## Standards Alignment – Interactions and Curriculum

### Learning Supports – Special Needs and Disabilities

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-0050 Special needs accommodations.</td>
<td>No current WAC</td>
<td>The provisions of this section apply to any requirement in this chapter.</td>
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</tbody>
</table>

The provisions of this section apply to any requirement in this chapter.

1. The department may approve accommodations to requirements in these standards for the special needs of an individual child when:
   a. The early learning provider submits to the department a written plan of how the individual needs of the child will be met when the child is enrolled. This plan must be signed by the parent or guardian and may be developed using a department provided template containing the following information:
      i. The child’s diagnosis;
      ii. Contact information for the primary care provider or other relevant specialist;
      iii. Medications to be administered on a scheduled or emergent basis with clear directions and the symptoms that would warrant medication administration;
      iv. Allergies;
      v. Dietary, activity, behavioral or environmental modifications for the child;
      vi. Known symptoms and what triggers to avoid;
      vii. Emergency response plans and what procedures to perform; and
      viii. Suggested special skills training.
   b. The licensee has supporting documentation of the child’s special needs provided by a 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 degree with a specialization in the individual child’s needs; or
      v. Registered nurse or advanced registered nurse practitioner.
in subsection (1) of this section must be in the form of an:

(a) Individual education plan (IEP);
(b) Individual health plan (IHP);
or
(c) Individual family plan (IFP).

(3) The licensee's written plan and all documentation required under this section must be kept in the child's file and a copy submitted to the department.

(4) See WAC 170-296A-5625 regarding supervision, capacity, and staff-to-child ratios for children with documented special needs.

(b) The early learning provider has 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 degree with a specialization in the individual child's needs; or
(v) Registered nurse or advanced registered nurse practitioner.

(2) The documentation described in this subsection must be complied with and in the form of an:

(a) Individual education plan (IEP);
(b) Individual health plan (IHP);
(c) 504 plan; or
(d) Individualized family service plan (IFSP).

(3) The early learning provider's written plan and all documentation required under this section must be kept in the child's file. This plan must:

(a) Be available for department review;
(b) Have parent permission that a visiting health professional may be providing services to the child at the early learning program, if applicable;
(c) Have verification that all staff have been trained on how to implement the plan for the individual child; and
(d) Be updated annually or when there is a
Standards Alignment – Interactions and Curriculum

Justification:
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.

The Standards Alignment writing:
- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
- Considered CFOCB and CFOC 3rd edition 3.5.0.1 Care Plan for Children with Special Health Care Needs.
- Included the ERS language 3.1-3.4 into Level 1.

Learning Supports – Curriculum Philosophy and Planning

<table>
<thead>
<tr>
<th>Family Home WAC</th>
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<tbody>
<tr>
<td>WAC 170-296A-2375</td>
<td>WAC 170-295-2010</td>
<td>(1) The early learning provider must have a written curriculum philosophy that describes the program of</td>
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<tr>
<td>Parent/guardian policies (handbook)</td>
<td>What types of play materials,</td>
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(4) If caring for children with special health care needs or disabilities, early learning programs must accommodate facilities, equipment, furniture, and activities to meet the individual needs of the children.

See WAC XXX regarding supervision, capacity, and staff-to-child ratios for children with documented special needs.
The licensee’s written parent/guardian policies (handbook) must include:

1. Hours of operation including closures and vacations;
2. Information on how children’s records are kept current, including immunization records;
3. Enrollment and disenrollment process;
4. Parent/guardian access to their child during child care hours;
5. Program philosophy (the licensee’s view of child learning and development);
6. Typical daily schedule, including food and rest periods. See WAC 170-296A-6550;
7. Communication plan with parents/guardians including:
   a) How the parent or guardian may contact the licensee with questions or concerns; and
   b) How the licensee will communicate the child’s progress with the parent or guardian at least twice a year;
   c) How the licensee will support parents regarding parenting;
8. Written plan for any child’s specific needs if applicable. See WAC 170-296A-0050;
9. Fees and payment plans;
10. Fees and payment plans;

You must:

1. Provide a variety of easily accessible learning and play materials of sufficient quantity to implement the centers program and meet the developmental needs of children in care.
2. Have a current daily schedule of activities and lesson plans that are designed to meet the children’s developmental, cultural, and individual needs. The toys, equipment and schedule must be:
   a) Specific for each age group of children; and
   b) Include at least one activity daily for each of the following (you can combine several of the following for one activity):
      i) Child initiated activity (free play);
      ii) Staff initiated activity (organized play);
      iii) Individual choices for play;
      iv) Creative expression;
      v) Group activity;
      vi) Quiet activity;
      vii) Active activity;
      viii) Large and small planned daily activities related to early childhood or child development. The curriculum philosophy must address specifics to all age groups being served, be informed by the Washington State Early Learning and Development Guidelines and include the following:
   a) How children develop emotionally, socially, cognitively and physically;
   b) Description of what early learning looks like or areas of focus for each age group served by the early learning provider;
   c) How the early learning provider will meet cultural, dual language learner and any special needs of the children in care;
   d) How early learning providers will guide learning and social interactions;
   e) The importance of action (such as play) to the learning process; and
   f) For infants and toddlers, the importance of developing consistent, nurturing relationships with caregivers as a component of learning.

2. All early learning program staff must receive training on the program’s curriculum philosophy.

Curriculum Planning

3. The early learning lead teacher must spend at least one hour of scheduled and documented planning time each week. If there is an additional staff qualified to relieve the early learning lead teacher, the planning must be done at a time when the early learning lead teacher is not responsible for children. Documentation of the curriculum planning time.
Standards Alignment – Interactions and Curriculum

(10) Religious activities and how the parent's or guardian's specific religious preferences are addressed;
(11) How holidays are recognized in the program;
(12) Confidentiality policy including when information may be shared. See WAC 170-296A-2025;
(13) Items that the licensee requires the parent or guardian to provide;
(14) Guidance and discipline policy. See WAC 170-296A-6050;
(15) If applicable, infant/toddler care including infant safe sleep practices, feeding, diapering and toilet training;
(16) Reporting suspected child abuse or neglect. See WAC 170-296A-6275;
(17) Food service practices. See WAC 170-296A-7125 through 170-296A-7200, and 170-296A-7500 through 170-296A-7650;
(18) Off-site field trips requirements. See WAC 170-296A-2450;
(19) Transportation requirements. See WAC 170-296A-6475;
(20) Staffing plan. See WAC 170-296A-5600 and 170-296A-5775;
(21) Access to licensee's and muscle activities; and
(x) Indoor and outdoor play.

(3) You must ensure the lesson plan, daily schedule of events, available toys and equipment contains a range of learning experiences to allow each child the opportunity to:
(a) Gain self-esteem, self-awareness, self-control, and decision-making abilities;
(b) Develop socially, emotionally, intellectually, and physically;
(c) Learn about nutrition, health, and personal safety; and
(d) Experiment, create, and explore.

(4) Post the daily schedule and lesson plan in each room for easy reference by parents and by caregivers;
(5) Keep the daily schedule of events and lesson plans for the past six months on site for inspection;
(6) Maintain staff-to-child ratios and group size during transitions from one activity to another during the day;
(7) Plan for smooth transitions by:

must be available for review by the department.
### Standards Alignment – Interactions and Curriculum

<table>
<thead>
<tr>
<th>Staff training and professional development records;</th>
<th>(a) Establishing familiar routines; and</th>
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<tbody>
<tr>
<td>(22) Pet policies. See WAC 170-296A-4800;</td>
<td>(b) Using transitions as a learning experience;</td>
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<tr>
<td>(23) Health care and emergency preparedness policies including:</td>
<td>(8) Ensure the center's program affords the child daily</td>
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<tr>
<td>(a) Emergency preparedness and evacuation plans. See WAC 170-296A-2825;</td>
<td>opportunities for small and large muscle activities, outdoor play,</td>
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<tr>
<td>(b) Injury or medical emergency response and reporting. See WAC 170-296A-3575, 170-296A-3600, and 170-296A-2275;</td>
<td>and exposure to language development and books; and</td>
</tr>
<tr>
<td>(c) Medication management including storage and giving medications. See WAC 170-296A-3325;</td>
<td>(9) Afford staff classroom planning time.</td>
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<tr>
<td>(d) Exclusion/removal policy of ill persons. See WAC 170-296A-3210;</td>
<td>WAC 170-295-2080</td>
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<tr>
<td>(e) Reporting of notifiable conditions to public health;</td>
<td>What must I communicate to parents?</td>
</tr>
<tr>
<td>(f) Immunization tracking. See WAC 170-296A-3250; and</td>
<td>(1) You must have written documentation signed by the parent in each child's file that you have:</td>
</tr>
<tr>
<td>(g) Infection control methods, including:</td>
<td>(a) Explained to the parent the centers policies and procedures;</td>
</tr>
<tr>
<td>(i) Handwashing (WAC 170-296A-3625) and, if applicable, hand sanitizers (WAC 170-296A-3650); and</td>
<td>(b) Discussed the centers philosophy, program and facilities;</td>
</tr>
<tr>
<td>(ii) Cleaning and sanitizing, or cleaning and disinfecting procedures including the methods and products used. See WAC 170-296A-3850</td>
<td>(c) Advised the parent of the child's progress and issues relating to the child's care and individual practices concerning the child's special needs; and</td>
</tr>
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<td></td>
<td>(d) Encouraged parent participation in center activities.</td>
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<td></td>
<td>(2) You must also give the parent the following written policy and</td>
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**Alignment Advisory Review Only (June 24-July 15, 2016)**
through 170-296A-3925 and definitions in WAC 170-296A-0010; 
(24) Napping/sleeping; 
(25) No smoking policy consistent with WAC 170-296A-4050; 
(26) Drug and alcohol policy consistent with WAC 170-296A-4025; 
(27) If applicable, guns and weapons storage. See WAC 170-296A-4725; and 
(28) If applicable, overnight care requirements. See WAC 170-296A-6850.

procedure information: 
(a) Enrollment and admission requirements;  
(b) The fee and payment plan; 
(c) A typical activity schedule, including hours of operation; 
(d) Meals and snacks served, including guidelines on food brought from the child's home; 
(e) Permission for free access by the child's parent to all center areas used by the child; 
(f) Signing in and signing out requirements; 
(g) Child abuse reporting law requirements; 
(h) Behavior management and discipline; 
(i) Nondiscrimination statement; 
(j) Religious and cultural activities, if any; 
(k) Transportation and field trip arrangements; 
(l) Practices concerning an ill child; 
(m) Medication management; 
(n) Medical emergencies; 
(o) Disaster preparedness plans; and 
(p) If licensed for the care of an infant or toddler: 
(i) Diapering; 
(ii) Toilet training; and
### Standards Alignment – Interactions and Curriculum

**Justification:**
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.

The Standards Alignment writing:
- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
- Considered information from CFOC 3rd edition 2.1.1.1 Written Daily Activity Plan and Statement of Principles and 2.1.1.8 Diversity in Enrollment and Curriculum.

