program or shelter-in-place steps including:

(i) How doors and windows will be secured to prevent access, if needed; and

(ii) (Where children will safely stay inside the early learning program.

(d) How parents or guardians will be contacted after the emergency ends.

(3) An early learning provider must keep on the premises a three-day supply of food, water, and life-sustaining medication for the licensed capacity of children and current staff for use in case of an emergency.

(4) An early learning provider must practice and record emergency drills with staff and children as follows:

(a) Fire and evacuation drill once each calendar month;

(b) Earthquake, lockdown, or shelter-in-place drill once every three calendar months;

(c) Emergency drills must be conducted with a variety of staff and at different times of the day, including in the evening and during overnight hours for early learning programs that care for children during those hours; and

(d) Drills must be recorded on a department form and include:

(i) The date and time of the drill;

(ii) The number of children and staff who participated;

(iii) The length of the drill; and

(iv) Notes about how the drill went and how it may be improved.

(5) In areas where local emergency plans are already in place, such as school districts, an early learning program may adopt or amend such procedures when developing their own plan.

Aafooyinka dabiiciga ah iyo xaaladaha deg-degga ah ee lama filaanka ah ayaa abuura walbahaar ku noqon kara carruurta, bixiyeyaasha waxbarashada hore iyo waalidiinta iyo mas'uuliyiinta. Lahaanshaha qorshe u-diyaargarowga xaaladaha deg-degga ah wuxuu kaa caawinyaa yaraynta walaaca inta lagu jiro xaalada deg-deg ah, wuxuuna kordhiyaa suurtagalnimada jawaab-celin guul leh.

Qorshaha u-diyaargarowga xaaladaha deg-degga ah oo qoran wuxuu u adeegaa dhowr ujeeddo oo ay ka mid yihiin:

- Waxaa jira waxyaalo cad oo laga filan karo falalka shaqaalaha barnaamijka waxbarashada hore inta lagu jiro xaalad deg-deg ah
- Waxaa jira kheyraad qoran haddii xirfadlayaasha waxbarashada hore ay qabaan su'aalo oo ku saabsan u-diyaargarowga xaaladda deg-degga ah ama sida barnaamijku uga jawaabi doono marka ay jirto xaalad deg-deg ah.
- Waalidiinta iyo dadka ardayda masuulka ka ah ayaa garan doona sida ay u jawaabayaan iyo waxa laga filayo barnaamijka waxbarashada hore inta lagu jiro xaalad deg-deg ah.
- Shaqaalaynta shaqaalaha cusub ama inta lagu jiro fursadaha tababarka oo socda, qorshaha u-diyaargarowga xaaladaha deg-degga ah oo qoran wuxuu bixinayaa qaab-dhismeed uu shaqaalaha u qeexaayo sida looga jawaabo xaaladaha deg-degga ah.

Qaybta ugu muhiimka ah badbaadinta carruurta ayaa ah isku dayga in laga helo fikiro la qorsheeyo xaalado lama filaan ah. Qorshayaasha u-diyaargarowga xaaladaha deg-degga ah ayaa wax-ku-oolka ah, waxaa loogu talagalay inay daboolaan baahiyaha gaarka ah ee barnaamijka waxbarashada hore in la eegayo qaybo badan sida nooca xarunta, da'da carruurta loo adeego, goobta dhismaha, goobta deegaanka iyo saacadaha barnaamijka. Marka lagu daro mawduucyada diyaarinta xaaladaha deg-degga ah sida dabka, dhul gariirka, daadadka, daad-gureynta, maareynta dawooyinka, badbaadinta ku xirnaasha guriga iyo hooyga hab maamuuska, qorshaha gurmadka waa inuu ku jiraa xaalado u gaar ah barnaamijka waxbarashada hore. Iyada oo ku xiran xarunta, tan waxaa ku jiri kara moowduucyo kale sida daad-gureynta dhallaanka ama shaqsiyaadka aan ambalaasta lahayn, daadinta ama ku faafinta gaaska, duufaan, foolkaano ama dhulka daad dumiya.

U tixgeli xaaladda bixiyaha waxbarashada hore oo la kulma dhibaato caafimaad, oo dhulka ku dhaca oo miir-beelay. Adigoo ka sii fikiraya dhacdadan, bixiyaha barashada hore wuxuu qaadan karaa taxaddarro joogto ah oo nidaamsan, si looga caawiyo hubinta in carruurtu ammaankooda iyagoo farsamo ahaan aan la ilaalin. Tan waxaa ka mid noqon doona in maalin walba la ilaaliyo meelaha ama goobaha aanan laysanka lahayn, goobta aanan amaanka aheyn, iyo walxaha aysan carruurta geli karin. Waxaa ka mid noqon kara ku hogida casharrada jawaab-celinta deg-degga ah ee da'da ku habboon (sida wacitaanka 911) manhajka barnaamijka. Barnaamijka leh shaqaale badan, waxay looga baahan yahay iskaashi wadajir ah ee gar-gaarka deg-degga ah maalinta ama bixiyaha guriga qoyska oo aanan lahayn shaqaale ayaa la xariiri kara ama diyaarin kara deriska ama xubin qoyska ah si ay u hubiyaan howlaha bixiyaha maalin kasta. Faahfaahinta qorshuhu waxay ku xirnaan doontaa duruufaha barnaamijka u gaarka ah.

Si loo kordhiyo suurtogalnimada qorshayaasha u-diyaargarowga xaaladaha deg-degga ah oo si sax ah loogu hawlgelin doono si dhab ah, bixiyeyaasha waxbarashada hore waa inay sannad walba dib-u-eegaan qorshayaasha oona had iyo jeer ku dhaqmaan hababka u-diyaargarowga xaaladaha deg-degga ah. Tababarrada dabka iyo daadgureynta waa in la sameeyaa bil kasta, dhulgariir, joogitaanka ku xirnaashaha guriga ama dhoolatus hoy-ku-yaal waa in la sameeyo saddexdii biloodba mar. Ku-dhaqanka joogtada ah wuxuu abuuraa hababka caadooyin wanaagsan wuxuuna u oggolaanayaa shaqaalaha barnaamijka waxbarashada hore iyo carruurta inay bartaan habsamida ku kalsoonaadaan habraacyada. Sida CFOC ku xustay, "hab dhaqanka caadiga ah ee layliyada noocaan ahi wuxuu kobciyaan deggenaansho, karti wax-ku-ool ah oo loogu talagalay musiibada dabiiciga ah ama mida bani-aadam marka ay soo baxdo"[304]

Ku-dhaqanka joogtada ah ayaa sidoo kale muhiim ah iyada ay ugu wacan tahay horumarka joogtada ah iyo beddelidda carruurta ku qoran barnaamijka, iyo sidoo kale beddelka shaqaalaha uu shaqaaleeyay barnaamijka.

Xaaladaha deg-dega ah oo daran qaarkood, barnaamijyada waxbarashada hore ayaa laga yaabaa inay isku goob joogi waayaan ama ugu go'doomaan waalidka ama adeegyada gurmadka deg-degga ah. Iyada oo la filaayo duruufahaas oo kale, barnaamijka barashada hore waa inuu haystaa ugu yaraan saddex maalmood oo cunto ah, biyo iyo daawo sii-siinta si loo waafajiyo awoodda deegaanka iyo shaqaalaha ruqsadda haysta. Ashyaadaan ama Sahantaan waxaa laga yaabaa in lagu kaydiyo meel ruqsad leh ama aanan shati lahayn oo ku yaal dhismaha.

Haddii ay dhacdo xaalad degdeg ah, waalidiinta iyo dadka ardayda masuulka ka ah waxay u badan tahay inay ka welwelaan inay dib ula midoobaan carruurtooda. Qorshaynta iyo la xiriirka shaqaalaha, waalidiinta iyo masuulada ku saabsan sidii carruurta iyo qoysaskooda loola midoobi lahaa waxay yareyn kartaa walaacaas. Bixiyaha waxbarashada hore wuxuu kor u qaadi karaa isgaarsiinta wuxuuna sii yareyn karaa welwelka suurtagalka ah isagoo ku bixinaayo macluumaadka siyaasada luuqadda qoyska uu jecel yahay ama ku hadlo.

304 American Academy of Pediatrics, Ururka Caafimaadka Dadweynaha Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Carruurteena: Heerarka Waxqabadka Caafimaadka iyo Badbaadada Qaranka; Tilmaamaha Barnaamijyada Daryeelka Hore iyo Waxbarashada 4th ed.* (Itasca, IL: Akademiyada Maraykanka ee Caruurta, 2019), 399.

U Diyaargarow, Amaanka ama nabada. Websaytka DOH ee Gobolka Washington waxaa laga helee macluumaad, xeeladaha diyaarinta iyo ilaha la xiriira musiibooyinka dabiiciga ah iyo xaaladaha deg-degga ah ee kala duwan.
www.doh.wa.gov/Emergencies/BePreparedBeSafe

Diyaargarowga Degdegga ah. Websaytka Xarunta Illaha Daryeelka Carruurta (Child Care Resource Center) oo leh macluumaad ka caawiya bixiyaha waxbarashada hore inuu si deg-deg ah uga jawaabo kana soo kabsado xaaladaha deg-degga ah Waxaa ka mid ah tixane todoba-fiidiyow ah oo ka socda Xarunta Waxtarmada Daryeelka Carruurta oo leh macluumaad loogu talagalay barnaamijyada barashada hore u diyaargarowga iyo maaraynta xaalado kala duwan oo deg-deg ah.

- Goobta shabakada -Webpage: **www.ccrcca.org/providers/emergency-preparedness**
- Tixanaha Fiidiyoowga:
  www.youtube.com/playlist?list=PLk_LN06P5PwLY05bdqjeJq01zBTVi44AM

Diyaargarowga Deg-degga ah. Bogga internetka ee Child Care Aware of America (CCA) oo leh xiriirro deg-deg ah iyo qodobada musiibooyin, webinars, tababar iyo ilaha bixiyayaasha waxbarashada hore.
www.childcareaware.org/our-issues/crisis-and-disaster-resources

Buugga U-Diyaargarowga Deg-degga ah ee Barnaamijyada Carruurnimada Hore. Websaytkan federaalku wuxuu bixiyaa buuga-gacmeed ka caawinaayo barnaamijyada barashada hore sidii loo samayn lahaa qorshe ka caawin doona barnaamijkooda, xaruntooda ama gurigooda lagu badbaadiyo inta lagu jiro xaalad deg-deg ah.
https://childcareta.acf.hhs.gov/sites/default/files/public/emergency-preparedness-manual-early-childhood-programs.pdf

Boorsada Grab & Go ee Daryeelka Carruurta iyo Barnaamijyada kale ee Waxbarashada Hore. Dukumentiga Caafimaadka Dadweynaha ee Seattle & King County oo leh tilmaam ku saabsan ururinta iyo kaydinta waxyaabaha muhiimka u ah xaalad deg-deg ah.
www.kingcounty.gov/depts/health/child-teen-health/child-care-health/~/media/depts/health/child-teen-health/child-care-health/documents/grab-and-go-ENGLISH.ashx

Buuga-gacmeedka Jawaab-celinta qaabka Musiibada. Hagaha Degmada Snohomish ee bixiyaasha waxbarashada hore ee sida looga jawaabo xaaladaha musiibada iyo dhibaatooyinka khatarta.