### Learning Supports – Concept Development and Quality of Feedback

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<tr>
<th>Family Home WAC</th>
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<tbody>
<tr>
<td>WAC 170-296A-6000 Interactions with children</td>
<td>WAC 170-295-2030 How should staff interact with children?</td>
<td>(1) The early learning provider must facilitate activities to support children’s learning and understanding by:</td>
</tr>
<tr>
<td>The licensee and staff members must:</td>
<td>(2) Support the child’s development in understanding themselves and others by assisting the child to share ideas, experiences, and feelings;</td>
<td>(a) Using a variety of teaching strategies and materials to address children’s learning styles, abilities, developmental levels, and temperament;</td>
</tr>
<tr>
<td>(2) Interact with children through listening and responding to what the children have to say;</td>
<td>(3) Provide age-appropriate opportunities for the child to grow and develop intellectually. Examples</td>
<td>(b) Helping children enter into and sustain play;</td>
</tr>
<tr>
<td>(7) Be responsive to children, encouraging them to share experiences, ideas and feelings;</td>
<td></td>
<td>(c) Encouraging student participation by asking questions and providing guidance;</td>
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Standards Alignment – Interactions and Curriculum

| (9) Perform age or developmentally appropriate nurturing activities that: | (d) Providing opportunities for student creativity; |
| (c) Stimulate the child's development. | (e) Linking concepts and activities to one another and to the children’s actual lives and interests; |
| (b) Language skills development; | (f) Noticing and responding to teachable moments; |
| (c) Encouraging the child to ask questions; | (g) Linking concepts and activities to one another and to the children’s actual lives and interests; |
| (4) Help each child solve problems with intervention as necessary; | (h) Describing and discussing children’s learning processes, rather than focusing on products; |
| (5) Encourage children to be creative in their projects; | (i) Encouraging children’s efforts and persistence; |
| (7) Show tolerance for mistakes; | (j) Showing tolerance for mistakes; |
| (8) Encourage children to try new activities; and | (k) Using diverse vocabulary; and |
| | (l) Leading discussions, activities, and providing materials during the day, including daily routines, such as meals, and transitions, that encourage communication, in English and children’s home languages when possible. |

Justification:
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The Standards Alignment writing:
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• Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
• Considered concepts from CLASS/ERS concepts to WAC to support a progression and preparation for Early Achievers and support high quality, educational interactions. In assigning items from ERS for this section the focus was on progression, including elements from ERS in WAC that were in the Minimal (3) to good (5) range and reserving some good(5) and excellent(7) for Early Achievers and ECEAP. For CLASS the same method was used including some Middle range (3,4,5) behaviors for WAC and High (6,7) for Early Achievers and ECEAP. The elements chosen for WAC are elements that do not require intensive training or coaching support and lay a foundation for possible future Early Achievers success. Language was also added to be inclusive of DLL (in English and children’s native languages when possible.)
• Considered information from CFOC 3rd edition 2.1.3.1 Personal Caregiver/Teacher Relationships for Three to Five Year Olds, 2.1.3.2 Opportunities for Learning for Three to Five Year Olds, 2.1.3.3 Selection of Equipment for Three to Five Year Olds, 2.1.3.4 Expressive Activities for Three to Five Year Olds, Fostering Cooperation of Three to Five Year Olds, 2.1.3.6 Fostering Language Development of Three to Five Year Olds, 2.1.3.7 Body Mastery for Three to Five Year Olds, 2.1.4.1 Supervised School-Age Activities, 2.1.4.3 Developing Relationships for School-Age Children, and 2.1.4.4 Planning Activities for School-Age Children.

<table>
<thead>
<tr>
<th>Learning Supports – Language Modeling and Reasoning</th>
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<tr>
<td><strong>Family Home WAC</strong></td>
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</table>
| WAC 170-296A-6575 Activities to promote child growth and development. The licensee must provide activities that support each child’s developmental stage including: (3) Language and literacy; | WAC 170-295-2030 How should staff interact with children? | (1) The early learning provider must be aware and responsive to children’s developmental, linguistic, cultural, academic, and needs by:
(a) Asking children to share ideas about a story being read or tell about their own experiences. Questions should be generally appropriate for the age group, allowing children to answer without correction from the adult;
(b) Circulating among the children during free choice activities and discussing with children what they have been doing; and
(c) Using teaching techniques such as self-talk; |
| WAC 170-296A-6000 Interactions with children The licensee and staff members must: (2) Interact with children through listening and responding to what the | | |
| |

Alignment Advisory Review Only (June 24-July 15, 2016)
Standards Alignment – Interactions and Curriculum

children have to say;
(7) Be responsive to children, encouraging them to share experiences, ideas and feelings;

| (b) Language skills development; |
| (c) Encouraging the child to ask questions; |
| (4) Help each child solve problems with intervention as necessary; |

WAC 170-295-2010
What types of play materials, equipment and activities must I provide for the children?
You must:
(8) Ensure the center's program affords the child daily opportunities for small and large muscle activities, outdoor play, and exposure to language development and books;

(2) The early learning provider working with preschool and school age children will use language to develop and encourage reasoning skills by:
(a) 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;
(b) Introducing concepts with guiding questions that will encourage children to figure out cause and effect relationships;
(c) Providing opportunities for reading and writing activities; and
(d) Asking open ended questions to help children improve skills and acquire knowledge.

(3) The early learning provider working with non-English speaking children will encourage language development by:
(a) Using some words in various languages to talk about the routines;
(b) Reading books out loud or using audio books; and
(c) Playing games in different languages.

Justification:
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Standards Alignment – Interactions and Curriculum

regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.

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- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
- Considered CFOC 3rd edition 2.1.3.1 Personal Caregiver/Teacher Relationships for Three to Five Year Olds, 2.1.3.2 Opportunities for Learning for Three to Five Year Olds, 2.1.3.3 Selection of Equipment for Three to Five Year Olds, 2.1.3.4 Expressive Activities for Three to Five Year Olds, Fostering Cooperation of Three to Five Year Olds, 2.1.3.6 Fostering Language Development of Three to Five Year Olds, 2.1.3.7 Body Mastery for Three to Five Year Olds, 2.1.4.1 Supervised School-Age Activities, 2.1.4.3 Developing Relationships for School-Age Children, and 2.1.4.4 Planning Activities for School-Age Children.

<table>
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| WAC 170-296A-6000 Interactions with children. | WAC 170-295-2010 What types of play materials, equipment and activities must I provide for the children? | (1) The early learning provider must maximize children’s interests, engagement and ability to learn from play, lessons and activities by:
(a) Providing developmentally appropriate activities that offer a range of auditory, visual, and movement opportunities that:
   (i) Encourage child engagement;
   (ii) Promote each child’s self-help and social skills;
   (iii) Are organized around child interests and ideas;
   (iv) Allow choice, exploration and experimentation;
   (v) Promote active and play based learning experiences;
   (vi) Allow freedom to move during activities. |
| The licensee and staff members must: | You must: | (1) Provide a variety of easily accessible learning and play materials of sufficient quantity to implement the centers program and meet the developmental needs of children in care. |
| (7) Be responsive to children, encouraging them to share experiences, ideas and feelings; | (1) Provide a variety of easily accessible learning and play materials of sufficient quantity to implement the centers program and meet the developmental needs of children in care. | |
| (9) Perform age or developmentally appropriate nurturing activities that: | (2) Have a current daily schedule of activities and lesson plans that are designed to meet the children’s developmental, cultural, and individual needs. The toys, | |
| (a) Take into consideration the parent’s own nurturing practices; | | |
| (b) Promote each child’s learning self-help and social skills; and | | |
| (c) Stimulate the child’s development. | | |
| (10) Provide each child | | |
opportunities for vocal expression
WAC 170-296A-6075
Positive options for discipline.
The licensee and staff must use positive guidance methods. The guidance methods may include any of the following:
(5) Explaining consistent, clear rules;
(6) Allowing children to be involved in solving problems
WAC 170-296A-6575
Activities to promote child growth and development.
The licensee must provide activities that support each child's developmental stage including:
(1) Social, emotional and self development;
(2) Positive self concepts;
(3) Language and literacy;
(4) Physical development, including daily opportunities to develop the child's small and large muscles;
(5) Spatial concepts (including, but not limited to, size or position); and
(6) Numeracy (counting and numbers).
WAC 170-296A-6600
Toys and play materials.
The licensee must provide toys, equipment and schedule must be:
(a) Specific for each age group of children; and
(b) Include at least one activity daily for each of the following (you can combine several of the following for one activity):
(i) Child initiated activity (free play);
(ii) Staff initiated activity (organized play);
(iii) Individual choices for play;
(iv) Creative expression;
(v) Group activity;
(vi) Quiet activity;
(vii) Active activity;
(viii) Large and small muscle activities; and
(ix) Indoor and outdoor play.
(3) You must ensure the lesson plan, daily schedule of events, available toys and equipment contains a range of learning experiences to allow each child the opportunity to:
(a) Gain self-esteem, self-awareness, self-control, and decision-making abilities;
(b) Develop socially, emotionally, intellectually, and physically;
(c) Learn about nutrition, health, and personal safety; and
(d) Experiment, create, and activities;
(vii) Ensure child expression;
(viii) Utilize interesting and creative materials;
(ix) Offers hands-on opportunities for children;
(x) Provides opportunity for children to direct their own learning and problem solving to minimize teacher-directed activities; and
(xi) Orient and guide the children toward learning objectives.
(b) Maximizing learning time with sufficient materials, few disruptions during activities, and offering choices when activities are completed;
(c) Giving clear instructions and directions to limit wandering time;
(d) Ensuring transitions are opportunities for learning by:
(i) Establishing clear expectations;
(ii) Being brief, limiting wait time; and
(iii) Having explicit follow through.
Standards Alignment – Interactions and Curriculum

objects, and other play materials that are:
(1) Washable and clean;
(2) Nonpoisonous or free of toxins; and
(3) For infants, toddlers, or children at those developmental levels, large enough to avoid swallowing or choking.

explore.
(7) Plan for smooth transitions by:
(a) Establishing familiar routines; and
(b) Using transitions as a learning experience.
(8) Ensure the center’s program affords the child daily opportunities for small and large muscle activities, outdoor play, and exposure to language development and books; and
(9) Afford staff classroom planning time.

170-295-2030
How should staff interact with children?