- Qorshaha Musiibada - Xarunta ama Barnaamijka Da'da Dugsiga:
  www.snohd.org/DocumentCenter/View/409/Disaster-Plan---Child-Care-Center-or-School-age-Program-DOC
- Qorshaha Musiibada - Daryeelka Ilmaha ee Guriga Qoyska:
  www.snohd.org/DocumentCenter/View/410/Disaster-Plan---Family-Home-Child-Cares-DOC

Qorshaynta Halista Badan ee Daryeelka Carruurta. Hay'adda Maareynta Deg-degga ah ee Federaalka "Federal Emergency Management Agency (FEMA)" koorso ku saleysan webka oo dabooleysa tallaabooyinka lagu caawinaayo bixiyeyaasha waxbarashada hore inay u diyaar-garoobaan dhacdooyinka iyo hubinta badbaadada carruurta ee goobtooda.
https://training.fema.gov/is/courseoverview.aspx?code=is-36

U diyaar-garowga Xaaladaha Deg-degga ah. Casharka shabakadda Virtual Lab School-ka si uu kaaga caawino bixiyaha barashada hore u qorsheeyo, abaabulo, oo ku dhaqmo daad-gureynta iyo hababka gurmadka. Casharka waxaa kaloo ku jira cajalad fiidiyow ah oo laba daqiiqo ah: Kala Hadlidda Carruurta Xaaladaha Deg-degga ah.
www.virtuallabschool.org/preschool/safe-environments/lesson-8

Ka-jawaabidda Musiibooyinka iyo Gurmadka: Macluumaadka Daryeelka Ilmaha ee Caawinta leh kula Wadaago. Bogga Xarunta Dhisidda Awoodda Gobolka (A State Capacity Building Center) oo leh mowduucyo kheyraad iyo su'aalo inta badan la isweydiiyo oo la xiriira wax ka qabashada xaalad deg-deg ah ama masiibooyinka.
https://childcareta.acf.hhs.gov/resource/responding-disasters-and-emergencies-helpful-child-care-information-share

Tusaalaha Qorshaha Musiibada. Qaabka siyaasadda Musiibada ee Caafimaadka Dadweynaha Seattle & Degmada King.
www.kingcounty.gov/depts/health/child-teen-health/child-care-health/~/media/depts/health/child-teen-health/child-care-health/documents/child-care-emergency-disaster-plan.ashx

Ready.gov. Websayt oo ay leedahay dowladda Mareykanka oo loogu talagalay in wax lagu baro oo lagu diyaariyo dadka Mareykanka ah, si ay ugu diyaar garoobaan ugana jawaabaan musiibooyinka aadanaha iyo kuwa dabiiciga ah. Waxaana ku jira boga sida gaar ah loogu talagalay barayaasha iyo ururada
www.ready.gov

- Aqoonyahanada iyo Ururada:
  www.ready.gov/kids/educators-organizations

WAC 110-300-0475

Duty to protect children and report incidents

(1) Pursuant to RCW 26.44.030, when an early learning provider has reasonable cause to believe that a child has suffered abuse or neglect, that provider must report such incident, or cause a report to be made, to the proper law enforcement agency or the department. "Abuse or neglect" has the same meaning here as in RCW 26.44.020.

(2) An early learning provider must report by telephone to the listed individuals, department, and other government agencies when the provider knows or has reason to know of an act, event, or occurrence described in (a) through (f) of this subsection.

(a) Law enforcement or the department at the first opportunity, but in no case longer than forty-eight hours:

(i) The death of a child while in the early learning program's care or the death from injury or illness that may have occurred while the child was in care;

(ii) A child's attempted suicide or talk about attempting suicide;

(iii) Any suspected physical, sexual or emotional child abuse;

(iv) Any suspected child neglect, child endangerment, or child exploitation;

(v) A child's disclosure of sexual or physical abuse; or

(vi) Inappropriate sexual contact between two or more children.

(b) Emergency services (911) immediately, and to the department within twenty-four hours:

(i) A child missing from care, triggered as soon as staff realizes the child is missing;

(ii) A medical emergency that requires immediate professional medical care;

(iii) A child who is given too much of any oral, inhaled, or injected medication;

(iv) A child who took or received another child's medication;

(v) A fire or other emergency;

(vi) Poisoning or suspected poisoning; or

(vii) Other dangers or incidents requiring emergency response.

(c) Washington poison center immediately after calling 911, and to the department within twenty-four hours:

(i) A poisoning or suspected poisoning;

(ii) A child who is given too much of any oral, inhaled, or injected medication; or

(iii) A child who took or received another child's medication;

(iv) The provider must follow any directions provided by Washington poison center.

(d) The local health jurisdiction or the department of health immediately, and to the department within twenty-four hours about an occurrence of food poisoning or reportable contagious disease as defined in chapter 246-110 WAC, as now or hereafter amended;

(e) The department at the first opportunity, but in no case longer than twenty-four hours, upon knowledge of any person required by chapter 110-06 WAC to have a change in their background check history due to:

(i) A pending charge or conviction for a crime listed in chapter 110-06 WAC;

(ii) An allegation or finding of child abuse, neglect, maltreatment or exploitation under chapter 26.44 RCW or chapter 388-15 WAC;

(iii) An allegation or finding of abuse or neglect of a vulnerable adult under chapter 74.34 RCW; or

(iv) A pending charge or conviction of a crime listed in the director's list in chapter 110-06 WAC from outside Washington state, or a "negative action" as defined in RCW 43.216.010.

(f) A child's parent or guardian as soon as possible, but no later than the release of the child at the end of the day, and to the department within twenty-four hours, about using physical restraint on a child as described in WAC 110-300-0335.

(3) In addition to reporting to the department by phone or email, an early learning provider must submit a written incident report of the following on a department form within twenty-four hours:

(a) Situations that required an emergency response from emergency services (911), Washington poison center, or department of health;

(b) Situations that occur while children are in care that may put children at risk including, but not limited to, inappropriate sexual touching, neglect, physical abuse, maltreatment, or exploitation; and

(c) A serious injury to a child in care.

(4) An early learning provider must immediately report to the parent or guardian:

(a) Their child's death, serious injury, need for emergency or poison services; or

(b) An incident involving their child that was reported to the local health jurisdiction or the department of health.

Bixiyayaasha waxbarashada hore ayaa laga yaabaa inay ogaadaan dhacdooyinka ama duruufaha goobaha wanaagga ilmaha ama carruurta wax loo dhimayo ama halis ku jiro. WAC 110-300-0475 waxay tilmaamaysaa dhacdooyinka iyo duruufaha ay DCYF uga baahan tahay bixiyaha waxbarashada hore inuu warbixin u gudbiyo wakaaladda ku habboon iyo DCYF. Waxa kaloo ay bixisaa waqtiga ay tahay in la sameeyo noocyo kala duwan oo warbixino ah. Waxay muhiim u tahay caafimaadka iyo badbaadada ilmaha ama carruurta in duruufahaas la soo sheego, iyo in lagu soo wargeliyo waqti ku habboon. Intaa kaliya maahan caawinaatu inay ilaaliso cunugga, waxay siisaa bixiyaha barashada hore fursad uu ku helo hagitaan ama tilmaamo suuragal ah, wuxuuna u oggolaanayaa wakaaladaha inay la socdaan xogta si ay si wanaagsan ugu wargeliyaan tababarka una siiyaan taageero bixiyaasha iyo kordhinta fahamka baahiyaha bulshada, si loo ogeysiiyo dadaallada ka hortagga.

Dib-u-eegiddu waxay iftiiminaysaa kaliya shuruudaha warbixinta la xushay ee ku qoran WA110 300-0475.

Barnaamijka barashada hore, ilmuhu wuxuu soo bandhigi karaa macluumaad ama waxbaa lagu ogaan karaa ama lagu arki karaa taas oo horseedaysa bixiyaha waxbarashada hore inuu ka shakiyo in lagu xadgudubay ama dayacaad ilmuhu lagu sameeyey. RCW 26.44.030 wuxuu farayaa in bixiyaasha waxbarashada hore iyo shaqaalaha DCYF sharci ahaan looga baahan yahay inay soo sheegaan ama ay sameeyaan warbixin haddii ay haystaan sabab macquul ah oo ay ku rumaystaan in ilmuhu la kulmay xadgudub ama dayac. Warbixinta waa in loo gudbiyaa Hay'ada Child Protection Services CPS ama wakaaladda fulinta sharciga ee ku habboon.

Bixiyaha barashada hore ma'aha inuu hubsado ama haysto caddayn in ilmuhu la kulmay xadgudub ilmo ama dayacaad, si uu u sameeyo warbixinta, laakiin waa inuu sameeyaa warbixin marka ay jirto "sabab macquul ah oo la rumaysan karo" ku xadgudubka ama dayaca ilmaha. Sababta macquulka ah micnaheedu waa qof marqaati ah ama helaya warbixin lagu kalsoonaan karo oo qoran ama afka ah oo lagu eedeynayo xadgudub ama dayac ilmo.

Bixiyaasha waxbarashada hore lama filayo, mana aha inay isku dayaan inay baaraan tuhunka xadgudubka ama dayacaada nafsadooda. Mas'uuliyaddan waxaa iska leh fulinta sharciga, Xeer Ilaalinta iyo Qeybta Shati -siinta/Adeegyada Ilaalinta Ilmaha (LD/CPS). LD/CPS waa barnaamijka DCYF waxayna baarayaan eedeymaha xadgudubka ama dayacaadda ka dhaca xarumaha shatiga leh.

Bixiyaha waxbarashada hore oo leh sababo ku rumaysan yihiin in ilmo la kulmay xadgudub ama dayacaad, waa inuu sida ugu dhakhsaha badan ee suurtogalka ah ugu wargeliyo fulinta sharciga ama DCYF iyo 48 saacadood gudahood. Wargelinta waqtigeedii la joogo ayaa muhiim u ah faragelinta ku xadgudubka iyo dayacaadda la tuhmaayo in sida ugu dhaqsiyaha badan, si looga ilaaliyo ilmaha dhibaato kale inay ku dhacaan.

Wakhtiyada warbixinta khasabka ah ayaa khuseeya tuhunka xadgudubka hadda ama dayacaad, iyo sidoo kale shaacinta xadgudubkii hore ama dayacaad. Ka jawaabidda dhacdooyinkii hore oo xadgudub ama dayacaad ah ayaa u oggolaan kara fursadda ilmaha iyo qoyska in la siiyo adeegyo ama agabyo, taageerooyin ama xeelado lagula tacaali karo si loo hagaajiyo adkaysiga iyo la kulanka natiijooyin wax ku ool ah.

Haddii bixiyaha waxbarashada hore walaac ka qabo laakiin uusan hubin in warbixin la sameeyo, waa inay sameeyaan warbixinta. Shaqaalaha loo xilsaaro qabashada ayaa dib u eegi doona warbixinta si loo go'aamiyo haddii duruufaha la soo sheegay in baaritaan lagu sameeyn karo

Si aad u soo sheegto xadgudubka ilmaha ama la dayacay afar iyo labaatan saacadood maalin kastaba, toddoba maalmood toddobaad kasta, soo wac 1-866-END-HARM (1-866-363-4276).

WAC 110-300-0106(4) bixiyaasha waxbarashada hore waxay u baahanyihiin inay dhammaystiraan tababarka aqoonsiga iyo soo sheegidda xadgudubka carruurta iyo dayacaada la tuhunsan yahay iyo tababarka ka faa'iideysiga sida ay oggolaadeen ama ay bixisay DCYF.

Daawo iyo Sunta

Sunta ayaa ah walaxo kasta oo jirka waxyeello u geesanaayo haddii wax badan laga cuno, la laga qaato neefsashdo, laysku durro ama laga nuugo maqaarka.[305] Maaddooyinka sida caadiga ah laga helo barnaamijka barashada hore ee sababi kara sumowga waxaa ka mid ah daawo, cunto, waxyaabaha la isku qurxiyo, dhirta, nadiifiyeyaasha, saabuunta iyo kiimikooyin kale.

Sida laga soo xigtay Xarumaha Xakamaynta iyo Kahortagga Cudurrada (CDC), 150-kii caruurta oo ah 2 jirka ayaa booqda qolka gurmadka si xad dhaaf ah oo ula kac ah, taas oo ka timaadda khaladaad ku dhaca qaadashada walxaha xad-dhaafka kana yimaaday daryeel-bixiyeyaasha ama carruurta hesho iyo qaadashada dawada.[306] Sababtoo ah halista caafimaad ee khatarta la xiriirta daawada xad -dhaafka ah, bixiyaha barashada hore waa inuu isla markiiba wacaa 911 kadibna Xarunta Xakamaynta Sunta ee Washington si uu u helo jawaab deg-deg ah iyo hagitaan deg-deg ah haddii ilmuhu qaato ama la siiyo daawooyin badan ama qaato ama la siiyo daawooyin qof kale.

Bixiyaha waxbarashada hore waa inuu isla markiiba la xiriiraa 911 kadibna xakamee sunta haddii ay dhacdo dhacdo kale oo sun ah. Haddii sumoowga uu ka dhashay cunto wasakhaysan, waaxda caafimaadka deegaanka ama DOH waa in isla markiiba la ogeysiiyaa. Mararka qaar badeecooyinka cuntada ee la waxyeeleeyay waxaa laga raadin karaa qaybinta ballaaran ka timid, iyadoo degmada caafimaadka ee maxalliga ah ay awoodi doonto inay yareyso halista dadka kale inay xanuunsadaan.

Si aad u soo sheegto sumowga wac 911, ka dibna xakameeynta Sunta ee 1-800-222-1222

WAC 110-300-0205 wuxuu qeexayaa shuruudaha la xiriira cudurka lays qaadsiiyo ama faafaayo oo la soo tabin karo.

WAC 110-300-0215 qeexayaa shuruudaha la xiriira daawada.

WAC 110-300-0260 wuxuu qeexayaa shuruudaha la xiriira kaydinta sahayda ama ashyaada halista ah iyo dayactirkooda.

WAC 110-300-0197 wuxuu qeexayaa waxyaalaha looga baahan yahay hababka amaanka ee cuntada.

Waxaa jira waqtiyo laga yaabo in barnaamijyada barashada hore ay la kulmaan xaalado deg-deg ah oo kale. Tan waxaa ka mid noqon karo dhacdooyin sida ilmo maqan, dhaawac halis ah ama xaalad deg-deg ah oo dhexdhexaad ah oo u baahan daryeel xirfadeed oo deg-deg ah, ama dab ama dhacdo kale. Xaaladaha noocaan ah, waxaa muhiim ah in isla markiiba la ogeysiiyo 911 si jawaab loo bixiyo si loo sugo ammaanka.

Shuruudda kale ee warbixinta waxaa ka mid ah dhacdooyin uu ilmuhu xannibo inta uu ku jiro daryeel bixiyaha waxbarashada hore. Haddii ay dhacdo in ilmuhu jirado ama ku xanuusado barnaamijka waxbarashada hore, waa in waalidka ama mas'uulka ilmaha la ogeysiiyaa xakamaynta sida ugu dhakhsaha badan oo suurtogalka ah iyo ugu yaraan marka ilmuhu ka tago xarunta. Xiriir deg-deg ah oo lala yeesho waalidka ama mas'uulka ka dib isticmaal kasta oo xakameyn jireed waxay gacan ka geysaneysaa kobcinta xiriir wanaagsan oo lagu kalsoonaan karo. Waxa kale oo ay siisaa fursad waalidka ama mas'uulka iyo bixiyaha barashada hore si ay ula xiriiraan una bartaan xeeladaha u shaqeeyay sida fiican iyo kuwa kale oo ay uga wada shaqeeyaan sidii loo siin lahaa isdhexgalka iyo filashooyinka ku haboon ilmaha.

Shuruudaha la xiriira xakameynta jirka ayaa lagu qeexay WAC 110-300-0335.

305 Xarumaha Xakamaynta iyo Kahortagga Cudurrada, "Sunta," oo laga heli karo **www.cdc.gov/HomeandRecreationalSafety/Poisoning/index.html**, oo la cusboonaysiiyay Noofember 24, 2015.

306 Xarumaha Xakamaynta iyo Ka -hortagga Cudurrada, "Dhacdooyinka Daroogada ee Carruurta," oo laga heli karo **www.cdc.gov/medicationsafety/parents_childrenadversedrugevents.html**, oo la cusbooneysiiyay Abriil 30, 2020.

Baaritaanka asalka ah ay qaadayaan DCYF wuxuu yareeyaa halista waxyeellada carruurta kaga timaadda shakhsiyaadka lagu xukumay dembiyo gaar ah ama halis u noqon karaano ilmaha. Habka baaritaanka asalka DCYF wuxuu qiimeeyaa macluumaadka asalka ah ee la xiriirta dabeecadda qofka iyo ku habboonaanta la xiriirta badbaadinta carruurta. Haddii bixiyaha barashada hore uu barto wixii isbeddel ah ee ku yimid taariikhda qofka shaqaalaha ah oo u keeni kara halis dadka kale, ama saamayn ku yeelan kara xaaladda asalka ah ee hadda la soo cadeeyey, bixiyaha waxaa looga baahan yahay inuu ku soo wargeliyo DCYF isbeddeladaas 24 saacadood gudahood markii uu helay macluumaadka. Isbeddelada waxaa ka mid noqon kara dacwad la sugaayo ama xukun dembi kudhacay oo qoran WAC 110-06-0120, ama eedeyn ama ku helid xadgudub ama dayacaad ilmo ama qof weyn oo nugul.

Shuruudaha baarista hore ayaa lagu qeexay WAC 110-300-0100, 110-300-0105, 110-300-0425, 110-300-0475 iyo cutubka 110-06 WAC.

Marka lagu daro wakaaladda loo baahan yahay, bixiyaha waxbarashada hore ayaa mas'uul ka ah inuu si deg-deg ah ugu gudbiyo waalidka ama mas'uulka dhacdooyinka la soo sheegay ama duruufaha. Xiriirka waqtiga iyo u furnaashaha ee waalidka iyo mas'uulka ayaa ka caawineeysa kobcinta xiriir wanaagsan oo lagu kalsoon yahay, waxayna hubisaa inay hayaan macluumaadka lagama maarmaanka u ah ilaalinta caafimaadka iyo badbaadada ilmahooda.

Bixiyaha waxbarashada hore waa inuu sidoo kale ogeysiiyaa DCYF marka xaaladahaani dhacaano. Tani waxay u oggolaanaysaa fursad jawaab kasta oo loo baahan yahay, taageero ama kaalmo farsamo oo lagama maarmaan ah. Shaqaalaha laysanka haysto waxay taageeri doonaan bixiyaha barashada hore inay hubiyaan in bay'ada iyo hab-dhaqanka barnaamijku ay ammaan u yihiin carruurta iyo in la fuliyey dhammaan tallaabooyinka lagama maarmaanka ah.

Kaliya ma'ahan in dhinacyada ku habboon oo looga baahan yahay in la ogeysiiyo waqtiyada loo baahan yahay, laakiin DCYF waxay kaloo loo baahan yahay foomka in la buuxiyo, si loo diiwaangeliyo dhaawaca ama dhacdada, waana in lagu soo gudbiyaa 24 saacadood gudahood. Foomkan ama arjigaan, DCYF 15-941 Warbixinta Dhacdada Dhaawaca Daryeelka Carruurta, waxaa laga heli karaa bogga foomamka DCYF.

Farqiga u dhexeeya Baaritaanka & Ka Warbixinta Xadgudubka Carruurta. Soo -bandhigid macluumaad oo ay soo saartay Jaamacadda Howard oo eegaysa ku-xadgudubka carruurta iyo dayacaada xogta warbixinta, waxay sahamisaa sababaha isu -dheelitir la'aanta ku saleysan isirka waxayna eegtaa xeeladaha lagu yaraynayo kala -duwanaanshaha.
www.nationalperinatal.org/resources/Documents/2018%20Conference/Friday/Cross%20-%20Disparities%20in%20Screening%20and%20Reporting%20Child%20Abuse.pdf

Foomamka iyo Dukumentiyada. Bog ku yaal shabaka DCYF oo ay ku jiraan xiriirinta foomamka waxtar u leh sida Warbixinta Dhaawaca Ilmaha iyo Dhacdada.
www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/forms-documents

Sida Loo Soo Sheego Xadgudubka Caruurta ama Dayacaad. Bogga DCYF oo ka caawinaaya shakhsiga inuu ogaado macluumaadka ay diyaar u yihiin marka ay samaynayaan warbixinta, iyo macluumaadka lagala xiriirayo xafiisyada qaadista ee CPS -ka maxalliga ah si ay u soo sheegaan xadgudubka carruurta ama dayacaad la tuhunsan yahay.
www.dcyf.wa.gov/safety/report-abuse

- Nambarka Warbixinta ee Gobolka oo dhan: **1-866-END-HARM (1-866-363-4276)**

Adkaysi Dukumenti Filim ah oo KPJR ah oo soconaya 60 daqiiqo oo sahaminaaya sayniska Khibradaha Carruurnimada Xun (ACEs) iyo sida khibradda aadka u walaaca badan ee carruurnimadu u beddeli karto horumarka maskaxda oo saamayn ugu yeelan karto caafimaadka iyo dabeecadda nolosha oo dhan
https://kpjrfilms.co/resilience/

Badbaadada Daawooyinka la-tuuraayo. Websaytka Maamulka Cuntada iyo Dawooyinka ee Maraykanka ee ku saabsan ka-tuurista daawada.
www.fda.gov/drugs/ensuring-safe-use-medicine/safe-disposal-medicines

Xarunta Sunta Gobolka Washington. Wicitaanada Xarunta Xakamaynta Sunta waa lacag la'aan waana qarsoodi. Dhammaan su'aalaha waxaa ka jawaabaaya khubaro la heli karo 24 saac maalintii, maalin kasta oo sannadka ah. Khadka caawinta lacag la'aanta ah ayaa ah **1-800-222-1222.**
www.wapc.org

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 non-motorized 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.