To facilitate interactions between the staff and children that are nurturing, respectful, supportive and responsive, you must:
(2) Support the child’s development in understanding themselves and others by assisting the child to share ideas, experiences, and feelings;
(3) Provide age-appropriate opportunities for the child to grow and develop intellectually. Examples include:
(a) Reading readiness skills;
Standards Alignment – Interactions and Curriculum

|(b) Language skills development; (c) Encouraging the child to ask questions; (d) Counting; (e) Matching objects; (f) Differentiating between large and small; and (g) Sorting. |

|  |

Justification:
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.

The Standards Alignment writing:
- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
- Considered CFOC 3rd edition 2.1.3.1 Personal Caregiver/Teacher Relationships for Three to Five Year Olds, 2.1.3.2 Opportunities for Learning for Three to Five Year Olds, 2.1.3.3 Selection of Equipment for Three to Five Year Olds, 2.1.3.4 Expressive Activities for Three to Five Year Olds, 2.1.3.5 Fostering Cooperation of Three to Five Year Olds, 2.1.3.6 Fostering Language Development of Three to Five Year Olds, 2.1.3.7 Body Mastery for Three to Five Year Olds, 2.1.4.1 Supervised School-Age Activities, 2.1.4.3 Developing Relationships for School-Age Children, and 2.1.4.4 Planning Activities for School-Age Children.
### Emotional Support and Classroom Organization – Climate for Healthy Child Development

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-6000 Interactions with children. The licensee and staff members must:</td>
<td>WAC 170-295-2030 How should staff interact with children? To facilitate interactions between the staff and children that are nurturing, respectful, supportive and responsive, you must:</td>
<td>(1) When communicating or interacting with children, the early learning provider must:</td>
</tr>
<tr>
<td>(1) Demonstrate positive interactions with children and other adults when children are present; (2) Interact with children through listening and responding to what the children have to say; (3) Be in frequent verbal communication with children in a positive, reinforcing, cheerful and soothing way. Explain actions, even to very young babies; (4) Treat each child with consideration and respect; (5) Appropriately hold, touch and smile at children; (6) Speak to the children at their eye level when possible and appropriate; (7) Be responsive to children, encouraging them to share experiences, ideas and feelings; (8) Respond to and investigate cries or other signs of distress immediately; WAC 170-296A-6025 Prohibited interactions.</td>
<td>(1) Ensure staff interact with children using positive communication (for example, giving children options of what to do rather than being told what not to do); (2) Support the child’s development in understanding themselves and others by assisting the child to share ideas, experiences, and feelings; (3) Encourage children to be creative in their projects; (4) Allow independence in selecting routine activities and projects; (5) Show tolerance for mistakes; (6) Encourage children to try new activities; and (7) Honor all children’s race, religion, culture, gender, physical ability and family structure. WAC 170-295-2040 What behavior management and</td>
<td>(a) Use a warm, calm, and respectful tone of voice, using positive language saying what children can do and give descriptive feedback; (b) Engage in relaxed conversations with children through listening and responding to what they have to say. Adult conversations must not dominate the overall sound of the group; (c) Warmly greet children upon arrival and departure of the early learning program; (d) Make eye contact and facial expressions which can include smiling, laughter, enthusiasm, matching a child’s mood; (e) Use physical proximity in a culturally appropriate way, speaking 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 with them; (f) Establish consistent, reasonable expectations and encourage children to try out new ideas and activities at their own pace, in their own way; (g) Validate children’s feelings and show tolerance for mistakes; (h) Be responsive and listen to children’s requests and questions as well as encouraging them to share experiences,</td>
</tr>
</tbody>
</table>
Standards Alignment – Interactions and Curriculum

In the presence of the children in care the licensee and staff must not or allow others to:

(1) Use profanity, obscene language, "put downs," or cultural or racial slurs;
(2) Have angry or hostile interactions;
(3) Use name calling or make derogatory, shaming or humiliating remarks; or
(4) Use or threaten to use any form of physical harm or inappropriate discipline, such as, but not limited to:
   (a) Spanking children;
   (b) Biting, jerking, kicking, hitting, or shaking;
   (c) Pulling hair;
   (d) Pushing, shoving or throwing a child; or
   (e) Inflicting pain or humiliation as a punishment.

You must:
(3) Promote the child's developmentally appropriate social behavior, self-control, and respect for the rights of others;
(5) Prevent and prohibit any person on the premises from using cruel, unusual, hazardous, frightening, or humiliating discipline, including but not limited to:
   (a) Corporal punishment including biting, jerking, shaking, spanking, slapping, hitting, striking, kicking, pinching, flicking or any other means of inflicting physical pain or causing bodily harm to the child;
   (b) Verbal abuse such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates or frightens a child;
   (c) The use of a physical restraint method injurious to the child, locked time-out room, or closet for disciplinary purposes; and
   (d) The using or withholding of food or liquids as punishment.

The early learning provider must encourage positive interactions between or among children by:

(a) Giving children many chances throughout the day to interact with each other while playing or completing routine tasks;
(b) Modeling good social skills;
(c) Encouraging socially isolated children to find friends;
(d) Helping children understand feelings of others; and
(e) Including child with special needs in play with others.

The early learning provider must take steps to protect children from harmful acts of other children by:

(i) Observe children to learn about their families, cultures, individual interests, ideas, questions, and theories;
(j) Use a scaffold learning process incorporating open ended questions;
(k) Model and teach emotional skills, such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out the feelings;
(l) Reflect the diversity found in society, including gender, age, language, and abilities, while being respectful of the cultural traditions, values, and beliefs of enrolled families; and
(m) Interact amongst staff and other adults in a positive, respectful manner.
the child's behavior:

(1) Only the licensee or primary staff person trained in the licensee's expected standards may discipline a child in care.

170-296A-6075
Positive options for discipline.

The licensee and staff must use positive guidance methods. The guidance methods may include any of the following:
(1) Distracting;
(2) Redirecting;
(3) Planning ahead to prevent problems;
(4) Encouraging appropriate behavior;
(5) Explaining consistent, clear rules;
(6) Allowing children to be involved in solving problems; and
(7) Explaining to the child the reasonable and age appropriate natural and logical consequences related to the child's behaviors.

WAC 170-296A-6125
Harmful or aggressive acts of children.

The licensee and staff must:
(1) Take steps to protect children from the harmful acts of other

(a) Immediately intervening when children are teasing, bickering, fighting, bullying, intimidating or becoming physically aggressive.

(4) The early learning provider must not exhibit or allow, children or adults, to communicate or interact with the following behaviors:
(a) Irritability, anger, harsh voice, or peer aggression;
(b) Treating a child in an aggressive manner to cause them to comply, including but not limited to - Biting, jerking, kicking, hitting, slapping, spanning or shaking, holding, grabbing, pulling hair, pushing, shoving or throwing a child, restricting a child’s breathing, binding or restricting movement, or taping the mouth;
(c) Demanding excessive physical exercise, excessive rest, or strenuous postures (e.g., running laps around the yard until overly tired, extensive number of push-ups, having a child sleep more than the child’s development requires, standing on one foot for an uncomfortable amount of time, or holding out of one’s arms until tired or painful);
(d) Interfering with a child’s ability to take care of his or her own hygiene and toileting needs or using toilet learning/training methods that punish, demean, or humiliate a child;
(e) Using or withholding food or liquids as punishment or reward;
(f) Exposing a child to extremes of temperature;
(g) Treating a child in an aggressive manner to cause them to comply, including but not limited to - Biting, jerking, kicking, hitting, slapping, spanning or shaking, holding, grabbing, pulling hair, pushing, shoving or throwing a child, restricting a child’s breathing, binding or restricting movement, or taping the mouth;
Standards Alignment – Interactions and Curriculum

children; and
(2) Immediately intervene when a child becomes physically aggressive.
WAC 170-296A-6150
Prohibited actions.

The licensee or staff must not or allow others to:
(1) Restrict a child’s breathing;
(2) Deprive a child of:
(a) Sleep, food, clothing, shelter, or physical activity;
(b) Needed first aid; or
(c) Required or emergency medical or dental care;
(3) Interfere with a child’s ability to take care of his or her own hygiene and toileting needs; or
(4) Withhold hygiene care, toileting care or diaper changing to any child unable to provide such care for him or herself.

(g) Isolating a child in an adjacent room, hallway, closet, darkened area, play area, or any other area where a child cannot be seen or supervised;
(h) Using intimidation tactics, gestures or verbal abuse, such as sarcasm, yelling, shouting, using profanity, threatening, name calling, shaming, teasing, humiliating, making derogatory remarks about a child or the child’s family, or using language that threatens, humiliates, or frightens a child;
(i) Using any form of emotional abuse, including victimizing, bullying, rejecting, terrorizing, extended ignoring, isolating, or corrupting a child; and
(j) Exhibiting any abuse, neglect, maltreatment, or exploitation of a child.

Justification:
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.

The Standards Alignment writing:
Standards Alignment – Interactions and Curriculum

- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
- Considered concepts found in CFOCB 2.2.0.9 Prohibited Caregiver/Teacher Behaviors
- Considered CFOC 3rd edition 2.1.3.1 Personal Caregiver/Teacher Relationships for Three to Five Year Olds, 2.1.3.2 Opportunities for Learning for Three to Five Year Olds, 2.1.3.3 Selection of Equipment for Three to Five Year Olds, 2.1.3.4 Expressive Activities for Three to Five Year Olds, Fostering Cooperation of Three to Five Year Olds, 2.1.3.6 Fostering Language Development of Three to Five Year Olds, 2.1.3.7 Body Mastery for Three to Five Year Olds, 2.1.4.1 Supervised School Age Activities, 2.1.4.3 Developing Relationships for School-Age Children, and 2.1.4.4 Planning Activities for School-Age Children.