(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 a current first-aid and CPR certification pursuant to WAC 110-300-0106(11);

(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.

(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.

Bixiyaasha waxbarashada hore ee doorta inay ku daraan safaro ka baxsan goobta, gaadiidka dadweynaha ama kuwa gaarka loo leeyahay, ama socdaalka safar ah ama kuwa aan lahayn mootoorka ka baxsan goobta waa inay sameeyaan siyaasadda gaadiidka iyo goobta ka baxsan. Tani waxay u oggolaanaysaa bixiyaha barashada hore inuu sii odoroso oo maareeyo khataraha imaan kara oo uu horumariyo nidaamyada iyo hab-raacyada si looga caawiyo hubinta kala-guurka iyo safarada si badbaado leh u dhacaan waxna ugu kordhaan waxbarashada iyo horumarka ilmaha. Siyaasadda qoran ayaa sidoo kale wargelinaysa shaqaalaha, waalidiinta iyo mas'uuliyiinta gaadiidka iyo hababka safarka iyo filashooyinka.

Siyaasadda gaadiidka iyo safarada goobta ka baxsan waa in la qeexaa safarada caadiga ah iyo gaadiidka iyo sidoo kale safarada xilliyeedka ama shaqsiyeedka. Iyada oo ay ugu wacan tahay saamaynta waxyeellada leh ee horumarka ilmaha marka ay ku jirto muddo dheer, waa in la yareeyo muddada uu ilmuhu ku qaadanayo gaadiidka. Safarrada joogtada ah, sida u-qaadidda carruurta dugsiga iyo ama ka soo noqoshada, safaro jiitada caadiga ah iyo maktabadda xaafadda ama hawlaha kale, waa inaysan ka badnaan laba saacadood maalintii ilmo kasta. Xaddidadani ma codsan karto safar gaar ah ama safar dibadeed oo leh gaadiid aan laga maarmi karin ama xaalado waddo oo aan la qorsheyn.

Ilmaha laguma qaadi karo gaadiid ilaa oggolaansho qoraal ah uu ka timaadda waalidkood ama mas'uulkooda. In kasta oo oggolaanshuhu noqon karo safar gaar ah, muhiim ma'aha in la ururiyo warqadda oggolaanshaha saxeexan safar kasta haddii waalidku saxeexo oggolaanshaha nooca safarka ama safarada kala duwan inta uu ku jiro daryeelka bixiyaha

Tan waxaa ku jiri kara gaadiid u socda ama ka imanaya dugsiga ama safarada dibadda. Marka oggolaanshaha noocaas ah la bixiyo, si kastaba ha ahaatee, adeeg-bixiyaha waa inuu weli bixiyaa jadwalka safarka goob kasta ugu yaraan 24 saacadood ogeysiis ka-hor safar kasta. Tani waxay u oggolaanaysaa waalidka ama mas'uulka in si buuxda loo wargeliyo, weydiiyo wax su'aalo ah oo ku saabsan safarka oo uu ahaado go'aamiyaha koowaad iyo la xiriira gaadiidka ilmahooda iyo waaya-aragnimada goobta.

Waxaa muhiim ah in siyaasadda gaadiidka iyo goobta safarka ee ka baxsan goobta ay sii saadaaliyaan oo ay wax ka qabtaan khataraha ka imaan kara gaadiidka safarka. Sannadkii 2016, "shilalka baabuurtu waxay ahaayeen sababaha ugu horreeya ee dhimashada carruurta iyo dhallinyarada, oo ka dhigan 20% dhammaan."[307] Da'da kooxdaan. Sababtan awgeed, Heerarka Tayada Aasaasiga ah ayaa sharraxaaya shuruudaha labada ah si loo yareeyo halista iyo in la hubiyo in bixiyaasha waxbarashada hore ay diyaar u yihiin inay ka jawaabaan xaalad deg-deg ah.

Waxaa jira arrimo badan oo kaalin ka qaadaynayaan yaraynta khataraha iyo halista gaadiidka. Marka bixiyaha waxbarashada hore carruurta ku qaado baabuur khaas ah, bixiyaha waxbarashada hore ayaa mas'uul ka ah dayactirka habboon iyo hagaajinta baabuurka. Waxay kaloo mas'uul ka yihiin inay hubiyaan in carruurtu ay yihiin kuwo da'dooda iyo cabbirkoodu yahay fadhiga kursiga iyo xakamaynta habboon, iyo in xakamaynta iyo kuraasta baabuurka loo isticmaalo sida waafaqsan tilmaamaha warshada soo-saaraha.

CFOC waxay xustay in "meesha ugu nabdoon dhammaan dhallaanka iyo carruurta ka yar saddex iyo toban sano waa inay raacaan kursiga dambe."[308] Tani waxay sabab u tahay, qayb ahaan, goobtaas oo ka sii fogaanaysa xoogga ugu weyn ee saamaynta iyo keenista barkinta (airbag) shilka. Si loo ilaaliyo badbaadada carruurta, meesha carruurtu ku jirto waxaa u dheer da'da iyo cabbirka ku-xoojiyaha habboon iyo kuraasta baabuurka.

307 Rebecca M. Cunningham, Maureen A. Walton iyo Patrick M. Carter, "Sababaha Ugu Weyn ee Dhimashada Carruurta iyo Dhalinyarada ee Maraykanka," *The New England Journal of Medicine*, (2018), oo laga heli karo **www.nejm.org/doi/full/10.1056/nejmsr1804754**

308 American Academy of Pediatrics, Ururka Caafimaadka Dadweynaha Mareykanka, Xarunta Kheyraadka Qaranka ee Caafimaadka iyo Badbaadada ee Daryeelka Carruurta iyo Waxbarashada Hore. *Daryeelka Caruurteena.* 310.

RCW 46.61.687 iyo RCW 46.61.688 waxaa ku jira sharciga gobolka ee isticmaalka suunka kursiga iyo xakamaynta carruurta.

Arrimaha shaqaaluhu waxay si weyn u saamayn karaan badbaadada carruurta inta lagu jiro safarada iyo gaadiidka goobta ka baxsan. Joogtaynta ugu yaraan saamiga loo baahan yahay shaqaalaha-ilaa-carruurta, bixinta kormeer firfircoon oo joogto ah iyo hubinta in shaqaaluhu u qalmaan ama haystaan CPR-ka hadda jira iyo tababarka gargaarka deg-degga ahi, waxay gacan ka geysataan hubinta daryeel-bixiyaha wax-qabadka leh xitaa marka ay ka fog tahay xarunta.

Shuruudaha waxqabadyada biyaha inta aad ku jirto safar shaqo ayaa laga helayaa WAC 110-300-0175.

Shuruudaha kormeerka, saamiga, kooxaynta da'da iyo tirada kooxdu waxaa ka helaysaa WACs 110-300-0345, 110-300-0350, 110-300-0355, 110-300-0356 iyo 100-300-0357.

Haddii bixiyaha waxbarashada hore uu wado gaadhiga, waa inay ruqsad u haystaan nooca gaadhiga la wado.

Xarunta xanaanada cunugga ayaa maalin walba 11 carruur ah iskuulka ku geysa baska barnaamijka yar. Estacia, oo ah qofka shaqaalaha ah ee carruurta u qaado kana soo qaada caruurta dugsiga, waxay haysataa Liisanka ama Shatiga Darawalnimada Ganacsiga "Commercial Driver License (CDL) oo u oggolaanaaya, sida waafaqsan shuruudaha Gobolka Washington, si ay u kaxayso baska 16-qof qaad ah. Estacia waxay ku wargelisay agaasimaha, Jasmine, xaaladda deg-degga ah ee qoyska waxayna Estacia filaysaa inay fasax qaadato saddex toddobaad. Jasmine waxay ogtahay inuusan jirin shaqaale kale oo hadda jira oo shati u haysta inuu kaxeeyo baska 16-ka qof. Jasmine waxay heshay oggolaansho waalid oo qoran oo ah in iyaga iyo hal shaqaale kale ay kaxeen doonaan sagaal ka mid ah carruurta baabuurtooda inta ay Estacia maqan tahay. Labada ilmood oo soo haray, waxaa mas'uuliyadooda qaaday waalidka ka soo qaadis iyo ka qaadida dugsiga.

Jasmine waxay xaqiijisay in labada baabuur ee shaqsiyeedba ay hadda ku jiraan ama leeyihiin dayactir, xaaladda ku meel gaarka ah, waxaana dabooli doona caymiskooda, waxay kaloo leeyhiin gargaarka deg-degga ah iyo qalabka ammaanku ay ku jiraan baabuurta iyo xaaladaha deg-degga ah iyo macluumaadka caafimaadku waxay ku jiraan baabuurka saxda ah ee ilmo kasta.

Marka bixiyaha waxbarashada hore ay mas'uul ka yahay wadista gaadiidka carruurta, waa inay sidoo kale haystaan diiwaanka wadista oo ammaan ah ee shantii sano ee la soo dhaafay. Taas macnaheedu waxay tahay liisankoodu waa inuu ahaadaa mid ansax ah oo hagaagsan. Shakhsi ayaa laga yaabaa inuu awoodo inuu la xiriiro bixiyaha caymiska baabuurka ama Waaxda Shati siinta ee Gobolka Washington (DOL) si uu u helo diiwaanka wadista baabuurka. In la gelo shil ama la ganaaxo qofka shantii sano ee la soo dhaafay micnaheedu ma aha bixiyaha waxbarashada hore ma wadi karo gaadiidka carruurta. Si kastaba ha ahaatee, qaabka shilalka ama tigidhada gaxaana, waxay sababi karaan walaac iyo dhammaanad qaad si taxaddar leh looga fiirsada shatiga ama maamulka xarunta.

Ruqsad wax-barashada hore ee guriga qoyska ayaa oggolaaday in la siiyo gaadiidka soo qaadida iyo celinta dugsiga carruurta ku jirta da'da iskuulka ee daryeelka ku jirta. Ruqsad qaataha ayaa ka shaqaynaya sidii uu u ogaan lahaa qabanqaabada iyo hababka yaababka haddii macallinka hoggaaminaya uu carruurta u kaxeeyo dugsiga ama uu la joogo carruurta yaryar. Ruqsad-qaadaha ayaa weydiinaaya macalinka hogaaminaya diiwaanka wadista baabuurta shantii sano oo la soo dhaafay. Macallinka hoggaamiya wuxuu ku wargelinayaa rukhsadda in aysan wax shilal ah la kulmin. Waxay soo wariyeen, arimaho si kastaba ha ahaatee, in dhowrkii sano ee la soo dhaafay ay heleen laba tikid ganaax oo deg-deg ah, qiyaastii afar bilood ka hor, waxay heleen tikid ganaax oo ah inay ku guuldareysteen inay isticmaalaan calaamada leexashada. Ruqsad-bixiyaha ayaa tixgeliya macluumaadkan, wuxuuna go'aamiyaa in macallinka hoggaamiya laga yaabo inuu ku habboon yahay daryeelka carruurta xarunta marka loo kaxeeyo dugsiga.