### Emotional Support and Classroom Organization – Child Guidance

<table>
<thead>
<tr>
<th>Family Home WAC</th>
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<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-6025 Prohibited interactions.</td>
<td>WAC 170-295-2040 What behavior management and guidance practices must I have in place?</td>
<td>(1) The early learning provider must maintain positive relationships with children and use consistent positive guidance techniques to help children learn to get along with each other. These techniques must:</td>
</tr>
<tr>
<td>(1) In the presence of the children in care the licensee and staff must not or allow others to:</td>
<td>You must:</td>
<td>(a) Adapt the environment, routine and activities appropriately to the child’s developmental level, abilities, culture and are related to the child’s behavior. The guidance techniques may include any of the following:</td>
</tr>
<tr>
<td>(1) Use profanity, obscene language, &quot;put downs,&quot; or cultural or racial slurs;</td>
<td>(1) Develop and implement written behavior management and guidance practices for the center;</td>
<td>(i) Coaching appropriate behavior, modeling and teaching social skills, such as turn-taking, cooperation, waiting, self-control, respect for the rights of others, treating others kindly, and conflict resolution;</td>
</tr>
<tr>
<td>(2) Have angry or hostile interactions;</td>
<td>(2) Guide the child’s behavior based on an understanding of the individual child’s needs and stage of development;</td>
<td>(ii) Establishing consistent, reasonable expectations;</td>
</tr>
<tr>
<td>(3) Use name calling or make derogatory, shaming or humiliating remarks; or</td>
<td>(3) Promote the child’s developmentally appropriate social behavior, self-control, and respect for the rights of others;</td>
<td>(iii) Redirecting or helping a child</td>
</tr>
<tr>
<td>(4) Use or threaten to use any form of physical harm or inappropriate discipline, such as, but not limited to:</td>
<td>(4) Ensure behavior management and guidance practices that are fair,</td>
<td></td>
</tr>
</tbody>
</table>
Standards Alignment – Interactions and Curriculum

(b) Biting, jerking, kicking, hitting, or shaking;
(c) Pulling hair;
(d) Pushing, shoving or throwing a child; or
(e) Inflicting pain or humiliation as a punishment.

WAC 170-296A-6050
Guidance and discipline.

The licensee and staff must use consistent, fair and positive guidance and discipline methods. These methods must be appropriate to the child’s developmental level, abilities, culture and are related to the child’s behavior.

(1) Only the licensee or primary staff person trained in the licensee’s expected standards may discipline a child in care.

(2) The licensee is responsible for developing a written policy including:
   (a) Setting standards for guidance and discipline;
   (b) Communicating to parents, guardians, and children in care what the policy is;
   (c) Training staff and volunteers in the standards of guidance and discipline policy; and
   (d) The use of a physical restraint method injurious to the child, locked time-out room, or closet for disciplinary purposes; and
   (e) The use of corporal punishment methods including biting, jerking, shaking, spanking, slapping, hitting, striking, kicking, pinching, flicking or any other means of inflicting physical pain or causing bodily harm to the child;

(b) Verbal abuse such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child’s family, or using language that threatens, humiliates or frightens a child;

(c) The use of a physical restraint method injurious to the child, locked time-out room, or closet for disciplinary purposes; and

(d) The use of corporal punishment methods including biting, jerking, shaking, spanking, slapping, hitting, striking, kicking, pinching, flicking or any other means of inflicting physical pain or causing bodily harm to the child;

Include positive options for discipline such as:

(i) Distracting;
(ii) Redirecting;
(iii) Offering choices;
(iv) Planning ahead to prevent problems;
(v) Encouraging appropriate behavior;
(vi) Explaining consistent, clear rules;
(vii) Allowing children to be involved in solving problems; and
(viii) Explaining to the child the reasonable, age-appropriate natural and logical consequences related to the child’s behavior.

Alignment Advisory Review Only (June 24-July 15, 2016)
### Standards Alignment – Interactions and Curriculum

| (d) Any disciplinary actions by the licensee or staff that occur during child care hours. WAC 170-296A-6075 |
| Positive options for discipline. The licensee and staff must use positive guidance methods. The guidance methods may include any of the following: |
| (1) Distracting; |
| (2) Redirecting; |
| (3) Planning ahead to prevent problems; |
| (4) Encouraging appropriate behavior; |
| (5) Explaining consistent, clear rules; |
| (6) Allowing children to be involved in solving problems; and |
| (7) Explaining to the child the reasonable and age appropriate natural and logical consequences related to the child's behaviors. WAC 170-296A-6100 |
| Separating a child from the group. (1) The licensee or staff may separate a child three years or older from other children as a form of discipline only long enough to allow the child to regain control of himself or herself. The child must remain under the direct supervision of the weapon or other dangerous object; or |
| (c) Protecting property from serious damage. |
| (7) Staff who use limited restraint must complete an incident report. A copy of the incident report must be: |
| (a) Placed in the child's individual record; and |
| (b) Given to the parent. |

### Prohibited Interactions and Actions

| (2) The early learning provider must not allow: |
| (a) Use of profanity, obscene language, “put downs,” or cultural or racial slurs; |
| (b) Angry or hostile interactions; |
| (c) Name calling or derogatory, shaming or humiliating remarks; |
| (d) The use or threats to use any form of physical harm or inappropriate discipline, such as, but not limited to: |
| (i) Spanking, biting jerking, kicking, hitting, shaking, pulling hair, pushing, shoving or throwing a child; or |
| (ii) Inflicting pain or humiliations as a punishment. |

| (3) The early learning provider must not allow anyone to: |
| (a) Restrict a child’s breathing; |
| (b) Deprive a child of: |
| (i) Sleep, food, clothing, shelter, or physical activity; |
| (ii) First aid; or |
| (iii) Required or emergency medical or dental care; |
| (c) Interfere with a child’s ability to take care of his or her own hygiene and toileting needs; or |
| (d) Withhold hygiene care, toileting care or diaper changing to any child unable to provide such care for him or herself. |

| (4) The early learning provider may separate a child from other children when: |
licensee or primary staff person.

(2) The licensee or primary staff person must:

(a) Take into account the child’s developmental level and ability to understand the consequences of his or her actions;
(b) Communicate to the child the reason for being separated from the other children;
(c) Not discipline any child by separating the child from the group and placing him or her in a closet, a bathroom, a locked room, outside or in unlicensed space; or
(d) Not use high chairs, car seats and other confining space or equipment for the purpose of punishment or restricting a child’s movements.

WAC 170-296A-6125 Harmful or aggressive acts of children.

The licensee and staff must:

(1) Take steps to protect children from the harmful acts of other children; and
(2) Immediately intervene when a child becomes physically aggressive.

WAC 170-296A-6150 Prohibited actions.

(a) A child three years of age or older needs to regain control of himself or herself and no longer than five minutes. During a separation or discipline time, the child must remain under the direct supervision of a lead early learning program staff.

(5) If a child is separated from other children, the early learning provider must:

(a) Take into account the child’s developmental level, language skills, individual and special needs, and ability to understand the consequences of his or her actions;
(b) Communicate to the child the reason for being separated from the other children;
(c) Not discipline any child by separating the child from the group and placing him or her in a closet, a bathroom, a locked room, outside or in an unlicensed space; or
(d) Not use high chairs, car seats and other confining space or equipment for the purpose of punishment or restricting a child’s movements.

(6) The early learning provider must intervene immediately when a child becomes physically aggressive and take steps to protect children from the harmful acts of other children (see WAC XXX on restraint).
The licensee or staff must not or allow others to:

(1) Restrict a child's breathing;
(2) Deprive a child of:
   (a) Sleep, food, clothing, shelter, or physical activity;
   (b) Needed first aid; or
   (c) Required or emergency medical or dental care;
(3) Interfere with a child's ability to take care of his or her own hygiene and toileting needs; or
   (4) Withhold hygiene care, toileting care or diaper changing to any child unable to provide such care for him or herself.

**Justification:**
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.
### Standards Alignment – Interactions and Curriculum

The Standards Alignment writing:
- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
- Considered CFOC 3rd edition 2.2.0.6 Discipline Measures and 2.2.0.9 Prohibited Caregiver/Teacher Behaviors.

### Emotional Support and Classroom Organization – Restraint

<table>
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<tbody>
<tr>
<td>WAC 170-296A-6175 (2) Before using physical restraint, the licensee and staff must first use other methods described in WAC 170-296A-6075 to redirect or deescalate a situation.</td>
<td>WAC 170-295-2040 (5) Prevent and prohibit any person on the premises from using cruel, unusual, hazardous, frightening, or humiliating discipline, including but not limited to: (c) The use of a physical restraint method injurious to the child, locked time-out room, or closet for disciplinary purposes; (6) In emergency situations, a staff person may use limited physical restraint when: (a) Protecting a person on the premises from serious injury; (b) Obtaining possession of a weapon or other dangerous object; or (c) Protecting property from serious damage.</td>
<td>(1) The early learning provider must have and implement restraint protocols in a written policy. (2) If the early learning provider uses physical restraint, the following must be met: (a) Physical restraint of a child should only be used if his or her safety or the safety of others is threatened; (b) Physical restraint should be limited to holding the child as gently as possible to accomplish the restraint and should be the minimum amount of time necessary to control the situation and be age and culturally appropriate; reevaluation and change of strategy should be used every few minutes; (c) Physical restraint will not utilize bonds, ties, blankets, straps, car seats, high chairs, activity saucers or heavy weights (such as adult body sitting on child); (d) Only a staff person trained in a department approved restraint technique should restrain a child.</td>
</tr>
</tbody>
</table>

170-296A-6200
The licensee, staff, or household members must not use:
(1) Physical restraint as a form of punishment or discipline;
(2) Mechanical restraints including, but not limited to, handcuffs and belt restraints;
(3) Locked time-out or isolation space;
(4) Bonds, ties, tape, or straps to restrain a child; or
(5) Physical restraint techniques that restrict breathing or inflict pain. These include, but are not limited to:
(a) Restriction of body movement by
- Restriction of movement of the child by
- Restriction of movement of the child by
- Restriction of movement of the child by
- Restriction of movement of the child by
- Restriction of movement of the child by
- Restriction of movement of the child by
- Restriction of movement of the child by
- Restriction of movement of the child by
- Restriction of movement of the child by

**Alignment Advisory Review Only (June 24-July 15, 2016)**
placing pressure on joints, chest, heart, or vital organs;
(b) Sleeper holds, which are holds used by law enforcement officers to subdue a person;
(c) Arm twisting;
(d) Pulling hair;
(e) Choking or putting arms around the throat; or
(f) Chemical restraint such as mace or pepper spray.

WAC 170-296A-6225

When a child's behavior makes it necessary for his or her own or other's protection, the licensee or primary staff person may restrain the child, by holding the child as gently as possible. A child must not be physically restrained longer than necessary to control the situation.

WAC 170-296A-6250

(1) If physical restraint is used, the licensee must within twenty-four hours: (a) Report the use of physical restraint to the child's parent or guardian and the department as required under WAC 170-296A-2250;
(b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate; and
(e) If all strategies described in (Behavior Guidance WAC) are followed and a child continues to behave in an unsafe manner, early learning program staff may physically remove the child from the situation to a less stimulating environment. Physical removal of a child is defined according to the development of the child:
(i) If the child is able to walk, staff should hold the child's hand and walk him or her away from the situation.
(ii) If the child is not ambulatory, staff should pick the child up and remove him or her to a quiet place where the child cannot hurt themselves or others. Early learning program staff must remain calm and use a calm voice when directing the child; and
(f) Early learning program staff must request or agree to step out of the situation if they sense a loss of their own self-control and concern for the child when using a restraint technique.