Si loo sii yareeyo khataraha iyo halista carruurta, bixiyaha waxbarashada hore waa inuu hubiyaa in dhammaan carruurta la xisaabiyo ka-hor iyo ka-dib hawl kasta oo goobta ka baxsan. Si loo ilaaliyo u hoggaansanaanta, bixiyaha waxbarashada hore waa inuu awoodaa inuu muujiyo sida ay u ilaalinayaan imaanshaha inta lagu jiro gaadiidka, waxqabadyada goobta ka baxsan iyo mar kasta oo ilmuhu galayaan ama ay ka baxayaan. Fiirinta ama jeegareeynta imaanshaha soo noq-noqda iyo joogtayntu waxay gacan ka geystaan hubinta iyo fiirinta in dhammaan carruurtu ay joogaan oo ammaan yihiin. Markastoo la hubiyo imaanshaha, sida ugu dhakhsaha badan bixiyaasha waxbarashada hore ayaa ka jawaabi kara oo heli kara ilmaha maqan. Qaadashada xaadirinta imaanshaha markastoo ay kooxdu gasho ama ka baxdo baabuur waxay gacan ka geysaneeysaa ka-tegista meel aan carruur lahayn. Tani waxay sidoo kale gacan ka geysaneeysaa hubinta inaan ilmo looga tagin baabuur aan lala socon.

Carruurta waa in aan weligood looga tagin baabuur kaligood. Khataraha suurtagalka ah ee ilmaha kaligiis baabuurka looga tago waxay noqon karaan kuwo dilaa ah. Khatarahaas waxaa ka mid ah laakiin aanan ku xaddidnayn:

- Halista-kulaylka - Marka heerkulka asaasiga ah ee jirku kor ugu kaco ilaa 104 darajo ama ka sareeya.
- Dhexgalka Suunka-kursiga gaadiidka - Marka suunka kursiga oo ku duubto madaxa, qoorta ama dhexda jirka.
- Dabinta gelitaanka dhinaca dambe - Marka ilmuhu gaarigo galo dhinaca dambe oo la heli waayo ama aysan jirto si uu u soo baxo.
- Gawaarida iska socdo - Baabuurta qaar waa laga wareejin karaa goobta gaadiidka la dhigto iyado la qaban baarkinka ama bireega gacanta ama furaha dabka oo la rogin iyada oo ilmuhu gudaha ku jiro.[309]

Waxyaabo kaloo la tixgeliyo marka la qaadayo carruurta gaariga waa in la leeyahay caymiska. Si loo qaado ama la raro carruurta, bixiyaha waxbarashada hore waa inuu hubiyaa in caymisku ay daboolayso darawalka, gaariga iyo dhammaan rakaabka. Heerka caymiska baabuurta ee caadiga ah ma bixin karaan caymis ku filan haddii gaariga loo isticmaalaayo daryeelka ilmaha. Bixiyaha waxbarashada hore waa inuu xaqiijiyaa haddii caymis dheeraad ah looga baahan karo ujeeddooyinka barnaamijka waxbarashada hore.

309 Waaxda Gaadiidka ee Mareykanka, "Badbaadada Carruurta," oo laga heli karo **www.nhtsa.gov/road-safety/child-safety**, oo dib loo soo qaatay Oktoobar 20, 2020.

Bixiyaha waxbarashada hore wuxuu damacsan yahay inuu meheraddooda ganacsiga ku furo qorshayaal ah inay carruurta geeyaan maktabada ama madxafka bishiiba hal mar baabuurtooda gaarka ah. Bixiyuhu wuxuu ku darayaa macluumaadkan buugg-gacmeedka waalidka, waxaana dib-u-eegi doona shati -bixiyaha inta lagu guda jiro hawsha ruqsad-siinta hore. Ruqsad bixiyuhu wuxuu weydiinayaa haddii caymiska baabuurka bixiyey uuna dabooli doono darawalka, baabuurka iyo dhammaan dadka saaran baabuurka, taas oo WAC u baahan tahay. Bixiyaha ma uusan ogeeyn caymiska buuxa, wuxuuna la xiriiri doonaa shirkadda caymiska wixii faahfaahin dheeraad ah. Bixiyuhu wuxuu ogaaday in siyaasaddu caymiska aysan dabooli doonin u raridda carruurta ujeeddooyin ganacsi ah sidaa darteed shaqo dheeri ah ayaa looga baahnaa wakiilkooda caymiska si loo iibsado caymiska habboon si loo buuxiyo shardiga WAC.

Iibso Nuqul ka mid ah Diiwaankaaga Wadista Gobolka Washington. Bogga DOL oo leh tilmaamo lagu helaayo diiwaanka xadgudubyada wadista, xigashooyinka, xukunnada, tallaabooyinka waaxda iyo isku dhaca shilalka.
www.dol.wa.gov/driverslicense/requestyourrecord.html

Kuraasta Baabuurka: Macluumaadka Qoysaska. Websaytka Akademiyada Maraykanka ee Dhakhaatiirta Carruurta oo bixiya casharo ku saabsan noocyada kursiga baabuurka, meelaynta, rakibidda, soo-saarayaasha, barkimaha shilka, su'aalaha guud iyo qaar kaloo badan.
www.healthychildren.org/English/safety-prevention/on-the-go/Pages/Car-Safety-Seats-Information-for-Families.aspx

Dugsiga Qaabka aragtida Virtual. Casharrada shabakadda ee tilmaamaaya hab-dhaqanka iyo tilmaamaha lagu ilaalinayo carruurta inta lagu jiro gaadiidka, safarada dibadda iyo agagaarka dhinacyada baabuurta.

- Socdaallada Gaadiidka iyo Goobaha booqashada. Waxaa ku jira fiidyow laba daqiiqo ah: **www.virtuallabschool.org/management/safe-environments/lesson-5**
- Nabada Wadooyinka iyo Ammaanka Baabuurka. Waxaa ku jira fiidyow saddex daqiiqo ah: **www.virtuallabschool.org/fcc/safe-environments/lesson-8**
- Ammaanka Baabuurka: **www.virtuallabschool.org/preschool/safe-environments/lesson-11**

Talooyinka Badbaadada Gaadiidka ee Daryeel maal-meedka iyo Bixiyaasha Daryeelka Carruurta. Maqaal ku yaal hababka Caymiska oo leh talooyin iyo xeelado si badbaado leh carruurta loogu geeyo meelaha ay u baahan yihiin inay aadaan.
https://insurancehub.com/transportation-safety-for-childcare-providers/

Xeerarka Kursiga Baabuurka ee Gobolka Washington oo Isbedalay. Websaytka Target Zero oo sharraxaya sharciyada kursiga baabuurka ee Gobolka Washington oo dib loo eegay Jan. 1, 2020, waxay bixiyaan macluumaad iyo ilo dheeraad ah, oo ay ku jiraan waraaqo daabacan iyo boorarka.
https://wadrivetozero.com/car-seats/

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.

Siyaasadda ka Joojinta Adeegyadu waxay khuseysaa oo keliya waalidiinta ama mas'uuliyiinta. Kuma xirna ilmaha ama dabeecadda carruurta. Haddii waalidka ama qofka ilmaha masuulka ka ah uusan ka soo bixin filashooyinka iyo shuruudaha barnaamijka waxbarashada hore, sida biilasha aan la bixin, imaanshaha dambe ama dhaqanka aanan habboonayn ama aanan ammaan aheen waalidka ilmaha ama mas'uulka, waxay dhaawici kartaa hawlaha ganacsiga iyo kulanka baahida aasaasiga ah ee caafimaadka, badbaadada iyo horumarka carruurta. Awood la'aanta ama rabitaan la'aanta in la buuxiyo siyaasadaha barnaamijka iyo filashooyinka ayaa laga yaabaa inay keento xaalado ay ka mid yihiin amni-darro ama walaaca oo kordha carruurta, ku-xad-gudubka Heerarka Tayada Aasaasiga ah, aan ku habboonayn shaqaalaha barnaamijka waxbarashada hore iyo mararka qaarkood khasaare dhaqaale.

Bixiye guriga qoyska oo ka socda Degmada Snohomish ayaa nala wadaaga:

"Waxaan la shaqeeyay qoys la kulmay waqtiyo adag. Carruurtooda ayaa loo qorsheeyay in laga soo qaado daryeelka saddexda saac maalin kasta. Dhawr jeer baa la soo qaaday oo waxaan la hadlay waalidiinta. Waxay sheegeen inay si wanaagsan wax u qaban doonaan. Waxaan doonaayey inaan iyaga taageero sidaas darteed waxaan u soo bandhigay inaan jadwalka hagaajiyo, laakiin way diideen. Waxay sii wadeeyn inay soo qaadaan goor dambe iyo daahid, waxayna saamayn ku yeelatay saamiyadayda. Si aan ugu hoggaansamo WAC, waxay ahayd inaan carruurtayda u tago guriga dariska dugsiga ka dib intii aan guriga iman lahaa. Ugu dambeyntii waxaan bilaabay qiimeynta lacagta khidmadaha soo daahay. Waxaan iftiimiyey diiwaanada imaanshaha si ay u arkaan dhacdo kasta oo lagu soo oogay. Waxay dareemeeyn xumaan waxayna bixiyeen raaligelin, laakiin waxay sii wadeen inay soo daahaan. Qoriga cabitaankii ugu dambeeyey wuxuu ahaa markii ay u imaan waayeen inay soo qaadaan carruurtooda ilaa muddo dheer kadib markii ganacsigaygu xiray. Waxaan buuggayga ku haystay siyaasad ah in daryeelka la sheegay in laga yaabo in la joojiyo daryeelka haddii aanan u hoggaansami saacadaha daryeelka la isku raacay. Waalidka ayaa saxiixay xeerka. Waxa kale oo aan xafiday xaashiyaha xaadiriska iyo diiwaanka wada sheekaysigayada badan ee ku saabsan soo-qaadista dambe. Waxay ahayd wax adag in la soo afjaro daryeelkii qoyska sababtoo ah waxaan daryeelayey carruurta waxaana jeclaan lahaa inaan sii wado taageeradooda. Ugu dambayntii, waxay ahayd inaan qaato go'aanka ah inaan sameeyo xuduud si aan u ilaaliyo sama-qabadka qoyskayga."

Si loo joojiyo diiwaangelinta ilmaha sababo la xiriira dabeecadda adag ee ilmaha waa cayrin. WAC 110- 300-0340 waxay tilmaamaysaa shuruudaha la xiriira cayrinta.

WAC 110-300-0486

Expulsion policy

(1) An early learning provider must have and follow an expulsion policy, pursuant to WAC 110-300-0340.

(2) An expulsion policy must:

(a) Provide examples of behavior that could lead to expulsion from the early learning program;

(b) Detail steps the provider takes to avoid expelling a child including, but not limited to, environmental and staffing changes;

(c) Detail how the provider communicates to the parent or guardian of a child the steps taken under (b) of this subsection; and

(d) Include information that may benefit an expelled child including, but not limited to, community based resources.