(3) If physical restraint is used, the early learning provider must:
(a) Immediately report the use of physical restraint to the child's parent or guardian and within 24 hours to the department as required under WAC 170-XXX;
(b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate; and
Standards Alignment – Interactions and Curriculum

(c) Document the incident in the child's file, including the date, time, staff involved, duration and what happened before, during and after the child was restrained.

(2) The licensee must develop a safety plan with the licensor if required by the department.

(c) Document the incident in the child's file, including what happened before, during and after the child was restrained.

(4) If physical restraint is used, the early learning provider must develop a written plan with input from the child's primary care or mental health provider, early learning provider and parents or guardians and licensor, in order to address underlying issues and reduce the need for physical restraint.

Justification:
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act regulations and requirements have guided the department's intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.

The Standards Alignment writing:
- Considered CFOC 3rd edition 2.2.0.10 Using Physical Restraint. A child could be harmed if not restrained properly.

<table>
<thead>
<tr>
<th>Emotional Support and Classroom Organization – Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Home WAC</strong></td>
</tr>
<tr>
<td>No Current Standard for “No Expulsion”</td>
</tr>
</tbody>
</table>
If the early learning provider is ending services to a child because a provider does not have a capacity to meet the child’s individual safety needs, or the safety needs of others, the early learning provider must:

(a) Give the family referrals to services, assessments or programs that may have a capacity to meet the child’s needs;
(b) Provide a record to the parents about the expulsion and the steps taken to avoid expulsion; and
(c) Maintain a record about the expulsion and the steps taken to avoid expulsion in the child’s file.

The early learning provider must establish and share with families an expulsion policy that includes:

(a) Steps taken to avoid expulsion;
(b) Communication strategies;
(c) Referrals to services, assessments or programs; and
(d) Early learning program staff training.

**Justification:**
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.
The Standards Alignment writing:
- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
- Considered CFOC and CFOC 3rd edition (2.2.0.8) Preventing Expulsions, Suspensions, and Other Limitations in Services.

### Program Structure and Organization – Supervision of Children

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-4400</td>
<td>WAC 170-295-2010</td>
<td>(1) The early learning provider must:</td>
</tr>
<tr>
<td>(2) The licensee must have a method on exit doors to alert the licensee or staff when an exit door is opened. The licensee may use a chime, bell, alarm, or other device as an alert method. 170-296A-4875</td>
<td>What types of play materials, equipment and activities must I provide for the children?</td>
<td>(a) Ensure that no person has unsupervised access to the child in care unless authorized and cleared by the department. For the purposes of this section, authorized and cleared individuals include:</td>
</tr>
<tr>
<td>Pets or other animals interacting with children.</td>
<td>You must:</td>
<td>(i) The early learning provider and all staff or volunteers authorized by the department (WAC 170-06);</td>
</tr>
<tr>
<td>The licensee:</td>
<td>(3) You must ensure the lesson plan, daily schedule of events, available toys and equipment contains a range of learning experiences to allow each child the opportunity to:</td>
<td>(ii) A representative of the government who has specific, verifiable authority supported by documentation for the access; or</td>
</tr>
<tr>
<td>(1) Or primary staff person must directly supervise, or instruct staff to directly supervise children preschool age and younger when the children are interacting with pets or other animals. 170-296A-4925</td>
<td>(a) Gain self-esteem, self-awareness, self-control, and decision-making abilities;</td>
<td>(iii) A parent or guardian, or other person authorized in writing by the parent (e.g., therapist; health care provider) for their own child.</td>
</tr>
<tr>
<td>Licensed outdoor space</td>
<td>(b) Develop socially, emotionally, intellectually, and physically;</td>
<td>(2) The early learning provider must ensure that capacity, group size, mixed age grouping and staff-to-child ratios are met at all times children are in care. This includes but is not limited to:</td>
</tr>
<tr>
<td>(3) When the licensed outdoor play space is not adjacent to the home the licensee must:</td>
<td>(d) Experiment, create, and explore.</td>
<td>(a) Indoor and outdoor play activities;</td>
</tr>
<tr>
<td>(a) Identify and use a safe route to and from the licensed outdoor space that is approved by the</td>
<td>(6) Maintain staff-to-child ratios and group size during transitions from one activity to another during the day</td>
<td>(b) Off-site activities;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) During transportation;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) Meal times;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(e) Rest periods;</td>
</tr>
</tbody>
</table>
Supervising Children

(1) The licensee must provide required staffing levels, staff-to-child ratios and supervision for the number of children in attendance.

(2) The licensee or primary staff person must be aware of what the children are doing at all times and be available and able to promptly assist or redirect activities when necessary. If unable to see the children, the licensee or primary staff person must frequently go the area where the children are located to check on them. For the purposes in this section frequently is defined as on many occasions with little time between them.

(3) The licensee must consider the following when deciding how closely to supervise the children:
   (a) Ages of the children;
   (b) Individual differences and abilities;
   (c) Layout of the indoor and outdoor licensed space and play area;
   (d) The risk associated with the activities children are engaged in; and
   (e) Evening or overnight care;
   (g) When children are on different levels of the facility.

(3) The early learning provider must ensure that no child is left unsupervised at any time while in care.

(4) The early learning provider must attend to children and be aware of what children are doing at all times and be available and able to promptly assist or redirect as necessary.

(5) The early learning provider must ensure:
   (a) Children are within hearing at all times, including during toileting.
   (b) Children are kept within range of sight. If children are out of direct line of sight, staff will:
      (i) Continually scan the environments looking and listening for both verbal and nonverbal cues in order to anticipate problems and plan accordingly.
      (ii) Visibly check on them frequently. For the purposes of this section, frequently is defined as on many occasions with little time between them;
      (iii) Move around the play area to assure children are not behind barriers preventing line of sight;
      (iv) Position themselves to assure all areas of the play space can be supervised.
   (c) Children are within sight and hearing at all times during rest periods (including night time sleep if offered) and off-site activities;

(6) The early learning provider must:
   (a) Take attendance when children enter or exit a vehicle during transportation to assure all
(e) Any nearby hazards including those in the licensed or unlicensed space.

(4) A baby monitor or video monitor must not be used in place of direct supervision of the children.

Additional requirements when the children are indoors.
(5) The licensee or primary staff person must be within sight or hearing range when children are indoors and be available and able to respond if the need arises for the safety of the children.
(6) When children are present on more than one level (floor) of the home, the licensee or primary staff person must be supervising the children on each level and maintain required staff-to-child ratios. Each level of the home used by the children must be licensed space.

Additional requirements when the children are outdoors.
(7) The licensee or primary staff person must be within sight and hearing range when children preschool age or younger are using the licensed outdoor space and be available and able to respond if the need arises for the safety of the children.
(8) The licensee or primary staff person of development;
170-295-2060

What are the requirements for evening and nighttime care?
In addition to meeting the other requirements of chapter 170-295 WAC, if you offer child care during evening and nighttime hours, you must:
(2) Maintain the same staff-to-child ratio that is in effect during daytime care;
(3) Keep the child within continuous visual and auditory range at all times;
(5) Ensure all staff attending to children in care are awake.

170-295-2070

What do I need to transport the children on offsite trips?
(6) When you transport children, you must maintain the staff-to-child ratio established for the youngest child in the group; and
(7) Staff or driver must not leave the children unattended in the motor vehicle.

170-295-2090

What are the required staff to child ratios and maximum group sizes for my center:
(1) You must ensure the required staff to child ratios are met at all times when:
(b) Not use devices (e.g., baby monitor, video monitor or mirrors) in place of direct supervision;
(c) Have a method on exit doors to alert the early learning program staff when an exit door is opened. This may be a bell, alarm, or other device that can be heard throughout the licensed space as an alert method.
(d) Directly supervise children when they are:
   (i) Interacting with pets or animals;
   (ii) Engaged in water or sand play;
   (iii) Playing in an area in close proximity to a body of water;
   (iv) Accessing the outdoor play area by way of a department approved plan when the outdoor play area is not immediately adjacent to the facility;
   (v) Engaged in planned activities in the kitchen; and
   (vi) Riding on public transportation.
(e) Ensure no infant or child is left unattended during:
   (i) Diapering;
   (ii) Bottle feeding; or
   (iii) Tummy time.
(f) Provide constant supervision to children 5 years of age or younger or those needing supervision while bathing. For older children, the early learning provider must be able to hear the child and be able to respond if needed.
(g) Consider the following when deciding how closely to supervise the children:
### Standards Alignment – Interactions and Curriculum

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9)</td>
<td>The required staff-to-child ratio must be maintained when the children are in the licensed outdoor space, except as provided in subsection (10) of this section.</td>
</tr>
<tr>
<td>(10)</td>
<td>Except when children in care are using a wading pool or swimming pool, a second staff person or assistant may engage in other child care activities temporarily as long as he or she is in sight or hearing range and is available and able to respond if the need arises for the safety of the children.</td>
</tr>
</tbody>
</table>

**WAC 170-296A-6000**

**Interactions with children**

The licensee and staff members must:

1. Interact with children through listening and responding to what the children have to say;
2. Be in frequent verbal communication with children in a positive, reinforcing, cheerful and soothing way. Explain actions, even to very young babies;
3. Appropriately hold, touch and smile at children;
4. The licensee must conduct group activities within the groups size and staff to child ration requirements, according to the age of the children: (Chart)
5. You must conduct activities for each group in a specific room or other defined space within a larger area.
6. You must ensure each group is under the direct supervision of a qualified staff person or team of staff involved in directing the child’s activities.
7. You must ensure the staff person providing direct care and supervision of the child is free of other duties at the time of care.
8. You must maintain required staff-to-child ratios indoors, outdoors, on field trips, and during rest periods. During rest periods, staff may be involved in other activities if:
   1. Staff remain on the premises; and
   2. Each child is within continuous visual and auditory range of a staff person.
9. You must ensure staff:
   1. Attend to the group of children at all times; and

(i) Ages of the children;
(ii) Individual differences and abilities;
(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.

7. Except for play near water hazards or pools, a second early learning program staff may engage in other child care activities temporarily (e.g., cleaning up after an activity; preparing items for a new activity) as long as he or she is in sight and hearing range and is available and able to respond if the need arises for the safety of the children.
(7) Be responsive to children, encouraging them to share experiences, ideas and feelings;
(8) Respond to and investigate cries or other signs of distress immediately;
(9) Perform age or developmentally appropriate nurturing activities that:
   (a) Take into consideration the parent's own nurturing practices;
   (b) Promote each child's learning self-help and social skills; and
   (c) Stimulate the child's development.

170-296A-6425

Off-site activity supervision.
When on an off-site activity, the licensee and staff responsible for the care of the children must at all times provide supervision, and be able to promptly assist or redirect the children’s activities.