Cayrinta waa marka diiwaangelinta cunugga ee barnaamijka waxbarashada hore la soo afjaro sababta oo ah bixiyaha barashada hore ma awoodo inuu daboolo baahiyaha ilmaha sababo la xiriira dabeecadda adag ee ilmaha. Daraasaduhu waxay ogaadaan in marka carruurta la cayriyo inay ogaadaan ama ay aaminaan inay wax ka khaldan yihiin ama xun yihiin, waxayna la kulmaan fursado waxbarasho oo ka yaraato, waxayna u badan tahay inay ka gudbin ama aysan dhameeysan dugsiga sare oo ay noqdaan dhallinyaro xabsi.[310]

Intaa waxaa dheer, cilmi-baaristii dhawayd la sameeyey waxay taageertay xiriirka ka dhexeeya eexasho aan toos ahayn iyo ka-hakinta iyo cayrinta barnaamijyada waxbarashada hore. Si kale haddii loo dhigo, waxaa jira caddayno in dabeecadaha miyir-qabka ah, caqiidooyinka iyo fikradaha khaldan ee uu qabo bixiyaha barashada hore ay door ku yeelan karaan haddii ilmo la eryo. Cilmi-baaristu waxay ogaatay in carruurta labka ah, cabbirkoodu jirka ka weyn yahay celcelis ahaan oo leh maqaar jirka midibka madowga yahay in laga cayriyo heerar ka sarreeya carruurta kale.[311]

Heerarka Tayada Aasaasiga ah, sidaa darteed, waxay u baahan yihiin barnaamij waxbarasho hore si loo horumariyo loona raaco siyaasadaha cayrinta kuwaas oo dhiirrigelinaayo iskaashiga iyo wada -hadalka cad ee waalidiinta iyo mas'uuliyiinta. Shuruudda ah in lala xiriiro waalidiinta iyo mas'uuliyiinta oo ku saabsan nooca dabeecadaha u horseedi kara cayrinta iyo xeeladaha barnaamijku adeegsan doono si looga fogaado cayrinta ayaa ka caawinaysa dhammaan dhinacyada in ay si wadajir ah uga wada shaqeeyaan daryeel xanaanad leh oo joogto ah ee ilmaha. Tan waxaa lagu taageeray cilmi-baaris muujineysa in xiriirada xasiloon iyo daryeelka dadka waaweyn ay u horseedaan carruurta natiijooyin xirfadaha bulsheed waqti-dheer ah iyo waxbarasho hagaasan.[312]

310 Ka Hortagga Ka -hakinnada iyo Ka -eryidda Goobaha Carruurnimada Hore, "Maxay u eg yihiin ka-joojinta iyo ka-eryidda goobaha carruurnimada hore," oo laga heli karo **https://preventexpulsion.org/overview/**, oo dib loo soo qaatay Oktoobar 20, 2020

311 Xarunta Waxbarshada Carruurta ee Yale, "Saameynta Eexyada Barayaasha Hore ee Ku Saabsan Jinsiga iyo Jinsiga ee la Xiriira Dabeecadda iyo Talooyinka Ka-eryidda iyo Ka-hakinta Dugsiga -hore," oo laga heli karo **https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf**, oo la daabacay Seebtember 28, 2016.

312 The Ounce, "Muhiimadda Sii-wadashada Daryeelka: Siyaasadaha iyo Ku-dhaqanka Nidaamyada Carruurnimada Hore iyo Barnaamijyada," waxaa laga heli karaa **https://startearly.org/app/uploads/pdf/NPT-Continuity-of-Care-Nov-2015.pdf**, Noofambar 2015.

Xeeladaha looga fogaado cayrinta waxaa ka mid noqon kara laakiin aanan ku xaddidnayn:

- Aqoonsiga iyo hagaajinta deegaanka ama cimilada si loo kordhiyo guusha.
- Aqoonsiga iyo wax ka qabashada kiciyeyaasha dabeecadda iyo dareenka.
- In xoogga la saaro dhisidda xiriir wanaagsan oo ka dhexeeya bixiyaasha (waxbarashada) hore iyo ilmaha.
- U fiirsashada si aad u hesho macnaha dabeecadda (waa maxay waxa ilmuhu isku dayayo in uu yiraahdo).
- Barashada iyo xurmaynta dhaqanka ilmaha.
- Aqoonsiga ilmaha habdhaqankiisa, bulsho ahaan iyo dareen ahaanba.
- Qaabaynta iyo baridda muujinta dareenka habboon.
- Isku-dubbaridida xeeladaha edbinta ee joogtada ah ee u dhexeeya barnaamijka waxbarashada hore iyo waalidka ama mas'uulka.
- Qirashada eexda aan tooska ahayn iyo fududeynta wada sheekaysiga shaqaalaha ee ku saabsan saamaynta ay ku yeelan karto barnaamijka waxbarashada hore.
- Siinta waalidka ama mas'uulka macluumaadka ku saabsan ilaha iyo taageerooyinka bulshada.

Si kor loogu qaado daryeelka joogtada ah loona ilaaliyo fursaddaha canugga oo ka faa'iideysanaayo jawiga waxbarashada hore, siyaasadaha waa inay ku xaddidaan cayrinta xaaladaha quseeyo in ay laga walwalsan yahay amaana darada halis galinta ilmaha ama kuwa kale ee aan wax looga qaban karin isbeddellada kale. Fahamka in dhammaan shakhsiyaadka ay leeyihiin eex ayaa laga yaabaa inay ku dhiirrigeliso bixiyaasha waxbarashada hore inay si ulakac ah isugu dayaan inay aqoonsadaan oo ay wax ka qabtaan kuwa laga yaabo inay hayaan iyo inay ku sii adkaystaan xeelado lagu yareynayo suurtogalnimada cayrinta dhammaan carruurta.

WAC 110-300-0340 qeexaaya shuruudo dheeraad ah oo la xiriira cayrinta.

WAC 110-300-0325 wuxuu qeexaaya shuruudaha lagu abuurayo jawi koritaanka ilmaha caafimaadka qaba.

WAC 110-300-0330 wuxuu qeexaayaa shuruudaha la xiriira cilaaqaadka wanaagsan iyo hagista ilmaha.

Sameeynta rabshadaha aan tooska ahayn ee barayaasha hore oo ku saabsan Galmada iyo Jinsiga ayaa la xiriirta filashooyinka akhlaaqda iyo soo jeedinta ceyrinta iyo ka-joojin? Cilmi-baaris kooban oo sameeysay Jaamacadda Yale oo sahamineysa baaritaanka eexashada aan tooska ahayn ee ku aaddan cayrinta wiilasha midibka Madow.
https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf

Joojinta Ka-hortagga iyo Ka cayrinta Goobaha Carruurnimada Hore: Hagaha Hoggaamiyayaasha Barnaamijka ee Taageeridda Dhammaan Guusha Carruurta. Waxay bixiyaan xog iyo macluumaad si wax looga qabto sababaha asaasiga ah waxayna bixiyaan is-beddello ka -joojin iyo cayrin.
https://preventexpulsion.org/

Ka biloow Sinaanta Sanadaha Hore ilaa Darajooyinka Hore waxay bixisaa xog iyo cilmi baaris ay soo saareen Mashruuca Sinnaanta Caruurta iyo Xarunta Siyaasadda labada-dhinac (Bipartisan.)
https://childandfamilysuccess.asu.edu/sites/default/files/2020-07/CEP-report-071520-FINAL.pdf

Xanaaga, Ilmada iyo Carada: Dabeecaddaani waa Isgaarsiin. Daabacaada Xarunta Pacer waxay sahaminaysaa tallaabooyin lagu caawinaayo yareynta suuragalnimada dabeecadaha adag.
www.pacer.org/parent/php/php-c154.pdf

Waaxda Caafimaadka iyo Adeegyada Aadanaha ee Mareykanka iyo Waaxda Waxbarashada ee Mareykanka, Bayaanka Siyaasadda ee Siyaasadda Ka-eryidda iyo Ka -joojinta ee Goobaha Carruurnimada Hore.
https://challengingbehavior.cbcs.usf.edu/docs/policy-statement-ece-expulsions-suspensions.pdf

Goorma La Raadsan Karaa Caawimo Dibadeed Dhaqanka Dhibaatada Carruurta. Xarunta ku Saabsan Aasaaska Bulshada iyo Dareenka ee Barashada Hore "Center on the Social and Emotional Foundations for Early Learning (CSEFEL)" si loo taageero go'aan qaadashada si saamayn wanaagsan loogu yeesho dabeecadaha adag ee carruurta yaryar.
http://csefel.vanderbilt.edu/documents/dmg_seek_outside_help.pdf

WAC 110-300-0490

Child restraint policy

(1) An early learning provider must have and follow a child restraint policy that contains behavior management and practices, pursuant to WAC 110-300-0335.

(2) A restraint policy must be:

(a) Appropriate for children's developmental level, abilities, and language skills;

(b) Directly related to the child's behavior; and

(c) Designed to be consistent, fair, and positive.

(3) Family home licensees, center directors, assistant directors, program supervisors, lead teachers and other appropriate staff members must be trained annually in the program's child restraint policy.

(4) Only trained staff may restrain a child in care in accordance with WAC 110-300-0335.

Siyaasadaha xakamaynta carruurtu waa qayb ka mid ah barnaamijka barashada hore guud ahaan xeerarka hagidda iyo edbinta ilmaha. Farsamooyinka hagida ilmaha waxaa ka mid ah xeeladaha soo socdo sida:

- Qaabaynta iyo tababbarka dabeecadaha la rabo.
- Dhisidda xiriir wanaagsan oo ka dhexeeya
- bixiyeyaasha waxbarashada hore iyo carruurta.
- Qorshaynta hore.
- Ka mashquulida dabeecadaha aan loo baahnayn.
- Siinta doorashooyin.

Xaaladaha badankood, siyaasadaha hagidda iyo xeeladaha hagidda carruurtu waxay keenaan iskaashi, wax-soo-saar ah iyo waayo-aragnimo barashada hore ee carruurta. Si mar-mar ah, si kastaba ha ahaatee, dabeecadaha halista ku ah badbaadada ilmaha ama badbaadada kuwa kale ayaa dhici kara. Siyaasadda hagida ilmaha ee barnaamijka waxbarashada hore waa inay ku jirtaa sida shaqaalaha barnaamijku uga jawaabi doonaan xaaladahaas.

Haddii siyaasadaha barnaamijka barashada hore oggolaadaan isticmaalka xakamaynta jirka, qaabkan xakamaynta waa in la adeegsadaa ka dib marka la isku dayo in kor loo qaado hab-dhaqanka ilmaha iyadoo la adeegsanaayo xeelado hagitaan ilmo oo taageero u leh ayaa caddaynaya in aanay guulaysan. Siyaasaddu waxay sidoo kale u baahan tahay habab ku habboon dhaqanka ilmaha iyo heerka koritaankiisa. Tan waxaa ka mid ah u haynta ilmaha sida ugu macquulsan intii ugu macquulsan waqtiga ugu yar oo lagama maarmaanka u ah xakameynta xaalada jirta.