170-296A-6475
Transportation
When transporting children the licensee, staff, and volunteers must:
(6) Take attendance each time children are getting in or getting out of the vehicle
(7) Never leave children unattended in the vehicle; and
(8) Maintain required staff-to-child ratio and capacity.

(b) Keep each child (including school-age children) within continuous visual and auditory range of center staff. Toilet trained children using the toilet must within auditory range of a center staff member.
(7) When only one staff person is present, you must ensure a second staff person is readily available in case of emergency.
(8) When only one caregiver is required to meet the staff to child ratio, you must be sure there is coverage for emergencies to meet both ratios and worker qualifications by either:
   (a) Posting the name, address, and telephone number of a person who meets the qualifications of at least a lead teacher, who has agreed in writing to be available to provide emergency relief and who can respond immediately; or
   (b) Having a second person that meets the qualifications of at least a lead teacher on the premises who is not needed for the staff to child ration, but is available to provide emergency relief.
(9) Service staff, such as cooks,
Using public transportation.
The licensee may transport children using public transportation, provided that children are supervised at all times and required staff-to-child ratios are maintained. The licensee or staff must not allow or send children on public transportation unsupervised.

Rest periods:
(1) The licensee must offer a daily supervised rest period for children.
(2) The supervised rest period must be...

Overnight care
The licensee must be approved by the department to provide overnight care. If the licensee provides overnight child care:
(1) The licensee or primary staff person must be awake until all children in care are asleep;
(2) The licensee or a primary staff person must be on the same level of the home as the children in care;
(3) The licensee or primary staff person must maintain required staff-to-child ratios; and

Infant “tummy time” positioning
When infants are awake, the licensee or janitors, or bus drivers, may be counted in the required staff to child ratio if they meet all child care worker qualifications.

Are children allowed in the kitchen when they are doing supervised activities?
(1) You must be sure that children are not in the kitchen except during supervised activities.
(2) When children are in the kitchen, you must:
   (a) Supervise food preparation activities involving children; and
   (b) Make the kitchen environmentally safe for children to participate in planned kitchen activities.

Do I need an outdoor play area?
(4) You must ensure appropriate child grouping by developmental or age levels, staff-to-child ratio adherence, and maintain group size;
(5) Staff must be outdoors with the children in continuous visual and auditory range;

What must I do to be sure that diaper changing is safe and does
standards Alignment – Interactions and Curriculum

staff must allow each infant supervised tummy time at least three times daily....

170-296A-7175

Bottle feeding infants

(2) When an infant can hold his or her own bottle, the licensee or staff:

(b) Must be in the same room within visual range of the infant during feeding.

170-296A-7300

Diaper changing

(1) The licensee or staff must:

(c) Attend to the child at all times when diapering a child;

not spread infections?

(3) You must not leave the child unattended during the diaper change.

170-295-5020

(4) You must implement a method to monitor entrance and exit doors to prevent children from exiting the buildings unsupervised. You may use:

(a) A door alarm;

(b) A bell that can be heard throughout the building;

(c) Adult supervision at the exits; or

(d) Other method to alert the staff (you may not lock the door to prevent an exit. It is against the fire code).

170-295-5100

What are the requirements for toilets, handwashing sinks and bathing facilities?

(10) If the center is equipped with a bathing facility, you must:

(c) Provide constant supervision for the child five years of age and younger and older children who require supervision.

170-295-6060

Who is allowed to have unsupervised access to children in care:
<table>
<thead>
<tr>
<th>Standards Alignment – Interactions and Curriculum</th>
</tr>
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<tbody>
<tr>
<td>(1) During operating hours or while a child is in care, individuals allowed to have unsupervised access to the child in care are:</td>
</tr>
<tr>
<td>(a) You;</td>
</tr>
<tr>
<td>(b) An employee or volunteer who has been authorized by DEL to care for or have unsupervised access to children in care; and</td>
</tr>
<tr>
<td>(c) A representative of a governmental agency who has specific, verifiable authority supported by documentation for the access.</td>
</tr>
<tr>
<td>(2) A parent can have unsupervised access only to his or her own child. A parent may sign an authorization for an individual to have unsupervised access to his or her own child (for example a therapist).</td>
</tr>
<tr>
<td>(3) You must not allow anyone else to have unsupervised access to a child in child care.</td>
</tr>
</tbody>
</table>

**Justification:**
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act
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- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
- Considered information from CFOC 3rd edition 2.2.0.1 Methods of Supervision of Children.

### Program Structure and Organization – Supervision of Children during Water Activities

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-5150</td>
<td>WAC 170-295-5050</td>
<td>(1) The early learning provider must meet all supervision requirements as listed in WAC XXXX.</td>
</tr>
<tr>
<td>Water activity – Supervision When children in care are attending a swimming or water play activity outside the licensed premises:</td>
<td>How can I make sure water activities are as safe and sanitary as possible?</td>
<td></td>
</tr>
<tr>
<td>(1) The licensee must have written permission from each child’s parent or guardian;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) There must be a certified lifeguard on duty; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) When infants or toddlers are in water depth that is:</td>
<td>(1) To ensure that the children are safe with a swimming pool on the premises, you must:</td>
<td></td>
</tr>
<tr>
<td>(a) Twenty-four inches or less, the licensee or staff must stay within reach of infants or toddlers; or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Greater than twenty-four inches, the licensee must provide one-to-one staff-to-child ratio for each infant or toddler. Staff must hold or be in constant touch contact with each infant or toddler.</td>
<td>(a) Ensure that pools are inaccessible to children when not in use;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Provide a certified lifeguard at all times in addition to required staff, when child use a swimming pool;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) If water is more than 24 inches deep, one-to-one staff-to-child ratio must be met for each infant or toddler. Early learning staff must hold or be in constant touch contact with each infant or toddler.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) If water is less than 24 inches deep, early learning staff must stay within reach of infants or toddlers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) For swimming or water play activity either on or off the premises, the early learning provider must ensure the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a) If water is more than 24 inches deep, there must be a certified lifeguard on duty;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) If water is more than 24 inches deep, provide at least one early learning staff more than required staff-to-child ratio to help supervise children preschool age and older;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) If water is more than 24 inches deep, one-to-one staff-to-child ratio must be met for each infant or toddler. Early learning staff must hold or be in constant touch contact with each infant or toddler.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) If water is less than 24 inches deep, early learning staff must stay within reach of infants or toddlers.</td>
</tr>
<tr>
<td>170-296A-5175</td>
<td>Wading pools – Defined – Supervision</td>
<td></td>
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<tr>
<td>--------------</td>
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<td></td>
</tr>
<tr>
<td>(2) When a wading pool on the premises is intended for use by the children, the licensee must:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Directly supervise or have a primary staff person directly supervise the children;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Maintain staff-to-child ratios when children are in a wading pool;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Keep infants or toddlers in the wading pool within reach of the licensee or staff;</td>
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</tbody>
</table>

170-296A-5200
Swimming pools defined – Barriers and supervision
(3) When the swimming pool on the premises is used by the children:
(b) One person present at the swimming pool must have lifeguard training;
(c) The licensee must provide:
   (i) One additional staff person more than the required staff-to-child ratio than provided in WAC 170-296A-5700 to help supervise children preschool age and older;
   (ii) A one-to-one staff-to-child ratio for infants or toddlers in the swimming pool;

(4) If the swimming pool is 6 feet or more in width, length or diameter, the early learning provider must provide a ring buoy and rope, a rescue tube, or a throwing line and a shepherd’s hook that will not conduct electricity. The life-saving equipment must be easily accessible and long enough to reach the center of the pool from the edge.
(5) If the early learning provider takes children off-site to an area with a body of water more than four inches deep (e.g., a park with a lake or stream), there must be:
   (a) At least one staff person more than the required staff-to-child ratio; and
   (b) At least one staff person in attendance must be able to swim.
(d) Staff must hold or be in constant touch contact with infants or toddlers in the swimming pool; 170-296A-5225
Bodies of water or water hazard on the licensed premises.
(2) When children are in care the licensee must:
   (b) Directly supervise or have a primary staff person directly supervise children, with the staff-to-child ratios observed, whenever children play in any area with a body of water. 170-296A-5250
Bodies of water outside and near licensed space.
(3) When the licensee or primary staff person takes children near a body of water outside the licensed premises and children have access to a body of water that is more than four inches deep, there must be:
   (a) One additional staff person more than the required staff-to-child ratio provided in WAC 170-296A-5700 to help with the children; and
   (b) At least one staff person in attendance must be able to swim 170-296A-5750
(11) See:
Standards Alignment – Interactions and Curriculum

(a) WAC 170-296A-5150 for additional supervision requirements when children are engaged in an off-site water play or swimming activity;

(b) WAC 170-296A-5175 for additional supervision requirements when children are using a wading pool; and

(c) WAC 170-296A-5200 for additional supervision requirements when children are using a swimming pool.

**Justification:**
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- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
- Considered CFOCB 2.2.0.1 Methods of Supervision of Children, 2.2.0.4 Supervision near Water and 6.3.2.1 Lifesaving Equipment which recommends life-saving equipment when caregivers are utilizing swimming pools for children.
- Considered CFOC 3rd edition 1.1.1.5 Ratios and Supervision for Swimming, Wading, and Water Play, 2.2.0.4 Supervision Near Bodies of Water, and 2.2.0.5 Behavior Around a Pool.
## Program Structure and Organization – Capacity, Ratio, Group Size and Mixed Groupings

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<thead>
<tr>
<th>Family Home WAC</th>
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<th>Proposed WAC</th>
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<tbody>
<tr>
<td>FH 170-296A-5400 Infant-toddler only license (birth to two years old)</td>
<td>Center 170-295-2090 What are the required staff to child ratios and maximum group sizes for my center?</td>
<td>Family Home Capacity, Ratio and Group Size</td>
</tr>
<tr>
<td>FH 170-296A-5450 Two through five year old only license</td>
<td>The following requirements apply to centers licensed for any number of children:</td>
<td>(1) The department issues an initial or non-expiring full license for up to twelve children that:</td>
</tr>
<tr>
<td>FH 170-296A-5500 School age only license (over five years through twelve years).</td>
<td>(1) You must ensure the required staff to child ratios are met at all times when children are in your care. The licensee must conduct group activities within the group size and staff to child ratio requirements, according to the age of the children:</td>
<td>(a) States the maximum number of children (capacity) that may be in care at any one time;</td>
</tr>
<tr>
<td>FH 170-296A-5550 Birth through twelve years license.</td>
<td>If the age of the children is:</td>
<td>(b) States the age range of children allowed in care.</td>
</tr>
<tr>
<td>(1) The department issues an initial license or non-expiring full license for the licensee to care for not more than twelve children birth through twelve years of age.</td>
<td>Then the staff to child ratio is:</td>
<td>(2) The early learning provider must not exceed the total capacity or age range stated on the child care license at any time. All children in care, on the premises, on an offsite activity or being transported by the early learning provider, staff or household member are counted in capacity.</td>
</tr>
<tr>
<td>(2) The department may issue an initial license or nonexpiring full license for fewer than twelve children if the total square footage of licensed indoor or outdoor space is less than the minimum square footage required to care for twelve children.</td>
<td>And the maximum group size is:</td>
<td>(3) Any child within the age range of birth through twelve years count in capacity, including the early learning provider’s own children, children of staff or visiting children who are not accompanied and supervised by an adult.</td>
</tr>
<tr>
<td>(3) If the licensee has less than one year of child care experience, the department may issue an initial license limited to:</td>
<td></td>
<td>(4) The early learning provider must provide qualified staff to fulfill the staffing requirements and staff-to-child ratios during operating hours, including off-site activities or when transporting children in care.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(5) The early learning provider must provide additional staff as described in WAC 170-XXXX when children are participating in water activities or activities near water.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(6) The early learning provider must receive department approval to care for a child with special needs as documented in WAC 170-XXXX if</td>
</tr>
</tbody>
</table>

### Capacity, Ratio and Group Size

- **FH 170-296A-5400 Infant-toddler only license (birth to two years old):**
  - License: Infant-toddler only license (birth to two years old)
  - Capacity: Up to twelve children
  - Age: Birth to two years old

- **FH 170-296A-5450 Two through five year old only license:**
  - License: Two through five year old only license (two to five years of age)
  - Capacity: Up to twelve children
  - Age: Two to five years of age

- **FH 170-296A-5500 School age only license (over five years through twelve years):**
  - License: School age only license (over five years through twelve years)
  - Capacity: Up to twelve children
  - Age: Over five years through twelve years

- **FH 170-296A-5550 Birth through twelve years license:**
  - License: Birth through twelve years license
  - Capacity: Up to twelve children
  - Age: Birth through twelve years

### Required Staff to Child Ratios and Maximum Group Sizes

<table>
<thead>
<tr>
<th>Age of Children</th>
<th>Staff to Child Ratio</th>
<th>Maximum Group Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) One month through 11 months (infant)</td>
<td>1:4</td>
<td>8</td>
</tr>
<tr>
<td>b) Twelve months through 29 months (toddler)</td>
<td>1:7</td>
<td>14</td>
</tr>
<tr>
<td>c) Thirty months through six years not attending</td>
<td>1:10</td>
<td>20</td>
</tr>
</tbody>
</table>
Standards Alignment – Interactions and Curriculum

<table>
<thead>
<tr>
<th>Staff-to-child ratio</th>
<th>Description</th>
<th>Ratio</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) Five years through 12 years attending kindergarten or elementary school (school-age child)</td>
<td>1:15</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

(a) Caring for not more than six children; or
(b) Caring for children older than eighteen months and walking independently.

(4) See the table in WAC 170-296A-5700 for the number and ages of children a licensee may care for and the staff-to-child ratios required based on the licensee’s experience and staffing levels.

FH 170-296A-5600
Staff-to-child ratio
(1) The licensee must provide qualified staff to fulfill the staffing requirements and ratios described in WAC 170-296A-5700 at all times during all operating hours, including off-site trips or when transporting children in care.

(2) The licensee must provide additional staff as described in WAC 170-296A-5150, 170-296A-5175, or 170-296A-5225 when children are participating in water activities or activities near water.

FH 170-296A-5625
Capacity and ratio
(1) The licensee must not exceed the total number or ages of

| Kindergarten or elementary school (preschool age child) | 1:15 | 30 |

(2) You must conduct activities for each group in a specific room or other defined space within a larger area.

(3) You must ensure each group is under the direct supervision of a qualified staff person or team of staff involved in directing the child’s activities.

(4) You must ensure the staff person providing direct care and supervision of the child is free of other duties at the time of care.

(5) You must maintain required staff-to-child ratios indoors, outdoors, on field trips, and during rest periods. During rest periods, staff may be involved in other activities if:
   (a) Staff remain on the premises; and
   (b) Each child is within continuous visual and auditory range of a staff member.

(7) If an individual child with special needs requires individualized supervision, a staff member providing individualized supervision for that child does not count in the staff-to-child ratio for the other children in care.

(8) Capacity for an early learning provider is determined through the department’s evaluation of:
   (a) Square footage of the early learning program environments as defined in WAC 170-XXXX;
   (b) The early learning provider’s years of experience in licensed child care;
   (c) The early learning provider’s education and on-going training;
   (d) The age range requested and/or approved by the department;
   (e) The amount of developmentally appropriate equipment, materials and toys;
   (f) The early learning provider’s licensing history with the department; and
   (g) The number of qualified staff available to meet staff-to-child ratios.

(9) The early learning provider with less than one year experience may request a capacity of up to six children birth through twelve years of age with a maximum of three children under two years of age (one child must be walking independently).

(10) The early learning provider with at least...
Standards Alignment – Interactions and Curriculum

children in care (capacity) stated on the child care license.

(2) All children in care through twelve years of age in attendance on the premises or being transported by the licensee or staff or a household member are counted in capacity.

(3) Any child within the age range on the license count in ratio, including the licensee’s own children, children of staff, or visiting children who are not accompanied by an adult.

(4) The licensee must receive department approval to care for a child with special needs as documented in WAC 170-296A-0050 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 ratio.

(5) If an individual child with special needs requires individualized supervision, a staff member providing individualized supervision for that child does not count in the capacity.

(6) You must ensure staff:
   (a) Attend to the group of children at all times; and
   (b) Keep each child (including school age children) within continuous visual and auditory range of center staff. Toilet trained children using the toilet must be within auditory range of a center staff member.

(7) When only one staff person is present, you must ensure a second staff person is readily available in case of emergency.

(8) When only one caregiver is required to meet the staff to child ratio, you must be sure there is coverage for emergencies to meet both ratios and worker qualifications by either:
   (a) Posting the name, address, and telephone number of a person who meets the qualifications of at least a lead teacher, who has agreed in writing to be available to provide emergency relief and who can respond immediately; or
   (b) Having a second person that meets the qualifications of at least a lead teacher on the premises who is not needed for the staff to child ratio, but is available to provide emergency relief.

(9) You must ensure staff:
   (a) Attend to the group of children at all times; and
   (b) Keep each child (including school age children) within continuous visual and auditory range of center staff. Toilet trained children using the toilet must be within auditory range of a center staff member.

(10) The staff to child ratio is determined by the ages and number of children in care. Two early learning program staff are required anytime when:
   (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 is under three years of age; and
   (c) More than ten children are in care.

Center Capacity, Ratio and Group Size

(1) The department issues an initial or non-expiring
staff-to-child ratio for the other children in care.

FH 170-296A-5700

Capacity and ratio table – Birth through twelve year license.
The table in this section describes the required staff-to-child ratio, age composition of children in care, and maximum licensed capacity permitted in a licensed family home child care depending on the:

(1) Licensee’s years of experience;
(2) Number and qualifications of staff providing care:

Chart

(3) As used in this section, “walking independently” means being able to stand and move about easily without the aid of assistance of or holding on to an object, wall, equipment or other person.

(9) Service staff, such as cooks, janitors, or bus drivers, may be counted in the required staff to child ratio if they meet all child care worker qualifications.

Center 170-295-2100

What are the exceptions to group sizes and staff to child ratios?

(1) If the center is licensed for twelve or fewer children, you may combine children (excluding infants not walking independently) of different age groups if you:
   (a) Maintain the staff to child ratio for the youngest child in the mixed group; and
   (b) Provide a separate area when infants not walking independently are in care.

(2) In centers licensed for thirteen or more children, you may group children between one year and two years of age who are walking independently with older children, provided:
   (a) The total number of children in the group does not exceed twelve; and
   (b) Two staff are assigned to the group.

(3) Excluding infants not walking

full license that:
(a) States the maximum number of children (capacity) that may be in care at any one time;
(b) States the capacity for each space licensed for use by children;
(c) States the age range of children allowed in care.

(2) Capacity for an early learning provider is determined through the department’s evaluation of:
   (a) Square footage of the early learning program environments as defined in WAC 170-XXXX;
   (b) The early learning provider’s years of experience in licensed child care;
   (c) The early learning provider’s education and ongoing training;
   (d) The age range requested and/or approved by the department;
   (e) The amount of developmentally appropriate equipment, materials and toys;
   (f) The early learning provider’s licensing history with the department; and
   (g) The number of qualified staff available to meet staff-to-child ratios.

(3) The early learning provider must not exceed the total capacity or age range stated on the child care license at any time. All children in care, on the premises, on an offsite activity or being transported by the early learning program staff are counted in capacity, including the children of staff.

(4) The early learning provider must provide qualified early learning program staff to fulfill the staffing
Standards Alignment – Interactions and Curriculum

independently, you may place an individual child in a different age group and serve the child within the different age group's required staff to child ratio. Prior to making the change, you must:

(a) Consult with the child’s parent;
and
(b) Document that the change is appropriate to the child’s individual needs and developmental level.

(4) Mixed groups including infants walking independently under subsections (1) and (3) of this section must not include school-age children.

(5) You may combine children of different age groups for periods of no more than one hour at the beginning and end of the day provided you maintain the staff to child ratio and group size designated for the youngest child in the mixed group;

(6) You may have nine infants in a classroom with appropriate square footage if you maintain a ratio of one staff to three infants; and

(7) You can request a waiver to group size limitations. If we approve variations to group size limitations, you must maintain the required staff-to-child ratios. Our approval will depend on factors including, but not limited to:

requirements, staff to child ratios, group size and mixed age groupings during operating hours, including off-site activities or when transporting children in care.

(5) At least two early learning program staff members, one of whom is a lead teacher, must be present at all times when at least five children between the ages of birth and twelve months of age are in care. A second early learning program staff member is required to comply with WAC XXX (8).

(a) The early learning provider may have two early learning program staff, one of whom is a lead teacher, to be present at all times when at least four children between the ages of birth and twelve months of age are in care.

(6) At least two early learning program staff, one of whom is a lead teacher, must be present at all times when at least eight or more children between the ages of twelve months and thirty months of age are in care. A second early learning program staff member is required to comply with WAC XXXX (8).

(a) The early learning program may have three early learning program staff, one of whom is a lead teacher, to be present at all times when at least six children between the ages of twelve months and thirty months of age are in care.

(7) At least two early learning program staff, one of whom is a lead teacher, shall be present at all times when at least ten or more children between
(a) Staff qualifications;
(b) Program structure;
(c) Square footage; and
(d) Lower staff to child ratios.