Daraasado la xiriira xakamaynta carruurta yar-yar waxaynu xusuusanaa walaac ku saabsan suurtagalnimada weyn ee xadgudubka iyo dhaawaca carruurta jir ahaan iyo maskax ahaanba.[313] Sidaa darteed, waxaa muhiim ah in shaqaalaha barashada hore ay helaan tababar hore iyo tababar joogto ah oo la xiriira siyaasadda xakamaynta barnaamijka. Dabeecadaha halista ku ah badbaadada ilmaha ayaa si lama filaan ah u qaadan kara bixiye hore uu la yaabaa, badbaadada ilmahana si fiican ayaa loo ilaaliyaa marka shaqaaluhu hore u yaqaanaan siyaasadda barnaamijka iyo farsamada xakamaynta nabdoon. Tani waxay u oggolaanaysaa bixiyaha barashada hore inuu si dhaqso leh u fara-galiyo ku dhaqmida si uu u kala dhexgalo dabeecadaha halista ah ee ilmaha iyo in uu ka caawiyo inay dib u soo ceshadaan xakameeynta.

WAC 110-300-0335 qeexaaya shuruudaha la xiriira xakameynta jirka.

WAC 110-300-0325 wuxuu qeexaaya shuruudaha la xiriira abuurista jawi koritaanka ilmaha caafimaadka qaba.

WAC 110-300-0330 wuxuu qeexaaya shuruudaha la xiriira cilaaqaadka wanaagsan iyo hagista ilmaha.

WAC 110-300-0331 wuxuu qeexaaya shuruudaha dabeecadda la mamnuucay, edbinta iyo ka saarista jirka ee carruurta.

Sida Looga Caawiyo Caruurta Ineey Is Dajiyaan. Maskaxda Ilmuhu waxay soo bandhigtaa farsamooyin lagu caawinaayo carruurta inay habeeyaan shucuurtooda oo ay ka fogaadaan dabeecadaha qarxa.
https://childmind.org/article/how-to-help-children-calm-down/

Ka Hortagga Adeegsiga Xakamaynta iyo Goonni -isu -taagga Carruurta Yar-yar: Doorka Wax -ku -oolnimada, Dhaqannada Wanaagsan. Maqaal ka hadlaya xakamaynta iyo go'doominta oo ah muhiimada qaran oo weyn kana mid ah degmooyinka dugsiyada, wakaaladaha gobolka iyo dawladaha.
https://cainclusion.org/teachingpyramid/rbm-issue-briefs/preventing-the-use-of-restraint-and-seclusion-with-young-children-the-role-of-effective-positive-practices-pdf/

Xakamaynta iyo go'aminta: Dukumentiga Kheyraadka. Dukumentiga Waaxda Waxbarashada Mareykanka waxay leedahay qadka akhbaaro iyo ilaha khayraadka.
https://sites.ed.gov/idea/files/restraints-and-seclusion-resources.pdf

Deggenaanshaha soo Wajahadda Dabeecadaha Adag. Maqaalka Fox News oo ay qortay Jennifer Cerbasi oo ah La -taliye Waxbarasho iyo isku-duwaha ka Falanqaynta Dabeecadda la dabaqay.
www.foxnews.com/health/staying-calm-in-the-face-of-challenging-behaviors

313 Xarunta Caawinta Farsamada ee Faragelinta Dareenka Bulshada ee Carruurta Yar-yar, "Ka Hortagga Adeegsiga Xakamaynta iyo go'doomida Carruurta Yar-yar: Doorka Wax-ku -oolnimada, Hab -dhaqannada Wanaagsan," oo laga heli karo **https://eric.ed.gov/?id=ED526387**, la daabacay Febraayo 2011

WAC 110-300-0495

Consistent care policy

(1) An early learning program must have and follow a policy that promotes the consistent care of children.

(2) When possible, an early learning provider must be assigned to work with a consistent group of children for much of the day with a goal of building long-term, trusting relationships.

Daryeelka joogtada ah waxaa loola jeedaa siinta caruurta fursado joogto ah, si ay u dhisaan xiriiro dareen ahaan haboon iyadoo ugu horrayaan la falgalaya tiro kooban oo ka tirsan shaqaalaha barnaamijka waxbarashada hore. Siyaasadaha barnaamijka barashada hore waa inay sharxaan xeeladaha loo isticmaalo in lagu taageero daryeelka joogtada ah ee carruurta. Sida laga soo xigtay NAEYC, siyaasadahaani waa muhiim maxaa yeelay waxay bixiyaan daryeel -bixiyeyaal joogto ah muddo dheer ee sanadaha hore, waxaa lagu muujiyey inay faa'iido u leedahay koritaanka bulsheed iyo shucuureed ee cunugga iyo hagaajinta dabeecaddooda. Waxa kale oo jira caddayno ah in daryeelidda joogtada ahi dhiirri-geliso jawaabaha xasaasiga ah ee daryeelka bixiyaha. Waxa kale oo jira caddayn ah in daryeelidda joogtada ahi dhiirri -geliso jawaabaha xasaasiga ah ee daryeel bixiyaha.[314]

Xeeladaha barnaamijka barashada hore u adeegsan doono, si uu u bixiyo daryeel joogto ah way kala duwanaan karaan marka loo eego barnaamijka barashada hore ee shaqsiga.

Awoodda ruqsad u haysta bixiyaha barashada hore ee guriga qoysku wuxuu u baahan yahay laba shaqaale si ay ula kulmaan saamiga shaqaalaha iyo ilmaha. Bixiyaha guriga qoysku wuxuu qaadan doonaa koorsooyin kuliyadaha kuleejka ah oo qof ahaan la kulmi doona Jimco kasta 12 toddobaad. Bixiyaha waxbarashada hore wuxuu la shaqeeyaa Early Achievers iyo Machadka Imagine si ay ugu diyaariyaan daryeel-bixiye gurmad ah oo u qalma maalmaha ay aadayaan. Si aad si wanaagsan u siiso daryeel joogto ah carruurta ku qoran, bixiyaha barashada hore ayaa u diyaariya beddelka inuu ka shaqeeyo ka hor Jimcaha ugu horreeya ee fasalka, si carruurtu ula kulmaan ku-simaha bedelka, macallinka hoggaamiya ayaa la kulmi karo ku-simaha beddelka ah iyo kan beddelkana wuxuu noqon karaa mid yaqaan siyaasadaha, hababka iyo nidaamyada barnaamijka. Bixiyaha waxbarashada hore ayaa jadwalka beddelka u sameeya Jimce kasta oo ka mid ah rubuca 12-toddobaad. Tani waxay u oggolaaneysaa carruurta inay xiriir la yeeshaan hal qof badel ku sii meelgaar ah halkii ay lahaan lahaayeen dhowr beddel ku sii meelgaar ah oo kala duwan.

Barnaamijka waxbarashada hore ee xarunta, siyaasadda daryeelka joogtada ah waxay ka mid ah in bixiyaha waxbarashada hore uu daboola nasashooyinka iyo qadada qolka ilmaha iyo kuwa socod-baradka ay isku mid yihiin maalin kasta, iyo bixiye kale oo wax-barashada hore leh ayaa si joogto ah mas'uul uga ah bixinta nasashooyinka iyo qadada dugsiga barbaarinta ee fasalada.

314 Mary Benson McMullen, "Faa'iidooyinka badan ee sii -wadashada daryeelka dhallaanka, socod -baradka, qoysaska, iyo shaqaalaha daryeel -bixiyaha," *NAEYC Young Children 73* (3) (2018), oo laga heli karo **www.naeyc.org/resources/pubs/yc/jul2018/benefits-continuity-care**

Barnaamij kale oo barashada hore ee xarunta ah wuxuu leeyahay saddex fasal oo barbaarinta ka-hor ah: fasalka A, fasalka B iyo fasalka C. Dhamaadka maalin kasta waxaa jira tiro yar oo carruur ah oo ku filan in saamiga shaqaalaha-ilaa-cunugga lagu dabooli karo baahida laba fasal oo keliya. Siyaasadda daryeelka joogtada ahi waxay caddaynaysaa in xaaladdan oo kale, fasalka C uu had iyo jeer yahay fasalka la xiraayo. Intaas waxaa sii dheer ah, carruurta fasalka C had iyo jeer waxay ku milmaan labada fasal (fasalka A ama fasalka B) sidaa darteed waxay la joogaan isla macallin hoggaamiye dhammaadka maalin kasta.

Nidaamyada daryeelka joogta ah oo la joogteeyo ah wuxuu dejiyaa jawi cimileed oo leh xiriir macno leh oo waara iyo isku xirnaan laga dhex abuuri karo daryeelaha, carruurta iyo qoysaska. Ku dhaqamooyinkani waxay leeyihiin raadad xooggan oo waara ku saabsan koritaanka carruurta iyo fayoobaantooda.

NAEYC waxay soo warinaysaa in qaar ka mid ah faa'iidooyinka daryeelka joogtada ah ay ka mid yihiin:

- Waxay sii xoojisaa aqoonta macallinka ee carruurta shaqsi ahaan.
- Wuxuuna yareenayaa walwalka.
- Waxayna ka dhigaysa horumarka koriinka carruurta mid sahlan.
- Wuxuu fududeeyaa ku-xirnaanta fiican ee carruurta.
- Waxay xoojineeysaa iskaashiga daryeel bixiyaha iyo qoyska.
- Wuxuu xoojineeysaa awooda qoysaska.[315]

Sii wadista Daryeelka. Xarunta Barashada Carruurnimada Hore iyo Xarunta Aqoonta "Early Childhood Learning and Knowledge (ECLKC)" oo leh macluumaad iyo talooyin ku saabsan bixinta adeegyada daryeel oo joogto ah.
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/continuity-of-care-tip-sheet.pdf

Muhiimadda Sii-wadashada Daryeelka: Siyaasadaha iyo Ku-dhaqanka Hababka Carruurnimada Hore iyo Barnaamijyada. Daabacaadda Sanduuqa Ka-hortagga waxay kaa caawineysaa u-doodayaasha inay wax ka qabtaan yareeynta sii wadidda caqabadaha daryeelka.
www.theounce.org/wp-content/uploads/2017/03/NPT-Continuity-of-Care-Nov-2015.pdf

Faa'iidooyinka badan ee sii-wadashada daryeelka dhallaanka, socod-baradka, qoysaska iyo shaqaalaha daryeelka. NAEYC waxay dib u eegtaa faa'iidooyinka daryeelayaasha joogtada ah ee carruurta yar-yar.
www.naeyc.org/resources/pubs/yc/jul2018/benefits-continuity-care

Daryeelka Koowaad iyo Sii-wadashada Daryeelka. Eber ilaa Saddex maqaal oo sahaminaaya sida xiriirka dhow uu u oggolaanayo carruurta iyo daryeelayaasha inay kobciyaan.
www.zerotothree.org/resources/85-primary-caregiving-and-continuity-of-care

Dalacsiinta Caafimaadka Bulshada iyo Dareenka Carruurta Yar-yar. Maqaalka NAEYC oo leh macluumaad ku saabsan isku-darka xiriirada aaminaadda iyo xeeladaha waxbaridda si loo kobciyo kartida bulshada iyo dareenkooda.
www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health

315 Mary Benson McMullen, "Faa'iidooyinka badan ee sii -wadashada daryeelka dhallaanka, socod -baradka, qoysaska, iyo shaqaalaha daryeelka," *NAEYC Young Children 73* (3) (2018), laga heli karo**www.naeyc.org/resources/pubs/yc/jul2018/benefits-continuity-care**

WAC 110-300-0500

Health policy

(1) An early learning provider must have and follow a written health policy reviewed and approved by the department that includes the topics listed in subsection (2) of this section. The health policy must be reviewed and approved by the department when changes are made, and as otherwise necessary.

(2) An early learning program's health policy must meet the requirements of this chapter including, but not limited to:

- **(a) A prevention of exposure to blood and body fluids plan;**
- **(b) Meals, snacks, and food services including guidelines for food allergies and food brought from home;**
- **(c) Handwashing and hand sanitizer use;**
- **(d) Observing children for signs of illness daily;**
- **(e) Exclusion and return of ill children, staff, or any other person in the program space;**
- **(f) Contagious disease notification;**
- **(g) Medical emergencies, injury treatment and reporting;**
- **(h) Immunization tracking;**
- **(i) Medication management, storage, administration and documentation;**
- **(j) Care for pets and animals that have access to licensed space and the health risks of interacting with pets and animals;**
- **(k) How general cleaning will be provided and how areas such as food contact surfaces, kitchen equipment, toys, toileting equipment, and laundry will be cleaned, sanitized and disinfected;**
- **(l) Pest control policies;**
- **(m) Caring for children with special needs or health needs, including allergies, as listed in the child's record; and**
- **(n) Dental hygiene practices and education.**

Barnaamijyada tayada sare leh waxay kor u qaadaan bay'ado ammaan ah iyo caafimaad qaba halkaas oo carruurtu ku kori karaan kuna kori karaan. Siyaasadda caafimaadka barnaamijku waxay sharraxaysaa tallaabooyinka bixiyaha waxbarashada hore uu qaadi doono, si loo hubiyo cimilada caafimaad leh oo carruurta ah. Siyaasadda qoran ayaa hagi doonta hawlgalka barnaamijka waxbarashada hore iyo sidoo kale wargelin doona falalka iyo go'aannada shaqaalaha.

Siyaasadaha caafimaadka barnaamijka barashada hore waa inay ahaadaan kuwo u gaar ah barnaamijkooda, oo si sax ah uga tarjumaya hawlaha ganacsiga soona buuxiya Heerarka Tayada Aasaasiga ah oo mawduuc kasta oo ku jira siyaasadda. WAC 110-300-0500(2)(a-n) taxaa mawduuc kasta oo loo baahan yahay in lagu daro siyaasadaha caafimaadka ee barnaamijka waxbarashada hore. Ka-hor intaadan helin liisanka bilowga ah, iyo marka siyaasadaha la beddelo ama la cusbooneysiiyo, dhammaan siyaasadaha daryeelka caafimaadka ee qoran waa in loo soo gudbiyaa DCYF si ay dib-u-eegista ugu sameeyaan. Tani waxay DCYF u oggolaanaysaa inay xaqiijiso mawduucyada loo baahan yahay inay ku jiraan iyo in mawduuc kastaa waafaqsan yahay Heerarka Tayada Aasaaska ee la xariiraa.

Si loo hubiyo caafimaadka carruurta daryeelka ku jirta, waxaa muhiim ah in dhammaan bixiyaasha waxbarashada hore ee barnaamijka waxbarashada hore ay yaqaanaan siyaasadaha caafimaadka oo ay si joogto ah u adeegsadaan. Marka siyaasadaha caafimaadka aan la adeegsan ama la dhaqan gelin, caafimaadka ama badbaadada carruurta waxaa laga yaabaa in la geliyo halis. Bixiyaha waxbarashada hore wuxuu taageeri karaa codsiga shaqaaluhu ku guuleysto iyo siyaasadaha caafimaadka isagoo bixinaya tababar iyo sameynta nuqulka siyaasadda oo diyaar u ah dib u eegis.

WAC 110-300-0110 Wuxuu u baahan yahay keenista iyo caddaynta siyaasadaha la xiriira caafimaadka. Shuruudaha la xiriira caafimaadka ayaa lagu qeexay WAC 110-300-0180 illaa WAC 110-300-0260.

Foomamka DCYFiyo Dukumentiyada DCYF. Bog goobta shabakada laga helaayo DCYF oo ay ku jiraan foomamka ku xiran caafimaadka sida Ogolaanshaha Daawada, Diiwaanka Daawada, Qorshaha Daryeelka Shakhsiyeed, tallaalada iyo kuwa kale.
www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/forms-documents

Caafimaadka & Jirrada. Bogga Degmada Caafimaadka Snohomish oo leh siyaasado caafimaad oo muunad leh iyo macluumaad kale oo la xiriira caafimaadka barashada hore.
www.snohd.org/245/Health-Illness

Siyaasadaha Caafimaadka Tusaalaha. Bogga Caafimaadka Dadweynaha Seattle iyo Degmada King oo leh tusaalooyin la xiriira caafimaadka barnaamijyada barashada hore.
www.kingcounty.gov/depts/health/child-teen-health/child-care-health/model-health.aspx

Hay'adda Caafimaadka ee Gobolka Washington. Bogga internetka ee dawladda oo leh macluumaad iyo ilo khayraad ah kor loogu qaado caafimaadka dhammaan dadka ku nool Gobolka Washington.
www.doh.wa.gov

Child Care Aware ee Washington. Waa urur samofal ah oo doonaayo in ay ahayn heellan hubinta in ilmo kasta oo ku nool Washington uu heli karo daryeel carruureed oo tayo sare leh iyo barnaamijyada waxbarashada hore. Waxay bixiyaan qalab la xiriira caafimaadka, ilaha iyo fiidyowyada.
https://childcareawarewa.org/providers/

WAC 110-300-0505

Postings

(1) Postings listed in subsection (2) of this section that are part of an early learning program must be clearly visible to parents, guardians, and early learning program staff.

(2) Postings on early learning premises must include:

(a) The child care license, pursuant to WAC 110-300-0010;

(b) Floor plan with emergency routes and exits identified in each child care area, pursuant to WAC 110-300-0400 (1)(b)(i) and 110-300-0470 (2)(a)(i);

(c) Dietary restrictions, known allergies, and nutrition requirements, if applicable, in a location easily accessible for staff but not available to those who are not parents or guardians of the enrolled child, pursuant to WAC 110-300-0186(8);

(d) Handwashing practices at each handwashing sink, pursuant to WAC 110-300-0200(1);

(e) If applicable, diaper changing or stand-up diapering procedure at each diapering station, pursuant to WAC 110-300-0220 and 110-300-0221 (1)(d);

(f) Pesticide treatment, if applicable, pursuant to RCW 43.216.280 and 17.21.410 (1)(d);

(g) Emergency numbers and information including, but not limited to:

(i) 911 or emergency services number;

(ii) Name, address and directions from the nearest arterial street or nearest cross street to the facility;

(iii) The department's toll-free number;

(iv) Washington poison center toll-free number; and

(v) The department's child protective services.

(h) The location of emergency medical information for children and staff;

(i) A notice of any current or pending enforcement action, including probationary licenses pursuant to RCW 43.216.687. Notice must be posted:

(i) Immediately upon receipt; and

(ii) For at least two weeks or until the violation causing the enforcement action is corrected, whichever is longer.

(j) A notice of safe sleep violation in the licensed space as required by WAC 110-300-0291(2), if applicable;

(k) "No smoking" and "no vaping" signs, pursuant to WAC 110-300-0420 (2)(f);

(l) A copy of a department approved waiver or variance from a rule of this chapter, if applicable. Waivers or variances must be posted for parent or guardian view when related to the overall program (not related to any specific child), and as long as the waiver or variance is approved;

(m) Insurance coverage, or a lapse or termination of such coverage if applicable, pursuant to RCW 43.216.700; and

(n) Any other information listed in RCW 43.216.687.

Muujinta ku dhajinta waraaqaha meelaha istiraatiijiga ah iyo kuwa aadka ugu muuqda, waxay u oggolaanaysaa macluumaadka muhiimka ah in si hufan loo bixiyo. Ku soo dhajinta waraaqadaha looga baahan yahay WAC 110-300-0505 mid walbaba waxaa ku jira macluumaad muhiim u ah caafimaadka ama badbaadada carruurta, ama macluumaad si toos ah ula xiriira ruqsad siinta laysinka.

Si wax ku ool ah ugu gudbiso macluumaadka la dhajiyay in ay ku habboon dhagaystayaasha, bixiyaha waxbarashada hore waa inuu tixgeliyaa dabeecadda macluumaadka. Tusaale ahaan, qaar ka mid ah warqadaha lagu dhajiyey caafimaad waxaa looga baahan yahay waxaa ka mid ah macluumaad ku wajahan shaqaalaha, sida hababka beddelidda xafaayadda iyo xannibaadaha cuntada carruurta. Waxyaabahani waa in ay ku yaalliin aagag shaqaaluhu tixraaci karaan marka lagu dabaqi karo waajibaadkooda shaqo. Tusaale ahaan, haysashada hababka beddelidda xafaayadda ee miiska lagu beddalaayo iyo xasaasiyadda iyo xaddidaadda cuntada la siinaayo, waxay kor u qaadi doontaa joogtaynta ka-qaybgalayaasha waxbarashada hore waxayna gacan ka geeysan doontaa xoojinta hababka la rabo.

Baahinta badbaadada xarunta waxaa looga baahan yahay, sida jihooyinka xarunta, nambarada xiriirka adeegyada gurmadka ah, CPS ama xakamaynta sunta, ayaa si fiican loogu dhajiyay meel u dhow taleefan. Tani waxay ka horjoogsanaysaa shaqsi in uu hareerihiisa eego macluumaadka marka ay jirto xaalad degdeg ah. Qorshaha dabaqa waa in uu leeyahay ka bixitaan degdeg ah, si kastaba ha ahaatee, waa in lagu dhajiya meel u dhow albaab kasta.

Waxaa aad u muhiim ah in la ogaado in lagu dhajinta waraaqadaha caafimaad oo xasuusin ah loogana baahan yahay oo la xiriira ogeysiisyada sunta cayayaanka, mamnuuca sigaar ama uumiga badeecada ama aaladaha sigaarka lagu cabo lagu dhajin albaab kasta oo dhismaha oo uu isticmaalo barnaamijka waxbarashada hore.

Bixiyaha waxbarashada hore wuxuu ku dhejin karaa macluumaadka ruqsadda goobaha mariinka ama aagga guud ee ay isticmaalaan waalidiinta iyo mas'uuliyiinta iyo sidoo kale shaqaalaha barnaamijka barashada hore. Tani waxay u oggolaanaysaa qoysaska inay helaan ama fiiriyaan aqoonta ku saabsan xaaladda liisanka, xuduudaha liisanka, heerka caymiska, xadgudubyada hurdo ammaan ah ama ka-dhaafitaanno la oggolaaday ama kala duwanaansho aan la xiriirin ilmo gaar ah.

Xarunta Sunta Washington "Washington Poison Center": 1-800-222-1222

Si aad u soo sheegto xadgudubka ilmaha ama la dayacay afar iyo labaatan saacadood maalintii, toddoba maalmood toddobaadkii, soo wac 1-866-END-HARM (1-866-363-4276)