(8) As used in this section, "walking independently" means being able to stand and move about easily without the aid or assistance of or holding on to an object, wall, equipment, or other person.

the ages of thirty months and five years of age are in care. A second staff member is required to comply with WAC XXX (8).

(8) In each classroom or well-defined space, the maximum group size and ratio of early learning program staff member to children, including children related to a staff member or the licensee, shall be the following:

(a) Infants and Toddlers, birth through 12 months of age:
   (i) Maximum group size of 8 with a maximum ratio of 1:4;
   (ii) Allowed maximum group size of 6 with a maximum ratio of 1:3;

(b) Toddlers, 12 months until 30 months of age:
   (i) Maximum group size of 14 with a maximum ratio of 1:7;
   (ii) At least 50% of children must be 18 months or older;
   (iii) Allowed maximum group size of 15 with a maximum ratio of 1:5 and three early learning program staff must be present;

(c) Preschoolers, 30 months of age until 5 years of age:
   (i) Maximum group size of 20 with a maximum ratio of 1:10;
   (ii) At least 50% of children must be 48 months or older.

<table>
<thead>
<tr>
<th>Age group</th>
<th>Group size</th>
<th>Ratio</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12 months</td>
<td>8</td>
<td>1:4</td>
<td></td>
</tr>
<tr>
<td>Age Group</td>
<td>Maximum Group Size</td>
<td>Maximum Ratio</td>
<td>Additional Requirements</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------</td>
<td>---------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>0-12 months (allowed)</td>
<td>6</td>
<td>1:3</td>
<td></td>
</tr>
<tr>
<td>12-30 months</td>
<td>14</td>
<td>1:7</td>
<td>at least 50% of children must be 18 months or older</td>
</tr>
<tr>
<td>12-30 months (allowed)</td>
<td>15</td>
<td>1:5</td>
<td>at least 50% of children must be 18 months or older</td>
</tr>
<tr>
<td>30 months – 5 years of age</td>
<td>20</td>
<td>1:10</td>
<td>at least 50% of children must be 48 months or older</td>
</tr>
</tbody>
</table>

(9) Volunteers may not be counted into child ratios.
(10) Children who are five years old and are enrolled and/or attend kindergarten may be a part of the thirty months through five year old age group with the maximum group size of twenty and a maximum ratio of 1:10.
(11) The early learning provider must conduct activities for each group of children in a specific room or other defined space within a larger area.
(12) The early learning provider must provide additional staff as described in WAC 170-XXXX when children are participating in water activities or activities near water.
(13) The early learning provider must receive department approval to care for a child with special needs as documented in WAC 170-XXXX 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.

(14) If an individual child with special needs requires individualized supervision, a staff member providing individualized supervision for that child does not count in the staff-to-child ratio for the other children in care.

(15) When only one early learning program staff is required to care for a group of children, the early learning provider must ensure:
   (a) The staff member provides direct care and supervision at all times to the children in care;
   (b) The staff member is free of all other duties while providing care to the children; and
   (c) A second qualified staff member is on site and readily available to respond if needed.

**Combined Proposed Language**

**Mixed Age Groupings**

(16) The early learning provider may have a mixed age group of children when:
   (a) Parents have been consulted and provide written approval for their child to be in a combined age group.
   (b) The early learning program has reached a Level 3 or higher in the Early Achievers program and may be allowed to follow the mixed age grouping as defined in Group Size and Ratio, WAC XXX (5),(6):
      (i) At least two early learning program staff, one of whom is a lead teacher, must be
present at all times when at least five children between the ages of birth through thirty months of age are present. A second early learning program staff is required to comply with the maximum group size and ratio being 1:4.

(c) The early learning program has reached level 3 or higher in Early Achievers Program and may be allowed to have mix age groups defined in Group Size and Ratio WAC XXX (5), (6) and (7).

(ii) In each birth through thirty months age grouping, there must only be two children not walking independently when at least five children between birth and thirty months age are present.

(iii) Space requirements must meet infant through twelve months age group requirements in WAC XXX.

(iv) In each birth through thirty months of age grouping, there must be only two children not walking independently.

(8) At least two early learning program staff members, one of whom is a lead teacher, must be present at all times when at least five children between birth and thirty months of age are present.
through thirty six months of age are present. A second early learning program staff is required to comply with Group Size and Ratio WAC XXX (8);

(ii) In each birth through thirty six months of age classroom or well-defined space, the maximum group size and ratio of early learning program staff to children must be a maximum group size of eight with a maximum ratio of 1:4;

(iii) Space requirements must meet infant through twelve months of age group requirements in WAC XXX;

(iv) In each birth through thirty six months of age grouping, there must only be two children not walking independently.

(d) The early learning program has reached level 3 or higher in Early Achievers program and may be allowed to group children birth through twelve months of age and children birth through thirty six months of age with the maximum group size of nine and a maximum ratio 1:3;

(i) At least three early learning program staff, one of whom is a lead teacher, must be present at all times when at least nine children between the ages of birth through thirty months or birth through thirty six months of age are present. A second and third staff member are required to comply with
Group Size and Ratio WAC XXX(8);

(ii) Space requirements must meet infant through twelve months of age requirements in WAC XXX.

(iii) Each birth through thirty months of age grouping or birth through thirty six months of age grouping, there must only be three children not walking independently.

(e) The early learning program that has reached level 3 or higher in Early Achievers program and may be allowed to group children twenty four months to thirty six months of age with the maximum group size of twelve and a maximum ratio 1:6:

(i) At least two early learning program staff, one of whom is a lead teacher, must be present at all times when at least seven children between the ages of twenty four months through thirty six months of age are present. A second staff member is required to comply with Group Size and Ratio WAC XXX(8);

(ii) In each twenty four through thirty six months of age classroom or well-defined space, the maximum group size and ratio of early learning program staff to children must be a maximum group size of twelve with a maximum ratio of 1:6;

(iii) Space requirements must meet
Standards Alignment – Interactions and Curriculum

<table>
<thead>
<tr>
<th>Age group</th>
<th>Max Group size</th>
<th>Max ratio</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-30 months</td>
<td>8</td>
<td>1:4</td>
<td>Max 2 not walking independently children</td>
</tr>
<tr>
<td>0-30 months</td>
<td>9</td>
<td>1:3</td>
<td>Max 3 not walking independently children</td>
</tr>
<tr>
<td>0-36 months</td>
<td>8</td>
<td>1:4</td>
<td>Max 2 not walking independently children</td>
</tr>
<tr>
<td>0-36 months</td>
<td>9</td>
<td>1:3</td>
<td>Max 3 not walking independently children</td>
</tr>
<tr>
<td>24-36 months</td>
<td>12</td>
<td>1:6</td>
<td>Max 5 children younger than 30 months</td>
</tr>
</tbody>
</table>

Justification:
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act.
regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.

The Standards Alignment writing:

- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
- Considered CFOC 1.1.1.2-1.1.1.5 Ratios for Centers and Family Child Care Homes
- Considered CFOC 3rd edition 1.1.1.1 Ratios for Small Family Child Care Homes and 1.1.1.2 Ratios for Large Family Child Care Homes and Centers.

### Program Structure and Organization – Schedule

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-6550</td>
<td>WAC – 170-295-2010</td>
<td>(1) The early learning provider must have an established program and daily activity schedule that relates generally to what occurs and is familiar to children (e.g., routines and activities occur in relatively the same sequence most days).</td>
</tr>
<tr>
<td>Developmental Activities</td>
<td>What types of play materials, equipment and activities must I provide for children? You must: (2) Have a current daily schedule of activities and lesson plans that are designed to meet the children’s developmental, cultural, and individual needs. The toys, equipment and schedule must be:</td>
<td>(2) The schedule must be designed to meet the children’s developmental, cultural, individual, and special needs. The daily activity schedule must:</td>
</tr>
<tr>
<td>(1) The licensee must have and post a typical daily schedule that includes program activities.</td>
<td>(a) Specific for each age group of children; and (b) Include at least one activity daily for each of the following (you can combine several of the following for one activity):</td>
<td>(a) Be specific for each age group of children when applicable (e.g., centers with multiple groups of children); (b) Offer a variety of activities to meet children’s needs (see WAC XXX)</td>
</tr>
<tr>
<td>(2) The typical daily schedule must include:</td>
<td>(i) Child initiated activity (free play); (ii) Staff initiated activity</td>
<td>(3) Include, when applicable:</td>
</tr>
<tr>
<td>Hours of operation</td>
<td></td>
<td>(a) General timelines for activities;</td>
</tr>
<tr>
<td>(a) Types of activities, including screen time; (b) General timelines for activities; (c) Routine transportation times; (d) Meal service; (e) Rest periods; (f) Outdoor times; and (g) If applicable, overnight care.</td>
<td></td>
<td>(i) Full day programs must provide the child daily morning and afternoon active outdoor play time for a total of</td>
</tr>
</tbody>
</table>
### Standards Alignment – Interactions and Curriculum

#### (3) Evidence of daily activities may be shared or demonstrated through:
- (a) Display;
- (b) Writing; or
- (c) A checklist.

**WAC 170-296A-5125**

(d) The licensee or staff must provide outdoor activities at least thirty minutes each day unless conditions pose a health and safety risk to the children.

#### (3) You must ensure the lesson plan, daily schedule of events, available toys and equipment contains a range of learning experiences to allow each child the opportunity to:
- (a) Gain self-esteem, self-awareness, self-control, and decision-making abilities;
- (b) Develop socially, emotionally, intellectually, and physically;
- (c) Learn about nutrition, health, and personal safety; and
- (d) Experiment, create, and explore.

#### (4) Be available to the department for review.

(ii) Part day programs must provide a minimum of 20 minutes of active outdoor play time for each 3 hours of programming.

(b) Scheduled and consistent times for meal service;

(c) Routine transportation times;

(d) Rest periods; and

(e) Overnight care.

not less than 60 minutes daily.
### Standards Alignment – Interactions and Curriculum

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(4)</td>
<td>Post the daily schedule and lesson plan in each room for easy reference by parents and by caregivers;</td>
</tr>
<tr>
<td>(5)</td>
<td>Keep the daily schedule of events and lesson plans for the past six months on site for Inspection;</td>
</tr>
<tr>
<td>(8)</td>
<td>Ensure the center’s program affords the child daily opportunities for small and large muscle activities, outdoor play, and exposure to language development and books, and</td>
</tr>
<tr>
<td>(9)</td>
<td>Afford staff classroom planning time 170-295-2130</td>
</tr>
</tbody>
</table>

**Do I need an outdoor play area?**

(2) If you provide full-time care, the activity schedule must provide the child daily morning and afternoon outdoor play.

**Justification:**

The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.

The Standards Alignment writing:

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